UWRF Social Work Program
Field Instructor Orientation

Presented by: Jennifer Gervais, EdD, LICSW
Field Placement Coordinator

Do the best you can, where you are, with what you have
– Teddy Roosevelt
Objectives

- Help participants understand UWRF’s practicum structure.
- Review how to provide Educational Supervision of students.
- Gain an understanding of the curricular requirements for students to complete a practicum
- Review how to evaluate student’s performance during practicum placement.
UWRF Social Work Resources

- Department Website
  - [http://www.uwrf.edu/SOWK/](http://www.uwrf.edu/SOWK/)

- Field Education Links
  - [http://www.uwrf.edu/SOWK/FieldProgram/FieldAgency.cfm](http://www.uwrf.edu/SOWK/FieldProgram/FieldAgency.cfm)
# First Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Wednesday, September 2nd</td>
<td>Classes begin – Students may start their internships</td>
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<tr>
<td>Thursday, September 3rd, 12:30-3:00pm</td>
<td>Field Instructor Orientation at the UWRF Hudson Center</td>
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<tr>
<td>November 25th – 29th</td>
<td>Thanksgiving Vacation</td>
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<tr>
<td>November 23rd – December 11th</td>
<td>Mid-term site visits by UWRF Field Liaisons</td>
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<tr>
<td>Friday, December 11th</td>
<td>Last day of classes. All 225 hours are to be completed by this date.</td>
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<tr>
<td>Monday, December 14th</td>
<td>Finals Week (We discourage students from performing field hours during this week)</td>
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<tr>
<td>December 21st – January 24th</td>
<td>Holiday vacation. Students may accumulate up to 30 hours towards their 2nd semester placement hours during vacation. Students may wish to work more than 30 hours, but may not count more than 30 hours toward the next semester’s requirements.</td>
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# Second Semester

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Monday, January 25th</td>
<td>Classes begin</td>
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<tr>
<td>February 29th – March 11th</td>
<td>UWRF Field Liaisons will check in via phone (or in person if needed) on progress of placement.</td>
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<tr>
<td>March 12th – 20th</td>
<td>UWRF spring break</td>
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<tr>
<td>Monday, March 21st</td>
<td>Classes resume</td>
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<tr>
<td>April 18th – May 6th</td>
<td>Final site visits by UWRF Field Liaisons</td>
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<tr>
<td>Friday, May 6th</td>
<td>Field Appreciation Luncheon at Hudson House in Hudson, WI – invitations will be sent out in early Spring.</td>
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<tr>
<td>Friday, May 6th</td>
<td>Last day of classes. All 225 hours are to be completed by this date for a total of 450 hours.</td>
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<tr>
<td>Monday, May 9th</td>
<td>Finals Week</td>
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<tr>
<td>Saturday, May 14th</td>
<td>Commencement</td>
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Collaboration

- Field Placement Coordinator
- Field Liaison
- Field Instructor/Supervisor
- Task Supervisor
- Student
Getting a Good Start

- In groups, make a list of important things all EMPLOYEES at your agency get on their first day…
  - Second day
  - Third day
  - First week
  - First month
Getting a Good Start

- Now, review that list and circle the items that would be important for a student to attend.

- Compare your list with peers around you.

- What did you come up with?
EDUCATIONAL SUPERVISION
The most powerful predictor of student satisfaction with their field experience is the quality of field instruction (Fortune & Abramson, 1993).

Years after the field experience social workers can still recall the impact of the student-field instructor relationship on their professional, emotional, and intellectual development (Power & Bogo, 2002).

What do you remember from your field experience?
Kadushin and Harkness (2002) state that educational supervision is concerned with teaching the knowledge, values, skills, behaviors, and attitude for performance of social work tasks.

- The **GOAL** of the field placement is for students to successfully integrate theory into practice, thus learning to serve clients effectively.
- The **CHALLENGE** is to teach students how to practice social work, not a particular job at your agency.

Upon completion of the field placement, students should be ready to begin social work practice within an agency setting.

- Internship vs Volunteering vs Employment
Supervision – What is it and what should it look like?

- A supervisor should be focused on building a supervisory relationship with students and encouraging professional and personal growth.

Supervision Structure
- 1 hour per week at a regular set time
- Private space to share and discuss
- Interruptions at a minimum
- Set clear expectations
Munson (2002) describes the complex balancing act that field instructors must master. They must balance the rights of the clients, the policies of the agency, and the ethics of the profession with the learning needs of the student.
Common Field Issues

- Shell Shock
  - “trauma of the battle”

- Over-eagerness
  - Student doesn’t know what they don’t know
  - Student doesn’t want to appear incompetent

- Professionalism
  - Verbal, Attire, Conduct

- Personal Circumstances
  - Transference, projection
  - Unresolved Issues

- Agency Stress
  - Work load and attention to student
  - In fighting

- Others?
Effective Feedback and Evaluation

- Research indicates students prefer field instructors who give them ongoing and critical feedback regarding their performance in the field placement (Ellison, 1994; Fortune & Abramson, 1993; Fortune et al., 2001; Freeman, 1985)
  - The goal of feedback in field instruction is to facilitate learning and to promote ongoing improvement.

- Students in field education are expected to make mistakes and errors in judgment
  - Process for reviewing those mistakes
What Students Need From Their Supervisor

- **Empathy and Patience**
  - Recognize it’s normal to be nervous and unsure in the beginning
- **Support**
  - To begin with a learners stance
- **Practice, Practice, Practice and Direct Observation**
- **Timeliness**
- **Direct Communication, Feedback, & Follow-Up**
- **Review learning agreements throughout the semester**
- **Assist in establishing themselves as a professional**
- **Model positive work-life balance**
- **Provide resources**
Developmental Stages of a Practicum
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<tr>
<th>Stage</th>
<th>Associated Concerns</th>
<th>Response Strategies</th>
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<tbody>
<tr>
<td>1. Anticipation</td>
<td>• Anxieties</td>
<td>• Set realistic, clear, specific goals</td>
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<tr>
<td></td>
<td>• Feelings of vulnerability and self conscious</td>
<td>• Review roles and responsibilities</td>
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<tr>
<td></td>
<td>• “What if…?”</td>
<td>• Clarify and assess expectations</td>
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<td></td>
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<td>• Contract - Learning Agreement</td>
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<td></td>
<td></td>
<td>• Provide an orientation to the agency</td>
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<tr>
<td>2. Disillusionment</td>
<td>• Unexpected emotions</td>
<td>• Acknowledge gap between expectations and reality</td>
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<td></td>
<td>• Feelings about adequacy of skills</td>
<td>• Normalize feelings and behaviors</td>
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<td></td>
<td>• Concerned about breadth of demands</td>
<td>• Acknowledge and clarify feelings</td>
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<td></td>
<td>• Relationship with clients</td>
<td>• Encourage student to confront fears</td>
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<td></td>
<td>• Operation values of organization</td>
<td>• Refer to Learning Agreement for guidance</td>
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<td></td>
<td>• Disappointment with Supervisors/co-workers</td>
<td>• Apply classroom assignments to placement</td>
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<td></td>
<td>• “This not what I thought it would be.”</td>
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<td>3. Competency &amp; Mastery</td>
<td>• High accomplishment</td>
<td>• Share concerns openly</td>
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<td>• Investment in work</td>
<td>• Develop coping strategies</td>
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<td></td>
<td>• Quality supervision</td>
<td>• Use of self</td>
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<td></td>
<td>• Ethical issues</td>
<td>• Application of theory to practice</td>
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<td></td>
<td>• Worthwhile tasks</td>
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<td></td>
<td>• Home/Self/Career issues</td>
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<tr>
<td>4. Closer &amp; Termination</td>
<td>• “The elephant in the corner”</td>
<td>• Identify feelings – Parallel Process</td>
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<td>• Termination with clients</td>
<td>• Recognize unfinished business</td>
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<td>• Case management</td>
<td>• Meet with Supervisor</td>
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<td>• Redefine relationships</td>
<td>• Closure process for clients and agency</td>
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UWRF Supports

- Field Liaison schedules 2 visits per year and one phone call in March.

- Students are back on campus Tuesday and Thursday for class.
  - SOWK 472 for 50 minutes one day a week for both semesters.

- Field Liaison’s are available by phone and e-mail.
  - Jennifer Gervais 612-859-9405
    jennifer.gervais@uwrf.edu
  - Tamara “Tammy” Kincaid 651-260-1813
    tamara.kincaid@uwrf.edu

- Field Trainings will be offered 2x/year
What if’s

- **Concerns regarding student**

  If a Field Instructor finds that a student is having difficulties in the placement, the student's Field Liaison must be contacted as soon as possible. Hopefully, any difficulties can be resolved. If, however, problems are so severe as to be irresolvable, the student will be immediately removed from that placement. At this time, depending upon the nature of the situation, either a new placement will be secured or the process will begin for the removal of that student from the program through the termination process described in the *Student Handbook*. 
Course Material Outline

- Baccalaureate Thesis

- SOWK 389 – Special Topics

- Fall Semester
  - SOWK 472 – 6 credit – SOWK Field Instruction
  - SOWK 480 – 3 Credit – Integrated Seminar
  - SOWK 424 – 3 Credit - Crisis Assessment and Advanced Interviewing

- Spring Semester
  - SOWK 472 – 6 credit – SOWK Field Instruction
  - SOWK 481 – 3 Credit – Integrating Practice and Research
  - SOWK 426 – 3 Credit – Theory and Practice of SOWK III
Learning Agreement
Learning Agreement Purpose

- Contractual relationship between Student and Field Instructor
- Provides structure for what a student needs to demonstrate during the placement – the Field Instructor and Student agree on the how
- To be reviewed, agreed upon, and signed in the first 6 weeks of the placement
  - The Student submits the signature page
- Tracking the practice behaviors and assessment strategies
SUPERVISION AGENDA

Intern Name: ___________________________ Date: ___________________________

**Intern Agenda Items:** (to be completed by student prior to supervision and presented in supervision)

1. General check in, what is working, what is not, do you need anything from Field Instructor or Task Supervisor? Best part of week? Most challenging part of week? Follow-up to previous meeting (homework, updates etc.)

2. Specific questions, points of clarification, concerns from previous week:

3. Practice behavior(s) worked toward in the last week. Assessment strategies needed/implemented to measure attainment of practice behavior(s).

4. Student “Case” Issues and/or Concerns:

5. Project Updates (Group Included):

6. Cultural Diversity Issues/Experiences:

7. Self-care Process:

8. Curriculum Tie-in/Assignments to Discuss:

9. Paperwork Deadlines Approaching?

**Supervisor’s Agenda Items:** (to be completed by during supervision by supervisor)

_________________________________________  _______________________________
Student Signature  Field Instructor Signature

UWRF Field Instruction Supervision Agenda 9/2015
CSWE Core Competencies

- Professionalism
- Ethical Responsibility
- Critical Thinking
- Diversity
- Social Justice
- Research
- Human Behavior in the Social Environment
- Policy Practice
- Practice That Shapes Context
- Service
Competency #1
Professionalism

- In what ways can the student demonstrate ability to establish a role and boundaries at your agency?
- In what ways can a student demonstrate effective communication with you, colleagues, and clients?
- What resources do you have at your agency to provide continuing education opportunities to the student?
- In what ways will the students’ performance be evaluated and documented during their internship?
Competency #2
Ethical Responsibility

- In what ways are the Social Work Code of Ethics reviewed and/or adhered to at your agency?
- In what ways can you support the student in applying the Code of Ethics at your agency?
- How can the student learn the policy and procedures regarding client rights at your agency?
Competency #3
Critical Thinking

- In what ways can the student learn how decisions are made regarding client services at your agency?
- In what ways can the student demonstrate effective oral and written communication with clients, colleagues, collaborating systems at your agency?
Competency #4
Diversity

- In what ways can a student learn about the culture of your agency and the clients it serves?
- How can a student demonstrate cultural sensitivity with clients, colleagues, and collaborating systems at your agency?
Competency #5
Social and Economic Justice

- In what ways can a student engage in diverse opportunities at your agency to promote and advance social and economic justice?
- How can a student learn about your agencies policies and procedures and how they reflect the client population served at your agency?
Competency #6
Research

- In what ways can a student learn about the purpose of your agency and how you meet the needs of the population you serve?
- In what ways can a student learn about the evidence that supports the services/interventions at your agency?
- In what ways can a student learn about the evaluation process of the services offered at your agency?
Competency #7
Human Behavior and the Social Environment

- In what ways can a student apply knowledge of human behavior/development at your agency?
- How can a student demonstrate knowledge of the systems perspective and how these systems impact the agency and client served at your agency?
Competency #8
Policy

- In what ways can a student learn about the policies and procedures at your agency and witness the formulation and implementation of them?
- How can a student partake in effective policy development and implementation at your agency?
Competency #9
Context that Shape Practice

- How can a student learn about the community resources utilized at your agency?
- In what ways can a student learn about and partake in how your agency responds to changing social contexts i.e. technology, services, populations
Competency #10
Generalist Intervention Model

- Engagement
  - In what ways will a student be able to observe and partake in client engagement at your agency?

- Assessment
  - In what ways will a student learn about the assessment tools utilized at your agency? How will they learn about the process of assessment?
  - How will a student demonstrate the ability to perform assessments at your agency?
Competency #10 cont.

- **Intervention**
  - How are interventions conducted at your agency? What role can a student play in this?

- **Evaluation**
  - In what ways can a student learn about how your programs and services are evaluated?
  - In what ways can the student partake in the evaluation process?
  - How is the evaluation information gathered and used at your agency? What role can the student play in this?
Thank You

For your:

- Time
- Expertise
- Commitment
- Collaboration

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