UWRF Social Work Program
Field Instructor Orientation

Presented by: Jennifer Gervais EdD, LICSW
And
Courtney Wells PhD, LGSW
Field Placement Coordinator

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

- Introduce self, agency, and best thing you like about having a social work student intern.
Today’s Agenda & Objectives

- 9:00 – Welcome
- 11:00 – Students join us
- 12:30 – 1:00 Independent time

- 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/

- Field Education Links
  - http://www.uwrf.edu/SOWK/FieldProgram/FieldAgency.cfm
# LIST OF IMPORTANT DATES 2016-2017
Social Work Field Education Program
University of Wisconsin – River Falls

## First Semester

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Wednesday, September 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Classes begin – Students may start their internships</td>
</tr>
<tr>
<td>Thursday, September 9&lt;sup&gt;th&lt;/sup&gt;, 9-1:00pm</td>
<td>Field Instructor Orientation at the UWRF Hudson Center</td>
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<tr>
<td>November 23&lt;sup&gt;rd&lt;/sup&gt; – 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Thanksgiving Vacation</td>
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<tr>
<td>November 28&lt;sup&gt;th&lt;/sup&gt; – December 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Mid-term site visits by UWRF Field Liaisons</td>
</tr>
<tr>
<td>Friday, December 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Last day of classes. All 225 hours are to be completed by this date.</td>
</tr>
<tr>
<td>Monday, December 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finals Week (We discourage students from performing field hours during this week)</td>
</tr>
<tr>
<td>December 23&lt;sup&gt;rd&lt;/sup&gt; – January 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Holiday vacation. Students may accumulate up to 30 hours towards their 2&lt;sup&gt;nd&lt;/sup&gt; 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

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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<tr>
<td>Monday, January 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Classes begin</td>
</tr>
<tr>
<td>February 27&lt;sup&gt;th&lt;/sup&gt; – March 9&lt;sup&gt;th&lt;/sup&gt;</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 11&lt;sup&gt;th&lt;/sup&gt; – 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>UWRF spring break</td>
</tr>
<tr>
<td>Monday, March 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Classes resume</td>
</tr>
<tr>
<td>April 17&lt;sup&gt;th&lt;/sup&gt; – May 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Final site visits by UWRF Field Liaisons</td>
</tr>
<tr>
<td>Friday, May 5&lt;sup&gt;th&lt;/sup&gt; 12-2:00pm</td>
<td>Field Appreciation Luncheon at Hudson House in Hudson, WI – invitations will be sent out in early Spring.</td>
</tr>
<tr>
<td>Friday, May 5&lt;sup&gt;th&lt;/sup&gt;</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 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Saturday, May 13&lt;sup&gt;th&lt;/sup&gt;</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…
  - First 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
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
Importance of What You Do

- 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?
Fostering self-awareness, reflection and emotional regulation

Retrieved from: http://socialwork.utoronto.ca/practicum/addressing-challenges-in-supervision/
What Students Need From Their Field Instructor

- 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
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
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?
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.

What have been some struggles you have experienced with balancing the requirements of your employment with supervising an intern? Can you share strategies that assisted you in balancing these demands?
What if’s

- Concerns regarding student
  - Performance
  - Attendance

- What issues have you had with students and how did you resolve them?
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.
  - Courtney Wells 651-373-6651
  - courtney.wells@uwrf.edu
  - Tamara “Tammy” Kincaid 651-260-1813
    tamara.kincaid@uwrf.edu

- Field Trainings will be offered 2x/year
Course Material Outline

- Baccalaureate Thesis – a collaboration between student and agency.
  - The agency should be included in each stage of the research process.

- 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
FIELD PROCESS AND FORMS
Introductions

- Complete the color test provided
- Share results with each other
- Discuss how your likeness/differences may impact your supervisory relationship
Placement Requirements

- 16-17 hours per week, 225 per semester for a total of 450 hours
- Hours completed by last day of class in semester
  - December 11th
  - May 6th
- Accommodation/Case coverage must be made for January break
- 30 hours during J-term may count toward 2nd semester
Field Instruction – 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
  - Use of a supervision agenda
WEEKLY SUPERVISION AGENDA

Intern Name:       Date: 
Hours worked this week:    Total hours this semester: 

Intern Agenda Items: (to be completed by student prior to supervision and presented in supervision)
1. Self-care Performed in the last week:

2. General check in:
   a. Best part of week (Internship/home/student)?
   b. Most challenging part of week (Internship/home/student)?
   c. Follow-up to previous meeting (homework, updates etc.)

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

4. Competency(ies) worked toward in the last week. Assessment strategies needed/implemented to measure attainment of competency(ies)

5. Cultural Diversity Experiences/Issues (values/biases experienced or challenged):

6. Curriculum Tie-in/Assignments to Discuss, Deadlines to meet:

7. Self-care to be performed in the next week:

Supervisor’s Agenda Items: (to be completed by Field Instructor)

_______________________________  __________________________________ 
Student Signature     Field Instructor Signature
What Field Instructors Need From Their Student

- Patience
- Professional behavior
  - Appearance, behavior, communication
- Direct Communication, Feedback, & Follow-Up
- Review learning agreements throughout the semester
- Bring in classroom projects/assignments
- Learn and practice positive work-life balance
Weekly Journals

13 journals that cover a wide range of topics

- Getting adjusted
- Supervision
- Code of Ethics/Ethical decision making
- Engagement/Assessment/Intervention/Evaluation
- Future professional planning
- Agency experiences/Agency Swapping
- Self-care
- Safety Issues
- Development learning process
- Documentation
Fieldwork Hours Verification Form

University of Wisconsin-River Falls
Social Work Program
SOWK 472
Social Work Field Instruction

Student Name __________________________________________________________

This form must be completed weekly and signed by your Field Instructor at the end of the month to verify the hours performed. It is advised that you review your hours weekly in supervision with your Field Instructor. Forms must be submitted into D2L within the first week of each month after hours are completed.

### Monthly Fieldwork Hours

<table>
<thead>
<tr>
<th>Date</th>
<th>Start - End Time</th>
<th>Activity Code(s)*</th>
<th>Number of Hours</th>
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Total Hours The Month:

Total Hours for the Semester:

Activity Code:
A= Activities at agency, direct work with clients, meetings, documentation, etc
B= Reading assignments, viewing videos or other media as assigned by supervisor
C= Related activities outside of agency such as conferences, projects, visiting other agencies, etc.

Student Signature: ___________________________________ Date: ______________________

Supervisor Signature: ___________________________________ Date: ______________________
Developmental Stages of a Practicum
<table>
<thead>
<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>
<td></td>
<td>• Contract - Learning Agreement</td>
</tr>
<tr>
<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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<tr>
<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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<tr>
<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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<tr>
<td>3. Competency &amp; Mastery</td>
<td>• High accomplishment</td>
<td>• Share concerns openly</td>
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<td></td>
<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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<tr>
<td></td>
<td>• Ethical issues</td>
<td>• Application of theory to practice</td>
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<td></td>
<td>• Worthwhile tasks</td>
<td></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></td>
<td>• Termination with clients</td>
<td>• Recognize unfinished business</td>
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<td></td>
<td>• Case management</td>
<td>• Meet with Supervisor</td>
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<tr>
<td></td>
<td>• Redefine relationships</td>
<td>• Closure process for clients and agency</td>
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</table>
Learning Agreement
Demonstrate Ethical and Professional Behavior

Engage Diversity and Difference in Practice

Advance Human Rights and Social, Economic, and Environmental Justice

Engage In Practice-informed Research and Research-informed Practice

Engage with Individuals, Families, Groups, Organizations, and Communities

Assess Individuals, Families, Groups, Organizations, and Communities

Intervene with Individuals, Families, Groups, Organizations, and Communities

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Learning Agreement Purpose

- Contractual relationship between Student and Field Instructor
  - To be reviewed, agreed upon, and signed in the first 6 weeks of the placement
    - The Student submits the signature page
- Provides structure for what a student needs to learn and demonstrate during the placement – the Field Instructor and Student agree on the how
- Learning is considered an ongoing process
- Reviewing the behavioral components weekly and building upon the learning from week to week
Initial assignment in SOWK 480

- Job description
  - Reviewing the knowledge, skills, and abilities
- Provides a student insight to the work performed and structure of agency
- Informs the learning agreement
Evaluation Rubric

- **Purpose**
- **Continuum of practice**
- Informs mid-term and final evaluation
- Evaluations should be reviewed with student
UNIVERSITY OF WISCONSIN
River Falls

Thank you for your time and attention in teaching the craft of social work to your student!

This survey will allow you to score your students progress in the field. This evaluation will take you about 30 minutes to complete and is broken down by each of the nine competencies.

Should you need, you can begin this evaluation and return to it no later than 2 weeks from the date you started. Simply click on the link to the evaluation sent to you and resume where you left off. All your initial responses will be automatically saved each time you exit the survey. NOTE - You must resume the survey from the same computer (i.e. IP address) that you began the survey with.

For questions or issues, please contact your Field Liaison.

Student Name:

Name of Person Completing this Evaluation

Your email address

Agency Affiliation

Survey Completes

Finish
Competency 1: Demonstrate Ethical and Professional Behavior

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

- Consistently applies the NASW Code of Ethics and demonstrates leadership in bringing social work ethical principles to all areas of practice
- Demonstrates a working knowledge of the NASW Code of Ethics and is able to identify and apply in practice
- Able to identify the NASW Code of Ethics but needs practice applying them in practice
- Not able to articulate knowledge of NASW Code of Ethics or apply them appropriately

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

- Advocates for changes to laws and regulations that conflict with the NASW Code of Ethics
- Makes ethical decisions by recognizing and applying relevant laws and regulations
- Recognizes the need to apply relevant laws and regulations in ethical decision making but is not able to apply them without assistance
- Does not recognize the need to apply relevant laws and regulations in ethical decision making

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

- Consistently demonstrates an advanced ability in identifying ethical dilemmas in all areas of practice
- Makes ethical decisions by demonstrating ethical conduct in research and scholarly work
- Recognizes the need to apply ethical decisions in conducting research and scholarly work but needs more practice
- Not able to demonstrate application of ethical conduct in research or scholarly work

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

- Consistently applies the NASW Code of Ethics and demonstrates leadership in bringing social work ethical principles to all areas of practice
- Demonstrates a working knowledge of the NASW Code of Ethics and is able to identify and apply in practice
- Able to identify the NASW Code of Ethics but needs practice applying them in practice
- Not able to articulate knowledge of NASW Code of Ethics or apply them appropriately

Software changes are required

Your IT department requires changes to the software on your computer. Click here for options.
UNIVERSITY OF WISCONSIN
River Falls

Thank you!
Your responses have been recorded. An email will be sent to you encompassing your final scoring and comments. Please save this email for your evaluation meeting with the student and University Field Liaison.

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Competency 1: Demonstrate Ethical and Professional Behavior

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

Consistently applies the NASW Code of Ethics and demonstrates leadership in bringing social work ethical principles to all areas of practice
✓ Demonstrates a working knowledge of the NASW Code of Ethics and is able to identify and apply in practice
Able to identify the NASW Code of Ethics but needs practice applying them in practice
Not able to articulate knowledge of NASW Code of Ethics or apply them appropriately

Select the behavioral component below that best describes the students ability to demonstrate ethical decision making by applying the standards of the NASW Code of Ethics.

Advocates for changes to laws and regulations that conflict with the NASW Code of Ethics
✓ Makes ethical decisions by recognizing and applying relevant laws and regulations
Recognizes the need to apply relevant laws and regulations in ethical decision making but is not able to apply them without assistance
Competency 1: Demonstrate Ethical and Professional Behavior

- Select the behavioral component below...
  - Demonstrates a working knowledge of the NASW Code of Ethics and is able to identify and apply in practice

- Select the behavioral component below that best describes the students ability to demonstrate the...
  - Does not recognize the need to apply relevant laws and regulations in ethical decision making

- Select the behavioral component below that best describes the students ability to demonstrate the...
  - Makes ethical decisions by demonstrating ethical conduct in research and scholarly work
Independent Time

- Use this time to get to know your student:
  - Questions the student may have
  - Review schedule/calendar
  - Dress code
  - Review items from earlier in the day that the student should know in the first day
  - Begin to discuss the learning agreement and job description assignment
Thank You

For your:

- Time
- Expertise
- Commitment
- Collaboration

Field Placement Coordinator
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River Falls, WI 54022