The Field Practicum

Orientation and Training of Agency Field Instructors
Department of Social Work – September 8, 2014
Molly E. Davis, Ed.D, MSW, BS.
Stacey D. Hardy, Ph.D., J.D., L.C.S.W
Interim Co Directors of Field Education
Introductions
Workshop Goal

Enhance and enrich the **partnership** between the university field education program and community-based agencies toward producing competent, conscientious and compassionate social work professionals.
Overview of Social Work at Mason
Preparing You for Field Instructor Roles
Understanding Expectations
Identifying Support Systems
Agenda (continued)

Documentation, Forms and the ipt system (software/technology)
Supervision
Personal Safety Risk management
Evaluating Student Performance
Ethnical Issues and Field Instruction
Trauma Informed Field Instruction
Overview of Social Work at Mason
Characteristics we Hope to Cultivate in Students - Our Future SW Colleagues:

- **Strong identity as a social worker (versus a “role” or “job”)**
- **Social work core values-driven practice**
- **Ability to problem solve and think critically and creatively**
- **Social workers with initiative, collaborative skills, and the ability to integrate various contexts in any given situation**
Mason Field Students

Respectful
Hardworking
Conscientious
Enthusiastic about learning
# Our Brand: Mason Field Student

<table>
<thead>
<tr>
<th>Professional</th>
<th>Ethical</th>
<th>Cultural humility</th>
<th>Ethical</th>
<th>Completes tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>Client Centered</td>
<td>Competent</td>
<td>Professional Dress</td>
<td>Adheres to the Chain of Command</td>
</tr>
<tr>
<td>Self Aware</td>
<td>Learning Focused</td>
<td>Accountable</td>
<td>Critical Thinker</td>
<td>Work Ethic</td>
</tr>
<tr>
<td>Committed to the Profession Of Social Work</td>
<td>Culturally competent</td>
<td>Not Entitled</td>
<td>Values civility</td>
<td>Reliable</td>
</tr>
</tbody>
</table>
SW at Mason:

- BSW Junior
- BSW Senior/MSW Foundation
- MSW Concentration
Generalist Practice Foundation

BSW

- Introduction to Social Work
- Interpersonal Communication
- Methods of Intervention (individuals, groups, families, communities)
- Human Behavior (life course and macro systems)
- Social Policy, Social Justice, and Policy Analysis/Advocacy
- Research & Statistics
- Senior year: 450 hours in the field
Generalist Practice Foundation
MSW Foundation Year

• Communication and Technology for SW Practice
• Direct Social Work Practice
• Human Behavior & Social Systems
• Social Policies, Programs, and Services and Social Policy Advocacy
• Research Methods
• Foundation year: 450 hours in the field
MSW Concentration: Clinical Practice

Core:

• Advanced Clinical Practice
• Community-Centered Clinical Practice
• Psychopathology
• Advanced Research in SW
MSW Concentration: Clinical Practice (cont.)

Advanced Clinical Practice & Policy:

- Forensic SW Practice
- Family Therapy
- Trauma and Recovery
- Military Social Work
- Substance Abuse Interventions
- Clinical Practice with Older Adults
- Immigration Policy
- Social Policy for Children and Youth
- Aging Programs and Policies

Aging Programs and Policies

- Trauma and Child Welfare
- Human Rights
- Human Trafficking

Electives

Clinical Practicum: 600 hours in the field
MSW Concentration: Social Change

Core:

• Social Work and the Law
• Organizational Leadership for Social Workers
• Empowering Communities for Change
• Advanced Research in SW
MSW Concentration: Social Change (cont.)

Advanced Policy Courses:
  • Immigration Policy
  • Social Policy for Children and Youth
  • Aging Programs and Policies

Electives

Social Change Practicum: 600 hours in the field
Field Training

Council on Social Work Education (CSWE) Guidelines

Educational Policy and Accreditation Standards (EPAS, 2008)

- Educational Policy 2.3 Signature Pedagogy: Field Education:

  “Signature pedagogy represents the forms of instruction and learning in which a profession socializes its students to perform the role of practitioner...in social work, the signature pedagogy is field education.”
CSWE Competencies

CSWE Competencies (At all program levels – BSW and MSW)

1. Identify with the social work profession and behave professionally.
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
5. Promote human rights and social justice.
CSWE Competencies (cont.)

7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to deliver effective social work services.
9. Respond to and shape an ever-changing professional context.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
Encourage cultural competence in training and supervision

Be mindful of cultural aspects of the organization or agency, service delivery and within the supervisory relationship

- age
- SES/educational background
- gender
- ethnicity/race
- religion
- sexual nature
- others
Field-based Learning across the Curricula

BSW Junior Year Human Service Experience Requirements
- 60 hours in human service context

BSW (Senior Year) and Foundation (1\textsuperscript{st} year) MSW
- Parallel curricula
- BSW - 225 hours per semester*
- MSW 1\textsuperscript{st} year - 225 hours per semester*

MSW (2\textsuperscript{nd} year) Concentration year
- Clinical AFI must be 3 years post masters (all other practicum levels require AFI to be 2 years post masters)
- 300 hours per semester*

* minimum requirement and does not include time required to attend field seminars
# Who’s Who - Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Primary Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Directors (Interim)</td>
<td>Administrators of field program</td>
</tr>
<tr>
<td>Faculty Field Liaisons</td>
<td>Experiential learning resource to BOTH students and agencies</td>
</tr>
<tr>
<td>Agency Field Instructors</td>
<td>On-site teachers of real world SW practice</td>
</tr>
<tr>
<td>Task Supervisors</td>
<td>Serving at the discretion of AFIs, contribute expertise to students’ learning</td>
</tr>
</tbody>
</table>
Task Supervisors

MSW or Non-MSW field supervisors

- assigned by the Agency Field Instructor to provide specialized instruction
- reports to the Agency Field Instructor regularly regarding all matters related to the student’s performance
- Agency Field Instructor maintains primary legal and supervisory responsibility for the student and related documentation
Supervision: Developmental Stages of an Internship

ANTICIPATION
DISSILLUSIONMENT
CONFRONTATION
COMPETENCE
CULMINATION
ANTICIPATION

**Student’s Experience**
Mix of excitement and anxiety
Worry about fitting in and having the knowledge necessary to do well

**Supervisor Response**
Discuss learning objectives
Be clear about expectations
Allay anxiety by discussing fears openly
Plan and structure supervision time
Provide encouraging feedback
Challenge faulty assumptions about the work
DISSILLUSSIONMENT

Student’s Experience

The real world of practice may shatter lofty expectations.
Ethical issues and hard work expose a different side of practice outside of the classroom.

Supervisor Response

Help student work through challenging issues
Challenge students to face and explore ethical issues
Model the process of ongoing learning and inquiry
Help the student see the differences between classroom and real world
Expose student to positive models of effective practitioners
CONFRONTATION

Student’s Experience

Expectations have to be revisited.
Students must explore interpersonal and intrapersonal issues.
Confidence should be increasing as greater competence in the work.

Supervisor Response

Field instructor can provide support and encouragement to student.
Assure and model the commitment to excellence in work
Help in the understanding of the need for advocacy
<table>
<thead>
<tr>
<th>Student’s Experience</th>
<th>Supervisor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift to identifying with professional vs student status.</td>
<td>Introduce student to the professional community</td>
</tr>
<tr>
<td>More productive in the work roles.</td>
<td>Discuss career and job strategies</td>
</tr>
<tr>
<td>Capable of completing more complex tasks.</td>
<td>Create learning tasks that are more advance</td>
</tr>
<tr>
<td></td>
<td>Help student attend professional training events</td>
</tr>
<tr>
<td>Student’s Experience</td>
<td>Supervisor Response</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| Ending               | Assist the student in termination  
Help student to feel pride in work  
Recount the learning that has occurred  
Assure student they are prepared for practice  
Consider writing a letter of reference for student  
Refer possible job opportunities |
Supervision – Three Primary Functions - Kadushin Model

Administrative
Educational
Supportive
Administrative

Develop and maintain high work standards
Coordinate student’s practice experience with the agency’s policies
To the extent possible, assure a predictable and efficient experience for the student
Educational

Structuring and providing educational/professional developmental experiences for each student

Personalizing learning to support maximization of skill-building opportunities
Supportive

Maintenance of morale
Create harmony in working relationships
Cultivate an esprit de corps
Strengths-based Supervision

Focus on strengths in clients vs. pathology. We find what we look for.

In students, locate strengths and build on them to improve the quality of the student’s work. Motivation is increased if strengths are highlighted.
ALWAYS include the client’s environment in any assessment.

- The environment provides resources as well as risk
- Help students identify how they are able to locate resources in their own environment that can be used for themselves and their clients.
Partner with your student and collaborate in the learning experience. Collaboration is essential to building trust and communication. Allow yourself not to be the “expert.”
Seek balance in your relationship with your student. While the relationship can contain elements of counseling, it is not a counseling relationship.

Develop a dialogue with your student based on your direct observations of the student’s work.

Model your own commitment to learning through growth oriented risk-taking and continuing education. If you are not a lifelong learner, can you expect your student to stretch?
Best Practices in Supervision – Some Suggestions

Communication of high expectations couched in terms of your faith in the strengths you have observed in the student

Schedule weekly supervision meetings on the same day/hour each week

Avoid comparisons with other students – present or past!

Frame criticism in terms of the behavior you would like the student to develop
When processing learning experiences, encourage the student to reflect on their experiences.

What was the best part of the experience?
What was the most challenging part?
What parts of the experience were unexpected?
For better or worse, what parts of the experience were the most valuable? What makes these valuable?
Engage in a process that reflects both storytelling and storylistening. When engaging in storylistening, be sure to hearing the meta-messages.

Review the learning agreement/goals frequently – create strategies for positive growth toward goal attainment.

End the supervision session by asking the student for the main points they are taking away from the meeting.
Documentation

All forms are found in the Field Manual, available online at:

http://chhs.gmu.edu/sw/fieldeducation

Format of documents may change to better reflect curriculum goals and professional competencies

Ipt system – Intern Placement Tracking

http://www.runiptca.com/web/login.php
Weekly Journals

- components:
  - Summary of field activities
  - Highlights and Challenges
  - Competencies demonstrated
  - Ethics / Values Issues
  - *What would improve your learning; Learning objectives for next week*

- Used to document professional growth and skill development

- Process Recordings (2 per semester or more)
Documentation (continued)

- Time Log of Field Hours
  - should be submitted and signed weekly –
  - helps to identify if the student is on-track for completing requirements on schedule
    - Are there excessive absences?
    - Do activities reflect goals outlined in the learning agreement?
    - Do activities match what the student should be doing at that point in the semester?
    - Is supervision happening regularly
- RISK MANAGEMENT
EVALUATING STUDENT PERFORMANCE

ARE YOU READY?
Evaluator: Which Hat?

Two Primary Roles of Agency Field Instructors

Teacher

Social Work Practitioner
Learning Agreement/Evaluation

Key Components

Learning Agreement

- Competencies
- Practice Behaviors
- Measureable Learning Activities

Mid Term

Final Evaluation
Field Education Competency Based Learning Contract and Performance Evaluation

Competency #1: Field practicum student identifies as a professional social worker and conducts himself/herself accordingly.

<table>
<thead>
<tr>
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<th>(1) Learning Agreement: Measurable Learning Activities</th>
<th>(2) Mid-Term Rating (1-5)</th>
<th>(3) Final Rating (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Advocate for client access to the services of social work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Practice personal self-reflection and self-correction to assure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>continued professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Attend to professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Engage in career-long learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Use supervision and consultation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall mid-term rating for competency #1: MT

Overall final rating for competency #1: Final

Comments:

SAVE WORK
Learning Agreement

“Contract” between student/field instructor
Reflects kind of practicum learning that will occur
Establishes expectations - BLUEPRINT
Focus on competencies, practice behaviors and measurable learning activities
Built upon a collaborative process
Evaluation

Weekly supervision is an ongoing opportunity for evaluation.

Mid Term
- Not graded
- Early identification and plans for improvement

Evaluation
- Graded by Faculty Liaison
- Focus on Assessing Student Performance
- Comments are sought and needed
<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>The field practicum student consistently demonstrates basic competence when engaging in the practice behavior - suggesting no further development of this practice behavior is needed.</td>
</tr>
<tr>
<td>4</td>
<td>The field practicum student demonstrates basic competence when engaging in the practice behavior, but does not do so consistently.</td>
</tr>
<tr>
<td>3</td>
<td>The field practicum student is on track for developing basic competence when engaging in the practice behavior, but does not currently demonstrate basic competence.</td>
</tr>
<tr>
<td>2</td>
<td>The field practicum student has not met expectations in this area, but there are performance indicators that the student can meet the expectations in the near future with additional guidance and direction.</td>
</tr>
<tr>
<td>1</td>
<td>The field practicum student has not met the expectations in this area, and there are no performance indicators of the student’s ability to meet the expectations in this area in the near future even with added guidance and direction.</td>
</tr>
</tbody>
</table>

Please leave the rating column blank if your student has not yet had the opportunity to engage in a practice behavior by the date of the final evaluation and be sure to provide a comment with respect to when the behavior will be developed. Never rate a student with a zero.
## Ratings

<table>
<thead>
<tr>
<th>Quality</th>
<th>Frequency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>Consistently</td>
<td>5</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Not Consistent</td>
<td>4</td>
</tr>
<tr>
<td>Developing basic competence</td>
<td>Does not currently demonstrate basic competence</td>
<td>3</td>
</tr>
<tr>
<td>Has not met competence expectations</td>
<td>With additional guidance and directions” may “be competent in the future</td>
<td>2</td>
</tr>
<tr>
<td>No competence</td>
<td>No indication will be able to demonstrate at all</td>
<td>1</td>
</tr>
</tbody>
</table>
Key Evaluation Concepts

- Competencies
- Practice Behaviors
- Measureable Learning Activities
Measureable Learning Activities
A statement describing activities designed to demonstrate a practice behavior/competency
Written in specific, behavioral measurable terms
A field treatment plan to guide the supervision process
Should follow the SMART format
STUDENTS SHOULD WRITE THESE
SMART

• SPECIFIC
• MEASURABLE
• ACHIEVABLE
• RELEVANT
• TIMELY
EACH SEMESTER
All practice behaviors should have a MLA
Students should generally complete the MLA during that semester
Partialize MLA tasks if necessary
Field instructors must review the MLA to make sure that they are:
  • Achievable
  • Relevant
  • Timely
# Field Education Competency Based Learning Contract and Performance Evaluation

**Competency #1:** Field practicum student identifies as a professional social worker and conducts himself/herself accordingly.

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<tr>
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<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>1.2 Practice personal self-reflection and self-correction to assure continued professional development</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>1.3 Attend to professional roles and boundaries</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>1.4 Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>1.5 Engage in career-long learning.</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>1.6 Use supervision and consultation</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
<td>![Checkmark]</td>
</tr>
</tbody>
</table>

**Overall mid-term rating for competency #1**

MT

**Overall final rating for competency #1**

Final

**Comments:**

![Comment Icon]
Collaboration is Needed
<table>
<thead>
<tr>
<th>Practicum Activities planned</th>
<th>Competency</th>
<th>Practice Behavior</th>
<th>Measureable Learning activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete client intakes</td>
<td>10 Intervention</td>
<td>Use empathy and other interpersonal skills</td>
<td>Demonstrate appropriate empathy and interpersonal skills when completing client intakes weekly using the IHH intake form and reviewed by supervisor monthly.</td>
</tr>
<tr>
<td>Conduct psychosocial assessment on a minimum of 6 clients</td>
<td></td>
<td>Assess client strengths and limitations</td>
<td>Fully complete 6 assessments being sure to clearly document client strengths and limitations by 12/8/13</td>
</tr>
</tbody>
</table>
Learning Agreement Worksheet

1. Write down the specific competency / practice behavior you are addressing.

2) Write a specific example of an activity in the agency that a student could do to develop or increase competency.
   a. What is the specific agency activity(task)?
   B. What action will the student need to take?
   C. What is the level of competence that the student is expected to demonstrate (how long, how much)
   D. How will you measure the activity?
Example

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

PB
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
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</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of social work as a profession, to include its historical roots</td>
<td>Student will demonstrate an understanding of the historical roots of social work as a profession by presenting on one practice model.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates a commitment to enhancing the profession</td>
<td>Student will attend at least one conference that focuses on a specialized topics in social work.</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Able to conduct himself/herself as a professional social worker</td>
<td>Student will adhere to the NASW code of Ethics. Student will present on the NASW code of Ethics in relation to ethical values and conflicts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a commitment to career-long learning and growth</td>
<td>Student will attend monthly professional development meetings in order to develop and grow within the profession. Student will seek evaluation and feedback from field supervisor.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Advocates well for client access to the services of social work</td>
<td>Student will demonstrate commitment when advocating for services for clients by assisting clients with benefits applications and by following up on at least one client case with the Department of Family Services or other service agencies.</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Practices personal reflection and self-awareness to assure continual professional development</td>
<td>Student will be mindful of personal values and judgments towards clients by being respectful to clients while communicating information in ways that are both developmentally and culturally appropriate.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates understanding of professional roles and boundaries</td>
<td>Student will follow organization rules and regulations, student will maintain professional relationship with co-workers and volunteers.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates professional demeanor in appearance</td>
<td>Student will dress appropriately for work and when attending client meetings.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrates professional demeanor in communication</td>
<td>Student will maintain respect at all times for co-workers and clients when communicating via face to face, telephone, or email.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Uses supervision and consultation effectively</td>
<td>Student will seek field supervisor’s feedback and advise in relation to work with clients.</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
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</tr>
</thead>
</table>
| 1.1 Demonstrates an understanding of social work as a profession, to include its historical roots | Student will:  
- research articles, books, videos, social media and other materials related to social work and discuss in group and individual supervision (May 2012).  
- Pose questions and concepts from research and field practicum to classroom environment to further synthesize theory and practice in supervision (May 2012). | 4 | 4 |
| 1.2 Demonstrates a commitment to enhancing the profession | Student will:  
- Sign this learning agreement.  
- Keep internship hours.  
- Attend group and individual supervision.  
- Engage in self-care/wellness process. Supervisor will provide feedback as necessary (ongoing).  
- Communicate thoughts, ideas, concerns with task-supervisors, intern coordinator, and other RI staff when necessary. If student should need further support, she will seek support from field instructor (ongoing). | 3 | 5 |
| 1.3 Able to conduct himself/herself as a professional social worker | Student will:  
- review and keep current with agency policies, procedures, practices and programs. (Ongoing)  
- Discuss policies in supervision.  
- Attend Reston Interfaith at NRC/C4H community day event. Bring back materials from event and inform staff of what she learned (TBA). | 3 | 4 |
| 1.4 Has a commitment to career-long learning and growth | Student will:  
- Attend Cedar Ridge Citizenship Class (by 3/2012).  
- Attend one program/class at Stonegate Village Community Center (by 3/2012).  
- Attend one program that Southgate Initiative is involved in planning (by May 2012).  
- Attend Passport to Success. Student will bring back materials and inform staff of what she learned (May 2012).  
- Participate in active discussions/presentations during group supervision. Supervisor will provide feedback (duration of semester). | 3 | 5 |
Questions and Answers

Exercise

Can you identify SMART measureable learning activities statements?
Intern Placement Tracking (IPT)

Internet based software

Communication Facilitation between faculty, students, field instructors, agencies

Secure - Personal information cannot be located through search engines

Uses logins
## AFI Use IPT for the Following Tasks

<table>
<thead>
<tr>
<th>Student Information</th>
<th>Student contact information is available for you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Information</td>
<td>Basic contact information is available on you</td>
</tr>
<tr>
<td>Student Log of Field Hours</td>
<td>You will be expected to sign off weekly on the student’s record of hours</td>
</tr>
<tr>
<td>Learning Contract/Evaluation Form</td>
<td>Negotiate and review learning contract as the student writes measurable learning activities after collaborating with field instructors Rate mid term and final evaluation performance</td>
</tr>
<tr>
<td>Process Recording</td>
<td>Review process recordings and add your responses to the form that can be reviewed by the faculty liaison</td>
</tr>
<tr>
<td>Announcements</td>
<td>Bulletin boards allow for the sharing of important information</td>
</tr>
</tbody>
</table>
Intern Placement Tracking - Login

Please login to Ipt:

Note: The following information is UPPER / lower case sensitive.

Organization ID  mason
User Name
Password

Forgot your username or password?

Login
GMU Social Work
Logged in: Carol Huttar
MSW Field Instructor (preview)

Home    Field instructor Detail

Change account login information:

Password

New Login Name

New Password

Confirm New Password

Security Question If you forget your login name and password, this is a question we will ask in order to identify you and reset your password and username to their default settings. The answer you type in below is the answer you will be expected to supply.

Security Question

Answer

Save
Welcome to Intern Placement Tracking

Welcome to GMU's Field Education Software

Join us for the
FIELD INSTRUCTOR ORIENTATION

Wednesday, September 2, 2009
It will be held on the GMU Fairfax Campus, Student Union II, Room 5
4400 University Drive, Fairfax, VA 22032

Field Software Training: 10 am – 12 pm (2 CEU’s)
Field Instruction and the Learning Experience: 12pm – 3pm (3 CEU’s)

We look forward to seeing you there!
GMU Social Work
Logged in: Carol Huttar
MSW Field Instructor (preview)

Field Instructor Detail: Carol Huttar

Last Name: Huttar
First Name: Carol
Street Address: 4400 University Drive Suite 300
City, State Zip: Fairfax VA 22032
Email: cmiller9@gmu.edu

Phone: 703-993-8411
Fax: 703-934-2193
Cell: 
Training: 

MSW
BSW

Agency: George Mason University, Dept of Socie

Internship Assignments:

Picture Not Available
Welcome to Intern Placement Tracking

Welcome to GMU's Field Education Software

Join us for the
FIELD INSTRUCTOR ORIENTATION

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</table>
Personal Safety Risk Management
Personal Safety Risk Management

Increased Risk

- No Training
- No Safety policies
- No Office Safety Review
- No Documentation of Incidents

Risk

Decreased Risk

- Training
- Safety Policies
- Office Safety Analysis
- Documentation of Incidents
Field Instructor Responsibility

Orient students to personal safety procedures/ risks
Share practice wisdom
Common Strategies Used By Experienced Social Workers
Making sure your staff knows where you are
Carrying a cell phone for emergencies
Documenting difficult client
Refusing to see clients under the influence of drugs and or alcohol
Leaving your door open during interviews

Students are not allowed to transport clients in their personal auto

GATHER SAFETY RESOURCES
Collect any materials that discuss safety issues, policies, notes from prior training etc. You can keep these in folders for orienting students.
Put together a packet for the student
If a physical is required or special immunizations beyond that which the University requires, include the forms
Make sure students know universal precautions.
Personal Safety Risk Management

Office Safety
Home Visits
Incident Reporting
Difficult Clients
Physical Plant
Supervision Back UP
Safety Manual

Guidelines for Personal Safety Risk Management
By DR Molly Davis

For purchase: Contact mdavi7@gmu.edu
15.00
Field Practicum from Beginning to End

Placement Process:

1. Completed Application AND Resume Received
2. Matching Process
3. Referrals Made to Area Agencies
4. Interviews Scheduled by Agency
5. Agency Offers Internship
6. Student Accepts Offer and Submits Confirmation Form
Advanced Field Instruction

Welcome

Afternoon Session  12:30-3:30
Trauma Informed Field Education

PREPARATION FOR SW PRACTICE

SELF CARE

TRANSPARENCY
We work with traumatized clients!

- 90% of public mental health clients have been exposed to trauma
- 51-98% of public mental health clients have been exposed to trauma
- 70% - 92% of incarcerated girls reported sexual, physical, or severe emotional abuse in childhood
A 2003 OJJDP survey of youth in residential placement found 70% had some type of past traumatic experience, with 30% having experienced frequent and/or injurious physical and/or sexual abuse. (Sedlak & McPherson, 2010)
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.
~ Maya Angelou
Trauma Informed Field Education

Assumptions:

- Students are being trained to work with traumatized client populations
- Many students have trauma in their backgrounds that serve as a catalyst for wanting to be a SW
- Unresolved traumatic life events can be triggered
- Vicarious trauma is a common experience of social workers
- Students must face their trauma experiences and develop strategies to address them as a part of their professional development.
Trauma Informed Care

Changes the question from......

What’s wrong with you?

to

What happened to you?
TRAUMA INFORMED FIELD EDUCATION

- Self Transparency Assessment
- Becoming Trauma Informed
- Integration With Professional Identity
- Self Regulation: Learning the Tools
Trauma Informed Field Atmosphere

Tool for Identification of Trauma Risk

Implement Trauma Informed Principles

- Creation of a safe environment (safety and trust)
- Intentional avoidance of re-traumatization
- Enhancing cultural competence
- Supporting choice and autonomy
- Emphasizes strengths and resilience
Trauma Informed Field Ed

Development of Resources

• Counseling resources list distributed to all students

• Self help support blog (between semesters) voluntary

Establish protocols for early intervention with students

http://gmusocialworkselfcare.weebly.com/
Vicarious Trauma

Vicarious traumatization is a term that describes the cumulative transformative effect on the helper of working with survivors of traumatic life events.
Supervision

Developing Competence Through Supervision
Supervision

Defined as the relationship between supervisor and supervisee in which the responsibility and accountability for the development of competence, demeanor, and ethical practice take place.
Competence

Refers to an individual’s capability and demonstrated ability to understand and do certain tasks in an appropriate and effective manner consistent with the expectations for a person qualified by education and training in a particular profession or specialty thereof (Kaslow, 2004, p. 775)
META COMPETENCE

Knowing what one knows and what one does not know

Requires the ability to be introspective
Dependent on self awareness, self reflection and self-assessment

Supervision helps by developing self-assessment skills
Scenario

You observed your student interviewing a client. Although she was friendly and engaging with the client, she missed several opportunities for appropriate responses. She also demonstrated lack of knowledge of an important policy. When you gave her feedback she indicated that she thought she did a good job.

How could you promote introspection?
Competency Based Supervision

- Supervisor Self Assessment
- Development of a Working Relationship
- Supervisor commits to Supervision

- Supervisor identifies clear expectations
- Formulates a learning agreement
- Supervisor promotes inquiry, self assessment and reflective practice
- Models communication
Supervisor’s Responsibility

It is the supervisor’s responsibility to ensure that the supervisee provides competent, appropriate, and ethical services to the client.
Metacompetence

The ability to assess what one knows and what one doesn’t know—holds a pivotal position in the development of competence
## Comparison of Supervision Components

<table>
<thead>
<tr>
<th>Focuses on ...</th>
<th>Administrative</th>
<th>Educational</th>
<th>Supportive</th>
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</thead>
<tbody>
<tr>
<td>Organizational structure</td>
<td>Professional competence</td>
<td>Psychological and interpersonal climate</td>
<td></td>
</tr>
<tr>
<td>Deals with barriers that are centered around ...</td>
<td>Tasks and resources</td>
<td>Knowledge and skill</td>
<td>Emotional stressors</td>
</tr>
<tr>
<td>Operates as ...</td>
<td>Executive manager</td>
<td>Teacher and educator</td>
<td>Team counselor and advisor</td>
</tr>
<tr>
<td>Power Base for supervisor...</td>
<td>Authority, reward, and discipline (position power)</td>
<td>Information and expertise (personal power)</td>
<td>Goodwill (personal power)</td>
</tr>
<tr>
<td>Role model for ideal worker as...</td>
<td>An efficient worker</td>
<td>A competent worker</td>
<td>A compassionate, understanding worker</td>
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Performance Management Equation

Clarity + Ability + Motivation = Performance/Competence
75% of employees indicate that an immediate supervisor’s management approach creates the most stress in their jobs.

Source: “Good Boss, Bad Boss” by Bob Sutton (Business Plus)
Lead By Example

Motivate

Inspire

Mentor

Coach

Teamwork

Win

Vision
The Front End of Supervision: Setting the Stage

The supervisor engages in sound informal consent practices session that set the standards for expectations and evaluation of supervisee.
Goal Setting

The supervisor co-develops specific goals for supervision with supervisee
Co-develops goals
Goals should be realistic and measurable and attainable
Addresses performance skills
Skill Assessment
Goal Setting

The supervisor co-develops specific goals for supervision with supervisee

Co-develops goals

Goals should be realistic and measurable and attainable

Addresses performance skills

Skill Assessment
Stages of Worker Development

- **Beginning**
- **Middle**
- **End**

**Time**

**Stages**

- Competence
- Competence
- Competence

[Image: George Mason University, College of Health and Human Services]
Beginning Stage

High levels of instruction, structure, and support
Variable sense of professional identity
Supervisees tend to be dependent, anxious, and insecure
Relationship is hierarchical
Usually use didactic, one-on-one
Workers will imitate supervisor
Supervisee lacks confidence
Performance awkward or unnatural
Asks many questions
Naively optimistic about impact on clients
Middle Stage

Comfortable with job tasks
Expresses increasing confidence
Learning about the importance of
Anticipates behaviors and plans
Recognizes patterns, makes intuitive
Supervisee may become somewhat
dissillusioned
Supervisor-supervisee relationship is
collegial
Supervisor may use more confrontation
disclosure
Often the time when workers question their commitment to
field/job and quit
End Stage

Boundaries are fully-developed
Can use a flexible style
Developed a fully integrated understanding
More accepting of client participation in problem-solving
Greater acceptance of the complexity, ambiguity, and multi-causality of human behavior
Supervisee-supervisor relationship much more informal, increasingly collegial
Applying a Developmental Approach

Supervisors must:

1. Know the developmental stage of the supervisee.

2. Develop a repertoire of strategies for dealing with supervisees at different developmental levels.

3. Stay motivated and energized to use a developmental approach.
Constructive Feedback:
A Step-by-Step Guide

Content: What you say when giving feedback.
• Identify the issue or performance involved.
• Provide specifics of what happened.

Manner: How you say it. Guidelines are:
• Be direct when delivering your message.
• Avoid “need to” phrases.
• Be sincere and avoid giving mixed messages.
• In positive feedback situations, express appreciation.
• In negative feedback situations, express concern.
• Give the feedback person-to-person, not through messengers or technology.
• State observations, not interpretations.

Timing: When the feedback should be offered.

Frequency: How often you should give feedback.
Dangers of supervision

- dual relationships;
- documentation;
- descriptions (position);
- duty to warn;
- dilemmas;
- disciplinary action; and
- discretion.
C - “see” the problem, assess the situation

What kind of issue is it?

- Ethical – addressed by The Code
- Legal – chargeable under criminal or civil law
- Regulatory/Disciplinary – licensure complaint
- Policy – agency practices (for example)
- **Other** Value or Moral – personal, social, cultural
Overlapping Issues –

- Legal
- Regulatory & Disciplinary
- Morals and Other Values
- Ethical
- Policy
What can you do about the situation?

- Seek consultation (supervisor, colleague)
  - NASW Office of Ethics and Professional Review (see resources)
- Check the laws, regulations, policies or ethical code
- Initiate agency procedures
- Contact law enforcement
- Contact the Board
- Directly address alleged violator
- Take no action

Note: This list is NOT exhaustive, other options may be available.
E - evaluate the viability of each option

Cost-Benefit Analysis: Weight of relative implications. Some consequence considerations...

- Impact on the clinical/helping relationship
- Professional duty, power differential
- Legal (court of law) or disciplinary (Board of Examiners) action
- Personal integrity
- Damage to reputation, employment, psychological state
Map out action steps that might need to be taken based on your decision: Take into account...

- Priorities – What is most urgent?
- Sequence – What needs to be done first, second...?
- Documentation – What do the/your records reflect? Is there a “paper trail” to support the chosen course of action?
At this point, you have decided that action is necessary or that no action is warranted.

Recommendations:
1. Consider: How are my actions serving to uphold the values of the social work profession? How are they reflecting my competence as a professional? How well will I sleep tonight?
2. Think about this key question: “How would I defend my actions in court or at a hearing if it comes to that?”
3. Either way, DOCUMENT
E - evaluate the results, outcomes

This is the “forgotten” step.

• Find out what happened
• Commit to having the outcome better inform and direct your practice (in action and principle)
• Formally or informally, use the experience to teach others (e.g. practicum students, supervisees)
Vicarious Liability

Respondeat Superior
Law pertaining to “agency” where by a superior who has the right, ability or duty to “control” the acts of another is held responsible for the acts of his or her subordinate.
Applies to anyone with supervisory responsibilities over another practitioner.
“The Code” in ACTION

Each of the following scenarios are modifications of events reported by actual SW practitioners

For each of the following scenarios:

1. Employ the CREATE –ing Solutions Model for ethical decision making,
2. Discuss professional observations or concerns about similar or related events,
3. Discuss any applicable **vicarious liability** issues
Scenario # 1

MSW student accesses an agency field instructor’s ipt log in information and “signs” her time logs as the AFI. Suspicious that the students verbal reports about her internship do not match her time log, field faculty ask the AFI if she actually signed the document. The AFI denies that did, but adds, “I’m pretty sure the student did those hours though...”. Also, the agency refers to students as “social workers” and allows them to sign reports and progress notes with this title.
Scenario # 2

A SW intern shadows a case manager while going out to visit a child in out-of-home placement i.e. foster care. Foster mother confides in worker about frustrations with the child’s frequent behavior problems. The CM tells foster mother that she has “heard” that psychiatric hospitalization has been sought for children in county shelter care and that maybe such hospitalization and medications would provide her with some much needed “respite”. The student isn’t sure, but feels “something’s not right” about the CM’s advice to the foster mother.
Scenario # 3

11 year-old male on a truancy court caseload is observed with “marks” on his face from what he claims was a fight with a sibling. Mother denies abuse, but the marks don’t seem like they resulted from a fight. At court, the judge hears about the situation and advised worker to just “follow the case carefully”. The social work intern asks you as her supervisor, “Do I need to make a CPS report about this even if a judge already knows about the case?”
Emerging Ethical Issues

Computers and technology

• Employer has the right to access agency technology

• Emails, shared files
  • Assume anything you write could end up in public hands or be subpoenaed

• Internet, tele-therapy/tele-health, e-services
Ethics help practitioners with what they “should” do (and not do)
Follow the “CREATE –ing Solutions” model as a problem solving strategy
Be informed about laws, regulations, policies, the ethical code or at least how to access them.
Sharpen your clinical/practice judgment through consultation etc. for risk management.
References and Resources

http://www.socialworkers.org/pubs/code/code.asp

Virginia Board of Social Work
http://www.dhp.virginia.gov/social/

Office for Civil Rights (OCR):
http://www.hhs.gov/ocr/hipaa