

Welcome to our Annual Field Instructor Training

Zoom Housekeeping:

- Please **make sure your full name is displayed** for CEU and attendance auditing verification purposes.
- To avoid disruptions and/or microphone feedback, **you will be muted by the host** until we get to the Q&A portion.
- **Please hold your questions until the end of the session** during the Q&A portion. If we cannot answer your question during the session, please email us – our contact information will be on the last slide.
- **The evaluation link will be sent in the chat box during the Q&A portion.** If you can't stay for the duration of the training, you will be sent the session recording and evaluation via email.
- We will NOT be sending out personalized certificates via email this year. **The CEU certificate will be in a link on the Qualtrics survey upon submitting your evaluation.** You will need to fill in your own name on the certificate. **Please be sure to download your certificate if you need it while you still have the browser open.**
- **You will be able to download the PowerPoint upon completion of the evaluation.** It will be in the same spot as the CEU certificate.



Training Objectives

- **Introduce Field Education Team**
- **Discuss Why Field Education is Needed**
- **Summarize the MSW program requirements:**
 - Hours
 - Program Tracks
 - Field Curriculum
- **Summarize the BA Program requirements:**
 - Hours
 - Calendar
 - Field Curriculum
- **Outline the function and types of field instruction/supervision**
- **Discuss what “supervision” as a field instructor means**
- **Discuss protocol for addressing student concerns**
- **Discuss where to find additional information for questions you may have**



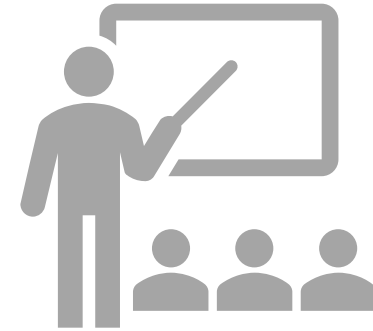


Your Field Education Team

Why Field Education is Needed



Field education is the signature pedagogy in social work education



Like all accredited social work programs, the School of Social Work utilizes a competency-based approach to identify and assess what students demonstrate in practice.

Council on Social Work Education (CSWE) 9 Core Competencies

Demonstrate	Demonstrate Ethical and Professional Behavior
Engage	Engage Diversity and Difference in Practice
Advance	Advance Human Rights and Social, Economic, and Environmental Justice
Engage	Engage in Practice-informed Research and Research-informed Practice
Engage	Engage in Policy Practice
Engage	Engage with Individuals, Families, Groups, Organizations, and Communities
Assess	Assess Individuals, Families, Groups, Organizations, and Communities
Intervene	Intervene with Individuals, Families, Groups, Organizations, and Communities
Evaluate	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Role of Field Placement as Part of the University Curriculum

- Field placement is an important component of the social work degree program and is designed to further academic learning by integrating theories, conceptual frameworks, values, and skills into the “real world” social work practice environment.
- The overall goal of the BA and MSW field education programs are to facilitate students’ professional socialization, to expand their perspective of social work practice, and to provide the opportunity to apply to “real world” social work situations the knowledge and skills learned in the classroom.
- The focus of the field practice experience is evidence-based practice in actual social service settings and the development of students’ understanding of and commitment to the profession.

Internships Are...



More than just logging hours



Part of the core curriculum for the social work degree



Mutually agreed upon learning from experience



Setting the student up for success as a professional

Even if they already work as a professional/are using employment as field internship



Structured, competency-based learning

Breakdown of Program Requirements

- MSW 1st year
- MSW 2nd year
- BA



MSW Program

Cherry Malone and Maggie Landry

MSW Student Schedule

- Students are typically in class on Tuesday and Thursday
- Students should never miss class for field hours
- Students typically complete field hours on Monday, Wednesday, and Friday
- Some students may choose to complete their field hours during the evening and over the weekend (some agencies offer evening and weekend placements)
- Some students will also have to attend supervision on campus (or live remote) every other week (dates TBD)

1st Year MSW Field Hours

1st Year MSW

- SWRK 7051 Foundation Field Placement I – 160 (14-16 hrs a week)
- SWRK 7052 Foundation Field Placement II – 240 (16-18 hrs a week)

Total Hours: 400

Seminar Class 1st year MSW Students

Students are required to participate in field seminar classes

1st year MSW
Full-Time
(7051/7052)

- Have seminar class monthly throughout the semester (MUST complete SWRK 7001 course before starting field)
- Will start field the week of September 15th
- In class one Tuesday a month (1:30-4:30pm), and they will get field hours for in-person class

1st year MSW
Extended
Study
(7051/7052)

- Extended Study students have completed SWRK 7001 and will start field in August
- In class online

Assignments in Seminar for 1st Year MSW Students

- SWRK 7051- Community Immersion Assignment & Psychosocial Assessment, Journal entries, discussion boards
- SWRK 7052- Psycho-educational Assignment
 - Student will need the Field Instructor's assistance to accomplish this assignment. Student needs a client that he/she could interview, practice diagnosing, and delivering the diagnosis to the client or role-play with field/task instructor. Journal entries & Discussion boards

Specialization Curriculum

The MSW program at the University of
Memphis offers one specialization:
Advanced Practice Across Systems

The goal of specialization is to advance
the generalist practice content in a
manner that prepares students to utilize
evidence-based, ethically-informed
social work practices to help promote,
restore, and maintain social functioning.

2nd year MSW Field Hours

- Fall semester
 - SWRK 7053 Advanced Field Placement III
 - SWRK 7055 Integrated Seminar I
- Spring semester
 - SWRK 7054 Advanced Field Placement IV
 - SWRK 7056 Integrated Seminar II

250 hours in Fall (SWRK 7053) +

250 hours in Spring (SWRK 7054)

500 TOTAL hours for 2nd year students

Breaks down into 18-20 hours per week for both semesters.



Assignments in Advanced Seminar for 2nd Year MSW Students

- Can start field in August (earlier with permission of field director)
 - In class one Thursday of the month (1:30-4:30pm) or online
 - Can count in-person seminar as internship hours
- SWRK 7055- Behavior Change Project, journal entries, discussion boards
- SWRK 7056- Self-Reflection Assignment, journal entries, discussion boards



BA Program

Danielle Seemann

BA Student Options

2 Consecutive Semesters

- Plan to work between semesters
- Seminar I – online
- Seminar II – online

Block (1 Semester)

- Must have a GPA > 3.25 to qualify
- Seminar I – online
- Seminar II – online
- Please note: Block placement depends on approval from the Field Director & is based on agency placement availability

BA Student Required Field Hours

Required Hours

- SWRK 4830 – 3 credit hours
 - 150 hours in the agency
- SWRK 4840 – 2 credit hours
- SWRK 4831 – 4 credit hours
 - 250 hours in the agency
- SWRK 4841 – 2 credit hours

Total = 400 hours

Field Calendar

Spring/Summer – 16 hrs/wk (25 wks)

Spring Block – 28 hrs/wk (15 wks)

Summer/Fall – 16 hrs/wk (25 wks)

Fall/Spring – 13 hrs/wk (30 wks)

Fall Block 28 hrs/wk (15 wks)

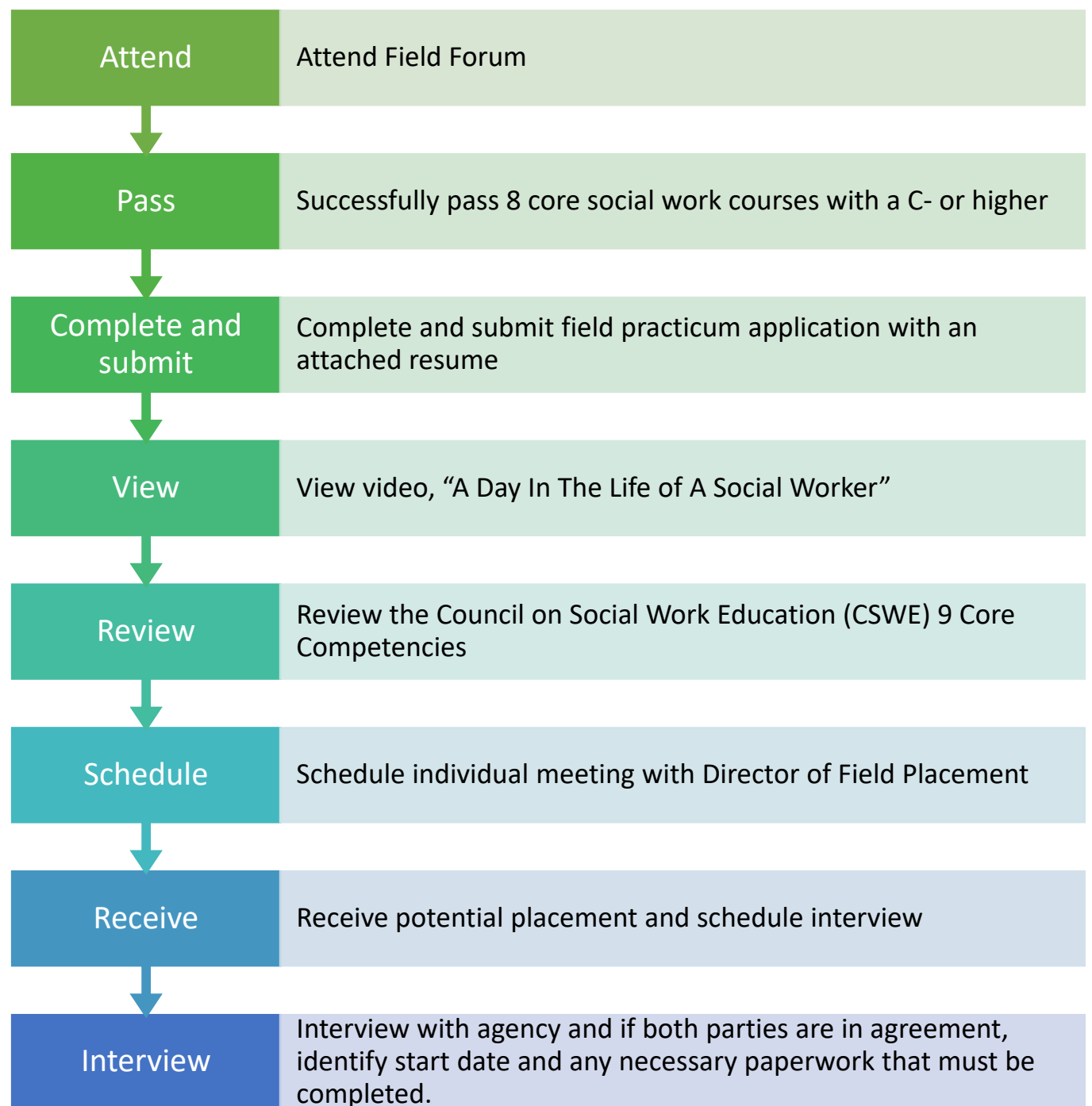
Note: These numbers represent average weekly hours per semester



Student Assignments in Seminar

- SWRK 4840-Seminar I
 - Field Journal
 - Agency Paper
 - Case Presentation
 - Portfolio
 - Problem Formulation
- SWRK 4841-Seminar II
 - Field Journal
 - Policy Assessment
 - Critical Thinking Proposal/Presentation

Steps to BA Field Placement



Other Field Policies



Important Documents

- All documents related to field (Field Manual, learning plan, time logs, evaluations, etc.) can be found in Intern Placement Tracking (IPT)

Rule About University Holiday

- “Students are entitled to observe holidays listed on the University of Memphis calendar and to holidays and hazardous weather closings observed by the agency – even when these fall on field practice days. However the student remains responsible for making up these hours at some other time such that s/he completes the required number of hours for the placement.”
- To view academic calendar and University Holidays
<https://www.memphis.edu/registrar/calendars/>





Working Between Semesters

Students are to follow the calendar of the university regarding holidays, etc.

However, it is vitally important that students coordinate any planned absences with the field instructor and prepare the client(s) sufficiently regarding these breaks.

Students are allowed to serve in the placement during holidays and breaks in the academic schedule if they and the field instructor work out such an agreement.

Serving over holiday breaks is NOT an alternative to a regular internship schedule.

University Initiated Events

- Students will have activities that are offered and required during their educational programming
- The expectation is the student will attend these activities
- Here are some examples
 - Social Work Day on Hill
 - Field Seminar Classes (throughout the year)
 - Agency Day
 - Professional conference/ research with U of M
 - Research Poster Presentations
 - Symposium
 - Grant-related trainings

Opportunities for Volunteer Hours

- There are opportunities for students to obtain extra field hours by participating in School of Social Work activities and community-based social work activities. Ex. Social Work Day on the Hill, SSWO movies, volunteering, etc.
- Students are also allowed to accrue 25 hours per semester towards field in on-line modules/ CEU's/ Professional development opportunities, social service volunteer projects.

Student Time Logs & Work Hours

- Students will keep up with **weekly** time logs that reflect their activities and the competencies that are linked to those activities
- MSW students will reflect class/seminar hours in their time logs also
- Field instructors should sign the time logs **weekly**, as soon as possible after student submits them (IPT should send automated email when this happens)
- The required number of hours for a scheduled field day is 7.5 but can vary by agency/institution. Student should not plan for less than four (4) hours at a time at the field site.
- The exceptions to this are illness of the student, or important personal matters, that require one to leave the site unexpectedly. Such absences should not happen regularly, and should become matter for corrective action if this privilege is abused.

Work Hours (cont.)

Appropriate use of field placement hours includes preparation done for contact with the client(s), process recording, summaries done for agency/institution purposes, staff conferences, supervisory sessions, other meetings that are part of the learning experience, travel time to and from client contacts, and work on related seminar assignments (particularly the behavior change project/case assessment/critical thinking proposal).

Students should NOT be logging break times/lunch in their time logs (unless they are working on internship tasks while eating; “working lunch”).

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Student Requirements

- It is a School of Social Work requirement that every student entering field complete the following:
- Must be a member of National Association of Social Workers (NASW) (\$60)
- Must have liability insurance through NASW Assurance Services (\$15)
 - \$1,000,000 / \$5,000,000 policy limits
- Must agree to abide by NASW Code of Conduct
- **NASW Membership and Liability Ins. policy must be on file with field office before starting at internship**



Employment Internships

- Employment internships should still have the student looking through the lens of a student/intern, NOT as an employee.
- Student-employee must be able to meet CSWE competencies for the level of education their internship requires.
- If you are supervising an employee as an intern, make sure to ***evaluate them as a student learner***.
- Employment internships are subject to approval from field director. Students must submit applications/request to use employment as internship to their respective field director prior to semester start. Real signatures (not typed) are required from the employment supervisor, proposed field instructor, student, and field director.

Field Instructor Responsibilities

- Look at the field manual from the school
- Look at student curriculum to see which courses your student intern has taken/hasn't taken yet
 - If you want more info, please reach out to your field director or look on our website
 - Ask the student for their field seminar syllabi
- Review and sign off on time logs in a timely manner
 - Student must also submit time logs in a timely manner
 - This could be a topic to discuss in your weekly supervision
- Complete evaluations as they become available
- Be prepared to discuss progress/difficulties/performance respective to the placement during liaison meetings




Evaluation Process

- Create an environment/culture of safety in having student be open/honest about concerns/questions they may have
 - Build a professional relationship between student and FI
 - Students are often afraid to say anything negative for fear of retaliation
 - FIs can be afraid to say anything negative for fear of inconveniencing field team/affecting relationship with the school
 - Retaliation should not be a concern when discussing problems in field for either student or field instructor



Evaluation Process

- Remember that students are still learners, even if employed by the agency
 - Performance evaluation – where is there need for growth? Where is there great strengths?
 - Student might not get all 9's/8's/7's– and THAT'S OKAY!
 - Please write comments to explain anything 6 or below, so the field team has context for their grades
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Communication

- Communication with your student intern is essential for the learning process.
- Don't bottle things up!
 - If there's a problem, make sure to reach out.
 - Document, document, DOCUMENT!
 - The more detail the field team has, the better prepared we are to help out
 - We may be able to give context to issues
 - We need documentation to justify our actions (if a new placement is needed)



Impacts on Coursework

- If your student is close to completing their required hours early on in the semester:
 - Adjust the schedule (if available) to continue on a lighter schedule each week
- Students should not just end their time with you
 - Impacts liaison visits
 - Impacts evaluations
 - Impacts coursework – field journals, discussion boards, etc.
- Field placement is a COURSE. Student should not end “class” early just because they are done with the work.
 - Case-by-case basis, as approved by the field director (pregnant, medical emergency, family emergency, etc.)





Supervision

- A **standing appointment** for supervision is essential to the success of your student intern
 - Specific day and time each week that doesn't change
- Supervision must happen at least once per week for a minimum of one full hour
- Supervision could include going over current tasks, navigating any difficulties with current tasks/cases, reviewing techniques or protocol, thoughts/feelings about how the student is doing (and how they think they're doing), mutual trainings on topics of interest, discussion of time logs/learning plan/competencies targeted for completion

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Supervision cont'd.

- Differences between professions (if FI is not a social worker)
 - Changes or differences in the way social workers think/address problems vs. the way other professions think/address problems
- **Weekly supervision must still happen between field instructor and student even if the field instructor is not a social worker**
 - Student is enrolled in group social work supervision outside of the agency, but is not necessarily discussing topics related to their actual internship. Most group supervision topics are general/broad in nature. Agency-specifics should be discussed between student and agency field instructor.

Supervision cont'd



Faculty from the School of Social Work will provide regular student supervision (group supervision) for agencies that do not have a social worker on staff.

As part of the CSWE accreditation standards, every Agency Field Instructor should have a Résumé and Field Instructor Information Sheet on file with the School of Social Work.

Function of Supervision

Provides context for learning and professional development

An opportunity to step back from the immediate, intense experience of the work we do and consider what the experience really means

Allows the supervisee to examine their thoughts and feelings about their work and identify interventions that best meet the need of the client being served

Goal is to create an environment in which the supervisee can do their best thinking and subsequent performance

The primary goal of supervision is the establishment of an ***on-going relationship*** in which the supervisor designs specific learning tasks and teaching strategies related to the intern's ***development as a professional***. The supervisor empowers the intern to enter the profession by helping him/ her understand the core competencies of the profession. The supervisor guides the relationship to help him/her achieve success.

Types of Supervision

Administrative

- Administrative supervision is oriented towards an agency or organization's policy and public accountability. The major responsibility of the administrative supervisor is to ensure that the work is performed.

Educational

- Educational supervision (also called clinical supervision) establishes a learning alliance between the supervisor and supervisee in which the supervisee learns therapeutic skills while developing self-awareness at the same time. The supervisor teaches the social worker what he/she needs to know to provide specific services to specific clients.

Supportive

- Supportive supervision is concerned with increasing job performance by decreasing job related stress that interferes with work performance. The supervisor increases the social worker's motivation and develops a work environment that enhances work performance.

Developmental Stages of Internship

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Anticipation	<ul style="list-style-type: none">• Excitement• Anxiety about self, supervisor, co-workers, field site, clients, life context• Worry about fitting in and having the knowledge necessary to do well	<ul style="list-style-type: none">• Discuss learning objective• Be clear about expectations• Allay anxiety by discussing fears openly• Plan and structure supervision time• Provide encouraging feedback• Challenge faulty assumptions about the work

Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Disillusionment	<ul style="list-style-type: none">• Unexpected emotions• Ethical issues and hard work expose a different side of practice outside of the classroom• Questioning adequacy of skills• Understanding breadth of demands• Disappointment with supervisor/co-workers, clients or tasks	<ul style="list-style-type: none">• 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 difference between classroom and real world• Expose student to positive models of effective practitioners

Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Confrontation	<ul style="list-style-type: none"> • Expectations have to be revisited • Students must explore interpersonal and intrapersonal issues • Confidence should be increasing as greater competence in the work 	<ul style="list-style-type: none"> • Field instructor can provide encouragement and support to student • Assure and model commitment to excellence in work • Help in the understanding of the need for advocacy
Competence	<ul style="list-style-type: none"> • Shift to identifying with professional vs. student • More productive in the work roles • Capable of completing more complex tasks • Investment in work 	<ul style="list-style-type: none"> • Introduce student to professional community • Discuss career and job strategies • Create more advanced learning tasks • Help student attend professional trainings

Developmental Stages of Internship (cont.)

Stage	Intern's Feelings, Behaviors & Thoughts	Field Instructor Strategies
Culmination/Termination	<ul style="list-style-type: none"> • End of field placement • Termination with clients • Case management issues • Redefine relationship with supervisor, co-workers, faculty, peers • Ending studies • Post internship plans 	<ul style="list-style-type: none"> • Assist the student in termination • Help student 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

Field Instructor's/Supervisors Expectations of Student

- **Always be professional:** That includes being on time, maintaining a professional appearance, attitude and attire, being reliable, and respectful, maintaining open and professional communication.
 - **Cooperation:** The ability to be cooperative and willing to work and learn alongside co-workers, colleagues, and peers is essential to a successful internship.
 - **Initiative:** Interns are expected to complete whatever duties they are assigned. More importantly, however, is an intern's ability to be resourceful and to look around, see what needs to be done, and do it if they can.
 - **Willingness to learn:** Learning about the job, assigned duties, the agency and the agency culture is important. Supervisors appreciate interns who know when to say "I don't know" or "I need help".
 - **Willingness to follow directions:** Following directions and being able to work on well-established routines without direction are valuable skills supervisors expect.
 - **Open and receptive to feedback:** Among the many functions of a supervisor is to provide constructive feedback. An intern's ability to take in feedback and integrate it into their learning and overall performance will go a long way in your internship and future professional experience in the field.
- *Ultimately, field instructors want students that are willing to learn, explore, and embrace. They want someone they will be proud to call a colleague.*

Student's Expectations of Field Instruction/Supervision

- **Training:** Provide training necessary for student to do the assigned tasks and duties. Students expect to be taught how to effectively accomplish the task at hand.
 - **Communication:** Clearly articulate expectations of the student. Explain any important policies, rules, and regulations of the agency that the student should know. Additionally, clearly state any consequences should the student not follow rules and regulations, or if they don't live up to what is expected of them.
 - **Professional development:** Help them develop new skills.
 - **Be available:** for consultation on difficult cases and guidance.
 - **Redirect their efforts:** when they make a mistake or need help to perform their work more effectively.
 - **Keep them in the loop:** Inform the student of any changes in their duties and responsibilities, and about anything else which affects the student and their work.
 - **Provide feedback and evaluation:** Evaluate the student's performance including providing feedback on what they are doing well and make suggestions on how they can improve.
- Ultimately, students want someone who will listen, teach and guide them into embracing and fulfilling their burgeoning professional identity.*

Addressing Concerns

Addressing Student Concerns

- Create a documentation system for all your student interns. It can be as simple as a note pad or more complex like a file system. This will allow you to track observed patterns in performance and help in the overall evaluation process at the end of each semester.
- Identify and address the issue at first sign.
- Early intervention is essential.
 - Reach out to your liaison and/or field director.
- Every effort is made to assure that students' rights to due process are *protected*, as well as *protecting* the interests of the agency and client.
- Allow the student time for corrective action and for resolution.
- Assess recent progress (within 2 weeks) with continued documentation.
- Evaluate response.

Addressing Student Concerns (cont.)

- If concerns arise with a student, please attempt to directly address them with him/her. If you would like support, the Field Liaison and/or Field Director can assist you with addressing student concerns.
- If concerns persist, directly contact the Field Director to discuss next steps.
 - ***It is important to remember that you are not alone***

Possible outcomes:

1. Identified problems are resolved and placement continues.
2. Identified problem continues and a formal conference is scheduled.
3. In extenuating circumstances or at the request of the agency, the student will be reassigned to a new field agency (or possibly dismissed from field and the program depending on the severity of the issue).

Liaison Visits

- The faculty liaison serves as a consultant to field instructors and ensures the educational integrity of the field experience for his/her respective students.
- The faculty liaison also serves as a mediator/problem solver when conflicts/concerns may arise between the agency and/or the field instructor and the student. If a conflict/concern does arise the Liaison and/or Field Director will assist by completing a **Problem in Field Form**.
- Assigned Field Liaison **should be your first point of contact if problems arise**, after trying to solve the problem directly with your student.

Liaison Visits (cont'd)

- Field Liaison visits should happen (at a minimum) once a semester and they will complete a **Field Consultation Report Form**
- Liaison meeting is essentially an informal progress evaluation
 - “Do you feel you’re meeting all of your competencies from your learning plan?”
 - “Are you completing time logs?”
- The Field Liaison provides an evaluation of the field placement at the end of the semester and makes recommendations about placement planning with the respective agency/institution for subsequent semesters.
- For more information about Liaison visits, please consult the recorded training on our website!

Field Instructor Benefits

- Discounted or Free CEU's
 - Annual Field Instructor Training (min. 2 CEUs)
 - Annual Symposium (usually 6-8 CEUs, including ethics)
 - Other trainings from the School of Social Work and our grant programs (CEUs vary)
- Participation in “Field Instructor of the Year” event
- Career Page
- Self-Paced Trainings

Resources

- Use the eBook reference at: Social Work Instructor's Survival Guide (field director can email a copy)
- TigerLink/HandShake: where employers connect with Tiger Talent -
<https://www.memphis.edu/careerservices/>
- UofM Student Field Website:
<https://www.memphis.edu/socialwork/students/field.php>
- UofM Community Field Resources Website:
<https://www.memphis.edu/socialwork/community/field.php>

Coming Soon!!

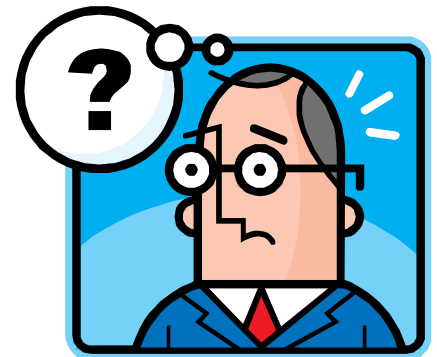


- Moving from IPT to Tevera in Summer 2023 for undergraduate internships; Fall 2023 for both undergraduate and MSW internships.
 - We hope to provide a brief training for those field instructors who will have undergraduate student interns for Summer 2023. Full Tevera training for field instructors will be included in next year's Field Instructor Training.
- In-Depth Supervision Training for Field Instructors
 - Save the Date! September 30, 2022. In person on UofM Campus. Recording will be available for those who cannot attend in-person. Registration will be posted on IPT Bulletin Board (home page announcements) AND will be posted on our Field Resources website. CEUs will be available.





Questions?



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