

Thank you for joining us today!
California State University, Long Beach
School of Social Work

Field Instructor Training – Part 1 of 4
September 10, 2020

Presenters: Anna Mayer, Saana Polk, and Nikole Seals

****Please mute upon entry.**



Zoom Etiquette

Please be mindful of the “remote” environment, by:

- Using your real name and identified pronoun (please take the time to “rename” yourself now).
- Consider being present via Video settings.
- Muting mics to protect “talking space”.
- Using chat for questions about the presentation.

Introductions



What is your name?

Agenda



Agenda

- I. Welcome, Introductions, and Overview**
- II. Field Education: The Heart of Social Work Education**
- III. The Valued Role of Field Instructors and Preceptors**
- IV. Tools for Field Instruction**
- V. Closing Activities and Evaluation**

The School of Social Work Website

Link: <https://www.csulb.edu/college-of-health-human-services/school-of-social-work>

Provides ALL forms and documents for:

- ***BASW students***
- ***MSW students***
- ***Field Instructors***
- ***CaISWEC Child Welfare***
- ***PPSC***

The School of Social Work - Home Page

CALIFORNIA STATE UNIVERSITY LONG BEACH | School of Social Work

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Black Lives Matter (BLM) Town Hall Summary and Next Steps

The School of Social Work scheduled three Black Lives Matter (BLM) town halls that were set up in direct response to the senseless murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and countless others.

SCHOOL OF SOCIAL WORK

Our Mission

The mission of the School of Social Work is to educate and graduate diverse, ethical, competent social work students able to think critically and use evidence-based practice approaches to effectively serve culturally diverse, vulnerable individuals, families and communities in a wide variety

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- Holiday hours may vary

Main Office

Field Education - Home Page



ABOUT ▼

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DEGREES & PROGRAMS ▼

FIELD EDUCATION ▲

Field Education Agency
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FIELD EDUCATION FORMS & INFORMATION

Graduate Students

Interviewing Documents

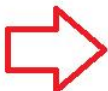
- [Interviewing Tips \(PDF\)](#)
- [The Journey to Licensure](#)
- [Performance-Based Interviewing](#)

Advanced Standing

- [Advanced Standing \(ADV\) - Summer Bridge - Calendar \(2019-2020\) \(PDF\)](#)
- [Advanced Standing \(ADV\) - Summer Bridge - CalSWEC CSE and Learning Agreement \(2019-2020\)](#)
- [Advanced Standing \(ADV\) - Summer Bridge - CSE and Learning Agreement \(2019-2020\) \(PDF\)](#)
- [Advanced Standing \(ADV\) - Summer Bridge - Interim Progress Report \(2019-2020\)](#)

Field Education Calendar

- [MSW Field Education Calendar \(2020-2024\) \(PDF\)](#)



Field Instructor & Preceptor Roles and Responsibilities



Field Instructor vs. Preceptor

- Maintains overall responsibility and accountability.
- Provides weekly individual supervision.
- Develops Learning Agreement in conjunction with the student.
- Support the requirement of Educationally Based Recordings.
- Assigns cases and assignments.
- Completes mid and end of the year evaluations.
- Meets with liaison and student during internship to assess student progress.

- Staff members in the agency that support field instructors and students.
- Overseeing and guidance of daily activities.
- Provides consultation of specific projects/assignments.
- Can provide group supervision.
- Accompany student on home visits.

Goals of Field Instruction



Goals of Field Instruction

- **Create learning opportunities for students to integrate theory and practice.**
- **Teach students how to practice social work, NOT how to do a particular job in a particular agency.**
- **Help students learn how to use social work skills effectively.**
- **Teach students how to use social work knowledge and values to inform their actions.**

Stages of Internship



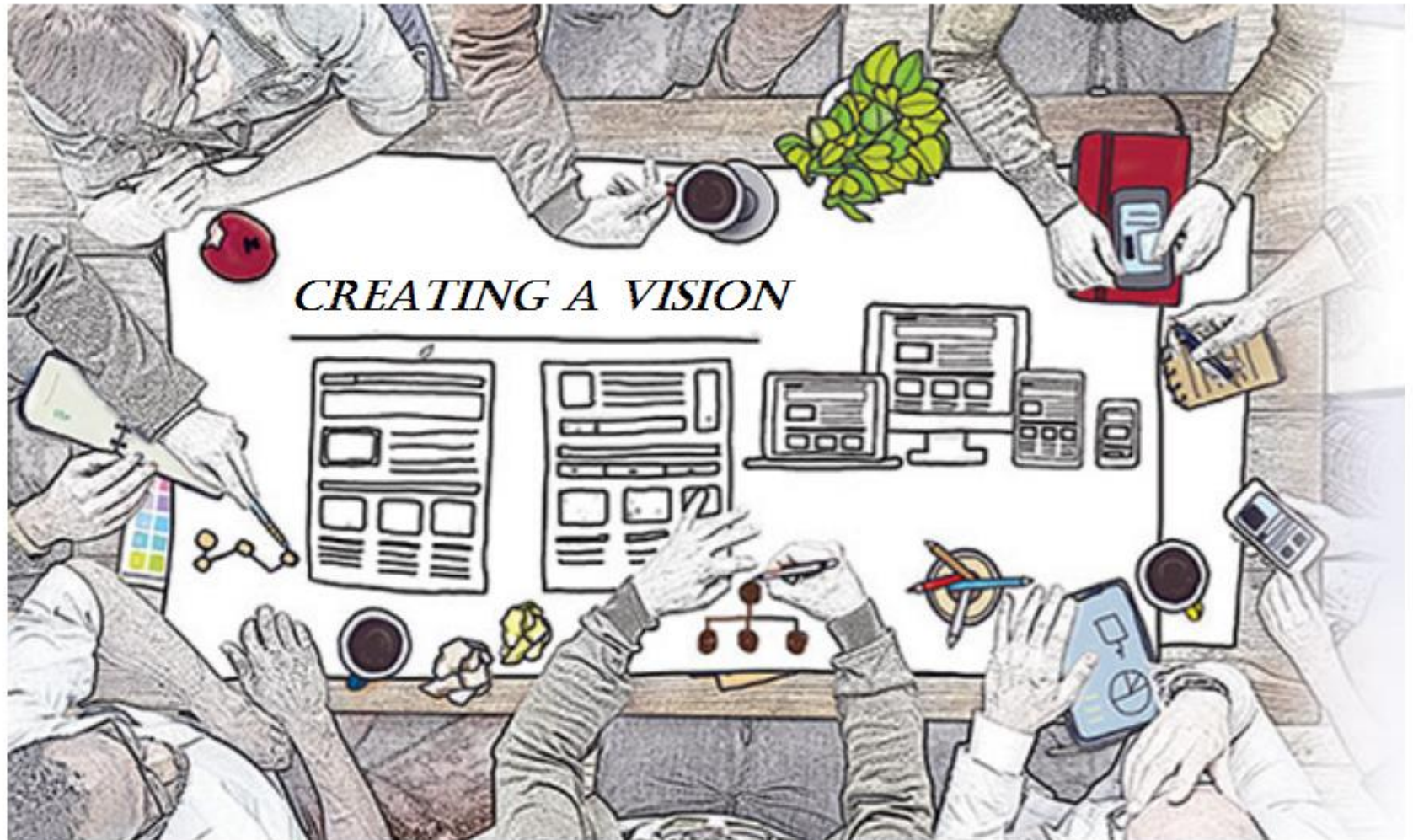
Stages	Issues and Feelings
Anticipation	Along with hope and eagerness, unknowns can cause anxiety related to role, responsibilities, competence, supervision, relationships, clients and personal situation.
Disillusionment	The gap between anticipation and reality regarding the internship can cause disappointment, dip in morale, frustration, anger, sadness, and discouragement.
Confrontation	Resolving issues raised in previous stage increases independence, effectiveness, and self-empowerment.
Competence	Transition from apprentice to professional stimulates excitement, accomplishment, high morale, and investment.
Culmination	Endings in internship, semester, and possibly college experience raises issues marked by sadness, pride, guilt, anxiety, and avoidance behaviors.

Source: The Successful Internship, Sweitzer and King, 1999

Break Time



Creating a Vision for Supervision



Creating a Vision for Supervision

- **First task: to create a vision of the qualities and characteristics the student should attain by the end of the placement**
- **Immediate vision: helping the student apply knowledge to a practice setting**
- **Larger vision: field instructor's role in the life and professional development of the student and their client's well-being**

Cultural Humility in Supervision 1/2

https://www.youtube.com/watch?v=_Mbu8bvKb_U

Cultural Humility in Supervision 2/2

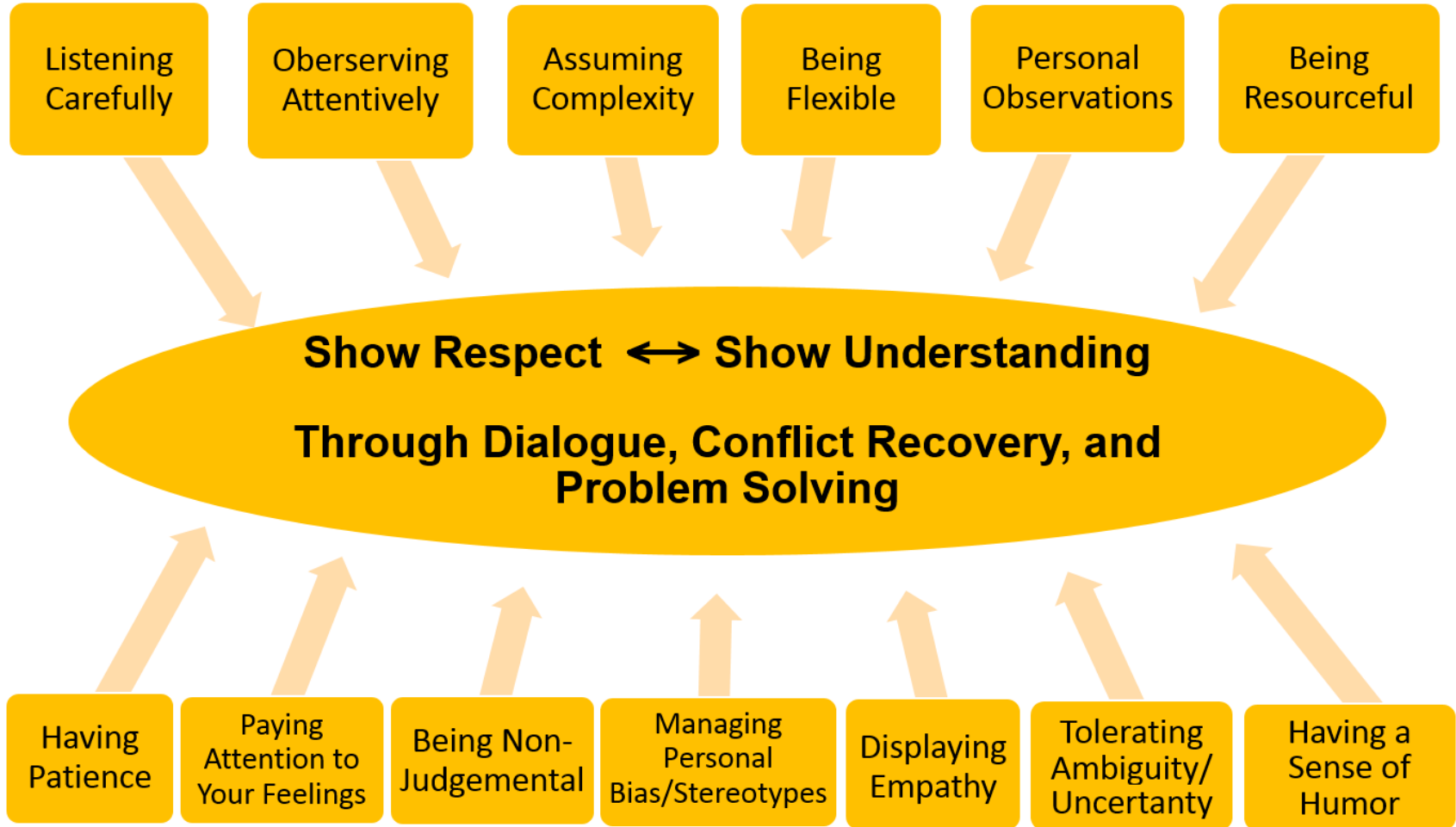


Image Courtesy of Mikel Hogan, Ph.D

Break Out Room Questions

When you consider this model...

What are your areas of strength?

What areas do you anticipate challenge?

Field Lab

- **Lab Topics**
 - **Suicide & Tarasoff**
 - **Client Risk**
 - **Child & Elder Abuse Reporting**
 - **Safety in the Field**
 - **Health and Safety**
 - **NASW Code of Ethics and Decision Making**
 - **Professional Communication**
 - **Imposter Syndrome**
 - **Motivational Interviewing**

Field Education Learning Agreement

**Incorporated into the
Comprehensive Skills Evaluation**

Orientation Checklist

ORIENTATION CHECKLIST

Agency Overview

- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol
- Review CDC/COVID-19 safety guidelines including use of PPE

Agency Policies and Protocols

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the *Americans with Disabilities Act*
- Review agency policy regarding OSHA
- Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan to explore implicit and explicit bias
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns and strategies to deal with them

Purpose

- **Provides students with the opportunity to plan their individual field experience.**
- **Provides a link between educational planning, evaluation, and the opportunity to individualize learning needs.**
- **Developed collaboratively for social work students enrolled in:
CSULB, CSULA, UCLA, CSUDH, and CSUN**

Implementation 1/2

- **Students are responsible for writing their individual Learning Agreements in collaboration with their Field Instructors.**
- **Begin working on the Learning Agreement as the student enters the field placement. Due dates are listed on each school's Field Calendar.**
- **Use time in supervision to discuss the development of the Learning Agreement.**

Implementation 2/2

- **Learning Agreement is a dynamic and flexible document Modifications may be indicated during the academic year:**
 - **Accommodate new opportunities in the field education agency**
 - **Reflect changes in the students' learning needs.**
 - **Any changes must be agreed to by Field Instructor and student, and communicated to the Liaison**
 - **Changes should be attached to the original Learning Agreement document**

Learning Agreement Teaching Plan

1. Detail your expectations of your student in supervision.

My expectations for the student are to arrive to supervision prepared with topics she would like to discuss. I expect questions based on their clinical, administrative and professional development needs. I expect the student to be self-aware and feel comfortable discussing transference/counter-transference issues. I expect the student to advocate for her needs and communicate her learning style/preferences. I expect the student to challenge herself and to embrace vulnerability in order to grow.

2. How do you structure your weekly field instruction? Briefly describe your teaching plan. Please include how you plan to maximize diversity in your case assignments for each student.

I structure my supervision based on the needs of the student at that particular time. I will come prepared with agenda items; however I am flexible based on the needs of the student. My teaching plan consists the following components: clinical, administrative and professional development. I plan to maximize diversity in case assignments by providing students with different experiences such as group services, working with all populations such as youth and families and by pairing students with clients that are different from themselves based on gender, race, ethnicity, socio-economic background, sexual orientation, etc.

3. Describe your plan for use of a preceptor with your student (If applicable)

- A. Role of preceptor
- B. The preceptor will be an integral part of the student's learning. The preceptor will serve as the point person during day to day operation and will assist the student with clinical consultation, legal and ethical concerns, documentation, professional development and administrative duties. The preceptor will report student's progress to the Field Instructor and will advocate for the student's needs.

4. Detail your plan for monitoring and evaluating this experience

The way I plan to monitor and evaluate this experience is through supervision. I will check in with the student ensuring that she feels supported with any issues that may arise during her internship. I will also monitor by observing her interaction with the clients and with the staff. Also, process recordings will be vital in evaluation progress and experiences.

Self-Awareness

V. Self-Awareness Assessment

A. In terms of “self-awareness,” what do you know about yourself and your interactions with others/your emotions/etc. that will make you a more effective social worker?

B. In what ways/areas do you need to enhance your self- awareness to become a more effective social worker?

Self Awareness Means:

- **Your understanding of your personal worldview and values**
- **Your knowledge of your personal issues and/or buttons**
- **Your understanding of places in which your personal values and /or feelings might conflict with values of the social work profession**
- **The way in which these impact and are impacted by your work and relationships with clients, colleagues, etc.**

SW 596 - Learning Agreement

Competency 4

Learning Agreement – Competency 4 for SW 596 Students

Learning Agreement Instructions: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify learning activities specific to the agency and the student’s learning goals. The activities listed will provide opportunities for the student to demonstrate each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #4 – Research and Practice

Intern engages in practice-informed research and research-informed practice.

Learning Opportunities and Student Activities to Achieve Competency #4
(List at least 2 activities; may add more)

1. *The student will research the effectiveness of varying evidence-based practices on the client population.*
2. *The student will implement the appropriate evidence-based practice with clients in the setting.*
- 3.

SW 680 - Learning Agreement

Competency 5

Learning Agreement – Competency 5 for SW 680 Students

Learning Agreement Instructions: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify learning activities specific to the agency and the student’s learning goals. The activities listed will provide opportunities for the student to demonstrate each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

COMPETENCY #5 – Policy Practice. Intern Engages in Policy Informed Practice.

Learning Opportunities and Student Activities to Achieve Competency #5
(List at least 2 activities; may add more)

1. *Students will research and critically evaluate existing school policies that may impact client population.*
2. *Student will be willing to help develop or update policies in order to address additional needs of a client or of a community population.*
- 3.

Learning Agreement Notes

- **BASW students have a slightly different form**
- **CaISWEC Public Child Welfare students have a slightly different form (**CaISWEC =California Social Work Education Center) Additional competencies, asterisked and italicized**
- **All second-year MSW students have an additional point of evaluation under each competency related to their specialization**
- **PPSC Students have an additional evaluation to be completed**

Educationally Based Recordings 1/2

1. Number of Educationally Based Recordings (EBR) Required for:

- ❑ BASW: 8 Fall, 10 Spring
- ❑ MSW: 8 Fall, 10 Spring (1st and 2nd year)

2. 50% minimum Verbatim Process Recording (VPR) - others can be Meetings & Group EBR's Submission/Return Process

- ❑ Submitted to the Field Instructor (FI) before supervision time
- ❑ Best for FI to return with comments before supervision time
- ❑ Begin VPR by recording the entire interview; then choose educational focus which will also shorten and decrease tedium
- ❑ Both FI and student sign the EBR Log to document submission
- ❑ Students are allowed 1 hour per week in agency to complete EBR
- ❑ Keep EBRs until field placement period has ended

EBR Video

zoom

Jessica Polk's Personal Meeting Room - Shared screen with speaker view



7

<https://padlet.com/lisamarieibanez3/5v5e3vmyw0ho8og7>

Educationally Based Recordings 2/2

3. Feedback

- It is important to use both verbal and written feedback.**
- Acknowledge positives, give suggestions, and ask questions.**
- Feedback allows students to assess for areas of growth.**
- Students often feel discouraged/upset if they do not receive feedback.**

4. Other facts regarding educationally based recordings

- Do not take place of agency documents.**
- Learning tools used for supervisory purpose only.**

Sample of Verbatim Process Recording 1/2

SAMPLE OF VERBATIM RECORDING (WITH FIELD INSTRUCTOR COMMENTS IN BOLD)

Student's Name: SP

Client's Name: Mrs. J.

Interview Date: 11/19/13

Session No.: _____

- I. PURPOSE OF THE SESSION (make concise, clear, specific statement of the purpose and show relatedness between this and previous session, e.g., "Develop rapport, assess pt. needs for eventual discharge.")
- II. OBSERVATION (appearance, affect, behavior; how does the client present him/herself?; e.g., "In bed, hair not combed, annoyed.")
- III. CONTENT (Using the form below, record one significant exchange in the beginning, in the middle, and at the end of the interview.)

USE "FEELING" WORDS* TO DESCRIBE YOUR OWN FEELINGS FROM THE SESSION (see attached "List of Feeling Words" at end of packet).

SUPERVISORY COMMENTS	INTERVIEW CONTENT ("I said"; "She said")	*STUDENT'S GUT-LEVEL FEELINGS	*CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS AND MAJOR THEMES
<p>Your question is a good one, but what did you <u>feel</u> when she said this?</p> <p>As above, a good observation, but still not a feeling</p>	<p>SW: Hi, Mrs. J. My name is Sally Smith. I'm a SW intern here. How are you today?</p> <p>CT: What do you want from me? I thought I was done with all the tests!</p> <p>SW: I'm here to talk to you about how you are handling being in the hospital.</p> <p>CT: Well, I'll tell you. I'm sick and tired of being poked and prodded. I'm sick of being here. I want to be in my own bed.</p>	<p>Nervous</p> <p>I wonder why she is so angry!</p> <p>I guess she has been through a lot.</p>	<p>Angry and annoyed.</p>	<p>Introducing self to client.</p>

Sample of Verbatim Process Recording 2/2

- IV. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session – behavior and affect; 2) was the behavior/ affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the clients past behavior/affect; and 4) identify the major themes/issues that emerged.

The client was bothered to have me there at first. Her affect and behavior was to be expected given her situation. Major theme was distrust, grief, and sadness

- V. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.

1. *I tried to help the CT to identify directly her distrust of me. I think this worked because she eventually came around and said it, instead of hinting at it, and then she was able to actually talk to me about other things.*

2. *I normalized her feelings. This worked, too, because although she hadn't yet said it, she wondered if she was losing her mind.*

I would change mostly the way I felt. Not so afraid of her distrust/suspicion. It's normal, after all, right?

Yes. It is definitely normal. Not all clients will react/feel this way, but many will.

- VI. PLANS: (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)

Return the next day to talk. Talk with the nurse/doctor re: the probable length of stay. Explore support system available when CT returns home and possible additional resources in community.

- VII. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include issues of diversity, value dilemmas, counter-transference, etc.

How should I have responded when asked my age? If I was married? What is the rule about self-disclosure?

Ah, the rule of self-disclosure! A common question for new social workers, but the truth is that there is no rule. It all depends on the situation. Let's discuss this more in supervision.

Emergency Contact

- If the Liaison is not available:**
 - Email our administrative assistant, Frannie Ngo at Frannie.Ngo@csulb.edu**
 - Frannie will help connect you with the “Faculty on Duty” (FOD)**
 - Notify us right away of incidents/accidents. We may have required protocols**

Field Instructor Training – Part 2

- Trainers**
- Training Date** (September 25, 2020 from 9 AM to 12PM)
- Student Challenges**
- Risk Management**
- Challenges, Prevention, and Intervention**
- NASW Code of Ethics in Field Instruction**
- Evaluation Tools**

Closing Activities

- Evaluation Link -**
https://csulb.qualtrics.com/jfe/form/SV_eh2qBVCv91YrbWR
- CEU Link -**



California State University, Long Beach
School of Social Work
Field Education

Field Instructor Training
Day 1 Handouts
September 10, 2020

Field Instructor Training Day 1 - Agenda

- I. Welcome, Introductions, and Overview**
 - A. Welcome and Participant Introductions
 - B. Overview of the Training Program
 - C. Overview of Day 1 Agenda and Objectives (Handout 1)
 - D. School of Social Work Mission (Handout 2)
 - E. Zoom Etiquette

- II. Fieldwork: The Heart of Social Work Education**
 - A. Fieldwork Resources: Undergraduate and Graduate Manuals, Faculty, and Staff (Handout 3)

- III. The Valued Role of Field Instructors and Preceptors**
 - A. Responsibilities (Handout 4)
 - B. Stages of Internship (Handout 5)
 - C. Cultural Humility in Field Instruction (Handout 6)

- IV. Tools for Field Instruction**
 - A. Field Lab
 - B. Learning Agreements (Handout 7)
 - C. Educationally Based Recordings (Handout 8)

- V. Emergency Contact: Faculty-On-Duty**

- VI. Closing Activities**
 - A. Evaluation Link
 - B. CEU Link

School of Social Work Mission

- Our Mission is to educate and graduate diverse, ethical, competent social work students able to think critically and use evidence-based practice approaches to effectively serve culturally-diverse, vulnerable individuals, families, and communities in a wide variety of practice areas as practitioners, leaders, and social justice advocates.
- Engage in collaborative, community-based research that will enhance the well-being of vulnerable populations and disadvantaged communities, improve service delivery systems, and contribute to social work knowledge.
- Provide meaningful service to the community and the profession through the development of ongoing relationships with grassroots community leaders, community-based non-profit organizations, governmental organizations, and foundations.

Field Education Manual

This document is not the entire Field Education Manual; it contains the following excerpts:

1. Personnel: School of Social Work
2. Table of Contents

Please be sure to review the entire Field Education Manual, available on our website, at your earliest convenience.



**GRADUATE
STUDENT FIELD
EDUCATION MANUAL**

Field Education Manual – Personnel 1/2

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Field Education Manual – Personnel 2/2

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Field Instructor Responsibilities

Essential to the success of a fieldwork program is the selection of qualified and experienced field instructors. They have an essential role in both the personal and professional development of students, providing them with learning experiences and an introduction to social work practice within the agency setting, while also serving as professional role models. Field instructors must be able, willing, and have the resources to:

- Provide an educationally focused fieldwork experience in accordance with the policies and procedures of the School of Social Work
- Provide an agency orientation to the student at the beginning of the internship period, to include safety procedures
- Request that their students bring them copies of the course outlines and reading requirements for each course at the beginning of each semester (this allows the field instructor to pace learning experiences to classroom content, and to assist the student with integrating their practice activities into their academic learning)
- Develop a Learning Agreement in conjunction with the student
- Provide an educationally focused experience that includes objectives and activities listed in the Learning Agreement
- Maintain professional backup availability to the student
- Assure that the student receives and maintains a sufficient number and variety of appropriate cases/assignments (keeping in mind that in a direct practice internship, students should be spending 50 percent of their time in direct client contact)
- Support the requirement of Educationally Based Recordings (which should be read, commented upon in writing, and returned to students in a timely manner)
- Complete and submit written evaluations at the mid-point and end of each semester by the specified date on the Fieldwork Calendar, outlining student progress and further learning needs and goals.
- Maintain regular communication with the assigned liaison for consultation and notify the liaison immediately if there are areas of concern, including changes in the agency that may impact the fieldwork experience
- Meet with the liaison and the student during the internship period to assess student progress and to coordinate learning experiences
- Provide a minimum of *one hour per week* of *individual* supervision for each student, and be available for additional consultation and supervision, as needed.

- Complete series of new Field Instructor Trainings, orientations, and other field-related activities throughout the year
- Be a role model for students by maintaining confidentiality and setting appropriate and culturally sensitive professional boundaries
- Notify liaison of any changes in the student's schedule, including extended time agreed to at the end of the field period
- Obtain this fieldwork manual from their respective students as an essential resource.
- Hold an MSW from an accredited School of Social Work
- Have at least two years of post-master's experience
- Have a well-integrated knowledge and understanding of the program area in which the student will be located and for which the field instructor will provide supervision
- Have both an interest and a demonstrated skill in teaching
- Be willing and available to participate in School of Social Work activities, such as orientation and training sessions
- Meet, as needed, with liaisons for regular semester site visits as well as to address fieldwork problems that may arise (must also be able to meet on campus, as needed, for special circumstances)
- Commit to being available for the entire fieldwork period
- Commit to being available during the hours in which students are in internship within the agency
- Be able to adjust their own workload to permit regular and adequate time for student instruction
- Have knowledge in the specialization areas of Child and Family Well-being, Integrated Health and Adult and Aging corresponding to students placed with them within their agency
- Be willing and able to model the six major principles of the National Association of Social Workers (NASW) Code of Ethics: being competent, showing dignity, respecting the importance of human relationships, having integrity, providing service, and advocating for social justice (NASW Web site is: www.socialworkers.org)

Preceptor Responsibilities

Preceptors are utilized in different ways in different types of agencies. While we attempt to present an overall discussion of the preceptor role, it is imperative to work with the appropriate players in your particular agency to determine a clear plan of collaboration and a plan for channels of communication. We know that agencies use preceptors in different ways based on their needs and the organization of the agency and we want to support the agency whenever possible. We do however, have some basic expectations and/or requirements regarding the differentiation of tasks and roles of the field instructor and the preceptor.

Perhaps the most important place to start is that the primary field instructor is the person who is responsible for the overall experience of the student in the agency and that the weekly individual supervision must be provided by the primary field instructor, who must be an MSW. Additional supervision, such as group supervision regarding a particular issue, topic, or service, may be provided by the preceptor.

The following are some ideas for tasks that are appropriate for the preceptor:

- Co-facilitation of a group with the student
- Overseeing of daily activities, particularly if the field instructor is off site, or in a large agency such as a hospital where the field instructor is in another building, etc.
- Orientation of student to the agency, particular unit, introduction of student to other personnel
- Provision of guidance between supervision sessions or in the absence of the field instructor
- Consultation to the student in relation to a specific project or assignment
- Group supervision
- Facilitation of a case conference
- Acting as co- therapist with the student in a family session
- Accompanying the student on home students

Stages of Internship

Stages of Internship



It is general knowledge that each internship experience is unique. Yet, researchers have detected specific stages of internship that apparently develop in a predictable order. Each stage yields concerns that require resolution in order to enhance the student's learning and growth process. Although the order of stages is predictable, the journey is not. There is always the possibility of a student becoming "stuck" in a stage if issue-related tasks are not successfully accomplished. The five stages of internship are anticipation, disillusionment, confrontation, competence, and culmination. The following information presents a brief description of what is likely to happen in each stage as well as associated tasks that field instructors should be aware of in order to assist the student.

Stages	Issues and Feelings	Tasks
Anticipation	Along with hope and eagerness, unknowns can cause anxiety related to role, responsibilities, competence, supervision, relationships, clients and personal situation.	<ul style="list-style-type: none"> • Define goals clearly and specifically • Develop a realistic set of expectations for the experience • Explicate, examine and critique assumptions
Disillusionment	The gap between anticipation and reality regarding the internship can cause disappointment, dip in morale, frustration, anger, sadness, and discouragement.	<ul style="list-style-type: none"> • Feel the impact of presenting issues • Identify feelings and their results • Work through issues
Confrontation	Resolving issues raised in previous stage increases independence, effectiveness, and self-empowerment.	<ul style="list-style-type: none"> • Reexamine expectations, goals, and skills • Keep working at the issues
Competence	Transition from apprentice to professional stimulates excitement, accomplishment, high morale, and investment.	<ul style="list-style-type: none"> • Focus on excellence and not perfection • Manage surfacing conflicts between home, school, internship, and friends
Culmination	Endings in internship, semester, and possibly college experience raises issues marked by sadness, pride, guilt, anxiety, and avoidance behaviors.	<ul style="list-style-type: none"> • Focus on feelings and express them • Find satisfying ways to say good-bye to clients, staff, supervisor, other interns, etc.

Source: The Successful Internship, Sweitzer and King, 1999

Cultural Humility in Supervision
How Personal Competencies Promote Effective Relations with People of Diverse Cultures



Orientation Checklist

Agency Overview

- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol
- Review CDC COVID-19 safety guidelines involving use of PPE

Agency Policies and Protocols

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the *Americans with Disabilities Act*
- Review agency policy regarding OSHA
- Review agency policy regarding HIPAA

Field Instructor/Student Responsibilities

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan to explore implicit and explicit bias
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns and strategies to deal with them

Learning Agreement

Learning Agreement Instructions: The shaded area under each competency is the Learning Agreement Plan. The Student and Field Instructor will identify learning activities specific to the agency and the student’s learning goals. The activities listed will provide opportunities for the student to demonstrate each competency. A minimum of two activities must be listed for each competency. You may add more rows if needed.

SW 495 - Learning Agreement – Competency 4

<p>COMPETENCY #4 – Research and Practice Intern engages in practice-informed research and research-informed practice.</p>
<p>Learning Opportunities and Student Activities to Achieve Competency #4 (List at least 2 activities; may add more)</p>
<p>1. <i>The student will discuss appropriate syllabi with their field instructor.</i></p>
<p>2. <i>The student will attend agency staff training to understand agency processes and procedures.</i></p>
<p>3.</p>

SW 596 - Learning Agreement – Competency 4

<p>COMPETENCY #4 – Research and Practice Intern engages in practice-informed research and research-informed practice.</p>
<p>Learning Opportunities and Student Activities to Achieve Competency #4 (List at least 2 activities; may add more)</p>
<p>1. <i>Students will research and critically evaluate existing school policies that may impact client population.</i></p>
<p>2. <i>Student will be willing to help develop or update policies in order to address additional needs of a client or of a community population.</i></p>
<p>3.</p>

SW 680 – Learning Agreement - Competency 5

<p>COMPETENCY #5 – Policy Practice. Intern Engages in Policy Informed Practice.</p>
<p>Learning Opportunities and Student Activities to Achieve Competency #5 (List at least 2 activities; may add more)</p>
<p>1. <i>Students will research and critically evaluate existing school policies that may impact client population.</i></p>
<p>2. <i>Student will be willing to help develop or update policies in order to address additional needs of a client or of a community population.</i></p>
<p>3.</p>

Educationally Based Recordings

1. Number of Educationally Based Recordings (EBR) Required for:

- BASW: Fall=8; Spring=10
- MSW: 8 Fall, 10 Spring (1st and 2nd year)

2. Submission Process

- A. Educationally Based Recordings should be turned in to the Field Instructor before supervision time, to allow the Field Instructor to read them and make comments; both student and Field Instructor to agree upon the day and time that these are due each week
- B. Students begin Verbatim Process Recordings (VPR) by recording the interview from beginning to end; later, the VPR may be more focused on a specific part of the interview (e.g., beginning, middle, or ending)
- C. Recordings should preferably be typed, not handwritten (at Field Instructor's and/or Preceptor's discretion)
- D. Use EBR Log to document the submission of each recording (the log must be signed by both the student and Field Instructor)
- E. Time required: students should be allowed one hour during internship time to complete each EBR; if more time is needed, they should be completed after internship hours
- F. Field Instructor must give comments back in writing, and before next supervisory meeting
- G. Two EBRs must be turned in to the liaison/seminar instructor during the semester for review before the agency visit takes place
- H. Keep EBR until field placement period has ended and grade has been submitted, then it can be destroyed

3. Student Feedback

Students get naturally discouraged or upset if they work hard to complete the EBR and they receive no feedback. Feedback must be strengths-based, so start with positives and then give suggestions, in writing (which are to be returned).

4. Purpose of Educationally Based Recordings

EBRs do not take the place of, nor should they be used as, agency documentation. They are learning tools to be used for supervisory purposes only, and are never placed in agency charts. Students are responsible for any documentation that is required by the agency itself for its own records and files.

SAMPLE OF VERBATIM RECORDING (WITH FIELD INSTRUCTOR COMMENTS IN BOLD)

Student's Name: SP

Client's Name: Mrs. J.

Interview Date: 11/19/13

Session No.: _____

- I. PURPOSE OF THE SESSION (make concise, clear, specific statement of the purpose and show relatedness between this and previous session, e.g., "Develop rapport, assess pt. needs for eventual discharge.")
- II. OBSERVATION (appearance, affect, behavior; how does the client present him/herself?; e.g., "In bed, hair not combed, annoyed.")
- III. CONTENT (Using the form below, record one significant exchange in the beginning, in the middle, and at the end of the interview.)

USE "FEELING" WORDS* TO DESCRIBE YOUR OWN FEELINGS FROM THE SESSION (see attached "List of Feeling Words" at end of packet).

SUPERVISORY COMMENTS	INTERVIEW CONTENT ("I said"; "She said")	*STUDENT'S GUT-LEVEL FEELINGS	*CLIENT'S FEELINGS/AFFECT	IDENTIFY INTERVENTIONS AND MAJOR THEMES
<p>Your question is a good one, but what did you <u>feel</u> when she said this?</p> <p>As above, a good observation, but still not a feeling</p>	<p>SW: Hi, Mrs. J. My name is Sally Smith. I'm a SW intern here. How are you today?</p> <p>CT: What do you want from me? I thought I was done with all the tests!</p> <p>SW: I'm here to talk to you about how you are handling being in the hospital.</p> <p>CT: Well, I'll tell you. I'm sick and tired of being poked and prodded. I'm sick of being here. I want to be in my own bed.</p>	<p>Nervous</p> <p>I wonder why she is so angry!</p> <p>I guess she has been through a lot.</p>	<p>Angry and annoyed.</p>	<p>Introducing self to client.</p>

Sample of Verbatim Process Recording

- IV. IMPRESSIONS/ASSESSMENT: 1) What did you observe throughout the session – behavior and affect; 2) was the behavior/ affect appropriate, explain; 3) how does this behavior/affect fit with what you know about the clients past behavior/affect; and 4) identify the major themes/issues that emerged.

The client was bothered to have me there at first. Her affect and behavior was to be expected given her situation. Major theme was distrust, grief, and sadness

- V. USE OF PROFESSIONAL SELF: Choose two significant interventions you made: 1) identify/describe; 2) what was your impression of your effectiveness; and 3) what would you change.

1. I tried to help the CT to identify directly her distrust of me. I think this worked because she eventually came around and said it, instead of hinting at it, and then she was able to actually talk to me about other things.

2. I normalized her feelings. This worked, too, because although she hadn't yet said it, she wondered if she was losing her mind.

I would change mostly the way I felt. Not so afraid of her distrust/suspicion. It's normal, after all, right?

Yes. It is definitely normal. Not all clients will react/feel this way, but many will.

- VI. PLANS: (Brief statement of your plans for the next session, long range goals, short range goals that are relevant for this client.)

Return the next day to talk. Talk with the nurse/doctor re: the probable length of stay. Explore support system available when CT returns home and possible additional resources in community.

- VII. ISSUES, QUESTIONS OR PROBLEMS: (To explore in supervisory sessions.) Areas to explore in your supervisory conference: include issues of diversity, value dilemmas, counter-transference, etc.

How should I have responded when asked my age? If I was married? What is the rule about self-disclosure?

Ah, the rule of self-disclosure! A common question for new social workers, but the truth is that there is no rule. It all depends on the situation. Let's discuss this more in supervision.



California State University, Long Beach
School of Social Work
Field Education

Field Instructor Training
Session 2 Handouts
September 25, 2020

Field Instructor Training Session 2 Agenda



- I. Adult Learner and Student Learner
- II. Interim Progress Report
- III. The Field Liaison Visit
- IV. Supervision
- V. Student Accommodations
- VI. Student Services
- VII. Safety in the Field and Risk Management
- VIII. Closing Activities

Supervision - Trauma Informed Supervision

- Students are exposed to secondary trauma in field settings.
- Students' own trauma history may be triggered.
- Consider trauma with a little 't' not just the obvious.
- Provide supervision that builds intern resilience.



Supervision - Questions to Consider

1. Identify key elements to be considered for a conversation in supervision.
2. How do you assist students to reflect on their own reactions and responses to the situation?
3. Fostering self-reflection while maintaining boundaries can be tricky. Any specific strategies?
4. How do you address issues of diversity that may be complicating student's response?
5. How do you assist students when they have a strong emotional reaction to a situation?
6. Discuss how these may influence the relationship between a field instructor and a student.

Supervision - Trauma Informed Supervisory Approach

1. Make time to debrief traumatic events. This is important.
 - Have the supervisee share their story
 - Ask them to talk about what continues to resonate for them as they talk about the experience
 - Have the supervisee talk about why they think this particular aspect of the experience continues to resonate for them

2. Help them make meaning out of the experience – the outcome of the experience doesn't define the meaning.
 - “What have you learned from this tragedy?”
 - “While I understand you want to try and make sense out of this tragedy, it may be more reasonable for you to take what you have learned and consider how you will use this to help you deal with similar experiences. This is one way to honor tragedy.”

3. Reframe the cognitive experience and help them consider any unrealistic expectations –
 - “What would you have liked to do differently?”
 - “How would you have done that?”
 - “How do you think the client would have responded?”
 - “How do you feel this experience might benefit you professionally?”
 - “Despite the tragedy of the experience, can you consider how this might make you more capable of dealing with similar experiences in the future?”

4. Normalize reactions/validate feelings –
 - “What you are feeling is very common.”
 - “I think what you are feeling is what anyone would feel after witnessing this situation/hearing about this situation.”

5. Rekindle hope –
 - “What will you do differently next time?”
 - “How can you use this to propel you forward with what you have learned from this experience?”

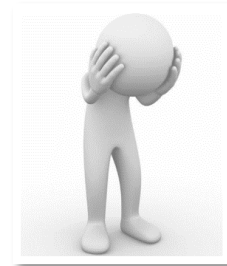
Supervision - Key Skills



- Be willing to listen to their story and source of their feelings;
- Help them create meaning or reframe the cognitive experience;
- Challenge unrealistic expectations;
- Normalize reactions;
- Rekindle hope & connect with others.

Supervision vs. Therapy

Supervision is **NOT** Therapy, but appropriate for the Field Instructor to assist in identifying something that is interfering with students work and how it is impacting clients, cases, or projects.



How Are They Different?

Goals of Therapy

- resolution of issue
- improvement in life and relationships



Goals of Supervision

- understanding of impact on work,
- development of means to minimize negative impact and maximize positive impact



In other words, goal and focus of addressing personal issues in supervision is to impact change in the professional setting & role. So, you will not talk in supervision re: how to resolve it, but instead, how is it impacting students work and how to handle it.

Administrative, Educative, and Supportive Supervisory Styles & Task Checklist

Professor Alfred Kadushin has been a well-respected and prolific scholar, integrating theory and practice in social work administration and supervision in the latter part of the 20th century. His works are considered classics, and are still valuable today. Dr. Kadushin identified three components of supervision: administrative, educative, and supportive. There needs to be a balance of all three. However, in recent years, with a heavy emphasis on accountability, supervisors may have focused more on the administrative aspects.

Social workers who were "super workers" and were then promoted to supervisor—with no training for the role—may find the educative role challenging. They may educate as they were most comfortable learning themselves, but not necessarily in a manner that is effective for the style of their intern. Further, some supervisors may confuse the supportive role with a therapeutic role. Boundaries may be crossed—to the detriment of the student, Field Instructor, agency, Department of Social Work, and most importantly, the clients.

Following is a list of (1) Administrative, (2) Educative, and (3) Supportive Tasks. For each task, check the ones that you assess to be your strengths.

1. Administrative Tasks

- Place to work that assures some privacy, including phone calls
- Formal introduction to agency staff (professional and support)
- Regularly scheduled supervision time, not "catch-on-the-run" or "halfway"
- Information about agency policies
- The need for some flexibility for crisis situations or to negotiate a time change when something important comes up for either you or the student
- Involve the student in agency meetings, such as staff meetings or in-services (a chance for the student to learn how the agency issues impact and are handled by the total staff; also an opportunity for the student to learn team/collaborative skills, role clarification, etc.)
- Termination of supervisory hour
 - Identify a convenient point for stopping the session
 - Summarize and recapitulate
 - Clarify concerns or ongoing issues

2. Educative Tasks

- View the student as a learner versus as an employee
- Assess the student's learning style; for example, whether the student learns best with clear structure or more independence (identify your own learning style, and be aware of differences and similarities)
- Use whatever is available from the student's past experiences to build upon for more learning, mobilizing the knowledge and skills the student brings.
- Discuss student's previous learning experiences and what being supervised means to the student
 - What are the student's expectations of a supervisor and of the Field Instructor in this placement?
 - Does the student have resistance to learning based on previous experience?

- Does the student's cultural background contribute to such factors as passivity, unquestioning acceptance of authority, aggressiveness, anger?
- Be prepared to talk about personality issues
- Opportunity for:
 - Student to share learning concerns
 - Student and Field Instructor to analyze and evaluate learning
 - Field Instructor to give assignments, share expectations, teach concepts, assist with the integration of material
- Preparation of issues should be done ahead of time by both you and the student; each of you should come to the supervisory period with agendas of issues to be discussed and questions to be raised
- Teach the concept of ongoing evaluation, beginning every supervisory session by addressing:
 - Where have you been?
 - Where are you going?
 - Where should you be?
- Conceptual learning: tie several cases together to focus on differences or similarities (of issues, of interventions used, etc.)
- Didactic teaching (telling) vs. indirect teaching (assisting the student in their own learning)
- An inexperienced student might benefit more from a didactic model at first
- Students eventually need to take on more responsibility as their skill level develops (you will find yourself using the indirect model more often)
- Concept of parallel process: model for the student in supervision as the student might interact with a client (social work is, after all, the best career in "modeling")
- Expose the student to a variety of methods or skills (helping them to develop their own "style")
- Identify, develop, and provide learning opportunities for students through:
 - Cases
 - Trainings
 - Workshops
 - Advocacy

3. Supportive Tasks

- Allow the student a period of adjustment (varies according to individual student, and begins where the student is)
- Clarify and respect your role as a Field Instructor/educator and not a therapist
- Help student to identify countertransference issues vs. working on specific issues
- Direct student to private therapist when countertransference is interfering in work with clients
- Think of a significant event you experienced in fieldwork as a social work student
 - Can you think of ways the event was a learning experience for you?
 - How did the experience integrate materials from your coursework, life experiences, etc?

NEXT STEPS

- Total all of your "strengths" tasks. Do you see a pattern, or a particular grouping?
- Which tasks are not checked? Do you see a pattern to the tasks that need work?
- Are the tasks that need work due to ability, willingness, and/or resources?
- What interventions would be needed to move tasks from "needs work" to "strengths"?

*Kadushin, A. (1985). *Supervision in Social Work*. New York, NY: Columbia University Press.

Field Instructor's Self-Assessment of Field Instruction Supervision
Social Administration Placements

- Was I prepared for what the student discussed today?
- Did I convey interest in the student's agenda?
- Was I preoccupied by other work demands?
- Did I prevent interruptions to our session?
- Did I give the student enough time to talk?
- Did I encourage elaboration of the student's thoughts about the work?
- Did I encourage elaboration of how this work relates to previous work and the student's overall educational goals?
- Did I help the student understand how current work tasks/activities fit as part of a programmatic goal-oriented process?
- Did I invite questions? Did I Listen?
- Were my questions inquiring rather than leading?
- Did my questions encourage critical thinking skills?
- Did I encourage student self-reflection of his/her role and actions in the context of the work team and/or organization?
- Did I encourage the student to think about how the current work skills are transferable?
- Did I provide feedback?
- Did I discuss next steps of strategies for work?
- Did I discuss strategies for how the student can mobilize adequate support for his/her tasks/activities?
- Did I discuss possible obstacles, resistances and alternatives that need to be considered?
- Did I assist the student in thinking about the timetable for the work plan?
- Did I prompt the student in thinking about possible modifications to the work plan?
- Did I prompt the student to think about reasons for the modification?
- Did I provide opportunity to link theory to practice?
- What "unfinished business" is left for our next session?
- What issues/patterns emerged in my teaching?
- What issues/patterns emerged within the student's work progress and goal attainment?
- Are there areas in which I would like to see more improvement in my teaching?

SSA 2007 Spring Social Administration Field Instructor's Meeting

Adapted from CSWE Learning to Teach, Teaching to Learn Educational Assessments and Learning Plans

Student's Self-Assessment of Field Instruction Supervision
Social Administration Placements

- Was I prepared for supervision today?
- Did I prepare an agenda of items to be discussed, including my concerns?
- Was I preoccupied by other school and/or work demands?
- Did I prevent interruptions to our session?
- Did I share my view freely?
- Am I pleased with how I communicated my thoughts about the work?
- Do I understand how this work relates to previous work and my overall educational goals?
- Do I understand how current work tasks/activities fit as part of a programmatic goal-oriented process?
- Did I voice my questions?
- Did I listen?
- Did I provide feedback?
- Did I engage in self-reflection on my role and my actions in the context of the work team and/or organization?
- Did I think about how the current work skills I am learning are transferable?
- Did I ask for explanations when I was unclear?
- Did I discuss next steps or strategies for work?
- Did I discuss strategies for how I can mobilize adequate support for my tasks/activities?
- Did I discuss possible obstacles, resistances and alternatives that need to be considered?
- Did I ask for assistance in thinking about the timetable for the work plan?
- Could I engage in a critical analysis of my work?
- Did I think about opportunities to link theory to practice?
- What “unfinished business” is left for our next session?
- What issues/patterns emerged in my learning?
- What issues/patterns emerged with my work progress and goal attainment?
- Are there areas in which I would like to see more improvement in my work or understanding?

SSA 2007 Spring Social Administration Field Instructor's Meeting

Adapted from CSWE Learning to Teach, Teaching to Learn Educational Assessments and Learning Plans

Supervision – Case Selection

1. Prior to case selection:

- A. Have the student observe an experienced social worker interviewing a client
- B. Have the student "shadow" an experienced social worker for a period of time
- C. Have the student go on a home visit with an experienced social worker, and observe at first; on subsequent visits, have the student do most of the interviewing

2. When selecting a case, consider/assess:

- A. What does the case need?
- B. What can the student learn from the case?
- C. How does the case relate to overall social work concepts?
- D. Is it possible to identify a simple, straightforward case?
- E. Is this a case that appears to have a minimal level of difficulty?

3. As student's skill increases, assign more difficult cases

4. Assign cases that are:

- A. Related to what the student is learning in class (a "concept" or "theory")
- B. Make a conscious effort to integrate theory into practice (e.g., social work values, ethics, etc.)

Supervision – Group Experience

1. When preparing the student for a group experience, consider a variety of appropriate group experiences, ranging from informal to structured:

- A. Informal group in a waiting room
- B. A support group
- C. An activity group
- D. A psycho-education group (e.g., a parenting group)
- E. A single-session group
- F. A task-oriented group
- G. A process group
- H. An open-ended group (where the student becomes part of the open-ended process)
- I. A closed-ended group

2. Student's role:

- A. The student may be the sole facilitator, or may be a co-facilitator
- B. If the student facilitates the group alone, pre- and post-supervision by the Field Instructor or a Preceptor will be essential
- C. If the student co-facilitates the group, the student will need to meet with the co-facilitator before and after the group to plan and to debrief; it can be very helpful for both co-facilitators to meet together with the Field Instructor for supervision (this is especially important if the co-facilitators are both students); note that, if the co-facilitator is an experienced staff member, the student may feel anxious and defer to the co-facilitator's expertise
- D. If the student co-facilitates the group with the Field Instructor, there are positives and negatives
 - The Field Instructor may be an excellent role model for the student
 - The Field Instructor will have first-hand knowledge of the student's group skills
 - The student may be quite anxious

3. If the student is planning a new group:

- A. The student needs to be clear on the purpose of the group
- B. The student needs to explore the possibilities for the composition of the group (e.g., whom does it make sense to include: age, mental health status, diversity vs. homogeneity?)
- C. The student needs to explore the different ways the group might be formed, such as: from referrals, personal outreach, advertising, existing caseload, or from an existing informal group in a waiting room

4. Teaching tools:

- A. If possible, have the student observe a group, and discuss group process in supervision
- B. Help the student to understand the role of "facilitator" (not to "control," but to be aware of group dynamics and to understand when and how to intervene)
- C. Help the student to view group conflict as positive
- D. Help the student to identify phases of group process
- E. Require the student to do an Educationally Based Recording on the group process for a task group or meeting.

Supervision Road Map



Field Education Safety Tips

Note: The following information is adapted from materials developed by the Los Angeles County School of Children & Family Services.

Whenever a CSW or Intern is with a potentially explosive client, either in an individual or group setting, there are certain precautions you can take.

1. **KNOW AS MUCH AS POSSIBLE ABOUT YOUR CLIENT!** Keep in mind any history of violence. Pay attention to warnings from others who know the client, and to any threats made by the client to the CSW or Intern or to others who may be involved in the meeting/contact.
2. **PLAN FOR THE UNEXPECTED!** While with the client, you should position yourself between the client and an available exit. You should always sit or stand by the nearest exit.
3. **SET THE GROUND RULES FOR THE MEETING FROM THE START!** Advise a potentially explosive client that any display of unacceptable behavior will lead to an early termination of the meeting.
4. **BE ALERT TO ANY ESCALATION OF HOSTILE BEHAVIOR!** If a client exhibits body movements that could indicate increased agitation, such as pacing, arm-swinging, fist-pounding, or a "too-close" body stance.
5. **BE AWARE OF VOICE-PATTERN CHANGES!** If the volume of a client's voice suddenly increases or decreases, or they begin to speak more slowly or rapidly, or the client demonstrates prolonged angry silences, or makes verbal threats, etc., this could indicate potentially volatile behavior.
6. **KNOW THAT THERE MAY BE POTENTIALLY ANGRY PEOPLE IN A GROUP!** Always be prepared to de-escalate a client's anger with your voice, words, and body language, should he or she appear to be getting out of control.
7. **CONSIDER HAVING ANOTHER WORKER IN THE INTERVIEW FROM THE START!** Or, plan to have a co-worker stop in periodically.
8. **INFORM SECURITY AND A SUPERVISOR OF CLIENTS WHO MAY POSE A THREAT!** When the client arrives at the office, the CSW or intern should also let the unit supervisor know—along with any available supervisor or a clerical staff person—about the possible threat. Ask that the clerical staff advise the CSW or intern whom you were unable to alert.
9. **BE PREPARED TO LEAVE AND GET HELP!** Take action if the client exhibits erratic behavior or becomes uncontrollable.
10. **HAVE ALL CHILDREN REMOVED FROM THE AREA!** If necessary, have children placed out of harm's way so they will not be exposed to an emotionally or physically harmful situation.
11. **LEAVE IF YOU FEEL THREATENED!** Be aware of home and neighborhood environments. Consult with your supervisor immediately or as soon as possible thereafter, about the situation

Video Links

- Covid19 - <https://youtu.be/wTgRqUuoD9o>
- Critical Race Theory - <https://www.youtube.com/watch?v=jJ9hk3dMUAw&t=11s>



Field Instructor Training - Part 3

10/16/20

California State University, Long Beach

School of Social Work

Field Education

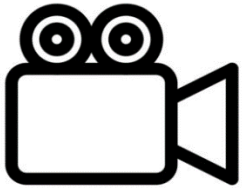


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Using chat for questions about the presentation.

Presenters

Roderick De Los Reyes

Dr. Lisa Ibanez

Nikole Seals

Wakako Masuno

Today's Training

- Welcome
- Learning Agreement- Questions?
- Integration of Theory and Practice
- Middle Phase Skills- Handout
- Integration of Code of Ethics
- Evaluation
- CEU

Agenda- Handout 1

Objectives- Handout 2



Welcome!!

Field instructor Check-in

Poll Questions According to a recent Wall Street Journal poll, which of the following was identified as the biggest struggle for people working remotely?



What Do You Do to Break Up the Long Work Day?

This two-hour meeting was almost as productive as a single, well-written email.



som^{ee}cards

Zoom meeting,
audio only



Zoom meeting
with video



Hire Your Tale

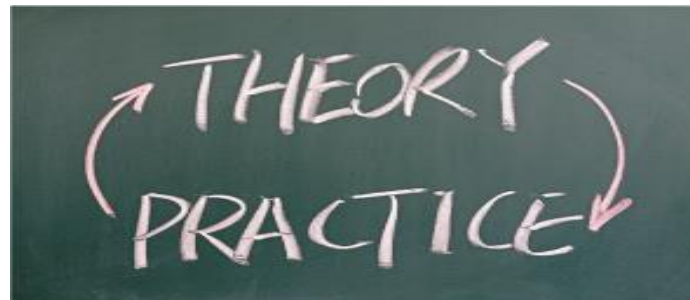
Learning Agreement Questions?



Integration of Theory into Practice

How to help students connect classroom learning to field experience?

Familiarize yourself with syllabi and course sequences and integrate into supervision agenda and into discussion of skill acquisition, implementation and evaluation.



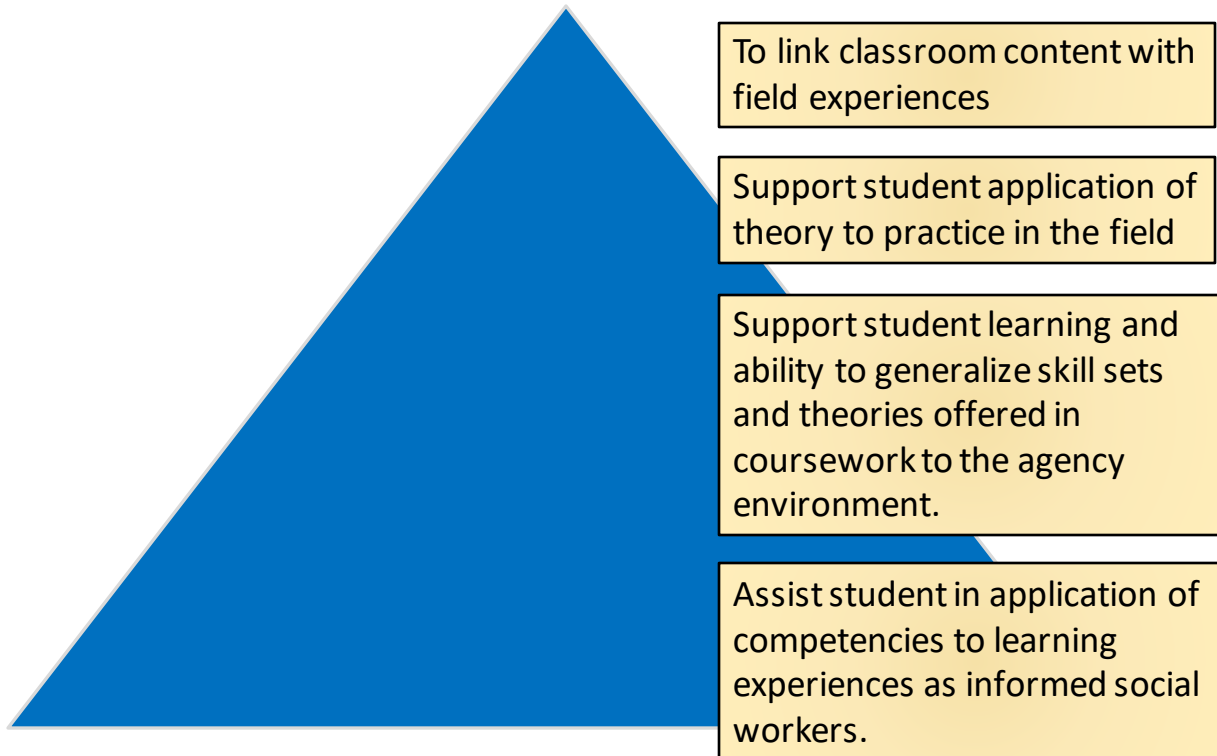
Why do we need theory in social work practice?

Theory helps explain why people do what they do

Theory provides an explanation for what is happening in each practice situation between client and social worker.

"Theory is a statement of a specific aspect of social work and prescribes what social workers should do in specific situations"
(Payne, 1997)

Transfer of Learning



Integration of Theory and Practice



CSWE Mandate

Classroom: awareness, knowledge understanding and some skill application

Field Required to truly gain competence; true in all skill-based professions

Examples of ways to integrate

Connecting Course Curriculum

Tips to help connect course curriculum with fieldwork activities:

1. Ask your student for their class syllabi.
2. Discuss course content with your student to introduce application to fieldwork.
3. Help the student to understand the link between your agency policies and content covered in classes.
4. Work with student to identify field related activities and experience and their relationship to their class content.



Course Sequence Information

BASW

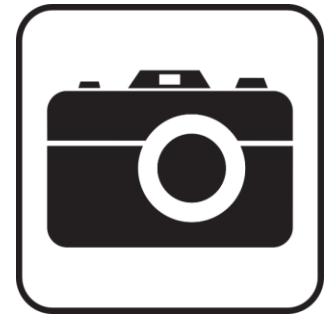
MSW Full Time – 2 Year

MSW Part Time – 3 Year

(Refer to Handout 3)



Theoretical Frameworks



Psychodynamic approaches

Experiential and Relationship-Oriented Approaches

Cognitive Behavioral Approaches

Solution -Focused Brief Therapy

Narrative Therapy

Motivational Interviewing

Group Development

Critical Race Theory

Trauma Informed Practice

Biosocial Theory

Dialectical Behavior Therapy

Stages of Change

Self-determination Theory

Systems Theory

Stages of Development

Person-In-Environment

Hierarchy of needs

Stages of Grief

Recovery Model

Activity

In your group, discuss how FI's can integrate student's classroom learning into learning activities at the agency. Consider courses and theoretical frameworks your student is/will be learning.

Report one idea back to the larger group.

Middle Phase Skills

Assessment and Intervention

- **“Fast forward” to December/January**
Historically called Middle Phase



- **Time spent with client following initial assessment and preceding termination**

Engagement → Middle Phase → Termination

- **End of field experience in April or May**
(BASW vs. MSW)



- **Changes brought by the pandemic- Service Delivery, Supervision, etc.**



- **Student’s Ability, Resources & Willingness?**

Middle-Phase Skills: Assessment and Intervention

Tuning In: anticipating clients' issues and feelings, including counter-transference issues regarding an upcoming session

Exploring: moving from the general to the specific, assisting clients in describing in-depth feelings, concerns, issues

Reaching for Feelings: assisting clients with tuning in and expressing the affective aspect of what they are describing; thus, helping client connect their thoughts and feelings (also allows the student to display an interest in and an understanding of clients' feelings)

Putting Feelings into Words: helping clients articulate feelings that they are having trouble describing or "getting in touch with"

Containing: maintaining silence, thus allowing and encouraging the client to continue speaking or going into more depth

Reaching Inside Silences: asking clients what they are thinking and feeling when they are silent, and encouraging clients to speak even when difficult (also allows students to explore issues regarding their relationships with their clients)

Middle-Phase Skills: Assessment and Intervention- Continued

Connecting Process and Content: helping clients view the process of an interaction rather than the details; helping clients recognize patterns of behavior and develop insight

Making a Demand for Work: encouraging clients to focus on the problem at hand and to develop strategies for problem-solving

Partializing: assisting clients in partializing or prioritizing problems and concerns (helps clients feel less overwhelmed so they can begin to problem-solve)

Providing a New Perspective: suggesting other ways to understand or think about an issue (helps client focus away from negative, nonproductive views)

Providing Information: giving client needed facts regarding a problem, as well as appropriate resources

Humor: creating a lighter moment

Supporting the Client's Strengths: helping client recognize their strengths and their willingness, ability, and resources to tackle a problem

*Adapted from Shulman, L. (1993). *Interactional supervision*. Washington, DC: NASW Press, p. 7

Breakout Room Activity

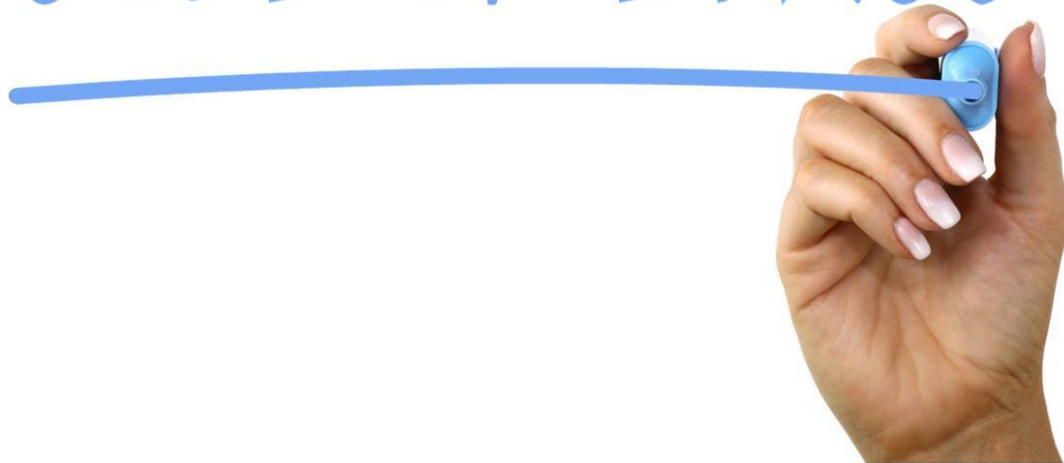
Using Handout 4, please discuss learning & practice opportunities to help students grow in each skill. Also to discuss ways to support students in developing these skills. What you and your agency are doing to facilitate these opportunities? Consider changes brought by the pandemic.



Integration of Code of Ethics and Field Instruction

<https://prezi.com/view/UWC8CqXbVQ0zZZXlgRA9/>

CODE OF ETHICS



Breakout Room Activity

Using the “Knowing Yourself Ethically” handout please take five minutes to fill out the form. In your breakout rooms take 15 minutes to discuss what you discovered about yourself. We will provide ten minutes to explore the discussions in the breakout rooms.



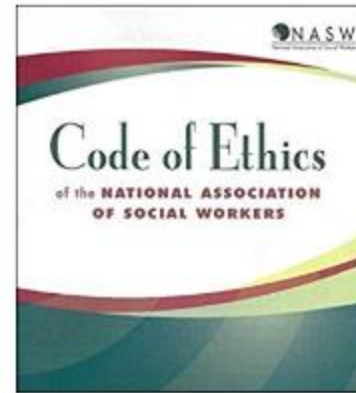
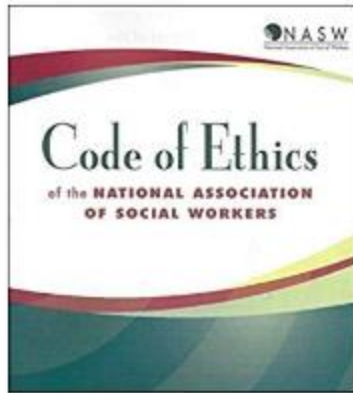
Technological Changes

Some examples of the many changes involving technology:

1. Informed consent regarding the use of media and electronic communication
2. Privacy and confidentiality
3. Use for non-professional purposes
4. Electronic searches of clients
5. Disclosing policy regarding electronic information
6. Posting information on social media
7. Criticism of colleagues
8. Use of supervision

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

What are some ways in which you utilize the Code of Ethics in Field Instruction?



Other ideas?

Next Training- Last Session

FIT#4 October 30th 9 a.m.

1. Resolution of Problems
Performance Contract
2. Comprehensive Skills Evaluation
3. Termination



Evaluation

Please give us your feedback!



Continuing Education Units (CEU's)

We will be issuing CEU certificates only to LCSW who are no more than 15 minutes late to this training (Per BBS Requirements)





California State University, Long Beach
School of Social Work
Field Education

Field Instructor Training

Day 3 Handouts

October 16th, 2020

Field Instructor Training Day 2 - Agenda

- I. Welcome and Introductions**
- II. Questions/Comments re: Learning Agreement**
- III. Integration of Theory and Practice**
- IV. Middle Phase Skills – Assessment and Intervention**
 - A. Themes and Patterns
 - B. Specific Skills
- V. Integration of Code of Ethics and Field Instruction**
- VI. Closing Activities**
 - A. Evaluation
 - B. CEU

Field Instructor Training Day 2 - Objectives

At the end of this day, participants should have been introduced to material that could enable them to:

1. Understand ways in which classroom material is tied to field experiences.
2. Identify ways in which field instructors can help students integrate theory and practice in their Respective agencies.
3. Identify the purpose of a middle phase skills assessment and help students to grow in challenging areas. Also, to consider changes brought by the pandemic and how it affects field instruction and student's learning activities.
4. Understand ways in which NASW Code of Ethics is utilized in syllabi and classroom activities.
5. Identify ways in which field instructors can help students to utilize and apply the Code of Ethics in their respective field experiences.

Class Sequences

BASW – Senior Year	
Fall Semester	<ul style="list-style-type: none"> ○ Generalist Social Practice with Groups ○ Generalist Social Work Practice Individuals and Families ○ Field Experience in Social Work
Spring Semester	<ul style="list-style-type: none"> ○ Generalist Social Work Practice with Communities and Institutions ○ Research Methods in Social Work ○ Field Experience in Social Work

MSW – Full Time, 2 Year Program		
1st Year in Field	Fall Semester	<ul style="list-style-type: none"> ○ Foundation Social Work Micro Practice Skills and Interventions ○ Human Behavior & the Social Environment: Focus on Prenatal through Adolescence ○ Foundation Social Policy: Addressing Oppression through Social Justice ○ Research Methods in Social Work I ○ Foundation Field Education I
	Spring Semester	<ul style="list-style-type: none"> ○ Human Behavior & the Social Environment: Focus on Young Adulthood through Late Life ○ Foundation Social Work Practice: Skills and Interventions with Groups ○ Foundation Social Work Macro Practice Skills and Interventions ○ Research Methods in Social Work II ○ Foundation Field Education II
2nd Year in Field	Fall Semester	<ul style="list-style-type: none"> ○ Advanced Social Work Practice: Child and Family Wellbeing ○ Advanced Social Work Practice: Adulthood and Aging ○ Advanced Social Work Practice: Integrated Health ○ Advanced Field Education II ○ Thesis or Applied Project ○ Elective
	Spring Semester	<ul style="list-style-type: none"> ○ Advanced Social Policy: Analysis, Advocacy & Practice ○ Social Work Leadership and Management ○ Advanced Field Education II ○ Thesis or Applied Project ○ Elective

MSW – Part Time, 3 Year Program		
Prior to Field	Fall Semester	<ul style="list-style-type: none"> ○ Human Behavior & the Social Environment: Focus on Prenatal through Adolescence ○ Foundation Social Policy: Addressing Oppression through Social Justice
	Spring Semester	<ul style="list-style-type: none"> ○ Human Behavior & the Social Environment: Focus on Young Adulthood through Late Life ○ Research Methods in Social Work I
	Summer #1	<ul style="list-style-type: none"> ○ Foundations Social Work Micro Practice Skills & Interventions ○ Research Methods in Social work II
1st Year in Field	Fall Semester	<ul style="list-style-type: none"> ○ Foundation Social Work Practice: Skills and Interventions with Groups ○ Foundation Field Education I ○ Elective
	Spring Semester	<ul style="list-style-type: none"> ○ Foundation Social Work Macro Practice Skills and Interventions ○ Foundation Field Education II ○ Elective
	Summer #2	<ul style="list-style-type: none"> ○ Advanced Social Policy: Analysis, Advocacy & Practice ○ Elective
2nd Year in Field	Fall Semester	<ul style="list-style-type: none"> ○ Advanced Social Work Practice: Child and Family Wellbeing ○ Advanced Social Work Practice: Adulthood and Aging ○ Advanced Social Work Practice: Integrated Health ○ Advanced Field Education I ○ Thesis or Applied Project
	Spring Semester	<ul style="list-style-type: none"> ○ Social Work Leadership and Management ○ Advanced Field Education II ○ Thesis or Applied Project

Middle Phase Skills: Assessment & Intervention

Breakout Room Activity: please discuss learning & practice opportunities to help students grow in each skill. Also to discuss ways to support students in developing these skills. What you and your agency are doing to facilitate these opportunities? Consider changes brought by the pandemic.

Assessment & Intervention Skills	Internship Learning and Practice Opportunities & Ways to support your student
Tuning In: anticipating clients' issues and feelings, including counter-transference issues regarding an upcoming session.	
Exploring: moving from the general to the specific, assisting clients in describing in-depth feelings, concerns, issues.	
Reaching for Feelings: assisting clients with tuning in and expressing the affective aspect of what they are describing; thus, helping client connect their thoughts and feelings (also allows the student to display an interest in and an understanding of clients' feelings).	
Putting Feelings into Words: helping clients articulate feelings that they are having trouble describing or "getting in touch with".	
Containing: maintaining silence, thus allowing and encouraging the client to continue speaking or going into more depth.	
Reaching Inside Silences: asking client what they are thinking and feeling when they are silent, and encouraging clients to speak even when difficult (also allows students to explore issues regarding their relationships with their clients).	
Connecting Process and Content: helping clients view the process of an interaction rather than the details; helping clients recognize patterns of behavior and develop insight.	
Making a Demand for Work: encouraging clients to focus on the problem at hand and to develop strategies for problem-solving.	

Assessment & Intervention Skills	Internship Learning & Practice Opportunities
<p>Partializing: assisting clients in partializing or prioritizing problems and concerns (helps clients feel less overwhelmed so they can begin to problem-solve).</p>	
<p>Providing a New Perspective: suggesting other ways to understand or think about an issue (helps client focus away from negative, nonproductive views).</p>	
<p>Providing Information: giving client needed facts regarding a problem, as well as appropriate resources.</p>	
<p>Humor: creating a lighter moment.</p>	
<p>Supporting the Client's Strengths: helping client recognize their strengths and their willingness, ability, and resources to tackle a problem.</p>	

Knowing Yourself Ethically:
Adapted from Marcia Abramson (1996)

Prejudgments:

What do you bring from your own personal and cultural history regarding attitudes, biases, stereotypes, and agendas?

Character and Virtue:

What is your image of a morally right person, a good social worker, a good member of society? What generates self-esteem or self-approval for you? How might that affect your practice as a social worker?

Principles:

How do you use and prioritize ethical principles? When they come into conflict, which ones take precedence over others? For example, how do you weigh safety issues against self-determination?

Ethical Theories:

Do you believe that correctness of action needs to be weighed against context or outcome? Or do you hold that individual acts are intrinsically good or bad, regardless of consequence?

Free will versus determinism:

Do you see human beings as free agents, choose courses of action, or are determined by their life circumstances? Or as somewhere in between?

Spirituality:

What are the place of religion and spirituality in your world-view and your understanding of the human search for meaning and purpose?

Individual-community:

Where do your values fall in the balance between individual rights and social responsibility? Are you guided more by the ethics of individualism or communalism?

Voice:

How would you describe your moral voice? Is it a voice of rights and justice? A voice of relationship, care, and connection? Another voice?

Field Instructor Training - Part 4

10/30/20

California State University, Long Beach

School of Social Work

Field Education

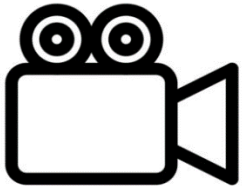


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Presenters

Roderick De Los Reyes

Dr. Lisa Ibanez

Anna Mayer

Nikole Seals

Wakako Masuno

Today's Training

- Welcome
- Resolution of Problems/Performance Contract
- Learning Agreement/Comprehensive Skills Evaluation (LA/CSE)
- Termination
- Evaluation
- CEU

Agenda- Handout 1



POSSIBLE AREAS OF CONCERN IN THE FIELD



Malpractice Behavior



**Organizational Behavior
and Professional
Collaboration**



Professionalism



Supervision



Student Learning



Communication

Breakout Room

Please share your experience regarding problematic student behaviors you dealt in your past as a field instructor. Decide on one issue to discuss as a group and strategize how to address the concern with the student, school, and within your agency. If your group members are all new field instructors and so far your student this year has not demonstrated any problematic behaviors, please use the vignettes provided below.



Resolution of Fieldwork Problems

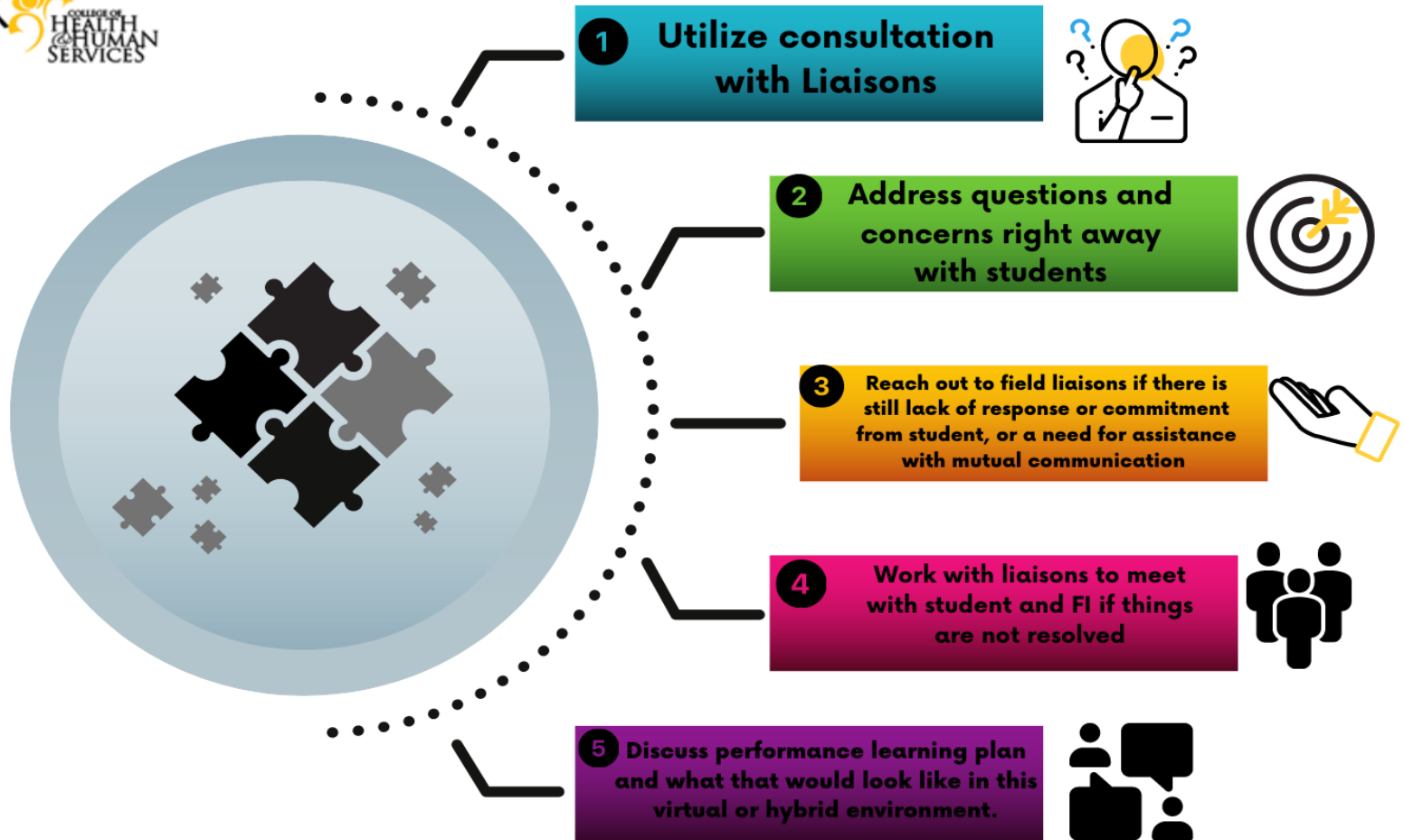
STEP 1: Student and Field Instructor discussion

STEP 2: Student, Field Instructor, Seminar Instructor/Liaison discussion

STEP 3: Field Education Performance Contract



Resolution of Problems in Field



Issues may be considered resolved at any one of above points in time; issue will not always require next step.

FIELD EDUCATION PERFORMANCE CONTRACT

(Sample, CSULB 19.20 FIT #2, Handout #6)

Student: _____

Field Instructor: _____

Agency: _____

BASW ___ MSW: 1st year ___ MSW: 2nd year ___ CYF ___ OAF ___

Educational Performance Contract Discussion Date: _____

Educational Performance Contract Review Date: _____

OUTCOME: Successful Completion _____

Contract Ext./New Rev. Date: ___ Please explain: ___

Unsuccessful Completion* ___ Please explain: _____

*Referred to Coordinator (date): _____

(Sample, CSULB 19.20 FIT #2 , Handout # 6) **FIELD EDUCATION PERFORMANCE CONTRACT**

PROBLEM IDENTIFICATION	SPECIFIC AREAS NEEDING IMPROVEMENT	EXPECTED OUTCOMES	EVALUATION METHODS
<p>1. Student has not demonstrated an understanding and ability to apply intervention concepts and skills with clients.</p> <p>(Relates to NASW Code of Ethics Principles: Competence and Service. Relates to Competencies #7 Assessment, and #8 Intervention)</p>	<p>a. Student has not demonstrated the ability to move beyond beginning-phase relationship-building. Student is at times unaware of the way her body language and/or other nonverbal behavior may demonstrate lack of interest or attention.</p> <p>b. Student has not engaged collaterals in order to gain necessary information re: client's background.</p>	<p>a. Student will demonstrate middle-phase interviewing skills such as asking open-ended and exploratory questions. During sessions and in Process Recordings, student will consciously reflect on body language and nonverbal behavior.</p> <p>b. Student will regularly plan collateral communication (call and/or meet) with parents and/or caretakers of clients.</p>	<p>For all areas of concern: Field Instructor will observe when discussing and role-playing middle-phase interviewing skills with student, review Process Recordings, and feedback from the preceptor.</p>

PROBLEM IDENTIFICATION	SPECIFIC AREAS NEEDING IMPROVEMENT	EXPECTED OUTCOMES	EVALUATION METHODS
<p>2. Student has not been successful in the role of learner, specifically in her use of supervision, inability to move toward increasing independence, and in her role as team member. (Relates to NASW Code of Ethics Principles: Competence, Importance of Human Relationships, Service. Relates to Competency #1, Ethical and Professional Behavior).</p>	<p>a. Student does not come to supervision prepared with notes and/or questions and does not discuss work with clients without prompting from field instructor.</p> <p>b. Student continues to require a significant level of ongoing direction from Field Instructor regarding client interaction.</p> <p>c. Student does not participate in interactive group activities as a contributing member of the team.</p>	<p>a. Student will initiate and share openly with field instructor regarding client interaction, questions, and plans for future sessions. Student will ask for assistance, take notes, and follow-up with suggestions.</p> <p>b. Student will move forward with client interactions based on needs and assessment.</p> <p>c. Student will be “out on the floor” and interactive during group activities.</p>	<p>For all areas of concern: Field Instructor observations, discussions with student, review of Process Recordings, and feedback from the preceptor.</p>

Student Activities. 1) Student will comply with all action items noted in contract under “Expected Outcomes” (2) Student will request support from Field Liaison and peers in seminar if and when needed. Student will complete 1 verbatim EBR per week for the remainder of his time at agency XXX in order to maximize the opportunity for his field instructor to evaluate his interventions and give effective suggestions for improvement. He will participate in any additional learning activities that his field instructor identifies to help him meet the goals identified in this contract.

Field Instructor Activities. 1) Review all of students EBR’s weekly and give written and verbal feedback. 2. Arrange for student to have ongoing opportunities to demonstrate improvement including but not limited to use of therapy room with 2 way mirror if and when possible. 4) Communicate with student and/or contact Field liaison as soon as possible regarding any questions or concerns.

Field Liaison Activities. 1) Provide support and consultation to student as needed regarding field activities. 2) Provide support and consultation to field instructor as needed regarding supervision of student. 3) Meet with student and field instructor again to assess progress and effectiveness of performance contract.

Failure to successfully complete the provisions of this Field Education Performance Contract could result in termination from the field instruction course with a grade of *NO CREDIT*. Termination from a fieldwork course may result in termination from the MSW program, as a passing grade in field instruction courses is a requirement for continuation in the program.

SIGNATURE: Student

Date

SIGNATURE: Field Instructor

Date

SIGNATURE: Field Liaison

Date

SIGNATURE: Director of Field Education

Date

SIGNATURE: Associate Director, Coordinator of Academic Programs
School of Social Work

Date

Comprehensive Skills Evaluation (CSE)

- Competency based Education- Focus on student learning outcomes
- Based on the Accreditation Standards set forth by Council on Social Work Education (CSWE) and Educational Policy and Accreditation Standards (EPAS)

“Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.”

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Evaluation Process

1. Plan in advance the evaluation's due date at the university.
2. Have the student review a copy of the CSE in preparation for a discussion prior to completing form. Some FI's ask students to complete their CSE as a guide to their self-awareness and discussed in supervision.
3. Review student's Learning Agreement, progress/challenges, and things discussed during supervision this semester- use of supervision note?



Evaluation Process



- 4. Ask for feedback from the preceptor(s)
(written evaluation sample Handout #5)**
- 5. List areas of student's strengths, areas that need improvement, and areas of significant growth. Be certain to be strengths-based.**
- 6. Consider which areas are strongest and which are less so - all 4 ratings are not really helpful for students or realistic!**

For Spring 2021 CSE

Consider & Discuss implications for:

1st-year MSW students- second year of field work

2nd-year MSW students- employment

BASW students- employment, or graduate school

SW 495 – Comprehensive Skills Evaluation

Instructions for Rating Interns

Level 1 = does not meet expectation

Level 2 = beginning level of skill

Level 3 = competent

Level 4 = advanced

Level 5 = mastered- **RARE**

Comments required at the end of each semester, the student's level of skill development should be a minimum of 2-3 for all practice behaviors at the end of the Fall semester. Please contact the Field Liaison with any ratings of 1.

Comments required at the end of each semester, the student's level of skill development should be a minimum of 3-4 for all practice behaviors at the end of the Spring semester. Please contact the Field Liaison with any ratings below 3.

SW 495 – Comprehensive Skills Evaluation Guide

FOR BASW Senior Students

End of Fall Semester

- Students should be at Level 2 or 3
- Please contact Field Liaison if student is at Level 1 in any objective.

End of Spring Semester

- Students should demonstrate skills at Level 3 or 4
- Please contact Field Liaison if student is below Level 3 in any objective.

Narrative Sections

- Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed.
- Comments are required at the end of each semester.

SW 596 – Comprehensive Skills Evaluation

Instructions for Rating Interns

- Level 0 = Inadequate performance.** Student demonstrates an inadequate understanding of the concept and has little to no ability to recognize the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.
- Level 1 = Developing performance.** Student understands the concept and applies the knowledge, values, skills, and cognitive and affective processes related to the practice behavior but performance is uneven. Needs time and practice.
- Level 2 = Competent performance.** Student demonstrates competent application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior, and performance is consistent.
- Level 3 = Highly competent performance.** Student is skilled and demonstrates full application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.
- Level 4= Superior performance.** Student is highly skilled and demonstrates superior application of the knowledge, values, skills, and cognitive and affective processes related to the practice behavior.

SW 596 – Comprehensive Skills Evaluation Guide

FOR FOUNDATION YEAR/ 1st YEAR MSW STUDENTS

End of Fall Semester

- Students should be at Level 1 or Level 2.
- Please contact Field Liaison if student is at Level 0 in any objective.

End of Spring Semester

- Students should demonstrate skills at Level 2 or 3.
- Please contact Field Liaison if student is below Level 2 in any objective.

Narrative Sections

- Please comment on areas that need work, as well as on strengths. It is essential for both the Student and the School to have this section completed.
- Comments are required at the end of each semester.

SW 680 – Comprehensive Skills Evaluation

Instructions for Rating Interns

- Level 0 = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future
- Level 1 = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future
- Level 2 = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students' performance is uneven.
- Level 3 = Intern understands the concept and has consistently met the expectations in this area
- Level 4 = Intern demonstrates a high level of skill development and has exceeded expectations in this area

SW 680 – Comprehensive Skills Evaluation Guide

FOR ADVANCED YEAR/ 2nd YEAR MSW STUDENTS

It is expected that second years students will carry over skills developed from their 1st year placement and will perform at a higher level in all competencies.

- End of Fall Semester
Students should be at Level 2 or Level 3.
Please contact Field Liaison if student is at Level 0 or 1 in any objective before you submit this evaluation.

- End of Spring Semester
Students should demonstrate skills at Level 3 or 4.
Please contact Liaison if student is below Level 3 in any objective before you submit this evaluation.

- Narrative Sections
Summary comments are required at the end of each competency.

CSE Grading Via Qualtrics

- Review the LACSE worksheet and prepare your responses to the Fall Competency's evaluation statements and comment sections.
(Worksheet can be found at: <https://www.csulb.edu/college-of-health-human-services/school-of-social-work/field-education-forms-information>)
- Click on the link in the letter **STEP 2A** to complete the evaluation on Qualtrics.
- Click the level you are assigning to your student.
- Submit the form, **save a PDF copy**, and **email the PDF copy to your student**.
- Student will complete the signature section on Qualtrics (separate link **STEP 2B**) and submit both documents 1) CSE Graded PDF & 2) Student's signature page PDF
- Video Tutorial
<https://padlet.com/lisamarieibanez3/dq27unqozhem0ihq>

Dates & Hours for Fall 2020



BASW

- ❖ Liaison Visits: 10/12-11/24/20
- ❖ Comprehensive Skills Evaluation: by Wednesday 12/2/20
- ❖ Last Day of Field: Week of 12/7/20
- ❖ Minimum Required Hours 208 (Total AY 450)

MSW

- ❖ Liaison Visits: 10/12-11/24/20
- ❖ Comprehensive Skills Evaluation: by Saturday 12/12/20
- ❖ Last Day of Field: Week of 12/7/20
- ❖ Minimum Required Hours 224 (Total AY 500)
- ❖ For PPS and Advanced Standing MSW Students 272 (Total AY 600)

Policy & Expectations for Breaks

Thanksgiving Week

Winter Break

Spring Break



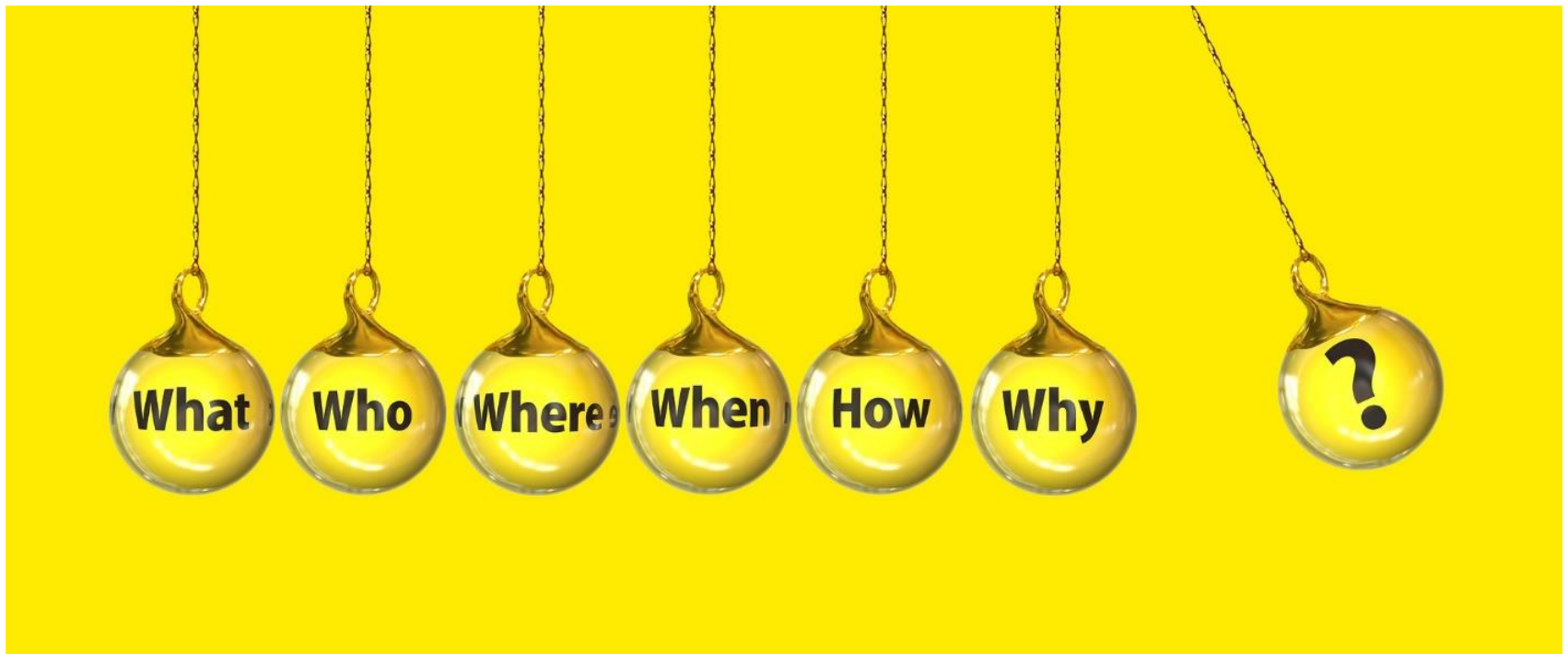
Return to Field Spring 2021

Week of January 4th 2021

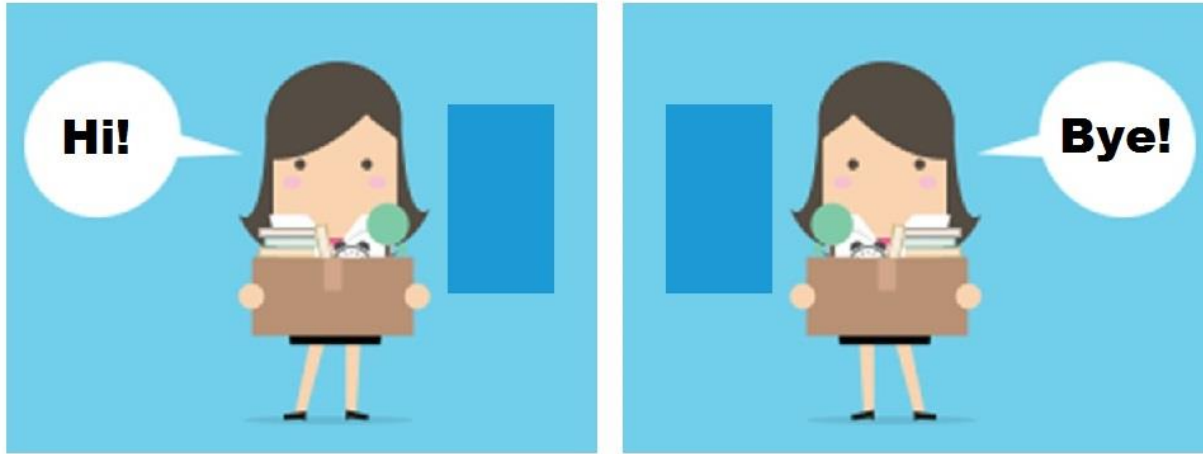
Students who have agreed to stay beyond May end date?

Agreements, Liability, CSE

Q&A



Termination Time

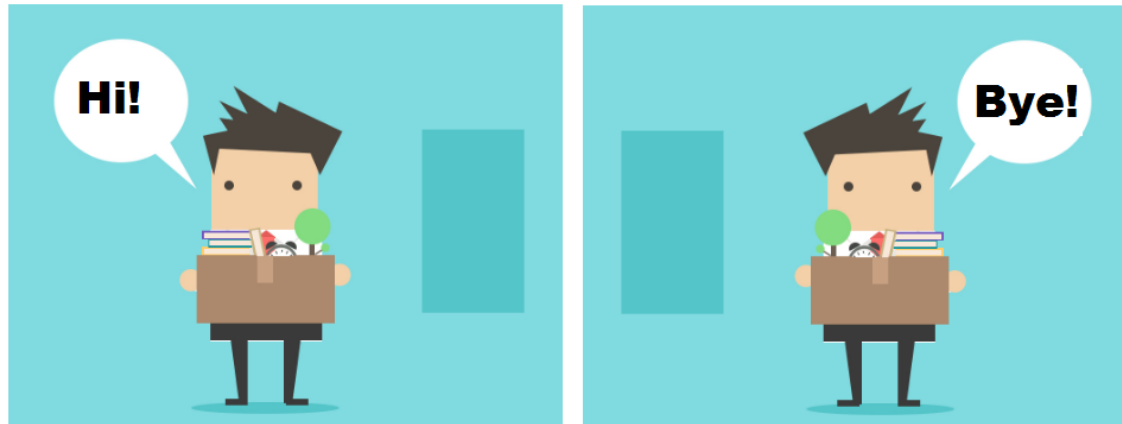


Termination starts at beginning.

How can we prepare?

Where do you need to be for the stage of culmination and how will you support instruction to get there?

Termination



- **Parallel Process**
- **10 Points to consider (Handout #6)**
- **Student – Client Considerations**
- **Student- Field Instructor Considerations**
- **Student- Agency Considerations**

Break out room Activity

1. **What does goodbye mean to you?**
2. **How do you say goodbye?**
3. **What do you feel with goodbyes?**
4. **How have goodbyes been in the past?**
5. **How can you take care of yourself through a goodbye?**

goodbye..?

oh no, please. Can't
we go back to page one
and do it all over
again?

-Winnie The Pooh





Completion Certificates

Completion certificates will be emailed to all participants who have completed both trainings this year.



Evaluation

Please give us your feedback!



Continuing Education Units (CEU's)

We will be issuing CEU certificates only to LCSW who are no more than 15 minutes late to this training (Per BBS Requirements)





California State University, Long Beach School of Social
Work Field Education
Field Instructor Training
Day 4 Handouts
October 30th, 2020

Field Instructor Training Day 4 - Agenda

Welcome and Re-Introductions

- A. Overview of Day 4 Agenda
- B. Ice Breaker

I. Resolution of Problems/ Performance Contract

- A. Possible Issues in The Field
- B. Performance Contract

II. Comprehensive Skills Evaluation

- A. Evaluation Process
- B. BASW, MSW 1st Year & MSW 2nd Year Rating Guide
- C. Dates, Internship Hours & Break Schedules/Expectation
- D. Video Tutorial

III. Termination

- A. Basic Concepts, Goals, and Process
- B. Student – Client Issues
- C. Student – Field Instructor Issues
- D. Student – Agency/Others Issues

IV. Closing Activities

- A. Evaluation
- B. CEU

THE CHALLENGING STUDENT: AREAS OF CONCERN

Student Learning

- Applying social work skills with clients
- Applying social work theory in respect to their role, purpose, and function with clients
- Keeping beliefs or values separate from work with clients (e.g., religious beliefs)
- Respecting self-determination of clients
- Developing professional relationships with clients
- Resisting being overly directive and task-oriented with clients
- Focusing on clients rather than being preoccupied
- Using self-disclosure appropriately
- Other?

Supervision

- Developing appropriate independence without waiting for the field instructor's directions
- Applying suggestions regarding cases and transferring skills from case to case
- Coming to supervision prepared with an agenda
- Asking for help, discussing mistakes, examining counter-transference issues openly
- Not using the field instructor as a personal therapist
- Accepting positive feedback/listening openly to constructive criticism without seeing it as an attack on self-esteem
- Taking responsibility for actions without becoming defensive
- Correcting written work as directed by the field instructor/preceptor
- Other?

Organizational Behavior and Professional Collaboration

- Following the guidelines of agency policy
- Working effectively with other professionals
- Representing the agency positively in the community
- Other?

Communication

- Using appropriate writing skills (grammar, spelling, etc.)
- Expressing self appropriately and clearly with clients, staff, and co-workers
- Other?

Professionalism

- Having a professional appearance
- Being on time for all assignments
- Identifying with the social work profession; adhering to the NASW Code of Ethics
- Managing time and prioritizing activities effectively
- Demonstrating emotional maturity
- Other?

Malpractice Behaviors

- Violating confidentiality
- Failing to warn
- Injuring a client
- Abusing alcohol and other drugs
- Threatening with words or actions
- Being sexual with clients or co-workers
- Behaving in illegal ways (e.g. stealing, assaulting) Note: Violations to these behaviors are rare, but may be indicators of emotional or mental distress. If there is any potential danger to clients, agency staff, or the student, the student should be removed from fieldwork, and the seminar instructor/liaison or concentration coordinator should be contacted immediately.

Breakout Room Activity

Please share your experience regarding problematic student behaviors you dealt in your past as a field instructor. Decide on one issue to discuss as a group and strategize how to address the concern with the student, school, and within your agency. If your group members are all new field instructors and so far your student this year has not demonstrated any problematic behaviors, please use the vignettes provided below.

Vignette:

1. The student doesn't come prepared for supervision often times comes in casually to the meeting a few minutes late. More recently they have been coming in almost 10 minutes late. When you ask about being late the student states that they were helping a client. They do not take notes during supervision. They ask clarifying questions frequently and seem confused about timelines.
2. Student generally arrives to agency late and is often rushing into the office. It takes the students several minutes to gather and prepare themselves. Often, they are scheduling meetings with clients during weekly team meetings. Other team members really value the student willingness to jump into any situation and help. Often times this leads to back to back meetings and sometimes appointments have overlapped because the schedule is so tight. The clients also report that they appreciate the student's enthusiasm and see them as a valued member. The student submits case notes and EBR's late but they are usually written adequately. Often times they stay a little late in order to finish the case notes.
3. The student doesn't ask for what they need such as pencils, documents, use of office equipment, or guidance from the FI and preceptor. They struggle with asking for help and don't want to be a bother. During supervision you ask how things are going and the student reports that everything is OK. They have difficulty exploring and asking probing questions with clients. The questions are typically superficial. You have not had consistent supervision because you have strict deadlines for an upcoming audit and had to reschedule.

PROBLEM IDENTIFICATION	SPECIFIC AREAS NEEDING IMPROVEMENT	EXPECTED OUTCOMES	EVALUATION METHODS
1. Student has not demonstrated an understanding and ability to apply concepts and skills with clients (relates to NASW Code of Ethics Principles: Competence and Service, and Competency 7 and 8, Assessment & Intervention)	<p>a. Student has not demonstrated the ability to move beyond relationship-building. Student is at times unaware of the way her body language and/or other nonverbal behavior may demonstrate lack of interest or attention.</p> <p>b. Student has not engaged collaterals in order to gain necessary information re client's background.</p>	<p>a. Student will demonstrate interviewing skills beyond relationship building. Student will be more aware of body language and nonverbal behavior.</p> <p>b. Student will call and/or meet w/ parents and/or caretakers of clients.</p>	For all areas of concern: Field Instructor observation discussion with student, review of Process Recordings, and feedback from the preceptor and other team members.

PROBLEM IDENTIFICATION	SPECIFIC AREAS NEEDING IMPROVEMENT	EXPECTED OUTCOMES	EVALUATION METHODS
2. Student has not been successful in the role of learner, specifically in her use of supervision, inability to move toward increasing independence, and in her role as team member (relates to NASW Code of Ethics Principles: Competence, Importance of Human Relationships, Service and Competency 1, Ethical and Professional Behavior).	<p>a. Student does not come to supervision with notes and/or questions and does not report on work w/ clients without prompting from field instructor. She does not share information unless asked.</p> <p>b. Student continues to require ongoing direction from Field Instructor regarding client interaction.</p> <p>c. Student does not participate as a contributing member of the team.</p>	<p>a. Student will share openly with field instructor regarding client interaction and plans for future sessions. Student will ask for assistance, take notes, and follow up on suggestions.</p> <p>b. Student will move forward with clients based on needs and assessment.</p> <p>c. Student will be "out on the floor" during group activities.</p>	For all areas of concern: Field Instructor observation discussion with student, review of Process Recordings, and feedback from the preceptor and other team members.

Student Activities. 1) Student will comply with all action items noted in contract under "Expected Outcomes" (2) Student will request support from Field Liaison and peers in seminar if and when needed. Student will complete 1 verbatim EBR per week for the remainder of his time at agency XXX in order to maximize the opportunity for his field instructor to evaluate his interventions and give effective suggestions for improvement. He will participate in any additional learning activities that his field instructor identifies to help him meet the goals identified in this contract.

Field Instructor Activities. 1) Review all of students EBR's weekly and give written and verbal feedback. 2. Arrange for student to have ongoing opportunities to demonstrate improvement including but not limited to use of therapy room with 2 way mirror if and when possible. 4) Communicate with student and/or contact Field liaison as soon as possible regarding any questions or concerns.

Field Liaison Activities. 1) Provide support and consultation to student as needed regarding field activities. 2) Provide support and consultation to field instructor as needed regarding supervision of student. 3) Meet with student and field instructor again to assess progress and effectiveness of performance contract.

Failure to successfully complete the provisions of this Field Education Performance Contract could result in termination from the field instruction course with a grade of NO CREDIT. Termination from a fieldwork course may result in termination from the MSW program, as a passing grade in field instruction courses is a requirement for continuation in the program.

Actual Performance contract has dated signatures of student, Field Instructor, Field Liaison, Director of Field and Associate Director of School.

PRECEPTOR FEEDBACK TO FIELD INSTRUCTOR FOR STUDENT EVALUATION

DATE _____

PRIMARY FIELD INSTRUCTOR _____

PRECEPTOR _____

STUDENT _____

I. Please describe student responsibilities in which you are involved.

II. What is your overall impression of the student?

III. Please evaluate the student in the following areas:

A. Time Management

B. Collaboration/cooperation with team members/peers

C. Use of preceptor's guidance

IV. What do you see as this student's strengths?

V. In what areas do you feel that this student needs improvement/growth?

**Terminating With Clients:
Ten Points/Questions To Consider***

- _____ 1. What is the meaning of "separation" to your individual client?
- _____ 2. When terminating, the client will be "losing you."
What does that mean to the client?
- _____ 3. What kinds of treatment techniques have been used?
What phase of treatment are you in?
- _____ 4. What resources does the client have in his/her life in addition to you?
- _____ 5. Regarding the nature of separation, there are four types:
 - Transfer client to new worker
 - Referral to another agency
 - Client terminates (by phone or by not returning)
 - Termination of agency services
- _____ 6. What defenses does the client characteristically use in handling stress, particularly the stress of separation?
- _____ 7. Explore the feelings that the client will have about the termination.
- _____ 8. It is important to review with clients where they started, what has been accomplished, and where they are now. This needs to be a cooperative experience, during which both of you "review the process" and evaluate your progress toward the goals that were set.
- _____ 9. Be aware of your feelings about losing the client. Termination should include your modeling the sharing of appropriate feelings and saying a "good" goodbye.
- _____ 10. The task of termination is to plan your handling in such a way as to make the separation as comfortable and as constructive for the client as possible.

*Adapted from various sources; original author(s) unknown.

1. What does goodbye mean to you?
2. How do you say goodbye?
3. What do you feel with goodbyes?
4. How have goodbyes been in the past?
5. How can you take care of yourself through a goodbye?



Thank you Field Instructors!
Go Beach!!