



FIELD INSTRUCTOR ORIENTATION TRAINING

University of Maine
School of Social Work

Orientation Program
September 15, 2017
Orono, ME.

Live classroom Connection via Zoom

LEARNING MODULES

MODULE 1 Introductions/ Participants/Outcomes

MODULE 2 Introduction to CSWE FIELD PROGRAMS

MODULE 3 Introduction to University of Maine School of Social Work

Mission, Goals, Generalist/Advanced Generalist/Disability Issues

MODULE 4 Student Orientation to the Agency/Adult Learning

MODULE 5 What is Holistic Competence

MODULE 6 Planning for the year/Using the EPAS competencies

MODULE 7 Understanding the Competencies: Assisting the student in writing the learning plan

MODULE 8 SUPERVISION Types of Supervision

Educative Supervision

Task Centered Supervision

Solution focused supervision

MODULE 9 What if the student is not achieving the mileposts.

MODULE 10 Ethical issues/ the NASW code of Ethics and student

MODULE 11 The Evaluation Tool

MODULE 12 What you can expect from the student and the school

MODULE 13 Liability Insurance and the Memorandum of Agreement

WELCOME

Thank you for agreeing to help educate a BSW or MSW student from the University of Maine.

INTRODUCTIONS :

Gail Werrbach, Director School of Social Work

Teaches Practice in Orono and Online Program.

Sandy Butler, MSW Coordinator:

Teaches Policy in Orono and Online

Kelly Jaksa, BSW Coordinator:

Teaches Practice and Field in Orono and Belfast site

Deirdre Boylan, Belfast Site Coordinator:

Teaches Practice, Field and HBSE Belfast and Online

Leah Maxwell, Distance Program Coordinator :

Teaches Practice, Field in Orono and Online

Nancy Kelly, Field Director:

Teaches Field , HBSE in Orono and Online



ANTICIPATED OUTCOMES FROM TODAY'S TRAINING

- ✗ Know how to get started and what types of assignments and tasks to give to the student
- ✗ Be able to enrich the student's practicum experience by integrating / complementing / enhancing the student's coursework
- ✗ Know the difference between the various levels of placements and the corresponding practice expectations
- ✗ Be able to give the student the best experience possible, while working around limitations of the agency

OUTCOMES CONTINUED

- ✗ Know the roles, expectations and evaluation instruments used in the practicum
- ✗ Identify ethical issues, power positions and potential boundary dilemmas in field instruction
- ✗ Provide “educational supervision” to the student, differentiating among educational, clinical, and administrative supervision

EVEN MORE OUTCOMES

- ✗ Know what to do if you think there is a problem in the field placement
- ✗ What are the new EPAS Competencies and how has student evaluation changed?
- ✗ What is the **Model of Holistic Competence in Social Work**
- ✗ Become familiar with the Generalist and Advanced Generalist SW philosophy

INTRODUCTION TO SOCIAL WORK ACCREDITATION

Counsel on Social Work Education CSWE

CSWE: Each school must follow a nationally standardized accreditation standards.

When you hear people say EPAS- Educational Policy Accreditation Standards

<https://www.youtube.com/watch?v=0ieZsa1ybRs>

The School of Social Work

MISSION: To improve the quality of life for all people by promoting excellence in social work practice. We view the domain of social work as the promotion of social justice, celebration of diversity, elimination of oppression, and promotion of human achievement and well being of people across the entire life span.

Type of Programs

BSW : Generalist Program-Accredited since 1978

MSW : Advanced Generalist-Accredited since
1990

What is the Advanced Generalist Specialization?

<https://www.youtube.com/watch?v=b6cjqQ0c2pc#>

FIELD POLICIES REGARDING READINESS FOR FIELD

All information can be found at

<https://umaine.edu/socialwork/field/>

- ✗ Field Admission application is required which determines student's readiness, interests, strengths, and educational needs
- ✗ personal interview
- ✗ Restriction review(Legal convictions, DHHS involvement, transportation and time constraints
- ✗ Agency selection done by school based on interview, Field Department makes decision
- ✗ Student must interview with agency
- ✗ Memorandum of Agreement signed
- ✗ agency requirements/orientations prior to beginning of semester
- ✗ students are responsible for additional placement requirements
- ✗ Students are responsible for notifying field instructor of approved disability accommodations and assuring field instructor receives authorization form
- ✗ rejection at the point of interview may result in an academic review , 2 rejections necessitates an academic review.

ORIENTATION TO THE AGENCY

✗ Micro level of Orientation

- + Plan
- + Supervision
- + Expectations
- + Integration of theory and work assignments

✗ Mezzo level of Orientation

- + Paper #1 FOR BSW SENIORS AND FOUNDATION YEAR MSWS
- + Physical plant
- + Documentation

✗ Macro level of Orientation

- + Community, systems, and policy

ORIENTATION TO THE FIELD AGENCY

- ✗ Ask them for information (ask them to provide you with the syllabi for all of the classes that they are taking, not just field seminar or practice)
- ✗ Name tags, worker orientation, introductions at staff meetings, annual reports, BOD meetings, trainings

ADULT LEARNING THEORY (ANDRAGOGY)

- ✗ Teacher's role is that of a facilitator and resource who guides the student through the process of self-discovery
- ✗ Egalitarian relationships foster openness and trust in the practicum, resulting in a safe and ripe learning environment

CONCERNS OF SELF-DIRECTED LEARNING

- ✗ Beginning students often do not possess the knowledge to select appropriate goals, tasks
 - + Examples?
- ✗ Students still need didactic instruction (identified as central to student satisfaction in field placement)
- ✗ Role and boundary confusion may exist for students who are not used to collaborative teacher-student relationship
- ✗ Others?

STAGES OF LEARNING

- ✗ Most of the literature written about adult learning models in the field practicum address stages or phases of learning
- ✗ Handouts in folder show a few different stage models
 - + Developmental Stages in Field
 - + Guidelines for Understanding The Phases of Learning
 - + Identifying Learning Experiences
 - + Planning Learning Experiences

DEVELOPMENTAL STAGES IN FIELD

- ✕ Stage 1: Beginning
 - + Feel like a stranger then a guest
- ✕ Stage 2: Reality Confrontation
 - + Become disillusioned with field also often get sick
- ✕ Stage 3: Relative Mastery
 - + Confident and competent
- ✕ Stage 4: Closure
 - + Ambivalent about ending
 - + Reappearance of self doubt

PHASES OF LEARNING

- ✗ Phase 1 - Orienting the student to the agency, the practice approach, the supervisory relationship
- ✗ Phase 2 - Integrating the students into the agency's professional activities
- ✗ Phase 3 - Promoting the student's professionalization, their transition into practice, and their termination from the agency
- ✗ https://www.youtube.com/watch?v=A27QjpQ_Ieo

EXPERIENTIAL LEARNING

- ✗ Social work education has traditionally embodied a two-pronged approach to professional learning :
 - + assimilation of knowledge and values through classroom setting
 - + assimilation of skills through a field work setting
- ✗ “Learning through doing” or Experiential Learning historically holds an important place in SW Education
- ✗ *Practice wisdom and emotional internalization*
 - + “The aim of field instruction is the integration of knowledge and practice endeavors so that the **practice wisdom and an emotional internalization of the professional role** result.”

Mesbur, E. and Glassman, U,

HOLISTIC COMPETENCE

- ✗ **Demonstration** of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. (EPAS 2015).

Field Summit , April 29, 2016, Boston College, Boston,
Mass. Presentation by Marian Bogo

A MODEL OF HOLISTIC COMPETENCE IN SOCIAL WORK

ORGANIZATION AND COMMUNITY
CONTEXT

Skills

Self-regulation

Emotions, reflection,
self-awareness

Complex Practice Behavior

Knowledge

Generic and specialist
Theoretical and empirical

Judgment

Assumptions, critical
thinking, decision making

PROFESSIONAL CONTEXT – VALUES (Bogo, Rawlings, Katz,
& Logie, 2014)

SIGNATURE PEDAGOGIES

- ✗ Field as “Signature Pedagogy”
 - + What does that mean and how does it effect field agencies and Field Instructors?
- ✗ Elements of instruction and of **socialization** that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act **ethically and with integrity.** (EPAS, 2015 – adapted from Shulman, 2005).

Field Summit , April 29, 2016, Boston College, Boston,
Mass. Presentation by Marian Bogo

SIGNATURE PEDAGOGY: FIELD EDUCATION

- ✗ The intent of field education is to **integrate** the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.
- ✗ It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. (EPAS, 2015).

THEORIES OF PROFESSIONAL EDUCATION

- ✗ Situated learning
- ✗ Experiential education
- ✗ Transfer of knowledge

Authentic settings, understand the purpose and use of new knowledge, active participation in practice.

Field Summit , April 29, 2016, Boston
College, Boston, Mass. Presentation by
Marian Bogo

ASSUMPTION of INTEGRATED LEARNING

- ✗ Learning is enhanced when integration takes place.
- ✗ Need instructors who can “touch” all dimensions.
- ✗ Influence of the structure of social work education

Field Summit , April 29, 2016, Boston College,
Boston, Mass. Presentation by Marian Bogo

PROFESSIONAL EDUCATION MODELS



Medicine/
Health
Professions



Social Work



Law



IMPLICATIONS FOR TEACHING AND LEARNING

- ✗ What are the pedagogical approaches used to achieve integration for holistic competence?
- ✗ In social work we have assumed that this type of integration takes place in field.
 - + Reflective discussion in field instruction based on process recordings.
 - + The role of the faculty field liaison.
 - + The role of the seminar.

Field Summit , April 29, 2016, Boston College, Boston, Mass. Presentation by
Marian Bogo

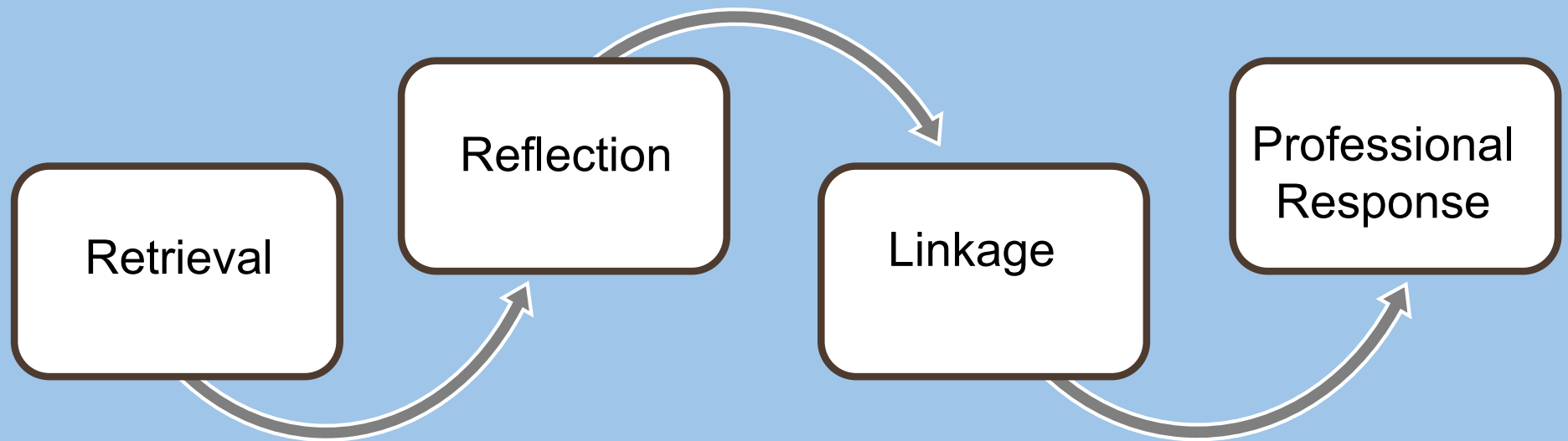
BEST PRACTICE: REFLECTIVE DISCUSSION

✕ Theory and research

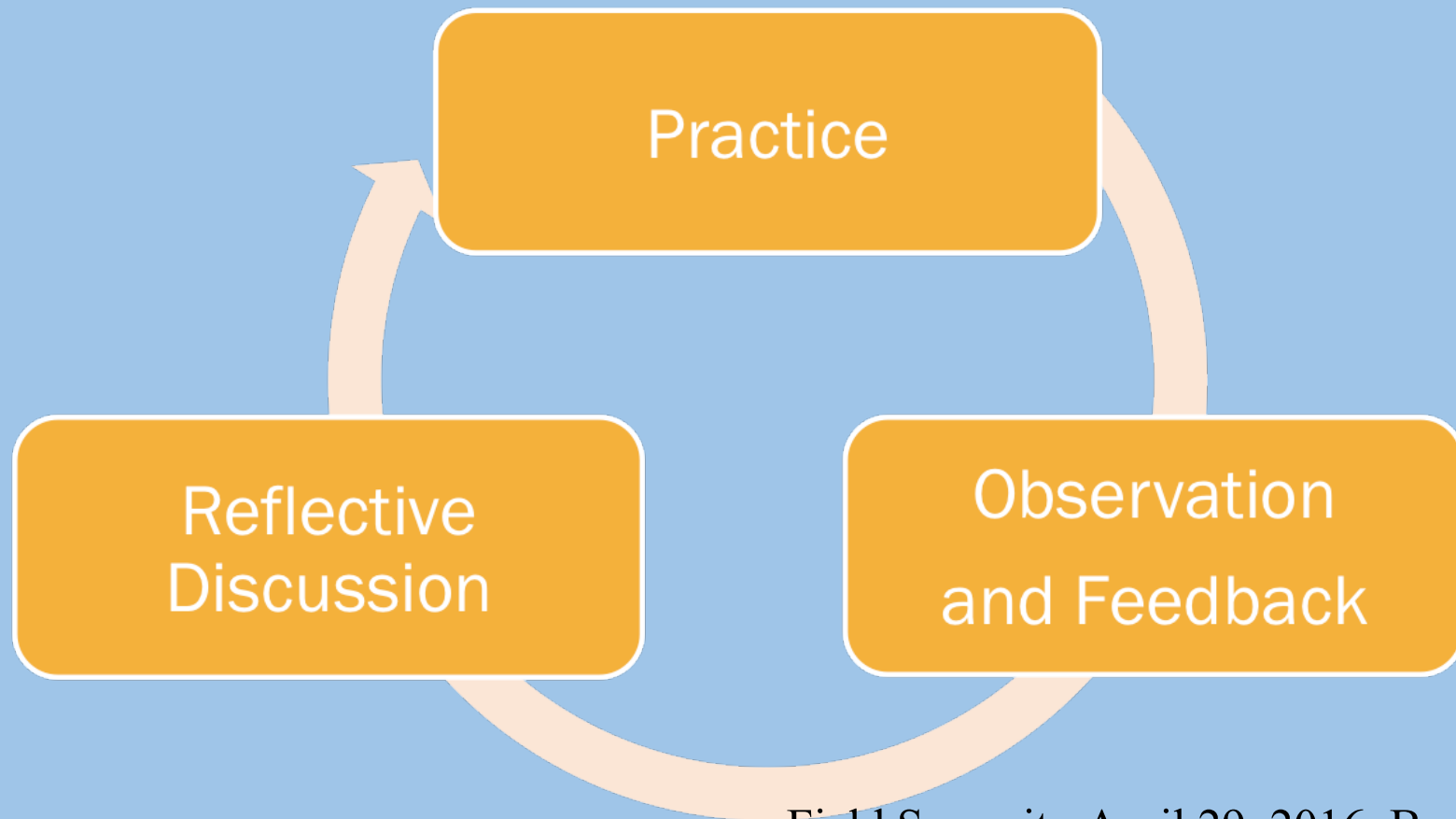
- + Social learning theory
- + Deliberate practice
- + The importance of conceptual frameworks (Lee & Fortune, 2013).

Field Summit , April 29, 2016, Boston College,
Boston, Mass. Presentation by Marian Bogo

INTEGRATION OF THEORY & PRACTICE LOOP (ITP)



LEARNING-TEACHING/SUPERVISORY PROCESSES



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Boston, Mass. Presentation by Marian Bogo

PRACTICE

- ✗ More practice associated with higher learning
 - self-evaluation of skills they practiced
 - overall evaluation of their field performance
 - satisfaction with placement
 - ratings of their performance by their field instructors*

- ✗ Practice
 - Independent work with clients
 - Repetition of tasks
 - Variation in tasks

*Fortune, Lee, & Cavazos, 2007; Kanno & Koeske, 2010; **Levitin, 2006

HOW IS THIS DONE AND HOW DO WE MEASURE IT?

- ✗ **Generalist Year and Specialization Year – Competencies – (EPAS)**
- ✗ Knowledge
- ✗ Behaviors
- ✗ Descriptors
- ✗ Affective behaviors
- ✗ See handouts: Competencies, knowledge and behaviors, learning plan, log forms and evaluations

THE LEARNING CONTRACT

- ✗ Learning should be planned, intentional, and evaluated
 - + The learning contract is a vehicle to do this
 - + A “blueprint” for learning during the semester
 - + Minimizes misunderstandings
- ✗ A guide at evaluation time
- ✗ Meaningful, not just because the school requires it

WORKING THE COMPETENCIES

- ✗ We have provided you with various forms that demonstrate the interconnectedness of the Social Work competencies, the social work knowledge associated with each competency and the social work practice behaviors associated with each competency. These are provided for each level of practice (generalist, and specialization years).

WORKING THE COMPETENCIES

- ✗ You will be instructed to fill out sheets of social work tasks that you have thought about your students doing and then match the task to the relevant competency

DIFFERENCES BETWEEN THE LEVELS OF FIELD

✗ BASW Junior Field Rotations

- + (3 week rotations in small groups)

✗ BASW Senior Year Generalist Practice Field

- + 2 days a week, foundation level practice competencies

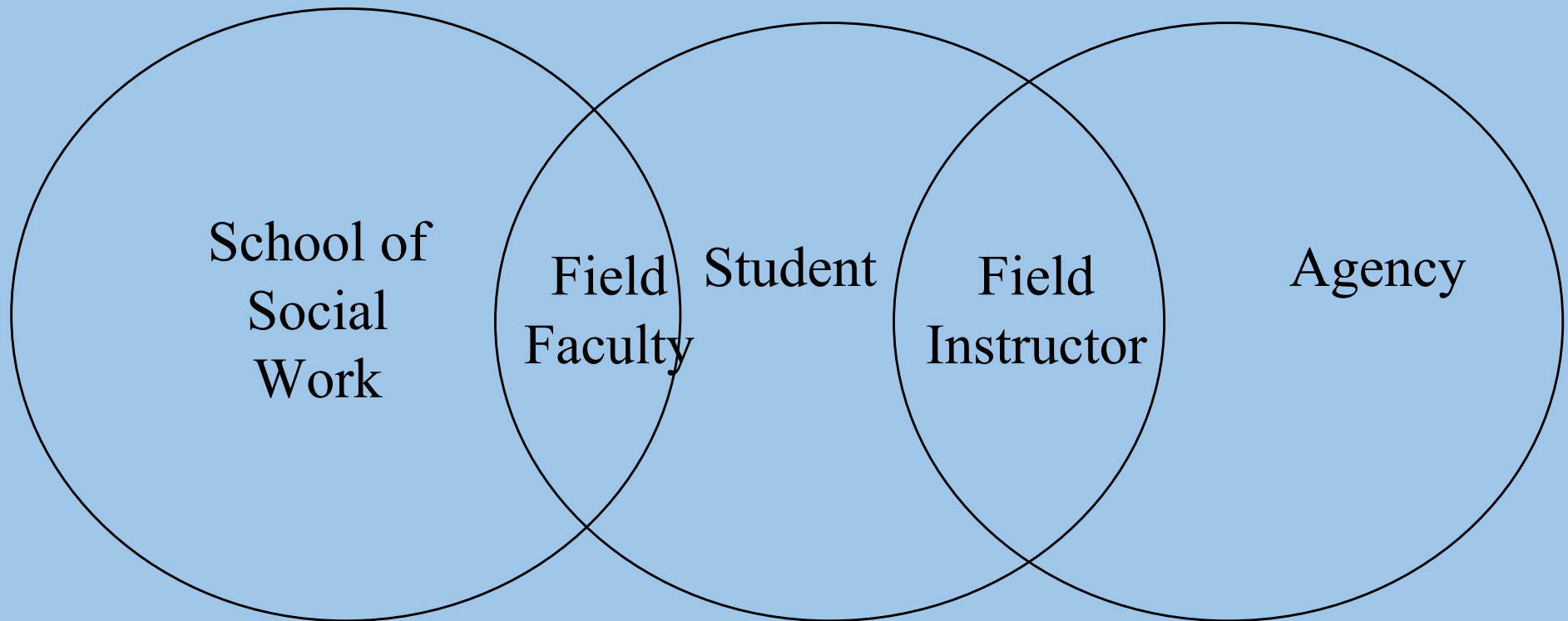
✗ MSW Foundation Year Generalist Practice Field

- ✗ 2 days or 16 hours weekly, foundation level practice competencies

✗ MSW Advanced Year Advanced Generalist Field

- + 2 ½ days (or 18 hours) weekly, or 38 hours for summer block, advanced level practice competencies. (Handout)

SCHOOL / AGENCY INTERFACE



CASE ASSIGNMENTS

- × Busy, but not too busy
- × Purposive
- × Clearly defined
- × Presented in practical terms

DEFINITION OF SUPERVISION

- ✗ Traditional definition of supervision
 - + Administrative
 - + Supportive
 - + Educational

FUNCTIONS OF SUPERVISION

- ✗ Administrative, supportive, educational supervision – all have two modes
 - + Tutorial mode
 - + Consultation mode

REFLECTIVE SUPERVISION

- ✗ What is it?
- ✗ What does it look like?
- ✗ For the supervisee – a safe environment and relationship
- ✗ A place to learn to meet emotional and intellectual demands of their work

ELEMENTS OF REFLECTIVE SUPERVISION

- ✗ Commitment to supervision that includes three essential elements
 - + Reflection
 - + Collaboration
 - + Regularity

TEN PRINCIPLES OF REFLECTIVE SUPERVISION

1. Develop atmosphere of safety & trust
2. Acknowledge complexity & difficulty of work
3. Attention to both process & outcome
4. Introduce new ideas - not dictates
5. Facilitate ability to address

TEN PRINCIPLES OF REFLECTIVE SUPERVISION

6. Use of self-reflection
7. Respect for the process of supervision
8. Directness
9. Exploration of boundary issues
10. Creation of learning/exploration environment

REFLECTIVE DISCUSSION HOLISTIC COMPETENCE

When reflective discussions are **grounded in observation** students gain more complex understanding of **rationale** for field instructor's suggestions (intentional practice)

- + From abstractions in concepts to actual practice
- + Students can internalize theoretical premises through coaching and feedback with reflection-on-action
- + Examine students' emotions/cognitions and self-regulation

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TASK CENTERED MODEL FOR FIELD INSTRUCTION

- ✗ Model emphasizes structure
- ✗ provides a blending of self-directed learning and didactic instruction
- ✗ provides *partialized learning* which can be an effective way to reduce student anxiety
- ✗ USE THE STUDENTS LEARNING PLAN WEEKLY!

TASK CENTERED MODEL FOR FIELD INSTRUCTION

✗ *Partialized Learning*

- + Involves breaking objectives into small, manageable parts
- + Target goals which represent the learning and practice objectives that the field instructor, student, and faculty liaison agree will become the focus of the student's work

✗ Two overarching objectives

- + Addressing clients needs (practice objectives)
- + Attaining professional social work knowledge and skills (learning objectives)

TASK CENTERED MODEL FOR FIELD INSTRUCTION

- ✗ Process of developing target goals involves collaboratively identifying, prioritizing, and selecting in each supervisory meeting, a maximum of three discrete goals for focused work
- ✗ Goals can originate from multiple sources, including the student, the school, the agency, the client, and the field instructor
- ✗ Once target goals are selected, tasks or actions are identified to attain the goals
- ✗ As they are attained new goals are developed throughout the year

TASK CENTERED MODEL FOR FIELD INSTRUCTION

- ✗ As with other theories of field learning, TCMFI is identified in stages
- ✗ Three stages *Initial Phase*, *Middle Phase* and *Termination Phase*
 - + *Initial Phase* - First session, or until the first contract is completed
 - + *Middle Phase* - From approximately the second session to the termination phase
 - + *Termination Phase* - Final four to six supervisory meetings

PROBLEMS IN FIELD

- ✗ How does one identify a problem
- ✗ Types of problems, types of learning opportunities
- ✗ https://video.search.yahoo.com/yhs/search?fr=yhs-adk-adk_sbnt&hsimp=yhs-adk_sbnt&hspart=adk&p=tet+talk+education+embrace+the+shake#id=6&vid=3a1853c289474f09ed348e3b325ad3b4&action=view

Resolutions to Problems in Field

- ✗ What are the first steps to resolving the problem
- ✗ Who are you going to call?
 - +Faculty Liaison
- ✗ Serious problems
- ✗ Timelines to address the problems

WHAT DO STUDENTS LIKE?

- × Availability of field instructor
- × Opportunities to think through concerns
- × Clear explanations of role and purpose
- × Open discussion, including “taboo” areas
- × Variety of opportunities
- × Flexible approaches
- × Team atmosphere

MORE OF WHAT STUDENT'S LIKE

- ✗ Opportunity to work with and observe professionals feedback
- ✗ Links to the classroom
- ✗ Conditions that do not interfere with learning. Agencies/instructors do not need to be perfect (help them to learn reality);

TO MAKE A GOOD EXPERIENCE:

- ✗ Challenge students
 - + Provide them with increasingly difficult opportunities
- ✗ Model ethical behavior
 - + Social modeling
- ✗ Be open and non-defensive
 - + Students will be testing out theories and beliefs

EVALUATION AND SAFETY

- ✗ Next two sections on the right hand side of your handouts folder.

EVALUATION, SAFETY, AND ETHICS

- ✗ Evaluating student performance
- ✗ Violations of the supervisory relationship
- ✗ Personal safety
- ✗ NASW Code of Ethics

BSW OR MSW PROGRAM GUIDE AND FIELD MANUAL

- ✗ It is the “place to go” to find out mission and goals of the school, the field program
- ✗ Philosophy of generalist and advanced generalist social work
- ✗ Student responsibilities
- ✗ Agency responsibilities
- ✗ School responsibilities
- ✗ Protocol and what to do if there is a problem in field

ADDITIONAL THINGS IN THE GUIDE

- ✗ A copy of the school's professional and academic review guidelines
- ✗ Other policies and procedures
- ✗ Student outcome measures for each level of practicum
- ✗ Confidentiality issues and seminar participation

IN THE APPENDICES

- ✗ A prototype of the Memorandum of Agreement
- ✗ The End of Semester Evaluations
- ✗ The Social Work Code of Ethics
- ✗ A copy of a sample learning plan
- ✗ (For the Senior BSWs) a copy of a sample Field Portfolio

- ✗ WHERE CAN WE FIND THIS?

ADDITIONAL PLACE TO FIND OUT ABOUT THE SOCIAL WORK PROGRAM AND FIELD

<http://umaine.edu/socialwork>

<http://umaine.edu/socialwork/field/>

THANKS

- ✗ This program was derived from numerous readings and texts from Field Programs throughout the country
- ✗ In addition, some of the training is taken from the University of Hawaii Pacific University School of Social Work Field Instruction Training Program
- ✗ Slides 23- 34 taken from Field Summit , April 29, 2016, Boston College, Boston, Mass. Presentation by Marian Bogo, and from book, Bogo. M. Rawlings, M. Katz, E. Logie, C. (2014). *Using simulation in assessment and teaching*. Alexandria, Virginia. CSWE Press.