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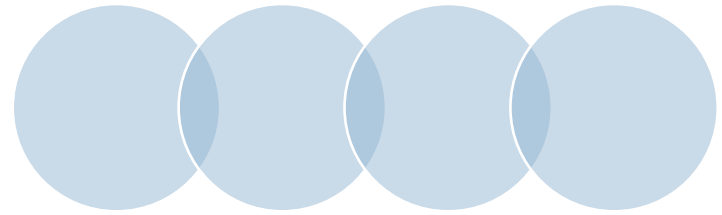
Libby Lyons, MSW, LCSW, CEDS
Director of Field Education



WELCOME

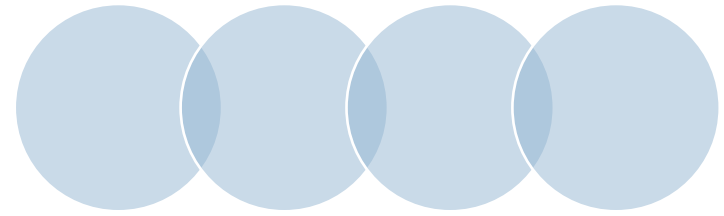
- Introductions
- What to expect today
- [Certification Requirements](#)
- "Who are you?" poll





Overview of Roles

- Field Instructor
- Task Instructor
- Student
- Faculty Liaison/Advisor
- Field Office



Field Instructor & Task Instructor

Supervisor

boss, manager, controller, administrator

Mentor

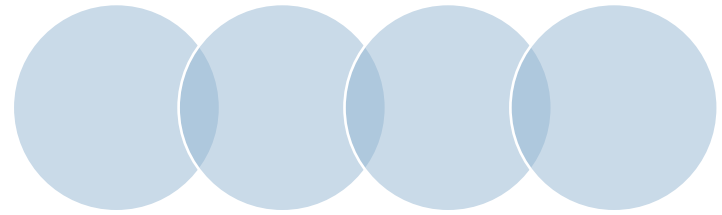
advises, counsels, guides

Role Model

teaches and leads by example

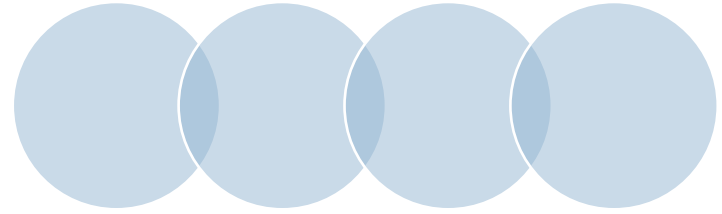
Teacher/Instructor

facilitates student learning and professional development



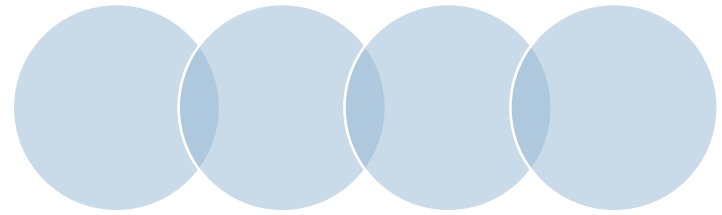
Field Instructor Responsibilities

- Provide needed information
- Discuss appropriate professional behavior
- Ensure regular and consistent supervision
- Flexible and responsive to student's needs and stages of development
- Provide balanced feedback
- Take into account the learning style of the student
- Be fair and respectful in all situations



Student Responsibilities

- Secure the practicum through the structured self-selection model
- Complete and submit the Learning Agreement
- Take responsibility for learning
- Be prepared for one hour supervision each week with Field Instructor
- Provide feedback to everyone concerned
- Complete all paperwork required by the university and meet due dates
- Exercise self-care



Office of Field Education Responsibilities

Provides infrastructure for practicum

Provides and manages documentation

Approves field sites, field instructors, and student requests for practicum placement

Supports Faculty Liaisons/Faculty Advisors

Trains Field Instructors



Agency Structures that Support Successful Beginnings

Contact person

Website information

Atmosphere

Support to meet requirements

Meet with student before commitment

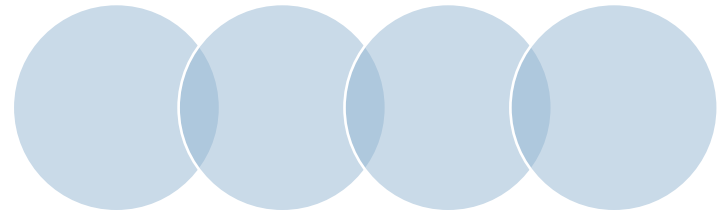
Provide "real" responsibilities, diversity tasks and shadowing opportunities

Back-up to field instructor

Recognize student contribution

Orientation packet



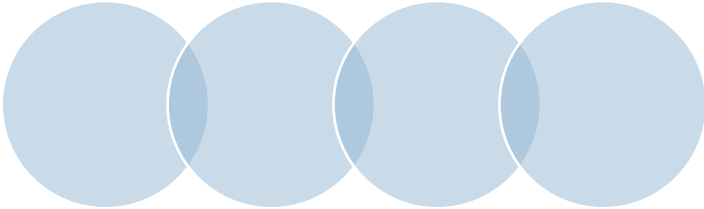


What are the Social Work Competencies?

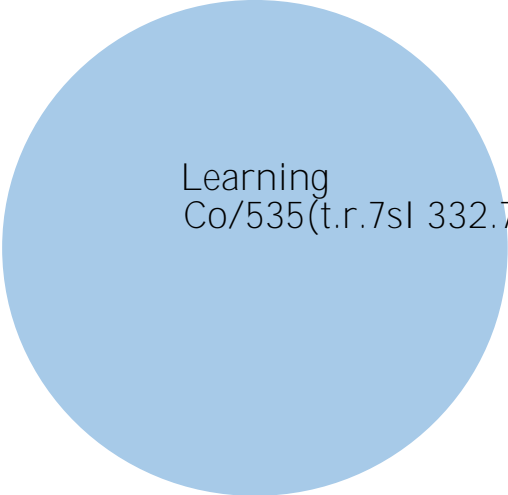
- The standards for social work education as developed by the Council for Social Work Education (CSWE)
- Communicate the basic knowledge, skills, and behaviors essential to the profession
- Define the profession of a social worker

**Accredited schools of social work are required to report how the competencies are mastered to CSWE

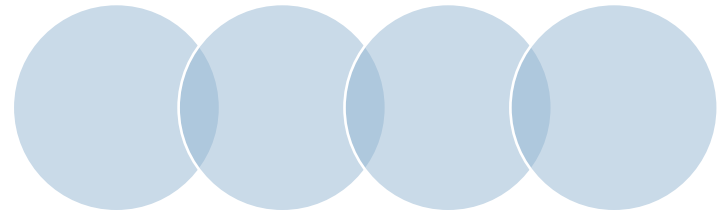
They are how we know what a social worker is!



What is the ELA?



Learning
Co/535(t.r.7sl 332.7 593]T0.56 319.2M7519.2M7519.2M7519



Why a Narrative ELA?

Allows students to articulate and operationalize their practicum tasks as they relate to the nine social work competencies

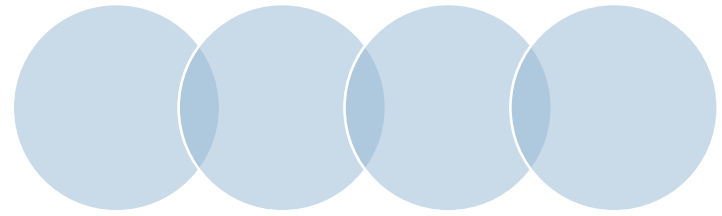
Creates a work plan for the student and the field instructor

Supports individualized and meaningful goal setting for students

Facilitates deeper exploration and identification of practicum tasks

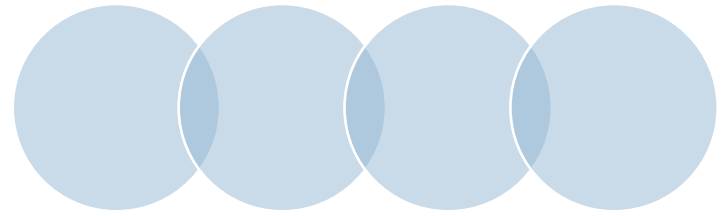
Provides practice in strategic planning

Prepares students for job interviews



Completing the ELA:

- - Completed with input and agreement from FI & TI
 - FI must approve before student turns in to Office of Field Ed
- - Job description or project description
 - Students' syllabi from related courses
 - ELA Guide



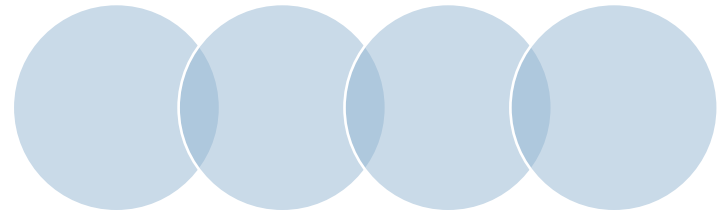
Using the ELA

Initially: developing focus and plan for learning

During the practicum: check in on progress,
update as needed

At the conclusion of practicum: evaluate
learning and closure

After the practicum is over: student reference
ELA to develop resume, prepare for interviews



EXAMPLE:

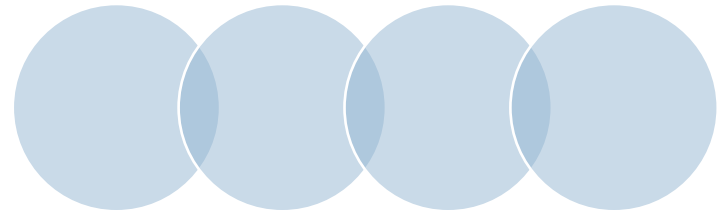
Competency #1:
Demonstrate ethical and professional behavior

TASK/ACTIVITY:

- 1) Identify two (2) ethical dilemmas each month.
 - (OR: Identify ethical dilemmas on site.)

EVALUATION:

- 1) Review with Field Instructor at weekly supervision.
 - (OR: Discuss twice a month at supervision.)



EXAMPLE:

Differentiating between
Competencies #6, #7, #8 & #9

TASK/ACTIVITY:

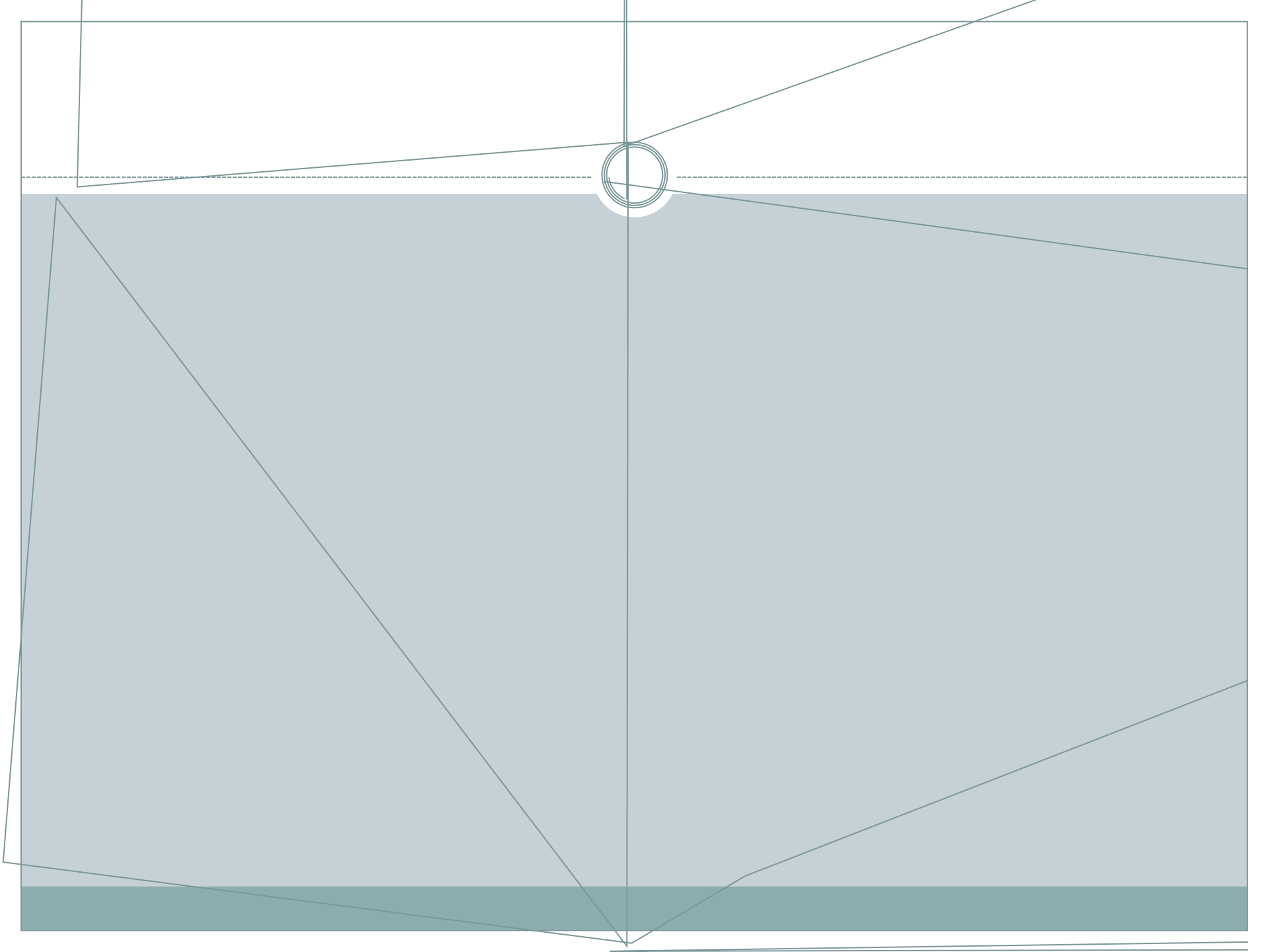
#6: Engage



Questions
for
Breakout
Discussion

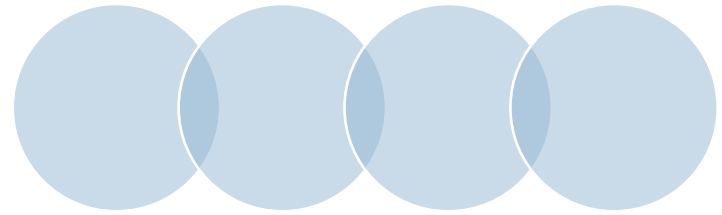
Choose one Competency

Develop a task & an
evaluation for that
competency



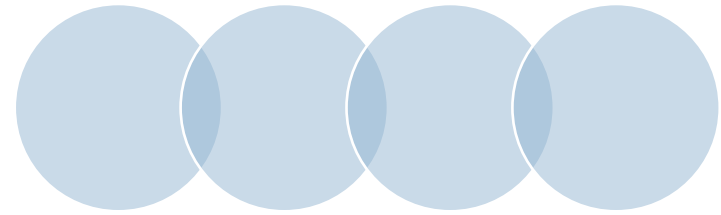
An overview of the working generations





Developmental Stages of Student Practicum (2 Semesters) Sweitzer and King (2009)

- Stage 1 - Anticipation (Weeks 1-4)
- Stage 2 - Disillusionment (Weeks 4-7)
- Stage 3 - Confrontation (Weeks 8-10)
- Stage 4 - Competence (Weeks 11-24)
- Stage 5 - Culmination (Weeks 25-30)



Anticipation Stage: Weeks 1 – 4 (1 – 3 in one-semester practicum)

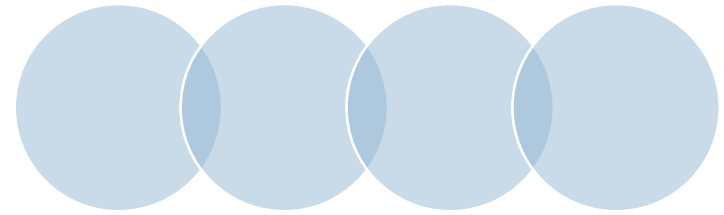
Student Concern

- Anxieties about orientation to the agency
- Feelings of vulnerability and self consciousness
- "What if I mess up? What if I don't know something?"

Expectations of Field Instructor

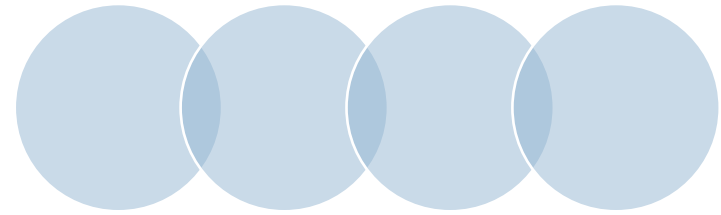
- Establish realistic, clear, specific goal
- Clarify and assess expectations (for both student and field instructor)
- Assess student knowledge, skills, etc.
- Orientation; weekly supervision

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Disillusionment Stage: Weeks 5 - 7
(weeks 3 - 6 in one-

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Competence Stage: Weeks 11 - 24
(weeks 9 – 14 in one-semester practicum)

Student Concern

Clear sense of purpose
High accomplishment
Investment in work & complex
assignments
Supervision transitions
We vs. They

Expectations of Field Instructor

Affirms or validates strengths &
areas for growth





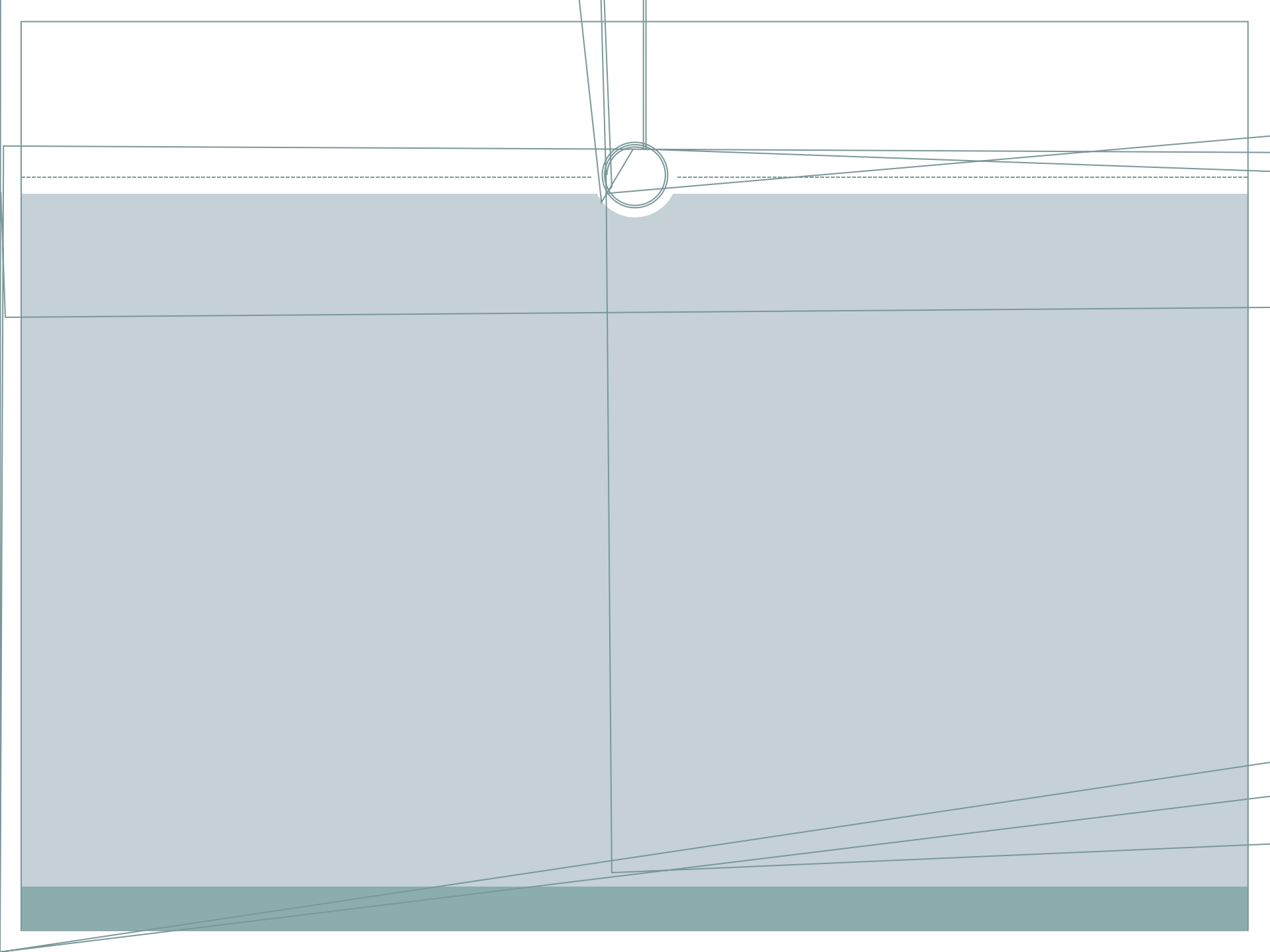
Beginning Stage

Orient the student to your organization.

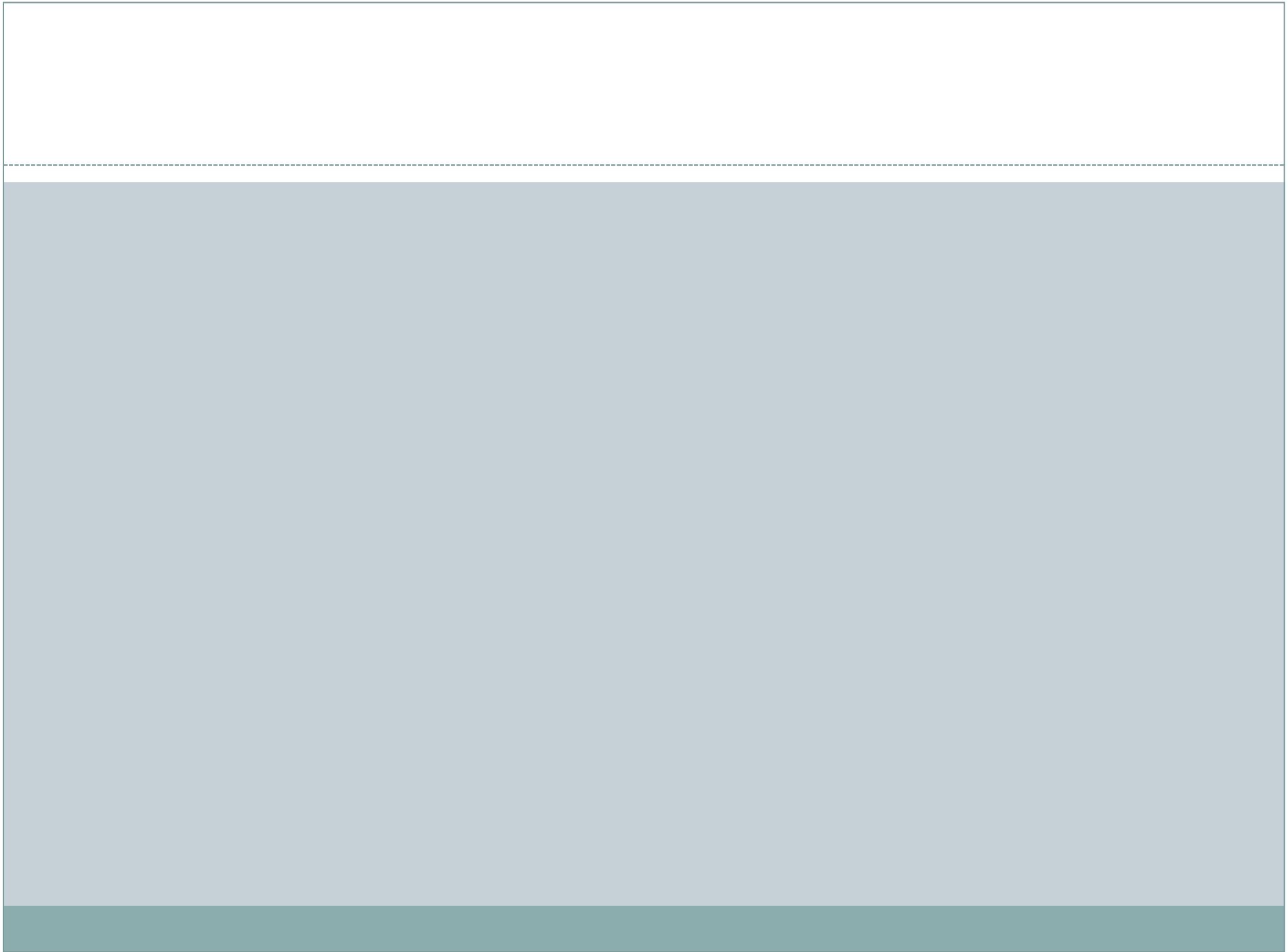
Outline the learning plan and developing the ELA.

Build a relationship.

Discuss learning styles and teaching styles.









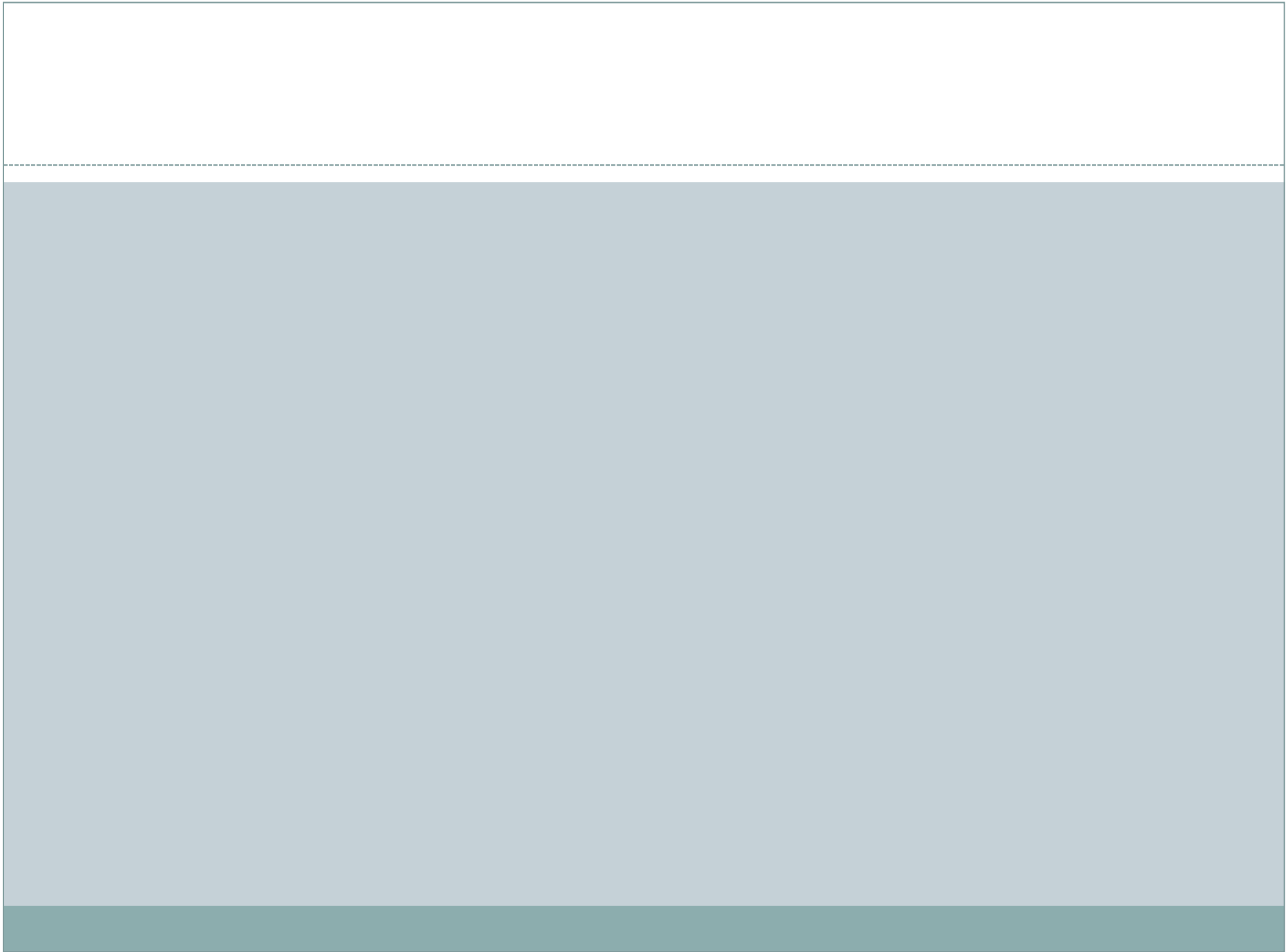


Questions
for
Breakout
Discussion:

Evaluating Your Student: Giving Feedback

What personal experiences have you had giving and receiving feedback?

How will you use those experiences to inform your decisions about how and when to give feedback to your students?





Giving Feedback

Pitfalls in assessing performance

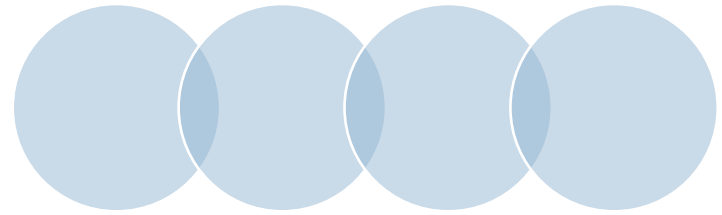
The halo effect—tendency to rate the student the same in all areas based on performance in a few areas.

The attraction to average—the tendency to give everyone the same rating despite performance differences.

The leniency bias—assigning an inflated rating

The strictness bias—tendency to rate everyone on the low side.

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Field instructors may encounter a number of “challenges” when dealing with students in field placements.

Poor writing

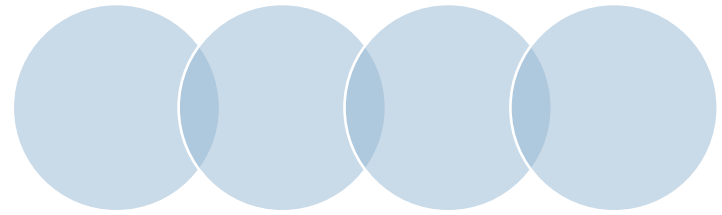
Tardiness

Frequent absences

Unprofessional presentation of self

Issues outside of practicum

Mental health issues



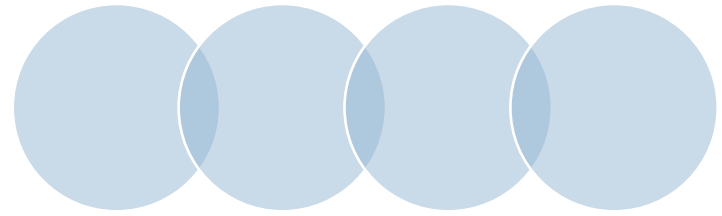
Steps to Address Issues

Gather and document information regarding the problematic behavior.

Present the information to the student in a timely fashion.

Develop a plan to address the behavior.

Allow the student time to address the issue and provide feedback about progress.

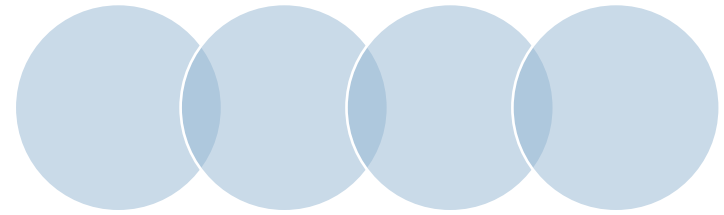


What to do if Problems Arise

If the problem persists document this in writing. Indicate to the student the consequences of continued behavior.

Contact the Faculty Liaison/Faculty Advisor or the Office of Field Education and forward a copy of the documentation.

If the issue is so severe that immediate dismissal is warranted, contact the Office of Field Education for direction about how to proceed



What to do if Problems Arise

WE ARE HERE TO HELP AND SUPPORT YOU!!

Faculty Field Liaisons and the Office of Field Education faculty and staff are available for consultation with Field Instructors and students when problematic situations arise.

PLEASE DO NOT HESITATE TO CONTACT US!

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Please enjoy



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Educational Requirements and Program Features

Interviewing Process - *How to Make a Good Match*

- Provide a consistent interview process and modality
- Provide a description of agency culture
- Evaluate interpersonal skills and work experience
- Discuss scheduling expectations/requirements
- Discuss practicum learning opportunities and activities



Educational Requirements and Program Features

Integrative Seminars

- In-class opportunity for students to process practicum experience
- Focus on problem

