



FIELD INSTRUCTION

UNIVERSITY OF MICHIGAN

FIELD INSTRUCTION TRAINING WORKSHOP



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Associate Clinical Professor

Director of Field Instruction

~ THANK YOU ~

- To our field instructors for taking the time out of your busy schedules to join us today!
- To those who helped make this day happen:
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 - ✓ OFI Project Coordinator: Emma Rector Sartwell,
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INTRODUCTIONS

OFFICE OF FIELD INSTRUCTION WEB PAGE: www.ssw.umich.edu/programs/msw/ofi

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AGENDA

- Welcome, Introductions, Overview of the Day
- *The Impact of Technology, Working With Millennials, What Makes a Safe Beginner?*
- BREAK & Optional Group Photo
- *Building the Bridge Between Field Instruction and the School of Social Work – Small Groups with Field Faculty*
- LUNCH
- *Understanding and Applying the ADA in Field Instruction*
- *Women in Leadership*
- Wrap-up/CEU Sign-out

OFI OVERVIEW

- How the OFI Team Works:
 - Field Educator
 - Field Liaison
 - Seminar Instructor
- OFI Overview: Continuity of Care or 'Wrap-Around' concept
- OFI Workload: How it all comes together
- A Favorite saying: "What goes around, comes around"

I WOULD LIKE TO PROPOSE A CURRICULUM TO YOU...

- Today we are going to understand the impact of technology, learn about the millennial student, review learning styles and focus on how to become a *great mentor*.
- We are going to discuss ways that you, as a field instructor, are able to...
 - Provide a “secure base” for student learning
 - Develop a quality relationship with your student
 - Provide sound, educational training opportunities
 - Maintain a balance between “preparing” and “pushing”
 - Learn to use the *What? So What? Now What?* Reflection Tool
 - Learn to recognize the importance of your role as a mentor and the “*IMPRINT*” you leave upon your student.

THE IMPACT OF TECHNOLOGY

- Americans spend more time staring at a screen (at least 8 hrs.) which is more than they do sleeping.
- Teens/millennials fit 7 hrs. of screen time into an average school day; 11 if you count multi-tasking.
- When Obama ran for office in 2008, the iPhone had yet to be launched. Now smartphones outnumber all others and 1/3 log on before getting out of bed.
- Texting is the new blinking. The average person regardless of age sends/receives 400 texts a month, 4X the number in 2007.

THE IMPACT OF TECHNOLOGY (cont..)

- The average teen/millennial sends an astounding 3700 texts per month, double the 2007 figure.
- New “phantom-vibration syndrome” — feeling phone vibrate when nothing is happening.
- Internet addiction disorder will be in the DSM next year albeit in an Appendix tagged for further study. Most are addicted to gaming, virtual reality and social media.
- The mode time for checking Facebook is 7:31am.
- Americans spend longer checking emails in the morning than eating breakfast.

SOCIAL MEDIA REVOLUTION 2015

#Socialnomics



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

SOCIAL MEDIA ISSUES

- “Facebook Image Crafting”
 - Everything is out in the open.
 - Most people present an inflated version of their own existence.
 - Constantly comparing themselves to peers.
- Expectations regarding social media use need to be clear and consistent.
 - Personal cell phone use?
 - Texting: personal use vs. professional use?
 - Access to Facebook during placement time?
 - What is your social media policy?

IMPROVING & STRENGTHENING THE FIELD PLACEMENT EXPERIENCE

- Taking stock of your workforce—is it 30/30??
- Recognizing the advantages and challenges of a multigenerational workforce.
- Understanding differences in multigenerational workforce attitudes, work ethics and communication styles is critical to the success of any organization.
- Learn how to avoid creating a difficult work environment.

INTERGENERATIONAL COMMUNICATIONS IN THE WORKFORCE (2014)



<https://www.youtube.com/watch?v=1iK9UqIELfE>

SHOUT OUT

- Let's hear about your experiences with a multigenerational workforce...
 - What differences have you experienced?
 - What are some of the advantages?
 - What are some of your challenges?
- The 30/30 demographic and the issue of retention (2020 = Gen Y will make up 50% of the workforce)

IMPLICATIONS FOR FIELD

- Encourage your students to stay *wildly* ambitious.
- Help students realize that they are not “special” but are unique and have their own intrinsic strengths.
- Encourage students to ignore how everyone else seems to be doing, particularly what other students are doing in field placement.
- The degree of autonomy that is granted a student in field is directly related to the level of knowledge, skill and ability as demonstrated by the ***INDIVIDUAL STUDENT.***

BEGIN TO PONDER

- Why do *you* want to be a field instructor?
- What is *your* learning style?
- How does *your* learning style “match up” with your student’s learning style?
- How do *you* and when do *you* decide that *your* student is ready to “**go solo**”?

LEARNING STYLES

ACTIVIST

Learns by "Jumping"
Right In

(Kinesthetic/Tactile Learning Style)

REFLECTOR

Learns by Observing
and Thinking About
the "Jump"

(Visual Learning Style)

THEORIST

Learns by Understanding
the Theory Behind
the "Jump"

(Visual and Auditory Learning Style)

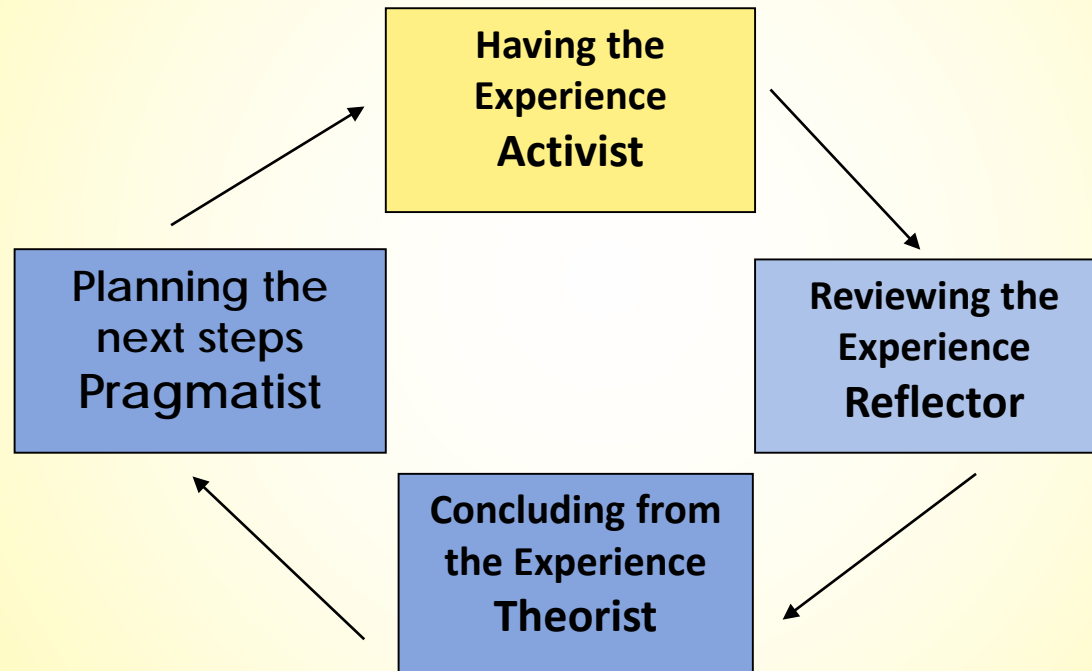
PRAGMATIST

Learns by Preparing and
Organizing for
the "Jump"

(Visual, Auditory, and Kinesthetic Learning Style)

WHAT IS YOUR LEARNING STYLE?

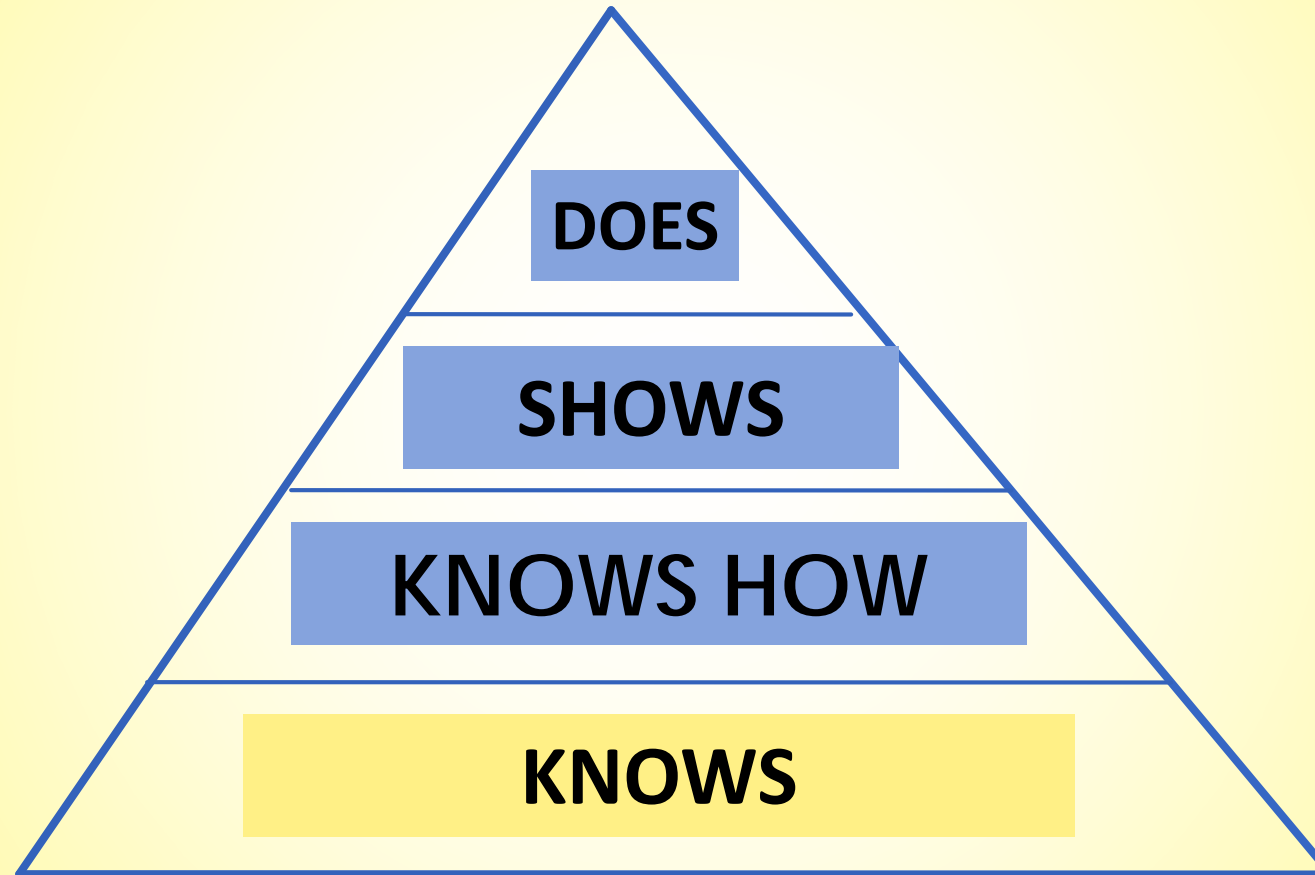
- Your learning style will influence your teaching style!
- To teach effectively, you will need to keep moving through the learning style cycle below:



- Have a conversation learning styles---yours and theirs as this will influence your work together

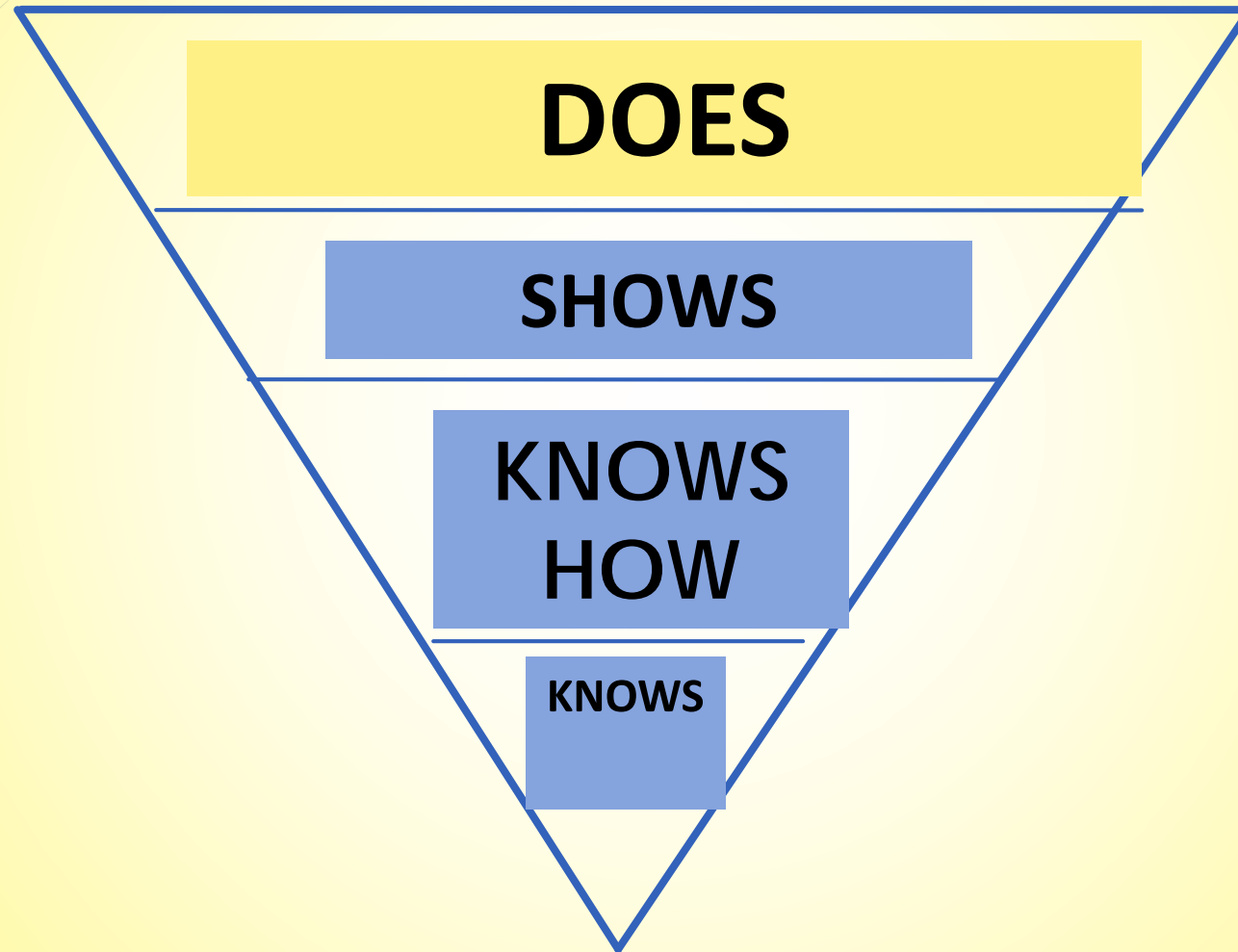
LEARNING CURRENTLY IS

(Miller's Triangle of Clinical Competence)



LEARNING SHOULD BE

(Focus on a series of progressive events)



STAGES OF LEARNING

- Students will experience the “beginning, middle and end” stages of learning utilizing a developmental approach = Bloom’s taxonomy which is the parallel process in social work practice
- Your goal will be to help your student develop in depth self-reflection skills focused on developing their professional skill set and their social work identity
- Encourage them to use the **WHAT? SO WHAT? NOW WHAT?** reflection tool

BLOOM'S TAXONOMY: *BEGINNING STAGE*

WHAT?

Knowledge: Recall or recognize information.

Arranges; defines; describes; identifies; labels; lists; matches; memorizes; names; reads; recognizes; records; reproduces; selects; states; views; writes

Comprehension: Understand and organize the meaning of information.

Classifies; cites; converts; critiques; discusses; estimates; explains; gives examples; interprets; references; reiterates; reports; restates; reviews; rewrites; summarizes; translates; understands

BLOOM'S TAXONOMY: MIDDLE STAGE

SO WHAT?

Application: Use and apply information in practice.

Acts; administers; applies; articulates; assesses; changes; charts; collects; contributes; demonstrates; develops; executes; implements; informs; operationalizes; participates; preserves; produces; reacts; relates; responds; role-plays; solves; teaches; uses; utilizes

Analysis: Break down, examine, and interpret information.

Analyzes; breaks down; categorizes; compares; contrasts; correlates; diagrams; discriminates; divides; examines; experiments; extrapolates; focuses; illustrates; infers; limits; measures; outlines; plots; points out; prioritizes; quantifies; recognizes; relates; separates; subdivides; tests; values

BLOOM'S TAXONOMY: *END STAGE*

NOW WHAT?

Synthesis: Apply information to new approaches.

Adapts; assembles; builds; collaborates; combines; communicates; compiles; creates; develops; establishes; facilitates; formulates; generates; hypothesizes; individualizes; integrates; intervenes; invents; models; negotiates; organizes; plans; progresses; rearranges; reconstructs; reorganizes; revises; structures; substitutes; validates

Evaluation: Assess the effectiveness of approaches.

Appraises; assesses; compares and contrasts; concludes; critiques; decides; defends; directs; interprets; investigates; judges; justifies; presents a case for; reframes; reports on; reviews; supports

VARIOUS STAGES OF “BEGINNING”

- Begin with orientation = **VERY IMPORTANT!**
(see recommended Orientation Check-list in your packet)
- Establish basic perimeters
- Introduce the ‘basics’ laced with resources
- Slowly take on more and slowly increase practice experiences
- Build on a series of progressive events
- Assign & teach: utilizing case/project based assignments
- Offer your support and your constructive feedback **early** and **often**

YOUR ROLE AS A FIELD INSTRUCTOR

- Provide a “secure base” for student learning.
- Develop a quality relationship with your student—attachment influences the quality of the supervisory working alliance.
- Provide sound, education related opportunities.
- Maintain balance between “preparing” and “pushing.”
- Learn how to use the “**What? So What? Now What**” reflection tool.
- Begin to recognize the importance of your role as a mentor and the “imprint” you leave upon your student.

~ Remember- we want them to become a field instructors one day! ~

BEGIN TO . . .

- Understand that the supervisor relationship is a strong predictor of student satisfaction (Fortune et al, 2001).
- Reflect on how a developmental-relational approach to field supervision positively impacts the teaching/training alliance.
- Realize how important supportive relationships within a non -critical context are for effective supervision.
- Understand how the dynamics of the supervisory relationship activate the internal working models of attachment theory concepts for **both** the field instructor and the student.

Field instruction research has shown that students valued field instructors who are available, who support their professional growth, who serve as role models and who use a supervisory style based on mutuality (Bogo & McKnight, 2005).

FISCALINI SAYS....

“The supervisory relationship is a relationship about a relationship about another relationship.”

SECURE FIELD INSTRUCTOR/STUDENT SUPERVISORY RELATIONSHIP

- Circle of Security
 - “When the student “explores” the professional world, they should be able to return to the **“Safe Haven”** of supervision for repair of the inevitable ruptures that occur during the field experience.”
 - **Secure Base** must be provided by the field instructor.
 - Learning is a dynamic, circular, interactional process which occurs repeatedly where cues (support for continued exploration) and miscues (needing to return to the safe haven) are recognized by the field instructor.

CREATING A SECURE BASE

- Student *Exploratory* needs. . .
 - Assure my safety and that of the client
 - Allow me to observe you and observe my interactions
 - Provide me back-up
 - Be pleased with my successes
 - Let me go when it is time
- Student *Safe Haven* needs
 - Appreciate my vulnerability
 - Listen, reflect, and clarify
 - Provide perspective and reassurance
 - Affirm my strengths

Developmental-Relational Approach to Field Supervision (DRAFS)

Conceptual Model of *SECURE* Field Instructor–Student Supervisory Relationship

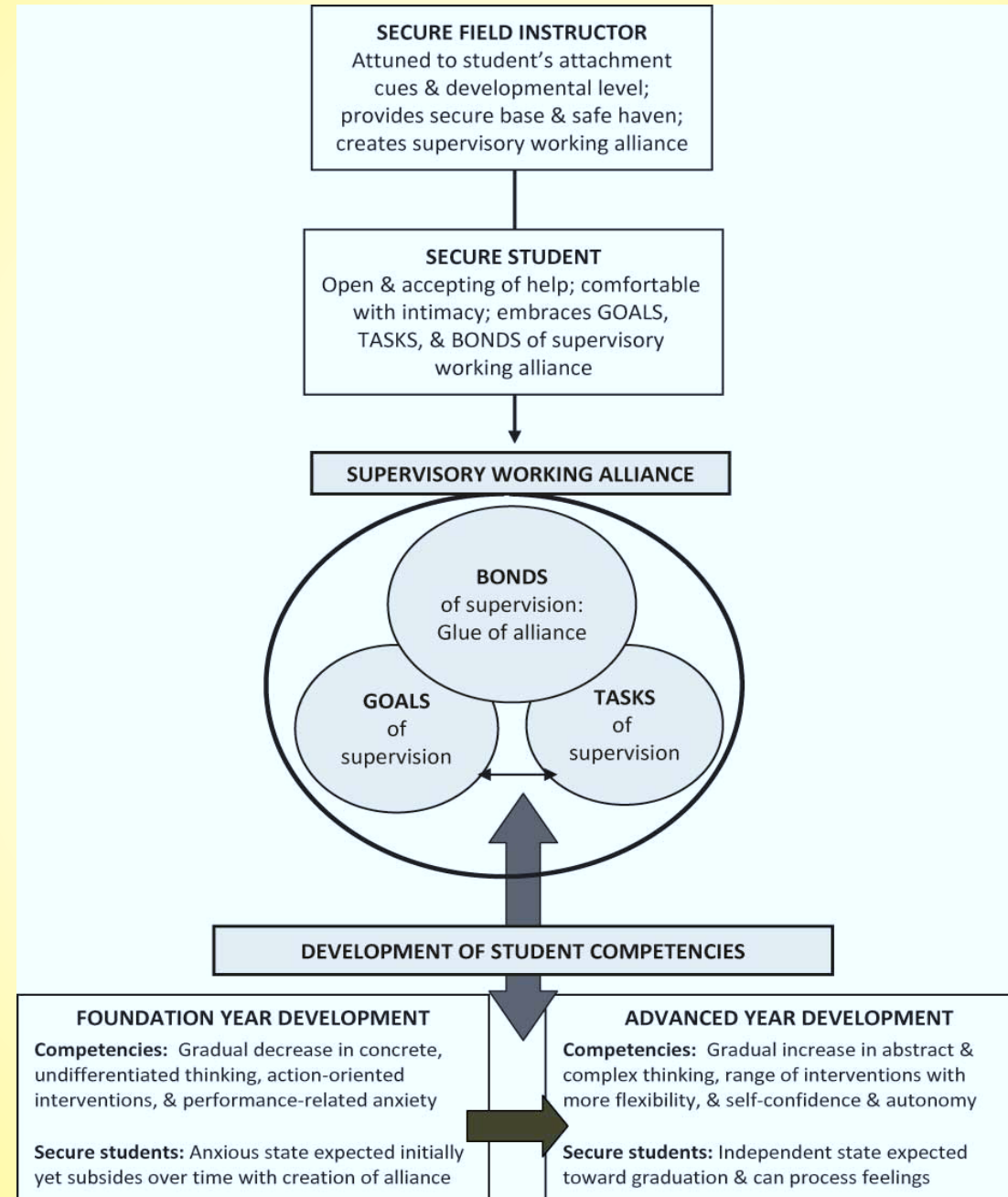
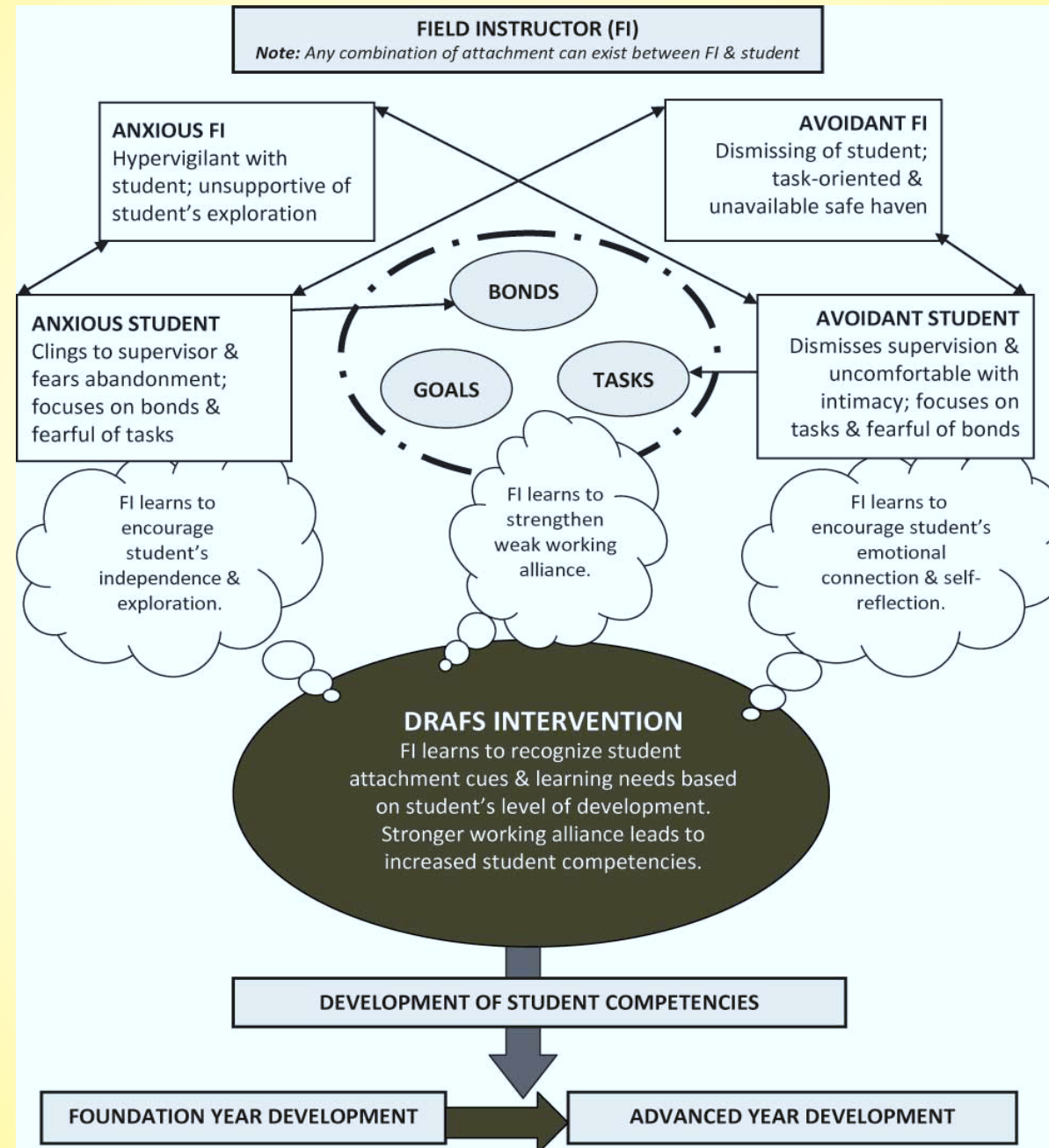


Diagram of Developmental-Relational Approach to Field Supervision (DRAFS) Intervention With **INSECURE** Field Instructor and Student



RELATIONSHIP ~ RELATIONSHIP ~ RELATIONSHIP

- The KEY
 - ✓ Parallel process in clinical work
- You have the POWER to affect:
 - ✓ Positive (or negative) learning experiences
 - ✓ Student satisfaction
 - ✓ Student learning outcomes
- Beware of the POWER Dynamics:
 - ✓ Field Instructor role of 'teacher' confers POWER (professional experience, expertise, knowledge) and the POWER of evaluation

The “Acid Test” of Supervision

- Impact on client outcomes
- Students have shown increased
 - ✓ Self-awareness
 - ✓ Self-efficacy
 - ✓ Ability to conceptualize and apply skills and knowledge
 - ✓ Knowledge/application of relationship formation and maintenance
 - ✓ Awareness of the parallel process
 - ✓ Skill in managing the therapeutic process

TEACHING ATTITUDE

- “OK” to learn from mistakes. More is learned from mistakes than from successes
- The “pattern of recognition” syndrome
- Teach utilizing stories or parables... “When I was a student...”
- Remember Dr. Joe Himle’s Three “H’s”: ***Humor, Humanity, Humility***

PROMOTE PROFESSIONALISM

- Expectations
 - ✓ Clear powerful statement of vision and purpose
 - ✓ Review of policies and procedures
 - ✓ Thorough introductory activities ~ focus on field safety
 - ✓ Supervision
- Integration
 - ✓ Ask to see your student's class syllabi. Find ways to have them "operationalize" their classroom assignments in the field setting
- Experiences
 - ✓ Lectures, seminars, workshops
 - ✓ Role Plays
 - ✓ Design experiences so they 'stretch' student's comfort level
 - ✓ Developmentally structure learning experiences:

Beginning > Middle > End

ETHICAL CONSIDERATIONS

- People come to this profession with a particular set of character traits
- Values are taught, not caught
- Social work challenges lie mainly in 3 issue areas:
 - Conflict of interest
 - Boundaries
 - Confidentiality
- Use the NASW Code of Ethics as a reference tool during supervision

ETHICAL IMPLICATIONS

- Assist students in developing the capacity to think of ethics as a *process* that derives from a context
- Provide students the opportunity to:
 - Learn the profession's values
 - Explore their values and identify conflicts
 - Debate hypothetical cases
 - Present/discuss their cases utilizing an ethical lens using the ***What? So What? Now What?*** reflection tool

FIELD INSTRUCTOR ABILITIES

- Possesses knowledge, skills, and expertise
- Able to link theory with practice
- Communicates openly/Frequent Contact/Proximity
- Respects learning and learning styles
- Provides structure and clear expectations
- Provides opportunities to observe
- Varies the educational activities
- Encourages critical and creative thinking
- Validates practice
- Sets up a formal supervision time
- Provides quick, regular, consistent feedback

POSITIVE FIELD INSTRUCTOR CHARACTERISTICS

WARM, SUPPORTIVE, CARING

- Enthusiastic
- Flexible
- Emotionally supportive and patient
- Mindful/Connecting
- Encourages independence
- Sensitive to student needs
- Encourages autonomy/Gives ownership
- Open, trusting and respectful
- Professional; strives to be admired
- Possesses humility

FIELD INSTRUCTOR RESPONSIBILITIES

- It is your job to . . .
 - ✓ Manage the student's anxieties, fears, projections, etc.
 - ✓ Model how to create a climate for discussions related to diversity
 - ✓ Maintain a productive working relationship
 - ✓ Not resist tough discussions in order to avoid feelings of discomfort
- Remember...
 - ✓ Performance expectations for an employee are *different* than performance expectations for a student

FIELD INSTRUCTOR REQUIREMENTS

- CSWE Accreditation requirement: Post-Masters (MSW) a minimum of 2 years
- U-M SSW requirement: Licensed (LMSW)-Macro or Clinical. It is against the law in Michigan to call yourself a social worker or to perform social work if not appropriately licensed. *Students are exempt from the Licensing law ONLY if they are supervised by a licensed master social worker.*
- Role of the Secondary Field Instructor if necessary

A HANDY RESOURCE FOR YOU

- “Field Instruction 101” - an online module
 - ✓ Chapter 1: Nuts & Bolts
 - ✓ Chapter 2: Logistics & Learning
 - ✓ Chapter 3: Tools of the Trade



Go to [ssw.umich.edu](https://www.ssw.umich.edu) > Field Instruction > Current Field Instructors

<https://www.ssw.umich.edu/ofl/modules/Chapter-1-Nuts-and-Bolts/>

THE *ONLINE* EDUCATIONAL AGREEMENT

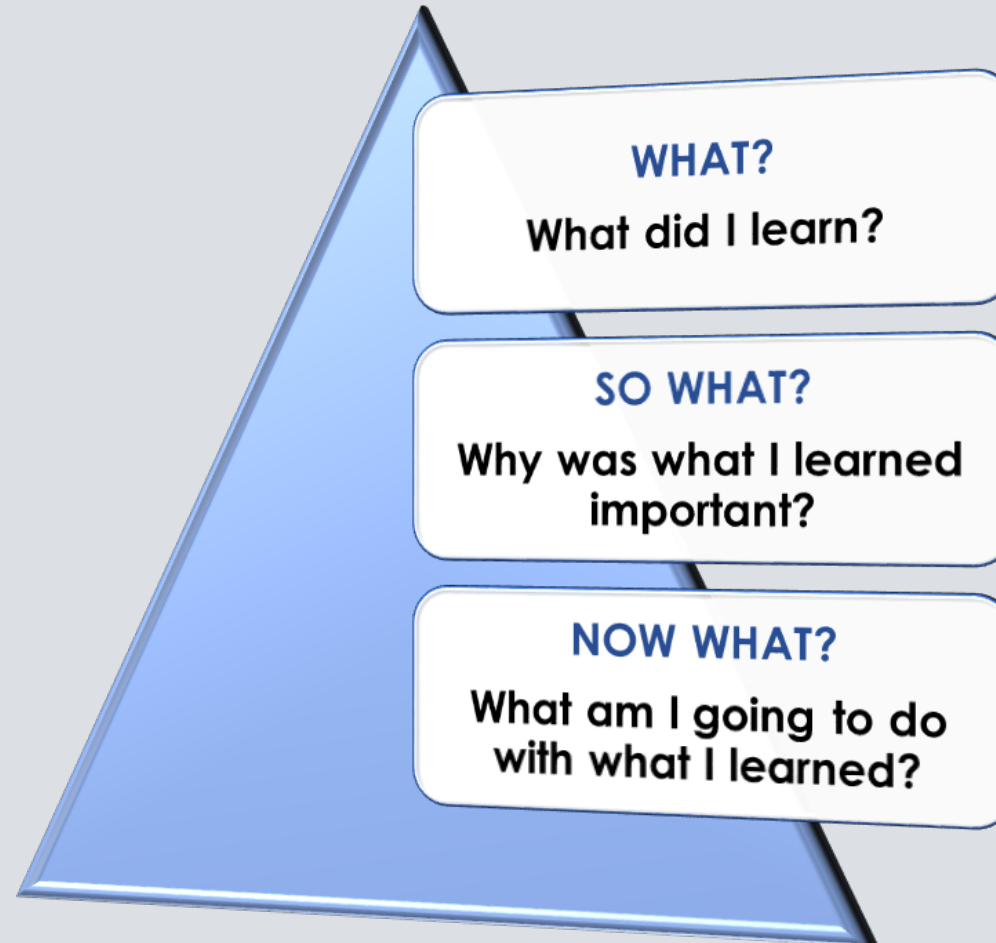
- Develop *behaviorally specific* assignments that show proficiency with the established Council on Social Work Education (CSWE) competencies and practice behaviors:
 - Professional Identity
 - Values & Ethics
 - Critical Thinking
 - Diversity
 - Social & Economic Justice
 - Research
 - Human Behavior & The Social Environment
 - Social Policy
 - Organizational Context
 - 10a. Engagement
 - 10b. Assessment
 - 10c. Intervention
 - 10d. Evaluation

More to come in your small group

THE ONLINE EDUCATIONAL AGREEMENT

- Access via your umich.edu email account
- Develop this ONLINE instrument in concert with the student **every term.**
- This Agreement becomes the evaluation tool at the end of the term in addition to your field instructor written narrative (guidelines on the web page) and the student's narrative (guidelines on the web page).

Introduction to the Skill of Self-Reflection



SUPERVISION: Integrative ~ Reflective

Prepare → Experience → Reflect → Prepare again

- The goal is to facilitate self-reflection and provide constructive feedback about your student's work. Consider using...
 - **WHAT?** What did I learn?
 - **SO WHAT?** Why was what I learned important?
 - **NOW WHAT?** What am I going to do with what I learned?
- Students are required to utilize a **Supervision Agenda** to review and discuss:
 - Administrative Issues
 - Progress on professional practice behaviors (assignments) on Educational Agreement
 - Social justice reflection on **P**rivilege, **O**ppression, **D**iversity, and **S**ocial Justice (**PODS**)
 - Personal and professional development
- Field Faculty/Liaison will review samples of agendas during the site visit
- See handout in folder that discusses types of supervision

RATINGS & GRADING

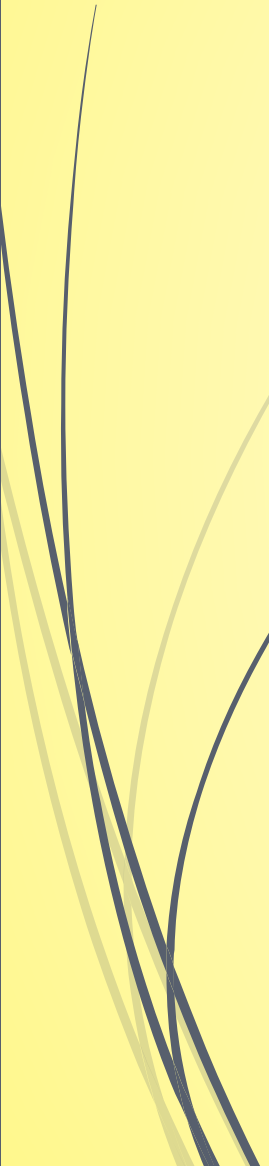
- The instructions on how to complete the end of term evaluation including ratings are on the Instructions Tab.
- Grades are determined by the field faculty based on the number of points earned on the end of term evaluation (Tab 2), completion of the end of term requirements (Tab 3) and verbal and written input from all parties involved in field instruction.
- If the ratings on the evaluation show 3 or more "NA" scores (no opportunity to complete), then the student will automatically receive a grade of Incomplete ("I") for the term. The field instructor will be required to explain why these ratings were given.
- This grade of Incomplete will be changed after the student has completed the assigned work or developed a new assignment and completed this. All revisions must be approved by the assigned field faculty.

PROBLEM SOLVING

- Identify and resolve all issues EARLY.
- Contact the assigned Field Faculty/Liaison if you have not made progress addressing a problem.
- You may consider utilizing a Performance Learning Plan (*on OFI web page*).
- The Focus is on teaching and student learning goals --- students are not employees!

FINAL PIECE OF ADVICE FROM A SEASONED FIELD INSTRUCTOR...

- Set high expectations
- Be yourself
- Be “there” for your student



**I think people want to be magnificent.
It's the job of the leader
to bring out that magnificence in people
and to create an environment
where they feel safe and supported
and ready to do the best job possible
in accomplishing key goals.
This responsibility is a sacred trust
that should not be violated.
The opportunity to guide others
to their fullest potential is an honor
and one that should not be taken lightly.
As leaders, we hold the lives of others in our hands.
These hands need to be gentle and caring
and always available for support.**

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THANK YOU!!

- To our faculty in the field for coming today and for your interest in becoming a mentor and providing professional training for our students
- For helping us “Grow Our Own” = Students will hopefully become field instructors some day so recognize the power of your imprint as you think about succession planning!
- *For giving back to the social work profession*

QUESTIONS????



UNIVERSITY OF MICHIGAN
School of Social Work

THE AMERICAN WITH DISABILITIES ACT (ADA):
Frequently Asked Questions (FAQs)
&
Field Placement Case Studies

*A Collaboration Between the Office of Field Instruction &
the U-M Office of Institutional Equity*

Prepared by:
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School of Social Work
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UM Office of Institutional Equity

Introduction

- ❖ The University is responsible for providing accommodations for qualified students with disabilities
- ❖ When academic programs require an internship for matriculation, the fieldwork site generally assumes responsibility for providing accommodations at their site
- ❖ The University has resources to provide guidance to the school and the fieldwork site to insure that our students with disabilities have the same opportunities as other students

Think Beyond the Label



#1. Does the fieldwork site need to provide an accommodation for the interview?

❖ Yes

❖ Fieldwork sites are required to provide a "reasonable accommodation" to enable the student to be considered for the placement

❖ A fieldwork site cannot refuse to interview a student because the student might require a reasonable accommodation to participate in the placement

#2. The student has an observable disability. Can the fieldwork site ask medical questions during an interview?

- ❖ No
- ❖ Interviewers cannot ask questions about a student's disability either because it is visible, or because the student has voluntarily disclosed a hidden disability
- ❖ It is appropriate to ask a student how they would perform a specific function, task or activity that is required for their field placement

#3. When does a student have to tell a fieldwork site that they need an accommodation to participate in the placement?

- ❖ The student should let the fieldwork site know as soon as they realize they will need a reasonable accommodation
- ❖ Fieldwork sites need advance notice to provide many accommodations
- ❖ Students who may need or request an accommodation should be referred to the U-M Office of Services for Students with Disabilities in order to be evaluated regarding the accommodations they may need in order to participate in the required field placement

Building awareness is the key

- ❖ Determining the best time to tell a prospective fieldwork site about the need for a reasonable accommodation is a personal decision
- ❖ Sometimes students are not aware they may need a reasonable accommodation until they have more information about the placement, its requirements and the work environment
- ❖ Some students choose to inform a fieldwork site during the interview process after they better understand the field placement and its requirements

#4. May a fieldwork site ask students during an interview whether they will need a reasonable accommodation to participate in field placement?

- ❖ No
- ❖ Fieldwork sites cannot ask the general question as to whether a student would need a reasonable accommodation because the answer to this question is likely to reveal whether the student has a disability

#5. What questions can a fieldwork site ask a student during an interview?

- ❖ Are you able to perform these tasks?
- ❖ Is there anything else you want to ask?
- ❖ Is there anything more you would like to tell me?
- ❖ Is there any reason you may not be able to perform these tasks as I have described them?

If a disability is observable and the interviewer has questions as to how the student will be able to perform an essential requirement of the placement experience, the student may be asked to describe how they would perform this function.

#6. Can a fieldwork site refuse to offer a student a placement because s/he believes that the disability makes it unsafe for the person to perform the essential requirements of the position?

- ❖ A fieldwork site cannot refuse to accept a student based on a slightly increased risk, speculation about future risk, or generalizations about the disability
- ❖ A fieldwork site can refuse to accept a student only if the disability poses a significant risk of substantial harm to themselves or others
- ❖ In either of the above situations, the fieldwork site should contact the Field Office right away to discuss the issues

ADA CASE #1

- You have been providing supervision weekly for an Advanced Standing, IP student for about 10 weeks in the first term of placement. Your student is always on time and seems to talk freely during your session
- Over the course of the term you have developed concerns about the nature and quality of the student's work as well as what the student is learning. You have noticed the student's discussion about clients is lacking in detail that is important to a thorough assessment. You have also noted that you have repeated the same information about how to make a referral to a community agency that your agency routinely uses for client support
- You are coming to the conclusion that the student's performance, skill and knowledge development may not be meeting the expectations for a graduate level social work student
- ✓ What are the presenting issues?
- ✓ What are your concerns as the field instructor in this case?
- ✓ Are there any ADA guidelines that you should be aware of in managing this situation?
- ✓ Brainstorm potential approaches about how you would handle this

ADA CASE #2

- You have had a student referred by the Field Office for a placement for the upcoming Fall term
 - After reviewing the student's resume and goal statement, you decide you would like to interview the student to see if the agency, you and the student would be a good fit/match
 - The student contacts you and sets up a time to meet at your agency office. Upon the student's arrival you learn that the student is visually impaired and is accompanied by a service animal
-
- ✓ What are the presenting issues?
 - ✓ What are your concerns as the field instructor in this case?
 - ✓ Are there any ADA guidelines that you should be aware of in managing this situation?
 - ✓ Brainstorm potential approaches about how you would handle this

Resources

OFFICE OF FIELD INSTRUCTION

School of Social Work

1080 S. University Ave., Rm. 2712

Ann Arbor, MI 48109-1106

Web page: www.ssw.umich.edu/programs/msw/ofi/

E-mail: ssw.ofi@umich.edu

Call: 734.764.5331

Resources

SERVICES FOR STUDENTS WITH DISABILITIES

G-664 Haven Hall
505 South State Street
Ann Arbor, MI 48109-1045
Phone: 734.763-3000
TTY: 734.615-6921
Fax: 734.936-3947
Web page: <http://ssd.umich.edu>

Resources

OFFICE OF INSTITUTIONAL EQUITY

ADA Coordinator

2072 Administrative Services

1009 Greene Street

Ann Arbor, Michigan 48109-1432

Phone: 734.763-0235

TTY: 734.647-1388

Fax: 734.936-8894

Web page: <http://www.hr.umich.edu/oie>