Field Instructor Training: What is Field Education?

September 12 1:00 - 3:00 PM (ET)

*We will use transcription during the presentation. If you need support during the session please message through chat

*We record this session until the break out rooms

Zoomkeeping

- All attendees are muted upon entry, but you do have control over your own audio.
  - Keep your mic muted during the presentation.
  - During Q&A, use "raise your hand" to be called on.

- Field instructors must answer all poll questions & participate in breakout sessions to qualify for CE hours. If your poll questions, are not working please send your answers in the chat to still qualify for CE hours.

- We will have time at the end for wrap-up and to answer more questions.

Agenda

- Welcome

- What is Field Education?

  – Large Group Discussion

- Nuts and Bolts of Field Education

- Mastering Supervision and Feedback

  – Small group work: STAR Practice Session

- Building Trust and Encouraging Growth

- Wrap-up and evaluation

The Office of Field Education Team
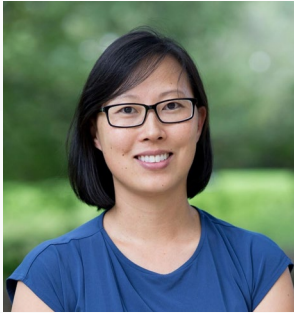
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Poll Question #1

How many years have you been a field instructor?

- Brand new field instructor
- Less than 1 year
- 1-3 years
- 3-5 years
- 5-10 years
- 10+ years

Learning Objectives:

- To understand the role of field in social work education
- To understand the differences between the role of a teacher and the role of a supervisor
- Identify key aspects of supervision within field education
- To understand best practices in giving and receiving feedback to students

What is Field Education?

Field Education is…

- The signature pedagogy in social work as identified by the Council on Social Work Education (CSWE).

- Field education is the process of developing the needed skills and competencies of social work practice.

CSWE Social Work Competencies

- Demonstrate **Ethical and Professional Behavior**
- Engage in **Diversity and Difference** in Practice
- Advance Human Rights and Social, Economic, and Environmental **Justice**
- Engage in Practice-informed **Research** and Research informed Practice
- Engage in **Policy** Practice

- **Engage** with Individuals, Families, Groups, Organizations, & Communities
- **Assess** Individuals, Families, Groups, Organizations, & Communities
- **Intervene** with Individuals, Families, Groups, Organizations, & Communities
- **Evaluate** Practice with Individuals, Families, Groups, Organizations, & Communities

Group Discussion: Reflect On Your Own Learning Experiences

Reflect:

- Who have been the great teachers/supervisors in your life?

Share in the chat in two to three words:

- What did they do well?
- What didn't work?
- What kind of field instructor/teacher do you want to be?
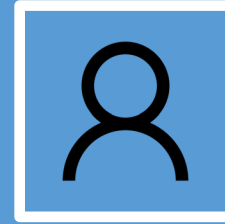
Your Field Education Team

MSW Student

Field Instructor(s)
MSW
Typically employed at the field site

Employee/Task Supervisor
Employed at field site

Field Faculty
U-M faculty
SSW Office of Field Education

Field Coordinator Online Program
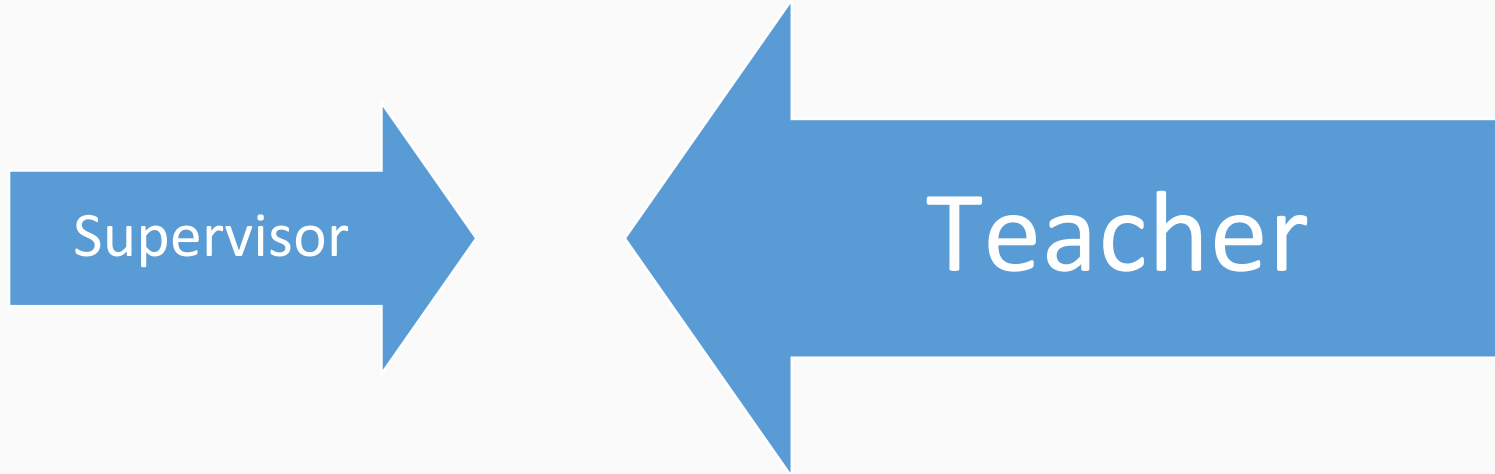*U-M SSW Office of Field Education*

SSW Admin team
U-M SSW Office of Field Education

The Role of Field Instructors

What's the Difference?

	Teacher	Supervisor
Focus	Individual learning	Performance
Role	Facilitator	Specific agenda
Relationship	Self-selecting	Comes with job
Influence	Perceived value	Position
Outcome	Affirmation/learning	Performance
Arena	Life and profession	Task-related

Poll Question #2

In field education, the role of the field instructor is primarily focused on learning vs performance.

- True
- False

In field education, the role of the field instructor is primarily focused on learning vs performance.

What to Expect as a Field Instructor
Nuts and Bolts

Our Website

Current

Current Students

Class-Related Forms

Student Guide

Academic Calendar

Canvas

Course Catalog

Course Planning Worksheets

Educational Agreement

Office of Field Education

Office of Student Services

SSW Reservations

Safety & Emergency Preparedness

Student Advising

Committee Meetings & Minutes

Wolverine Access

SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Apply Prospective Current Faculty Forum

My SSW Intranet   search...

About   Admissions   Programs   Research   Student Life   Directories   Connect   Alumni

Field Instructors

Field Instructor Resources »

Interested in becoming a Field Instructor?

Handouts, forms and other field instructor resources »

SSW.UMICH.EDU

Nuts and Bolts: Basics

- Primary vs Secondary Field Instructor
- Field Instructor vs Task Supervisor vs Field Faculty

- Field schedule
  - Typically 2-3 days or (16-24 hours) at field placement for 3 semesters
  - Follows the U-M SSW academic calendar
- Field Hours log

Nuts and Bolts: Supervision

Supervision

- 1 hour Weekly
- Goals
  - Guidance on the day-to-day assignments, tasks
  - Share knowledge, skills and background
  - Discuss standards and expectations
  - Offer/receive feedback regarding the learning objectives and social work competencies
  - Mentorship
  - Reflection and use of:
    What? So What? Now What?

Nuts and Bolts: Supervision Tools

- Supervision Agenda
    Categories to include
    - Administrative Issues
    - Progress related to assignments and competencies
    - Reflection on PODS
    - Reflection on personal and professional growth and skill development
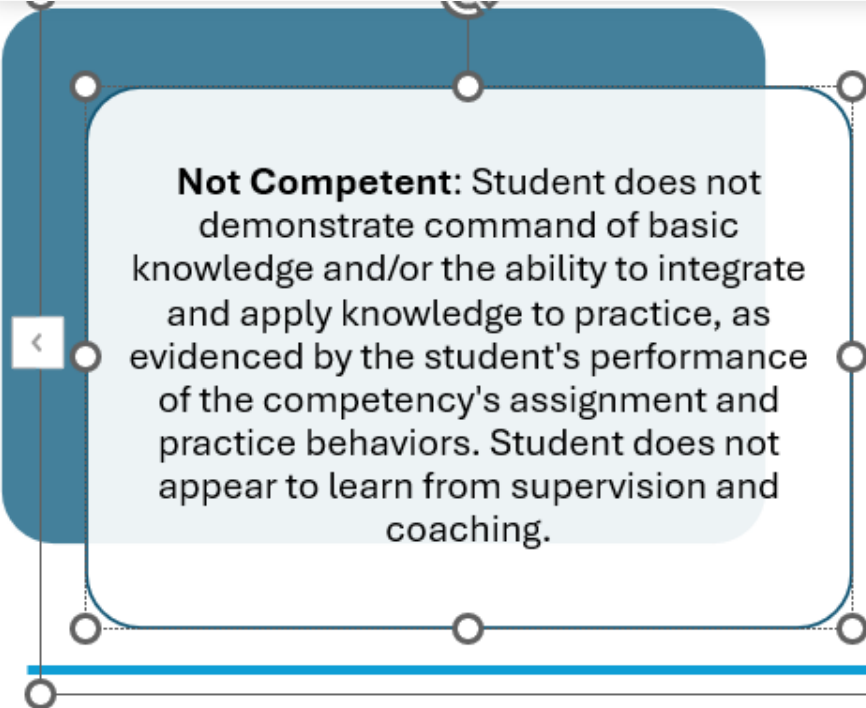
Nuts and Bolts: Assignments
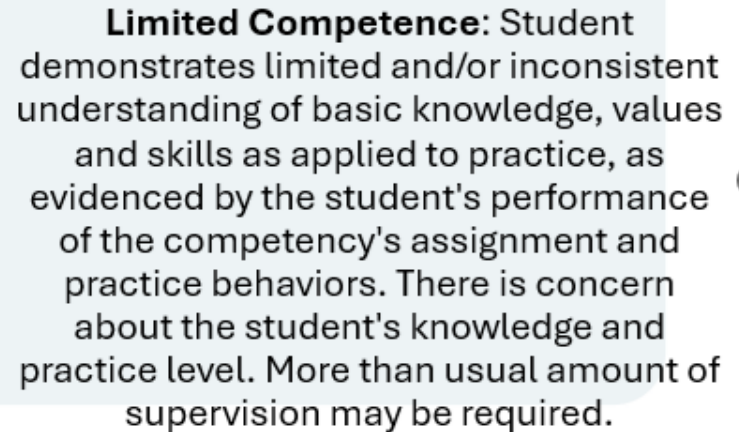
Placement Verification Form

EA Assignment Selection

Educational Agreement (Evaluation)

Educational Agreement Evaluation Process

Not Competent: Student does not demonstrate command of basic knowledge and/or the ability to integrate and apply knowledge to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. Student does not appear to learn from supervision and coaching.

Limited Competence: Student demonstrates limited and/or inconsistent understanding of basic knowledge, values and skills as applied to practice, as evidenced by the student's performance of the competency's assignment and practice behaviors. There is concern about the student's knowledge and practice level. More than usual amount of supervision may be required.

Educational Agreement Evaluation Process

Emerging Competence: Student demonstrates a beginning or growing ability to integrate basic knowledge, values and skills as applied to practice. This includes an understanding of what questions to ask and an awareness of how problems and solutions are connected, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function semi independently with appropriate supervision and support.

Competence: Student demonstrates a consistent understanding and routine ability to integrate basic knowledge, values and skills as applied to practice. This includes an understanding of the complexity of situations, the ability to manage their emotions, examine information, and recommend solutions, as evidenced by the student's performance of the competency's assignment and practice behaviors. The student has the ability to function independently with appropriate supervision and support.

Advanced Competence: Student demonstrates exceptional depth of understanding and ability to integrate knowledge, values and skills to practice in a variety of ways. Student anticipates challenges and deals with.

Placement Verification Form-PVF

Educational Agreement-EA

OFFICE OF FIELD EDUCATION

Field Educational Agreement

Fall 2023 Educational Agreement for Just AAAATestStudent

Placement: University of Michigan School of Social Work - Unknown Program
Pathway: Welfare of Children and Families

Agreement Status

Student Work In Progress

Student Information

MSW Admit Term	Winter 2020
UMID	00WUBWUB
Uniqname	dubstep
Date Created	10/10/2023

Field Courses	515 for 4 credits (456 Field Hours)
LMSW Supervisor	Wesala, Alia G. LMSW - Macro
Task Supervisor	None or not yet available
Field Faculty	Osorio Cooksy, Rosalva

SW515 Assignments

Competency 1: Demonstrate Ethical and Professional Behavior

Foundation

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Ratings

Self-Rating [Please choose]

Field Instructor ratings will be collected upon final submission.

Assignment

Please select an assignment from the list below.

○ I will explore my own values in relation to the NASW Code of Ethics, professional behavior (technical standards), in inter-professional settings, and the use of technology in Social Work through reflection during supervision.

○ I will consider the role of ethics (the NASW Code of Ethics) in making decisions in an agency with my supervisor in a way that reflects on personal values and biases (and technology), and its role on displays of professional demeanor (technical standards) in Social Work and interprofessional settings.

○ In considering the technology used in my field placement (including computers, phones, etc), I will reflect on ethical practices from the NASW Code of Ethics and professional behavior (technical standards) for using technology with my field supervisor.

○ I will reflect on the following topics with my supervisor in at least four supervision sessions: ethics in Social Work, using technology in Social Work, interprofessional collaboration, and professional demeanor (technical standards) in Social Work.

Nuts and Bolts: Site Visits

- Held each semester with student and Field Instructor(s)-required
- In person or zoom
- Scheduled throughout the semester-most generally in the mid-late part of a semester
- Student is responsible for scheduling
- Field Faculty facilitates discussion
  - Connection to competencies
  - PODS (Privilege, Oppression, Diversity and Social Justice)
  - Integration of academic learning
  - Supervision

OTHER STUDENT ASSIGNMENTS

Key Learning Experience:

The Key Learning Assignment, due near the end of the term, requires students to reflect on a key learning experience and upload it via Canvas. Use the Key Learning Experience/Project Worksheet for guidance.

Field Connections:

Each term, students are required to attend a meeting with field faculty and peers to address concerns, ethical dilemmas, and career planning, while building relationships and practicing competency connections. These meetings count as field hours.

Managing Expectations

What to do when…
- sick
- late
- inclement weather
- car trouble

How to be…
- present in meetings
  - just listen
  - if/when to speak
  - guide-what to look for

Learning Process: Bloom's Taxonomy
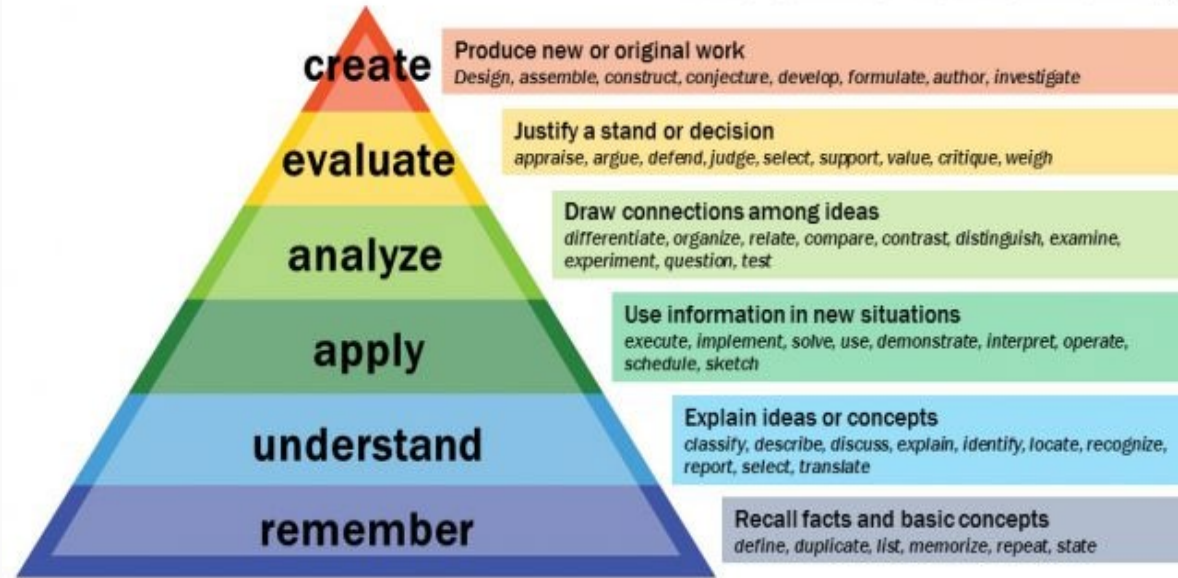
Learning Acquisition Methods

20% of development occurs through peer learning and from observing and working with mentors, coaches, and instructors.

10% of development occurs through formal learning like classes, eLearning, or books

10%

20%

70%

70% of development occurs through on-the-job experiences, completion of tasks and problem solving.
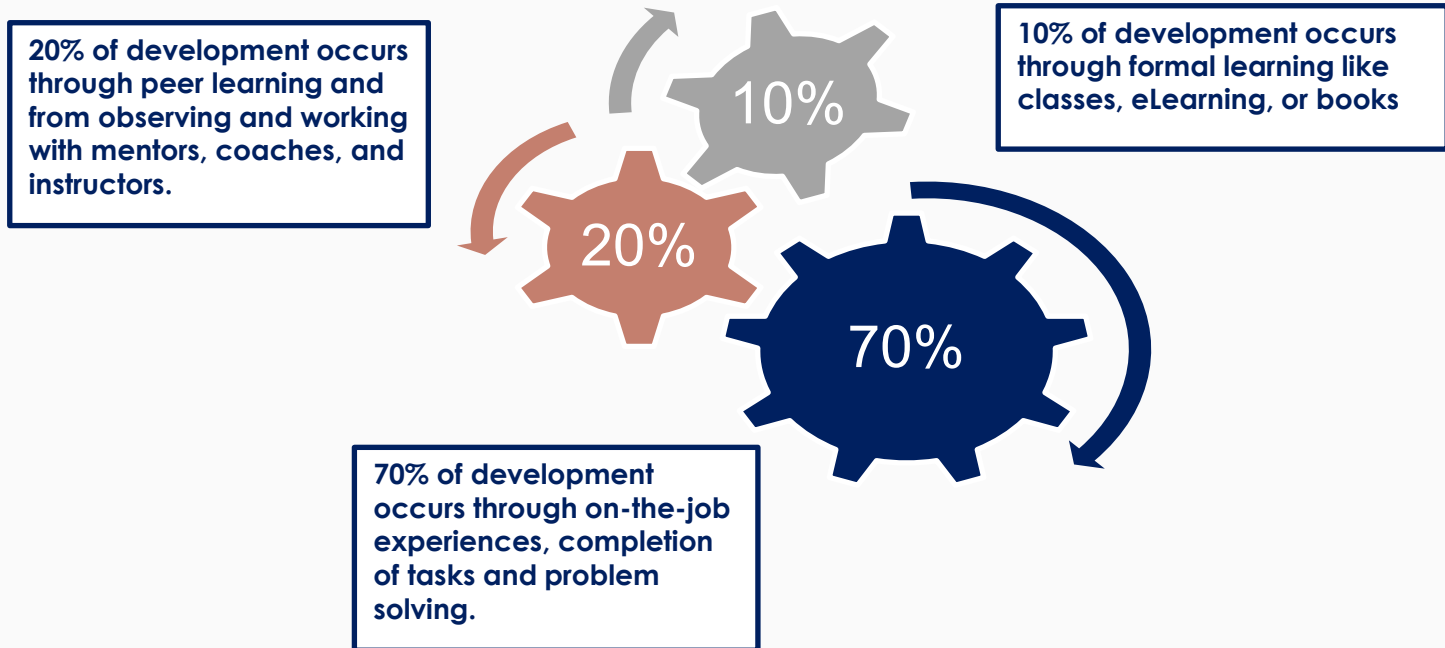
Giving and Receiving Feedback

- Most critical component of effective field instruction
  - Create a relationship and the expectation that you want feedback from the student as well
- Avoid the *Hint and Hope Method*
- Feedback (both positive and critical): timely, clear, specific, non-judgmental and actionable
- Integrate STAR method into supervision:
  - Situation – Task – Action – Results

STAR Method for Feedback

S	**Situation**	Detail the background. Provide a context. Where? When?
T	**Task**	Describe the challenge and expectations. What needed to be done? Why?
A	**Action**	Elaborate your specific action. What did you do? How? What tools did you use?
R	**Results**	Explain the results: accomplishments, recognition, savings, etc. Quantify.

'STAR' Technique to Answer
Behavioral Interview Questions

http://www.RightAttitudes.com

Technical Standards

All students must certify their reading and understanding of the University of Michigan School of Social Work Technical Standards and Conduct Policy and that they are committed to demonstrating all the skills and abilities detailed in the policy. This policy addresses:

Communication

Emotional and Behavioral Readiness

Intellectual and Cognitive Skills

Conduct

Students may participate in the graduate social work program so long as they abide by the SSW Technical Standards and Conduct Policy. Students who do not abide by these standards will be referred to the procedures described in *volume 1, chapter 12.00, Violations of the Code of Academic and Professional Conduct*.

Section 1.11.04: SSW Technical Standards and Conduct Policy

Poll Question #3

The STAR Method of giving feedback is an acronym representing which of the following:

1. Situation - Task - Action - Results
2. Scenario - Timeline - Action - Resolution
3. Setup - Task - Achievement - Result

Small Groups

STAR Practice Case Example
Supervision
Relationships
Expectations
Mistakes

Small Group

Scenario-Practice STAR

Know Your Supervision Style

- Teaching is a process:
  - Reflect
  - Learn
  - Develop your style
- Articulate and discuss your style with your student
- Our most successful field instructors tend to be open-minded, adaptable, flexible and patient

Create a Vulnerability-Based Trust Relationship

- Be genuine and transparent about your own mistakes, uncertainties and vulnerabilities
- Model vulnerability
- Shift the students focus from a satisfaction and performance outcome to a learning, behavior, impact outcome

Articulate and Clarify Expectations

- Think about your learning objectives for your student and how they need to progress over time from **_exposure to immersion to supervised independence_**

    * Practice patience with this process

- Determine the pace and approach that best fits your student.

    *All students begin in different places

- Integrate learning from course work

- Support the development of critical thinking skills in practice

Normalize Mistakes in the Learning Process

- Our learning often occurs when we make mistakes
- Perfectionism is the enemy of the possible
- Encourage reasonable risk-taking and make time for reflection and processing mistakes
- Encourage reflective supervision using the " What? So What? Now What?" framework

Wrap Up

- Setting up a learning environment
- Value of supervision
- Feedback is key

Poll Question #4

As I leave the training today, my confidence level as a field instructor is:

- Higher
- About the Same
- Lower
- Unsure

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CE survey should be sent out within 3-5 business days.

**Other questions about CE credit?
Email ssw-continuinged@umich.edu**

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[CEU Website](#)

[Field Instructor Benefits](#)

Tool Box

- Engaged Feedback
- SBAR page 4-5
- SBI

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