

# Welcome Field Education Supervisors

## 2017

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Salisbury University - Social Work Department

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**Salisbury UNIVERSITY** *A Maryland University of National Distinction*

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**Social Work**

**About Us**

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- Field Education
- About Our Programs
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- About Our Community
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- For Our Students
- Give Now! [↗](#)
- Assesment Outcomes [↗](#)

**Contact Information**

- Directory
- Salisbury University  
Social Work Department  
1101 Camden Ave.  
Salisbury, MD 21801

**Welcome to the Social Work Department!**

**About the Department**

Social work is a profession devoted to helping people function the best they can in their environment. Social workers are people who care about people who want to make a difference. The Social Work Department began in 1974 to serve the needs of Maryland and the neighboring states, and since then it has grown to include the dual-degree program with the University of Maryland Eastern Shore in 1990 and a new Master of Social Work Program launched in 2001. In 2006, the Department expanded to include satellite programs at Cecil College Northeast campus, the Eastern Shore Higher Education Center at Chesapeake College, and the University System of Maryland at Hagerstown and in 2013 to the Southern Maryland Higher Education Center in California, Maryland. All of SU's undergraduate and graduate social work programs are fully accredited by the Council of Social Work Education, a must for earning licensure.

**ANNOUNCEMENTS**

- Good Neighbor Graduate Scholarship** allows eligible students to enroll in graduate programs at Salisbury University and its satellite locations and apply for support to cover a portion of the non-resident graduate tuition at SU. Recipients of the Good Neighbor Graduate Scholarship will receive a discount equal to 75% of the difference between the graduate program's resident and non-resident tuition rate per semester credit hour. This discount is only valid for students currently residing in contiguous counties to SU's main campus or satellite location. This discount does not apply to online courses. All participants are responsible for mandatory fees. Find the application here. [↗](#)
- Graduating?** Have you applied to Graduate? Spring graduates apply by Nov. 15th - Fall

**CSWE**

Search the web and Windows

10:40 PM 7/20/2016

http://www.salisbury.edu/socialwork/

# Field Education Resources

Salisbury University - Social Work

www.salisbury.edu/SocialWork/field/HOME.html

## Social Work

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### Contact Information

Directory

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Salisbury, MD 21801

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[socialwork@salisbury.edu](mailto:socialwork@salisbury.edu) [✉](#)

## Field Education

Field education is an integral component of the social work curriculum, engaging the student in supervised social work practice and providing opportunities to apply classroom learning in the field setting. All field education courses are graded. The primary goals of field education are to:

- Provide knowledge, values, and skills for intervention with individuals, families, groups, and communities
- Help the student develop a professional identity consistent with social work values
- Facilitate the development of skills in the evaluation of one's social work practice
- Provide an experience with various client populations including diverse racial and ethnic groups, and at risk populations
- Evolve a practice style consistent with the student's personal strengths and capabilities
- Develop the ability to work within a human service agency or organization

### Placements

Students are offered placement opportunities at a variety of community human service agencies throughout Maryland, on the Eastern Shore of Virginia, West Virginia, Pennsylvania, and Delaware. Placements are available in schools, public social service agencies, private social service agencies, correctional facilities, medical settings, substance abuse settings, mental health agencies, day care centers, nursing homes, etc. Students are placed within a fifty mile radius of their home.

### Field Education

- Field Education
  - Field FAQs
    - Bachelors
    - Masters
  - Field Calendars
    - Bachelors [↗](#)
    - MSW Foundation [↗](#)
    - MSW Concentration [↗](#)
  - Field Forms
    - Bachelors
    - Masters
  - Title IV-E
    - For Satellite Students
    - For Field Supervisors
    - Becoming a Field Supervisor
  - Back to BASW Program
  - Back to MSW Program

<http://www.salisbury.edu/SocialWork/field/HOME.html>

# New Field Supervisor Resource Link

- <http://www.salisbury.edu/socialwork/field/Resource%20Library.html>



# Who we are.....

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# Department Leadership

Dr. Debbie Mathews

Chair of Social Work Department



- Dr. Vicki Root – MSW Program Director
- Dr. Becky Anthony – MSW Online Program Coordinator
- Dr. Jennifer Jewell – BASW Program Director

# Reminders

1. A Healthcare Clinical Affiliation Agreement must be completed by each agency before a social work student may begin their field placement this Fall
2. The University now requires all social work student interns to provide documentation to the Field Office of CPR certification, Physical Exam, Immunizations, and PPD before beginning their field placement this Fall.



# Chain of Command for Students



- Contact the Field Liaison assigned to the student first.
- In an emergency, contact the following:
  - Brenda Jordan: Main Campus BASW Students
  - Jennifer Marvin: Main Campus MSW Students and All Online Students
  - Sue Park: All Chesapeake Students
  - Christina Mock: All Cecil Students
  - Anne Chillingworth Shaffer : All Hagerstown Students
  - Kathleen Arban: All Southern Maryland Students



# Field Hours

Undergraduate BASW Total Field Hours: 440 hours

MSW Generalist Practice (Foundation) Level Total Field Hours: 440 hours

MSW Specialized Practice(Concentration) Level Total Field Hours: 672 hours

- ❖ No time will be given for sick days, furlough days, service reduction days, holidays, etc. The field experience is about being face to face with clients & in the agency for at least the minimum hours listed above.
- ❖ “**Minimum Hours**” means the student must complete all requirements on the field calendar **AND** be at their placement through the school year. Some students will have more than the minimum number of hours, just like most social workers work more than 40 hours a week.

Our policies are guided by Competencies of the  
Council on Social Work Education (CSWE)



9 Competencies and 31/32 behaviors.....

.....

# 9 Competencies

- ❖ **Competency 1—Demonstrate Ethical and Professional Behavior**
- ❖ **Competency 2—Engage Diversity and Difference in Practice**
- ❖ **Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice**
- ❖ **Competency 4—Engage in Practice-Informed Research and Research-informed Practice**
- ❖ **Competency 5—Engage in Policy Practice**

# Competencies (cont'd)

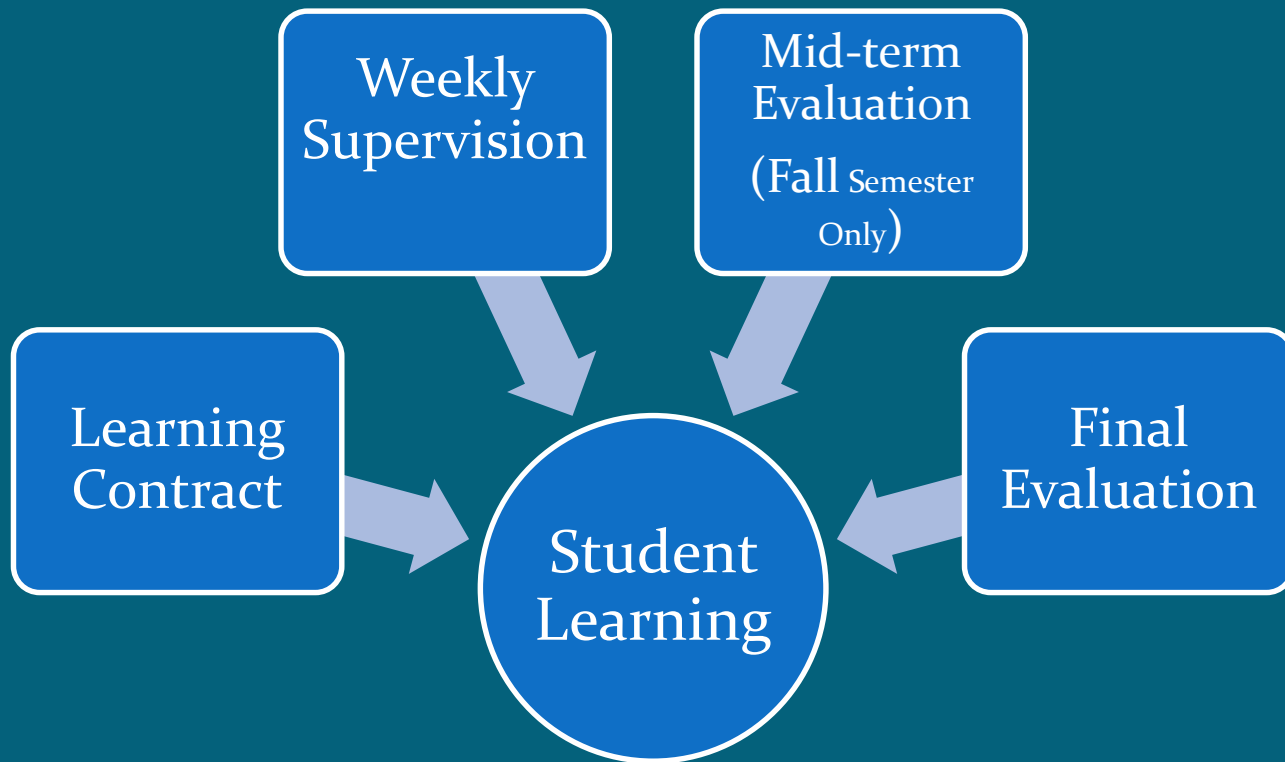
- ❖ **Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities**
- ❖ **Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities**
- ❖ **Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities**
- ❖ **Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

## BASW Enrichment Based on CSWE's Accreditation Standard B2.2.9 for Field Education which reads:

“Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective.”

- Monthly visits/contacts with students by the field liaison

# Feedback Loop



# The Learning Contract

9 Competencies	Behaviors	Student Learning Activities/Strategies	Evidence of Accomplishment
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context 2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication 4. Use technology ethically and appropriately to facilitate practice outcomes 5. Use supervision and consultation to guide professional judgement and behavior.	1.          2.          3.          4.          5.	1.          2.          3.          4.          5.

Additionally, students are asked to identify micro, mezzo, & macro activities

# Evaluations

- Why are Evaluations completed?
  - Gate-keeping role for the profession
  - Academic credit/graded course
  - A time to stop and take stock – help student see progress and anticipate growth
- How should they be completed?
  - Plan for evaluation conference
  - Have specific, adequate, planned time
  - Keep the conversation private
  - Use the evaluation instrument/written comments to allow the students to go back and reflect on what was said/written



# Evaluation Tools

- Mid-term evaluations
  - Fall Semester Only (Mid-October)
- Final evaluations
  - End of each semester (December and May- depending on completion of field hours)
- Evaluation Requirements
- All *Final Field Evaluations* must be electronically submitted.
- The supervisor must review the evaluation with the student and PRINT OUT A COPY for yourself and the student. The student does not have access to the electronic program to view their evaluation.
- If a student disagrees with the evaluation, they must submit their written response to the supervisor and field liaison.

# Evaluation of Field Performance

## Level of Competency:

Highly Achieved

Achieved

Somewhat Achieved

Not Achieved

Unable to Evaluate

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's cumulative rating of these items is one of several measures used to calculate the grade that is given to the intern. However, the school faculty field liaison has the responsibility of assigning the grade for the course. The Final Field Evaluation is worth 50% of the student's grade.

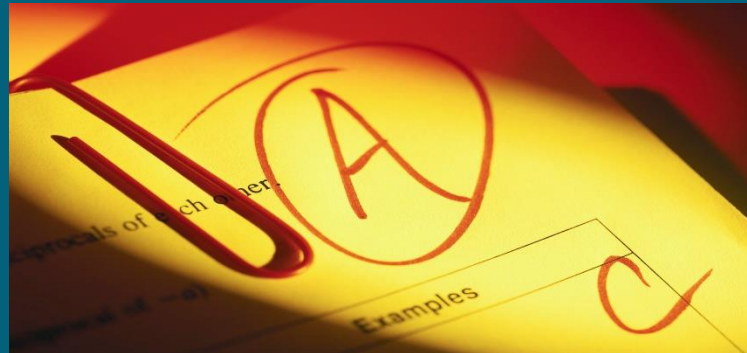
- **The UE category should be used anytime you have not had the opportunity to observe the student in the stated area.** Marking UE when you have not had the opportunity to observe the student in the task helps the faculty field liaison when it comes time to assigning the final grade for field. **Please note that any items/behaviors marked Unable to Evaluate (UE) will need to be evaluated during the second term/semester. Please refer to the student's Learning Contract for tasks to achieve each.**

# Overall Evaluation of Field Performance

- \_\_\_\_\_ Highly achieved = This intern highly achieved by performing above expectations for a field placement intern at the BASW level.
- \_\_\_\_\_ Achieved = This intern achieved by meeting the expectations of a field placement intern at the BASW level.
- \_\_\_\_\_ Somewhat achieved = This intern has met some of the expectations of a field placement intern at the BASW level.
- \_\_\_\_\_ Not achieved = this intern is not achieving at the expectations of a field placement intern at the BASW level.
  
- \_\_\_\_\_ If you were to give this student a recommended grade, please indicate what this would be. Please keep in mind the ratings you have just provided. This is only a recommendation and the field evaluation is only 50% of the final field course grade. **The final grade will be awarded by the student's field liaison who is the instructor for the course.**
- Did you review this evaluation with your student? \_\_\_\_\_ Yes \_\_\_\_\_ No
- Did you provide a copy of this evaluation to your student? \_\_\_\_\_ Yes \_\_\_\_\_ No

# Grades

- The final grade is recommended, but not conferred by the field supervisor.
- Be mindful of grade inflation
- Do not allow “hustling” for grades.
- Help the student keep your comments in perspective.
- Not everyone is an “A” student
- Be mindful of our “gatekeeping” role



# Questions?



# Additional Tasks for Supervisors

- ❖ Assist student in developing a learning contract
- ❖ Sign timesheets
- ❖ Read and evaluate the student's process recording
- ❖ Meet with the field liaison as needed/be flexible
- ❖ Complete a fall semester mid-term evaluation
- ❖ Complete a fall & spring final evaluation
- ❖ Give feedback to field office
- ❖ *Provide one hour of direct supervision weekly*

# Before the Student Begins

- ❖ Confirm the students start date and field placement schedule for the semester
- ❖ Confirm that any agency requirements requested of the student have been met (background checks, flu shot, etc.).
- ❖ Let them know where they should park
- ❖ Inform them where to go upon arrival at your agency
- ❖ Let other staff know of the student's arrival
- ❖ Discuss orientation plan and schedule

# When the Student Begins

- ❖ Help them feel welcomed: Field is a big step for them-- excitement and anxiety is normal
- ❖ Plan to spend time with them/assign mentor
  - ❖ Show them the work space they will use
  - ❖ Arrange a tour of the agency-include bathrooms and the lunch routine
  - ❖ Introduce them to others in the agency
  - ❖ Discuss expectations of dress, use of time, cell phones, agency hours
  - ❖ Arrange for badges, and computer access for the student
  - ❖ What to do if you are out or unavailable



# When the Student Begins (Con't)

- ❖ Discuss the student's role in the agency and how the student is to be identified
- ❖ Explain what the agency service delivery system does and does not do
- ❖ Discuss confidentiality policies and procedures
- ❖ Review telephone procedures and etiquette
- ❖ Inform staff how to direct calls or visitors to the student
- ❖ Offer readings, videos, trainings (See handout)
- ❖ Provide opportunities for observing the work of the agency and time to process the observations
- ❖ Case assignments as soon as possible

# Important Considerations

- ❖ Use of manuals/agency specific policies
- ❖ Review paper work and documentation requirements
- ❖ Discuss and formulate a plan to develop the Student Learning Contract
- ❖ Establish a schedule for regular supervisory time
- ❖ Outline the student's tasks as the year progresses
- ❖ Orient students to other areas or units of the agency and encourage meeting with department supervisors to learn other aspects of the agency
- ❖ Provide training related to safety issues

# Additional Things Students Can Do

- ❖ Assign year long task for agency
- ❖ Develop a placement manual for future students/employees
- ❖ Develop a housing/resource list
- ❖ Plan for annual events
- ❖ Develop trainings for staff
- ❖ Design agency/program pamphlets
- ❖ Students are encouraged to attend agency/community trainings that will enrich their learning experiences at the agency
- ❖ Visit community agencies



# Providing Trainings for Safety

Trainings should include:

- ❖ Ways to prevent or diffuse volatile situations or aggressive behavior
- ❖ An action plan for violent situations
- ❖ Ways to protect oneself
- ❖ Risk factors for potentially unsafe clients or client environments
- ❖ All agency safety policies and procedures including policies regarding obtaining medical care, counseling or other assistance post-incident

# NASW Standards: Workplace Safety

- **Office Safety:** Safe work and meeting spaces; restricted client access to sharp or potentially dangerous objects; well-lit hallways and outdoor areas; secure entrances; keep belongings secure
- **Technology Safety:** Panic buttons; GPS, audio/video recording devices (be aware of confidentiality and informed consent risks!); Cell phones ( be mindful of risks of personal cell phone use and don't allow this to foster a false sense of security)
- **Home Visit Safety:** Knowledge and assessment of client's demeanor and history; Environmental/neighborhood factors; travelling alone; accessibility to exits; awareness of others in the home including pets and of possible health concerns or pests
- **Client Transport Safety:** Initial assessment of the client's demeanor; assessment of the vehicle; knowledge of other risks associated with transporting children

# Safety In Field Example

Student went on a home visit. During the visit, Mom's boyfriend comes home. He glares at the student and paces around the room. When the student explains who they are and why they are visiting, he yells. He begins cursing and gesturing, but stays away from the student.

- ❖ Based on agency safety policies, what should the student do?
- ❖ How would you advise this student and assist them post-incident?

# One Hour Weekly Supervision Tips

- Designate a specific time each week
- Encourage students to share their work from all courses to integrate classroom learning and field activities
- Collaborate with your student to develop a weekly supervision agenda (helpful documentation in the event of performance concerns)
- Review the learning contract weekly and discuss student's progress



# Components of Supervision

1. Supportive- Opportunities for feedback, advisement, attention to growth, self-awareness
  2. Educational- Development of knowledge and skills and opportunities for reflection, linkage of tasks to classroom knowledge
  3. Administrative- Discussion of policies, procedures, resources, tasks, requirements, accountability
- ❖ Supervision suggestions: role playing, review of student's client documentation/written professional communication, discussions of policy and theory application to field experiences, field supervisor stories/anecdotes, discussion of assigned readings, case screening and selection, case consultation

# Dealing With Problems

## Minor Problems:

- ❖ “Disillusionment” stage - stage of confrontation
- ❖ Avoiding problems
- ❖ Over-identification with clients-counter-transference
- ❖ “Bad mouthing” school/agency
- ❖ Lack of accountability within placement
- ❖ Desire to change practicum site
- ❖ Different styles of learning

# When Problems Occur

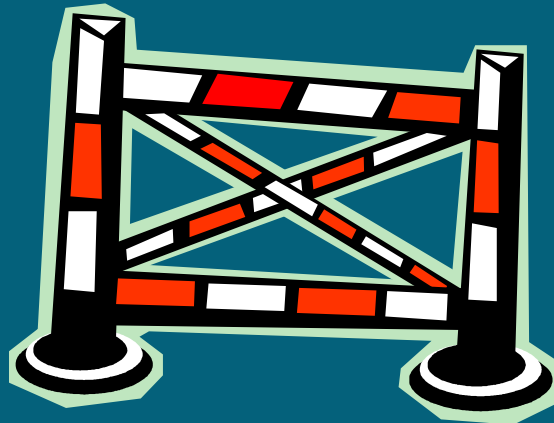
- ❖ Document early & specifically
- ❖ Discuss problem with student – document
- ❖ Document what occurs after each discussion
- ❖ Consider writing a contract
- ❖ Inform the Field Liaison or Field Office
- ❖ Try to be willing to help the student succeed

# More Serious Problems

- ❖ Risky or harmful behaviors
  - ❖ Hostility, rejecting assignments, resistance & defensiveness, “know-it-all”
  - ❖ Failure to retain/transfer learning
  - ❖ Personal/emotional problems
  - ❖ Failure to follow agency rules
  - ❖ Legal, ethical or policy violations
- 
- ❖ **REMEMBER** the SU Counseling Center is free for all students!

# A Final “gate keeping”

- “Would I be willing for this student to provide services to someone I care about?”



# Field Supervisor Recommendations

Applicants for advanced standing to the MSW program will be required to have letters of recommendation from their field supervisor. Please complete these recommendations timely as it helps to ensure the students receive their decision letters more quickly. The recommendation requirements for Advanced Standing Applicants are:

- a. One recommendation from the Field Education Liaison who taught your most recent Field Education Seminar course.
- b. One recommendation from the Field Supervisor from your undergraduate Field Education Placement/Agency.
- c. One recommendation from a higher education program academic source.
- d. One recommendation from either an employer or professional or community associate.

# A Fantastic Statistic .....

In 2015, 87% of graduating Salisbury University MSW students passed the licensing exam on their first attempt!

The National Pass Rate is 81%!



# Final Thoughts....



- You should have received correspondence from the field office noting your student and a calendar for the school year.
- The school assigns a field liaison to visit you and your student at the agency at least one time per semester.
- It is valuable for the student to be in attendance for the site visits but we recognize there can be scheduling difficulties.



# THANK YOU!



- We offer discounts for continuing education programs – ½ price!
- We offer free CEU's for field instructor trainings
- If you should have any questions or concerns, please feel free to contact the Field Office at the school, 410-677-5305



# SU Web Resources.....

- Social Work Field Manual & Course Syllabi
  - <http://www.salisbury.edu/socialwork/field/HOME.html>  
Career & Job Information
  - <http://www.salisbury.edu/careerservices/>
- Office of Disability Support Services
  - <http://www.salisbury.edu/students/dss/>
- Salisbury University Counseling Center
  - <http://www.salisbury.edu/counseling/>

# Thank You!

Thank you for agreeing to be a field supervisor for Salisbury University. Field is one of the most important experiences a student will ever have and you have the opportunity to mold our students into skilled and competent social workers. It is one of the finest gifts you can give to the student, your profession and to society.

Thank you again.

