Field Education Program: Field Instructor Training

ILLINOIS
School of Social Work
Welcome.

Whether you are a new partner of the UIUC School of Social Work Field Education Program, or a long-standing partner, we sincerely appreciate your commitment to the field of social work, and your desire to participate in the educational preparation of the next generation of social workers.
Field Instructors are educators and play a critical role in the education of students by providing opportunities for students to apply what they learned in the classroom with real world experiences. This opportunity for integration of theory into practice is critical for the formation of social work skills, so much so that in 2008, the Council on Social Work Education deemed Field Education as the “signature pedagogy” of social work education.
Each Field Instructor will bring something different to their role as an educator, and develop their own unique style of teaching in the field. However, there are fundamental skills and knowledge that are necessary to effectively provide supervision for social work students. These will be addressed in the following training.
Objectives of the Training

Upon completion of this training, Field Instructors will:

- Have an understanding of their role and responsibilities, as well as those of the student and Field Education Office
- Learn the importance of developing an orientation to the organization for the student, and what to include in this orientation
- Learn about the developmental stages of the internship experience
- Learn strategies and tools for effectively supervising/teaching students and providing feedback
- Gain greater insight into learning styles and how to effectively adapt their teaching style to meet individual student needs
- Understand the importance of the learning plan and the evaluation of the student’s performance
- Learn how to respond to challenging student situations and the ethical issues that may arise
Training Outline

• **Module 1: Field Education**
  - What is Field Education?
  - The Language of Field Education
  - MSW & BSW Program Overviews in Field Education
  - Benefits
  - Field Instructor, Student & School Responsibilities

• **Module 2: Orientation**
  - Prior to the Intern’s Arrival
  - Internship Orientation Checklist
  - Student Safety
  - Tips for Orientation

• **Module 3: Developing the Learning Plan**

• **Module 4: Field Education Supervision**
  - Work Expectations
  - Roles & Responsibilities of Supervisors
  - What to Cover in the Initial Supervision Meeting(s)
  - Stages of the Internship: The Role of the Field Instructor
  - Considerations in Providing Culturally-Competent Supervision
  - Effective Supervision: Integrating Theory & Practice

• **Module 5: Teaching & Learning Styles**
  - Field Instructor Teaching Style and Student Learning Style
  - Various Teaching Tools
  - Characteristics of Adult Learners

• **Module 6: Student Evaluations**
  - Evaluating Student Performance
  - Effective Feedback
  - Formal Written Evaluation
  - Site Visits

• **Module 7: Challenges in Field Placements**
  - Ethical Issues in Field Education
  - Student Issues in Field Education
  - Process for Handling Student Issues
A Couple of Notes about the Training

- Throughout this training we will refer to the Council on Social Work Education (CSWE), the accrediting body for all accredited Social Work Programs in the U.S. CSWE establishes requirements for social work programs - many of the requirements we discuss in this training are set forth by CSWE.

- We have used the terms agency and organization throughout the training. These terms are used in a very broad sense, as we place students in a wide range of settings – schools, social service agencies, prisons, etc... When reviewing the training, we encourage you to take the information and translate how it would best fit in your setting.

- Also used interchangeably throughout the training are the terms internship, field education and practicum.
Module 1: Field Education

- What is Field Education?
- The Language of Field Education
- BSW & MSW Program Overviews in Field Education
- Benefits
- Field Instructor, Student & School Responsibilities
What is Field Education?

The primary focus of Field Education is to provide students with the opportunity to apply in practice the theories and concepts learned in the classroom. Both the University and the internship site play important roles in this integration process:

• The field instructor and internship site provide the hands-on learning experiences and teaching/supervision for the integration to occur.

• The School of Social Work provides an integrative seminar class which assists students with this process and provides a means for peer discussion and support.
In Field Education, Students...

• Develop as professionals by demonstrating the ability to:
  – Adhere to Social Work values and ethics
  – Adhere to Agency regulations and policies
  – Take responsibility for learning
  – Use supervision appropriately
  – Demonstrate self-awareness
  – Demonstrate poise and self-control
  – Take professional responsibility
  – Develop and maintain professional relationship
  – Practice assertiveness
  – Use effective communication both verbal and written
In Field Education, Students...

• **Clarify career interests:**
  – Provides an opportunity for students to decide if social work is the right career path
  – Identifies personal and professional strengths and limitations and where skills fit best

• **Assist the Field Instructor in developing positive supervision skills**

• **Are socialized to the profession of social work by:**
  – Indoctrination into the culture, norms and values of social work
  – Transition from passive learner to active professional
  – Develop professional self-concept consistent with social work values and ethics
  – Understand the role of social work in various settings
# The Language of Field Education

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Education Faculty</strong></td>
<td>The field education faculty coordinate all aspects of the Field Education process, including recruitment and development of internship sites, training of field instructors, and teaching the concurrent integrative seminar course.</td>
</tr>
<tr>
<td><strong>Field Instructor</strong></td>
<td>The field instructor is the agency-based teacher/mentor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance.</td>
</tr>
<tr>
<td><strong>Field Liaison</strong></td>
<td>The field liaison is the field education faculty member who serves as a liaison between the agency, student and School of Social Work. The liaison monitors the internship experience and assists with any challenges that may arise.</td>
</tr>
<tr>
<td><strong>Field Placement/Practicum/Internship</strong></td>
<td>The terms field placement, practicum and internship are used interchangeably throughout this manual. These terms refer to the organization where students will complete their internship.</td>
</tr>
<tr>
<td><strong>Field Seminar Instructor</strong></td>
<td>The field seminar instructor will teach the field practice seminar which is held concurrently with the internship. The field seminar instructor will assist students in integrating theoretical knowledge into practice.</td>
</tr>
</tbody>
</table>
BSW Field Education Overview

- BSW students must be supervised by someone with a BSW or related Bachelor’s Degree and two years post-degree experience, or someone with an MSW or a Master’s Degree in a related field.
- The internship placement is one semester in length.
- Students are at the internship site 4 days per week, typically Monday through Thursday.
- Students follow the organization’s hours and holiday schedule, and are provided time off during the University Spring Break.
- Students are expected to work 32 hours a week. Please note: The weekly hours calculated include the student’s allotted lunch time.
- Students follow the organization’s work and holiday schedule, and no longer follow the University calendar once in the internship.
- If a student will be expected to complete internship hours in the evenings or weekends, it is important that this be communicated to the student and agreed upon by both parties. If students stay late or work extra time on the weekend, it is expected that that their time will be flexed.

- **Students cannot work extra hours with the goal of ending their internship early.**
- There is no vacation or sick time allocated in the internship hours. If a student is ill for up to 3 days, the field instructor determines how and if the time will be made up. However, if a student is ill or has a life situation that requires them to be absent from the internship for more than 3 days, the Field Liaison must be notified and a plan developed for the student to make up time missed, or depending on the situation, defer completion of the internship.
- **Please note that students are not allowed to transport clients or be involved in physical restraints during the internship.**
- The field instructor suggests a grade at mid-term and at the end of placement. The Field Liaison is responsible for assigning the grade to the student’s official record.
MSW Field Education Overview

- There are five areas of study students can choose from in the MSW Program. In the Advanced Clinical Practice concentration, students select from the focus areas of: Mental Health, Health Care, Children Youth and Family Services, or *School Social Work. Students interested in macro social work select the Leadership and Social Change concentration.

- MSW students must be supervised by a Field Instructor with an MSW or a related Master’s degree with 2 years post-Master’s experience.

- Traditional students complete a two-semester internship, and Advanced Standing students complete a 14-week extended summer internship or a one-semester fall internship.

- School Social Work focus area students complete an academic year internship, unless they have Advanced Standing status. These students have the option of completing a one-semester internship, depending upon the district’s requirements in which they are completing their internship. School students completing a one-semester internship will work Mon-Fri.

- Students are at the internship site 4 days per week, typically Monday through Thursday. Advanced Standing students completing an extended summer internship are at the placement site 5 days per week.

- Students follow the organization’s work and holiday schedule and no longer follow the University calendar once in the internship.

- Traditional students are expected to work 32 hours a week. Advanced Standing students complete 40 hours per week in the Summer, or 32 hours a week in the Fall.

- If a student will be expected to complete internship hours in the evening or weekends, it is important that this be communicated to the student and agreed upon by both parties. If students stay late or work extra time on the weekend, it is expected that their time will be flexed.

- **Students cannot work extra hours with the goal of ending their internship early.**

- There is no vacation or sick time allocated in the internship hours. If a student is ill for up to 3 days, the field instructor determines how and if the time will be made up. However, if a student is ill or has a life situation that requires them to be absent from the internship for more than 3 days, the Field Liaison must be notified and a plan developed for the student to make up time missed, or depending on the situation, defer completion of the internship.

- The practicum is graded as “S” (satisfactory) or “U” (unsatisfactory). The field instructor suggests a grade at mid-term and at the end of placement. The Field Liaison is responsible for assigning the grade to the student’s official record.

- **Please note that students are not allowed to transport clients or be involved in physical restraints during the internship.**
The School Social Work focus area is accredited by CSWE as well as the Illinois State Board of Education (ISBE), and is overseen by the Council on Teacher Education (CoTE) through the University. Because of this, there are additional requirements that students enrolled in this focus area must meet:

- School students must be supervised by an MSW with 2 years post-MSW experience who also holds the Professional Educator License (formerly Type 73).
- Advanced standing students completing a one-semester internship will be in the internship 5 days/week in order to complete the required number of hours set forth by ISBE.
- Additional performance evaluation requirements must be completed.

The Field Education Liaison will provide additional information to students and Field Instructors regarding these requirements.
BSW and MSW Field Education Manuals

If you would like further information regarding the Field Education policies and procedures, you can access the manuals as posted in SONIA, our internship management system, or by clicking here:

(Note: pdf files will open in a new window)

BSW Field Education Manual:

MSW Field Education Manual:
Benefits for Field Instructors and Internship Sites

- Having an intern may provide stimulation for the organization and staff, as students tend to be energetic and idealistic. They bring fresh ideas, which may help to relieve job fatigue that seasoned workers experience. Additionally, as part of their coursework, students are exposed to evidence-based practices and current research. Students are valuable resources in sharing this information with their internship site.

- Students provide services for the agency. They are expected to “Do” practice. The internship provides a training ground for potential employees and increases the pool of social workers in the community that are familiar with the organization’s programs and services.

- Field Instructors play a critical role in the formation of the next generation of social workers, thus the time spent teaching/mentoring a social work student has implications for the potential positive impact on the community and society at large.

To learn more about Field Instructor Resources, please see posted in SONIA, also here:

http://socialwork.illinois.edu/field-education/field-educator-resources
Individual Benefits for Field Instructors

Upon completing a semester as Field Instructor, you are eligible to receive a Tuition and Fees Waiver, which may be used for coursework at the University’s Urbana-Champaign (UIUC), Springfield (UIS), or Chicago (UIC) campuses. Please note that it is up to the department or college in which you would like to take a class as to the final verification for your use of waiver. The waiver must be used within one calendar year.

Additionally, our Field Instructors are eligible to receive an UIUC Allied Card, which offers the opportunity to use the UIUC Library facilities on campus (does not include online access), the use of the UIUC Campus Recreation facilities at the faculty rate, as well as the purchasing of UIUC athletic season tickets at the faculty rate (does not include individual tickets).

If you are interested in learning more information about the process for obtaining a Tuition and Fees Waiver, or for receiving an Allied Card, please see items posted in SONIA or click here: http://socialwork.illinois.edu/field-education/field-educator-resources/tuition-waiver-allied-card-documents

If interested, please contact our Field Education Office at sw-fieldeducation@illinois.edu or (217) 244-5229.
Internship Site Considerations

- The Field Education Office will determine whether a site meets the requirements to provide an internship experience for BSW students, MSW students, or both. This determination is based upon the supervision that is available for the student at the internship site, as well as the types of learning experiences that the site is able to offer.

- The site must make a commitment to allocate staff time to provide supervision/teaching for the student, coordinate the learning activities, complete university documents including the Learning Plan, and evaluate performance.

- In addition to staff time, organizations that host an intern make a commitment to resources by providing an intern space to work, as well as the equipment (i.e. computer) necessary to complete the tasks required of the work.

- Interns are learners, not employees. Students are not expected to “know how to do.” They are not expected to carry a full caseload, or to complete the same amount of work as a staff member. Workload expectations should be determined according to the student’s maturity, intelligence, competency, and prior work experience. As students attain confidence and independence, workload expectations are generally increased.
Field Instructor Responsibilities

• To the Student:
  – Provide orientation to the agency and the agency’s documentation
  – Assist in the development and implementation of the Learning Plan
  – Coordinate educational experiences
  – Provide regular supervision, at least one hour per week
  – Notify student of safety issues
  – Provide ongoing feedback
  – Assist students with challenging situations
  – Provide support and assist student in learning to navigate politics within the organization

• To the School:
  – Participate in trainings offered on field education issues
  – Participate in the foundation, midterm and final evaluations
  – Consult liaison with issues or concerns
  – Report changes that affect the placement
    • If field instructor is leaving the agency and supervisory responsibilities change
    • If the learning activities significantly change
    • If there are concerns about student performance
  – Complete, sign and return all field-related forms and documents
Student and School Responsibilities

• **Student Responsibilities to the Field Instructor/Agency:**
  - Participate in development and implementation of the Learning Plan
  - Prepare for supervision and take responsibility for learning
  - Follow Rules and Policies of the site and act in a professional manner
  - Adhere to the NASW Code of Ethics
  - Report safety issues to agency/school
  - Engage in ongoing communication and address any concerns as they arise

• **School Responsibilities to the Field Instructor/Agency:**
  - Assign field liaison
  - Provide consultation, mediation and problem solving when needed
  - Monitor internship progress
  - Review and approve learning plans
  - Assign the grade for University record
  - Engage in ongoing communication and address any concerns as they arise
FERPA

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law governing the privacy of educational records. It grants specific rights to students and sets restrictions on how schools may handle educational records. FERPA requires that schools obtain written permission from students before releasing educational records. (U of I Office of the Registrar)

As a Field Instructor, it is critical that you maintain the educational confidentiality of the student you are supervising. Likewise, it is important to note that there may be information that the School of Social Work is not allowed to share with you in order to maintain the student’s privacy.

You can find additional information regarding FERPA at:

http://registrar.illinois.edu/ferpa-fs
Students with Disabilities

Students with documented visible or invisible disabilities may choose to work with the UIUC Disability Resources and Educational Services (DRES) on campus. Through DRES, students may be given a letter which outlines their needed educational accommodations. All information regarding students’ disabilities and medical records are confidential.

Please be aware that the Field Education Office is not at liberty to discuss a student’s disability without the student’s written consent. If a student chooses not to disclose a disability, the Field Education Office must honor this request.

If a student has chosen to work with DRES and has received a letter outlining needed accommodations during the internship, the Field Liaison will work with the student and Field Instructor in developing a plan to meet the student’s needs. If deemed appropriate, the student’s DRES case manager may also be asked to assist with the implementation of documented accommodations.
You have completed the Introduction and Module 1 of the Training

Click here to proceed to Modules 2 and 3

Modules 2 and 3