



# Field Instructor Training

## January 2019

Spring and Summer Placements

**Concentration Year - Direct Practice**

**Concentration Year – Administration and  
Community Practice**

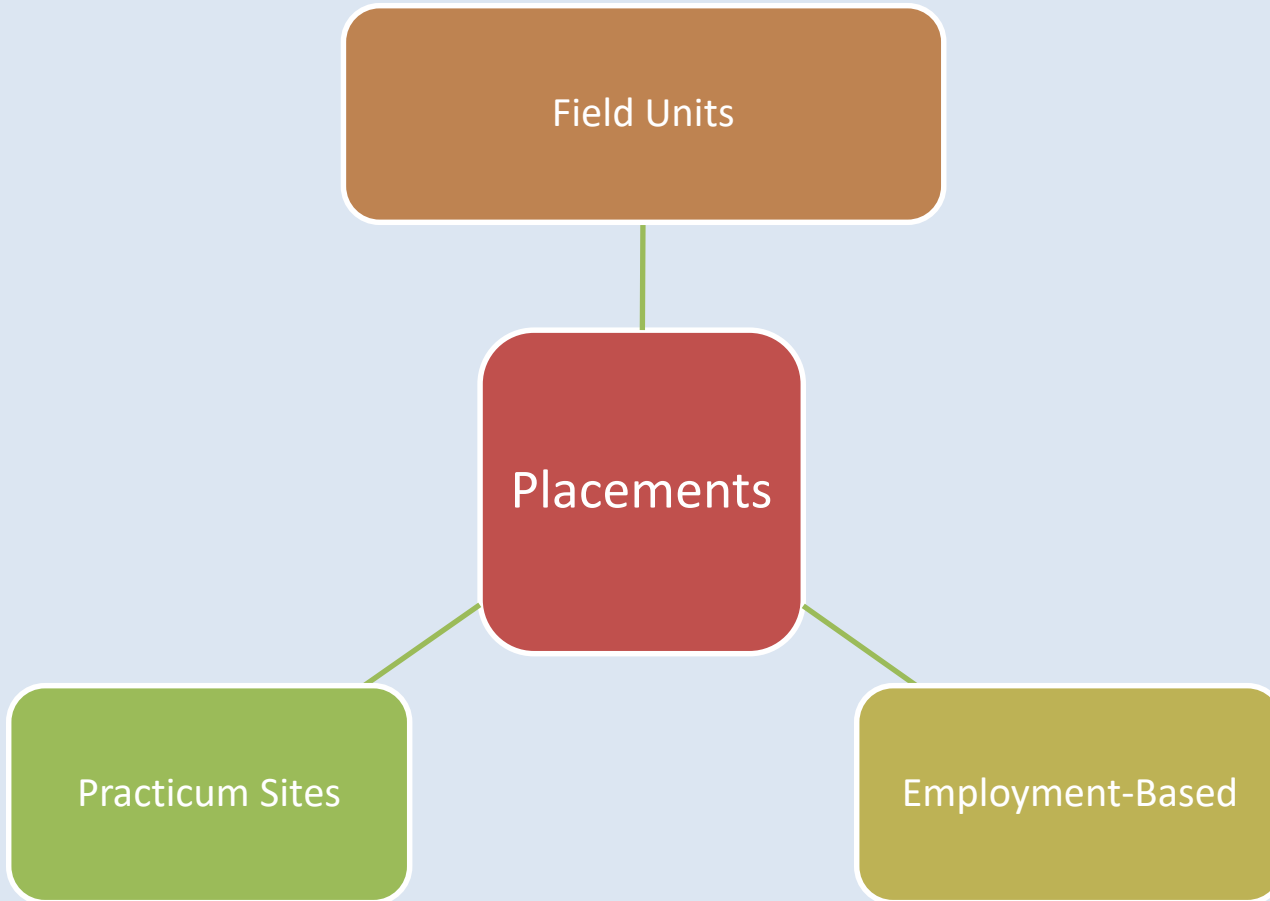
# Housekeeping

- Restrooms
- Lunch 12:00 noon
- Sign in & photographs at first break (you can switch your photograph in IPT)
- Folders
  
- **Instructor Resources in IPT**
  
- Jump in with questions
- We know this is actually 2 days of material packed into 1 day
- “Instructor” = field instructor, primary preceptor
- “Field Instructor” = field instructor
  
- 6 CEU’s
- You may repeat this orientation as many times as you want
- Thank you for your time!!!

*The Anne and Henry Zarrow School of Social Work advances relevant and high quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.*

*(The Mission of the Anne and Henry Zarrow School of Social Work)*

# Types of Placements



# Field Instruction



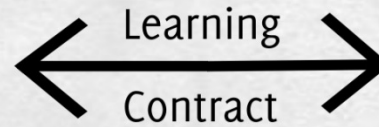
Primary  
Preceptor



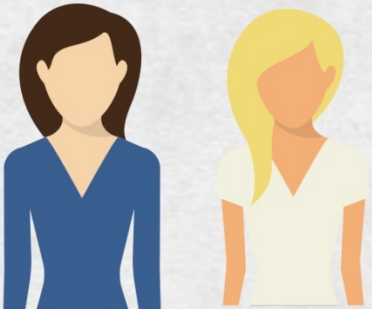
FieldInstructor



Student



Preceptors



Faculty  
Liaison

# Primary Preceptors

**PRIMARY PRECEPTORS must be incorporated into supervisory structures involving off-site field instructors.**

**The site must authorize the off-site field instructor to come onsite to perform the necessary on-site duties of a field instructor e.g. shadowing the student, reviewing client records, communicating with the on-site preceptor.**

**PRIMARY PRECEPTORS are also required in placements where the field instructor DOES work at the practicum site, but is not positioned to provide the ongoing organization, oversight, day-to-day involvement or student access that is needed for a successful practicum.**

# Many students have preceptors, perhaps multiple preceptors

- **Preceptors and mentors have enriched students' field placements for a long time.**
- **Preceptors may be professionally trained social workers, members of other professions, or paraprofessionals.**
- **They broaden the range of learning available to students by offering needed opportunities that expand student learning.**
- **Some provide short term, specific learning opportunities, both on and off-site, or have circumscribed roles in a practicum placement**
- **Some work with students for longer stretches of time, perhaps providing training or even day-to-day instruction.**
- **Sometimes these people are referred to as "task supervisors" or "mentors."**

# Introductions

Who are you?

Which agency are you representing?

Are you a new or experienced field instructor?

Are you an off-site field instructor?

Are you a Primary Preceptor?

# The Council on Social Work Education

## Competency-Based Field Education

### 2008 Educational Policies & Academic Standards

From input model to output model of education  
National movement in professional schools

**Ten Competencies & 41 Practice Behaviors**

### 2015 Educational Policies & Academic Standards

Knowledge, values, and skills at the generalist level of practice, each with a set of behaviors that integrate these components.

**Nine Competencies & 30 Behaviors**

Instructor Resource: **IPT**  
**CSWE 2015 EPAS**



## **2008 - Thirteen Competencies**

Professional Identity

Professional Behavior

Supervision

Ethics

Critical Thinking

Diversity

Human Rights, Social & Economic Justice

Research

Human Behavior and the Social Environment

Policy

Contexts That Shape Practice

Practice With Client Systems

Professional Communication

**41 Practice Behaviors**

## **2015 - Nine Competencies**

Demonstrate Ethical and Professional Behavior  
Professional Behavior

Engage 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, and Communities

Assess Individuals, Families, Groups, Organizations,  
and Communities

Intervene with Individuals, Families, Groups,  
Organizations, and Communities

Evaluate Practice with Individuals, Families, Groups,  
Organizations, and Communities

**30 Practice Behaviors**



COUNCIL ON SOCIAL WORK EDUCATION  
Strengthening the Profession of Social Work  
Leadership in Research, Career Advancement, and Education

## Impact on Field Instruction

Hard turn away from an apprenticeship model of internships

University educators delivering a competency based curriculum

Instructional efforts that help the student develop a professional social work identity

distinct from ....

any funding source or employment context

# Signature Pedagogy

The Council on Social Work Education has designated **field education** the “signature pedagogy” (Lee S. Shulman, 2005) of social work education.

The types of teaching that organize the fundamental ways in which future practitioners are instructed in the three fundamental dimensions of professional work

to think

to perform

to act with integrity

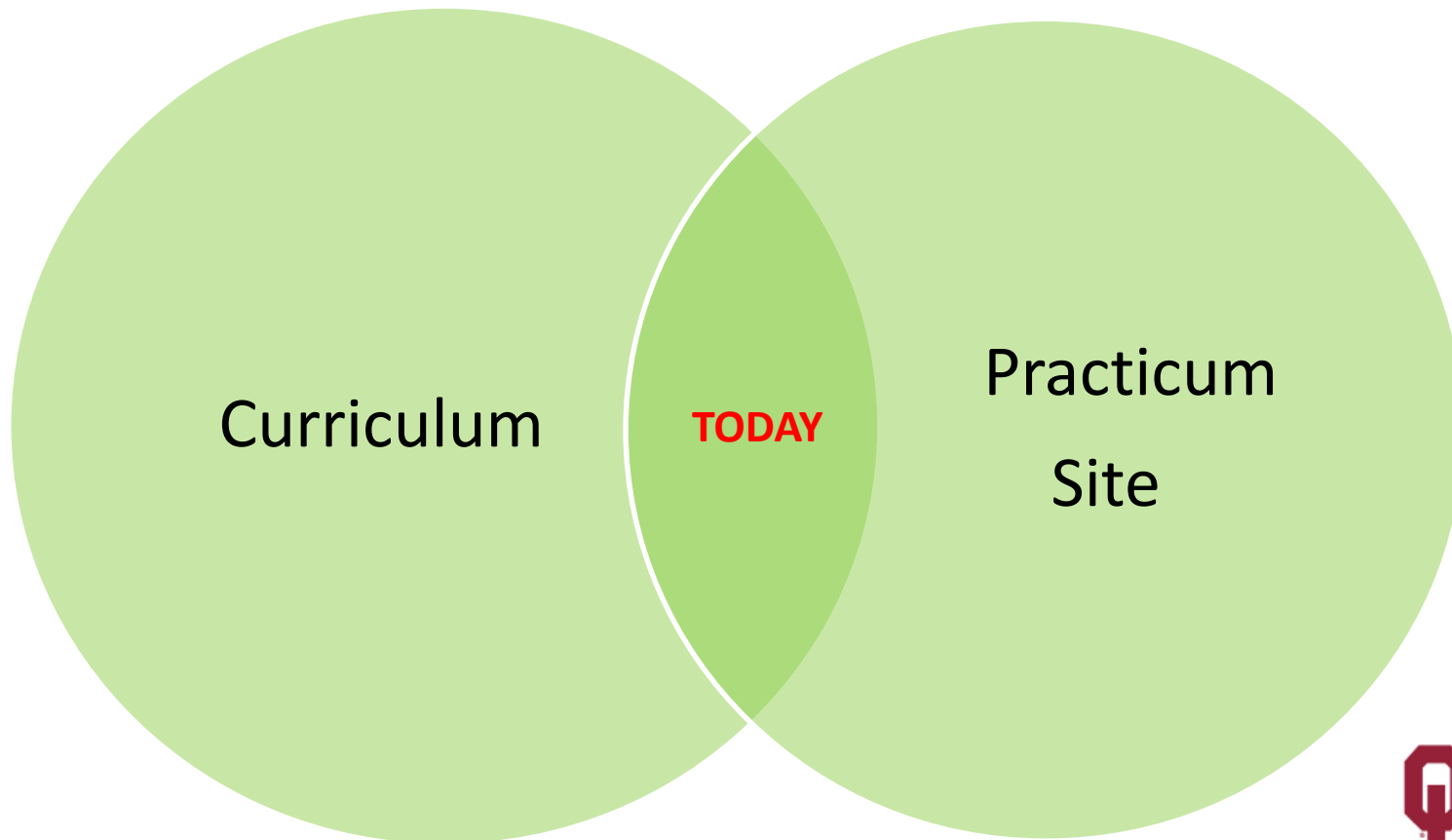
## Field Curriculum

You will teach & evaluate **all 41/30 practice behaviors in field**

- ❖ You are the only instructors to teach across the entire curriculum
- ❖ You are doing this at remote sites all over the state of Oklahoma

Today is about bringing the **WORLD OF THE SCHOOL** and  
**YOUR PRACTICE WORLD** together for our students  
in a practicum experience

It is about how you and your student will  
bring the competencies to life



All of you are **creating a “classroom”**

You have **everything you need** to do this

# Setting up the Practicum Experience

- ✓ **PRACTICUM SITE ORIENTATION**  
**Getting your student acquainted and oriented**
  
- ✓ **Assessing your new student's abilities & needs**  
**Getting to know your student**
  
- ✓ **Planning a supervisory structure**
  
- ✓ **Establishing the student's schedule**
  
- ✓ **Planning the educational experience**

# Taking the Time for a Good Start Planning the Practicum Experience

**Experienced field instructors know that.....  
good learning experiences do occur by accident in the  
practicum, but not very often.**

**For them to happen on a regular basis they must be made to happen.**

**A good social work practicum experience is usually one that has been carefully  
planned.**

# Practicum Site Orientation Resource

**Login to IPT**

**Click on Field Instructor & Primary Preceptor Resources**

**Instructor Resources (on the school website)**

**Scroll down to “Setting Up the Practicum”**

**Click on “Student Orientation checklist”**

<http://ou.edu/cas/socialwork/field-education/instructor-resources>

**The Orientation Checklist (Handout)**



[Home](#)

[About Us](#)

[Admissions](#)

[Academic Programs](#)

**[Field Education](#)**

[Practicum Calendars](#)

[Field Education Manual](#)

[Tulsa Forms & Reference Material](#)

[Norman Forms & Reference Material](#)

[How To Get Involved](#)

[FAQ](#)

[Current Students](#)

[Faculty and Staff](#)

[Alumni](#)

[Centers and Programs](#)

[News & Events](#)

[←](#) / [Social Work](#) / [Field Education](#) / [Instructor Resources](#)

## Field Instructor Resources

### Field Instructor Orientation & Training

[Competency Based Field Education \(pdf\)](#)

[Field Instructor Tutorial \(pdf\)](#)

[IPT Website](#)

Organization ID: ouswk

[Practicum Calendars](#)

[Field Education Manual](#)

[CSWE 2015 EPAS](#)

### Setting Up the Practicum

[Student Orientation Checklist \(pdf\)](#)

[Planning for Supervision \(pdf\)](#)

### Field Education Contracts

[Students Admitted Prior to 2018](#)

Academic Programs

Field Education

Practicum Calendars

Field Education Manual

Tulsa Forms & Reference Material

Norman Forms & Reference Material

How To Get Involved

FAQ

Current Students

Faculty and Staff

Alumni

Centers and Programs

News & Events

Contact Us

 Quicklinks

Admissions

One

Canvas

IPT

Job Opportunities

Community Room Rental (pdf)

## Field Instructor Orientation & Training

[Competency Based Field Education \(pdf\)](#)

[Field Instructor Tutorial \(pdf\)](#)

[IPT Website](#)

Organization ID: ouwk

[Practicum Calendars](#)

[Field Education Manual](#)

[CSWE 2015 EPAS](#)

## Setting Up the Practicum

[Student Orientation Checklist \(pdf\)](#)

[Planning for Supervision \(pdf\)](#)



## Field Education Contracts

### **Students Admitted Prior to 2018**

[SWK 5413 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5423 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5816 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5826 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5836 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5846 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[Field Education Contract Development Policy \(pdf\)](#)

### **Students Admitted in 2018 (Full Time Foundation Year Students)**

[SWK 5413 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\) - Full Time Students only at this time](#)

# Site Orientation & Personal Safety

## Safety

- Talk to your student about any safety precautions applicable to your agency or the surrounding area.
- If your agency has a security officer, arrange for the student to meet with him or her to learn about agency protocol, warning signs, prevention, and other questions.
- Orientation to personal safety regarding such practice issues as **home visits and work with potentially aggressive clients**.
- Use of personal vehicle

## Home Visits

- Many students beginning their placements have concerns about conducting home visits. This is a good opportunity for students to learn about specific safety policies and practices.
- If home visitation is a part of the role of the social worker within the practicum agency, practicum students are permitted to make home visits unaccompanied, or in the company of agency staff, provided they have had **thorough training**, including training pertaining to high-risk or potentially volatile home visits, prior to making the first home visit.
- Students who make unaccompanied home visits must have **immediate access to support** from Preceptor and/or Field Instructor at the practicum site.

# Resources

- [http://www.ok.gov/health2/documents/HVLAC%20General%20Safety%20slides%20\(4\)%20UPDATED%20APRIL%20%2008%20\(2\).pdf](http://www.ok.gov/health2/documents/HVLAC%20General%20Safety%20slides%20(4)%20UPDATED%20APRIL%20%2008%20(2).pdf)
- [http://www.socialworktoday.com/archive/exc\\_032511.shtml](http://www.socialworktoday.com/archive/exc_032511.shtml)

# Setting up the Practicum Experience

- ✓ **Practicum site orientation**  
**Getting acquainted and oriented**
  
- ✓ **ASSESSING YOUR NEW STUDENT'S ABILITIES & NEEDS**  
**Getting to know your student**
  
- ✓ **Planning a supervisory structure**
  
- ✓ **Establishing the student's schedule**
  
- ✓ **Planning the educational experience**

## **Students begin practicum from a wide range of starting points...**

- **Has a BSW degree**
- **Has work experience in the field**
- **Has extensive work experience in the field**
- **Has a career history in another profession**
- **Has lots of life experience**
- **Has a definite practicum site in mind**
- **Has no work experience in the field**
- **Doesn't know what kind of placement to even want**

# Getting to know your student

- Student's strengths
- Student's challenges
- Student's learning needs & goals
- Student's needs of supervision
- Practicum objectives for this student

# The student's self assessment during practicum planning in IPT

*(Found in the "Application for Field Instruction" form in IPT)*

## **Student Profile**

- Level of study (BSW, FYR, CYR-DP, CYR-ACP)
- Very brief summary of work & volunteer background
- Description of current skill level
- Career interests/goals
- Learning goals
- Experiences desired in field practicum

## **Field Education Needs**

- Learning needs and/or strategies for improvement which have been identified in prior field practicum evaluation
- Current strengths (include natural strengths & abilities)
- Current challenges, weakness or limitations
- Dominant approach to learning/learning style
- Type of supervision desired

# Assessing Your Student's Abilities

## Prior to Day 1

Look at the student's Profile in IPT

Review the student's current Résumé in IPT

**Be prepared to ask your own further assessment questions**

# Your Assessment Discussion with Student

## Instructor Resource: Planning for Supervision IPT

### **Figure out who you will be teaching**

“What do you want me to know about you?”

“What do you want to know about me?”

### **The importance of situating the student in the learner role**

Don't be thrown off by the student's résumé

Your student will learn from you

This is a definitional conversation

### **Prepare students for things they will encounter**

Take note of their reactions to these things

### **This is not a mental health assessment**

However, some psychological issues may act as barriers to learning and should be discussed

### **Plan some early practicum assignments**

To use intentionally to further assess your student's abilities

**\*You will NEED some early assignments that can't wait for the learning contract**

# Field Instruction Assessment

*(table at the end)*

In the **Field Practicum Contract**, the student will fill out a summary outline based on this process → **Field Instruction Assessment**

“In order to plan for practicum supervision and the development of practicum assignments, student and instructor have identified the following practicum guidelines for this student. These guidelines are based on....

- a discussion of the student’s self-assessment...
- further field instructor assessment...
- and a review of the student’s resume.”

# Instructor & Student Self Assessment Summary

Student's Strengths:	
Student's Challenges:	
Student's learning needs & goals:	
Student's needs of supervision:	
Practicum objectives for this student:	

# Setting up the Practicum Experience

- ✓ Practicum site orientation  
Getting acquainted and oriented
- ✓ Assessing your new student's abilities & needs  
Getting to know your student
- ✓ **PLANNING A SUPERVISORY  
STRUCTURE**
- ✓ Establishing the student's schedule
- ✓ Planning the educational experience

# Planning the Supervisory Structure

- \* **Field Education Manual : Website**  
**Practicum Placement Monitoring & Field Supervision**
  
- \* **Instructor Resource: IPT**  
**Planning for Supervision (contents below)**

[Home](#)

[About Us](#)

[Admissions](#)

[Academic Programs](#)

**Field Education**

[Practicum Calendars](#)

[Field Education Manual](#)

[Tulsa Forms & Reference Material](#)

[Norman Forms & Reference Material](#)

[How To Get Involved](#)

[FAQ](#)

[Current Students](#)

[Faculty and Staff](#)

[Alumni](#)

[Centers and Programs](#)

[News & Events](#)

[Contact Us](#)

 **Quicklinks**

[Admissions](#)

[←](#) / [Social Work](#) / [Field Education](#) / [Instructor Resources](#)

## Field Instructor Resources

### Field Instructor Orientation & Training

[Competency Based Field Education \(pdf\)](#)

[Field Instructor Tutorial \(pdf\)](#)

[IPT Website](#)

Organization ID: ouswk

[Practicum Calendars](#)

[Field Education Manual](#)

[CSWE 2015 EPAS](#)

### Setting Up the Practicum

[Student Orientation Checklist \(pdf\)](#)

[Planning for Supervision \(pdf\)](#)



### Field Education Contracts

#### Students Admitted Prior to 2018

[SWK 5413 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5423 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5816 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

[SWK 5822 Field Education Contract & Student Evaluation \(Reference Only\) \(pdf\)](#)

# The Plan for Supervision-Know your Role

## How will supervision work?

- Off-site Field Instructors & Primary Preceptors
- Instructor roles & responsibilities with all preceptors
- Off-site practicum activities
- Student responsibilities in supervision
- List of instructional & supervision methods
- Schedule a regular weekly, protected time for a formal supervisory conference
- When time is limited, arrange **fewer longer** supervisory sessions instead of more frequent, shorter meetings. This will **allow for more reflection and integration**.
- Develop a plan for **collaboration among all involved** in coordinating and evaluating the learning process
  - **Student**
  - **Field instructor**
  - **Primary preceptor**
  - **All preceptors**
  - **Faculty liaison**
- **Preceptors** are an important component of supervision planning at many sites. The field instructor will be responsible for helping students tie preceptor contributions to social work practice

# Field Instruction



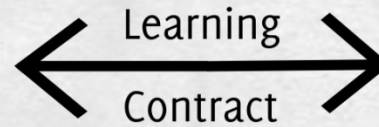
Primary  
Preceptor



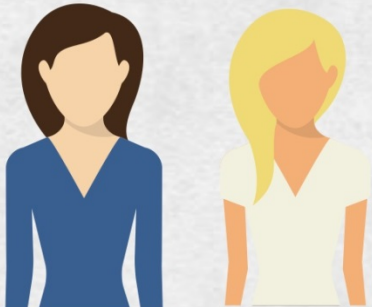
FieldInstructor



Student



Preceptors



Faculty  
Liaison



# Your student's supervision

(sessions are audited)

Supervision Requirements: **regularly scheduled - weekly - 1 hour- formal - individual**

- Students must have a supervision conference for each week of the practicum.  
If a student misses a supervision session, the student must secure a make-up time..
- Supervision time beyond the first formal conference hour can take place in group supervision, or with a preceptor, or shadowing the field instructor - provided the shadowing involves some type of instruction, coaching or debriefing, etc.
- In IPT, there is a weekly report of supervisory conferences and feedback you give to your student (very important, more later)
- Students who do not have the required number of supervisory sessions:
  - \* will receive an 'I' for the course
  - \* required to submit an 'I' Contract to the University
  - \* outline a plan for making up the missed conferences

# At some point in the semester...

- Provide critical feedback
- Generate appropriate educational goals and strategies
- Integrate theory to practice
- Breakdown and analyze processes
- Discuss self-regulation of emotion
- Identify/manage personal biases

# Future Implications

- Our students will become Social Workers who regularly evaluate self and practice, are open to receiving supervision and feedback and have been given appropriate strategies to supervise other professionals in the field.

# Remember: Students are not born knowing how to be involved in practicum supervision

- Establish how you want your student to prepare for supervision conferences
- The **field contract and logs** very naturally gives rise to **important supervisory discussions**.
- IPT logs: Field Instructor section

# Setting up the Practicum Experience

- ✓ **Practicum site orientation**  
**Getting acquainted and oriented**
- ✓ **Assessing your new student's abilities & needs**
- ✓ **Planning a supervisory structure**
- ✓ **ESTABLISHING THE STUDENT'S SCHEDULE**
- ✓ **Planning the educational experience**

# Getting Started

First week at the school

Practicum Orientation (all students)

Practicum LABS (foundation year)

First Field Unit Seminars (foundation year)

First week at the practicum site, do your students know?

**where to check in**

**when to check in**

**who to check in with**

First week at practicum

**Set a clear practicum schedule**

arrival & departure times

student availability for opportunities which arise

Students are required to create practicum schedules which include...

## Site Core Activities Requirement

- Case conferences
- Interdisciplinary meetings/treatment team meetings/staff meetings
- Community meetings
- Interaction with other students, interns, residents
- Staff development activities / In-service training
- Seminars/speakers/ presentations
- Special training required of students
- Online training opportunities

Perhaps, relevant conferences, workshops \*

Students have professional development funds that are available to them

# The Practicum is NOT a Collection of Hours

**The practicum semester is structured to protect the educational integrity of a learning experience that unfolds over a span of time**

The **number of weeks** and the **minimum number of clock hours** for each practicum semester is set (460 or 550 hours)

Students must be in their placements for at least the same number of weeks that are included in the the official practicum semester (16)

Students **may not stockpile hours** and finish early.

Students document their hours & activities in a **Weekly Activity Log** (more later)

All of this is **audited** in IPT

	Date	Start Time hh:mm a/p	End Time hh:mm a/p	Activity	Total Daily Practicum Hours (Decimal)
	5/25/2018	8:00am	4:00pm	Memorial Day	0
	5/26/18	8:30am	4:30pm	8:30am-1:00pm Student was able to attend court case staffing and identify various professional roles represented. (Professional Identify, D-1) 1:30-4:30 Student shadowed worker on a visit on a reunification of a child to its natural parents. Worker and student picked up the client and transported her to the facility where her and her family will be staying (C-1, Professional Context)	8
	5/27/18	9:00am	4:00pm	9:00am-10:00am Completed Weekly Activity Logs (B-1 Professional Behavior) 11:00am-12:00pm Lunch 12:00pm-1:00pm Student reviewed several practice standards and was able to articulate how student observed practice standard being utilized in students observation of client/worker interaction (E-1 Values and Ethics) 1:00pm-2:00pm Student met with primary preceptor and discussed activities student experienced throughout the week (A-1, Supervision) 2:00pm-3:00pm Met with Field Instructor 3:00pm-4:00pm Student reviewed National Association of Social Workers Code of Ethics and the Department of Human Services Child Welfare Practice Standards and compared and contrasted with field instructor.	7
	5/28/2018	9:00am	4:00pm	9:00am-10:00am Student worked on completing weekly logs (B-1, Professional Behavior) 10:00am-12:00pm Student observed Family Team meeting in which a case is going from Child Protective Services to Family Centered Services (G-1, Critical Thinking) 12:00pm-1:00pm Lunch 1:00pm-2:00pm Documented Supervisory Meetings (J-1, Professional Communication) 3:00pm-4:00pm Discussed attended events with primary preceptor on how each event affected personal development as a social worker (C-1 Professional)	7
	5/29/2018	9:00am	6:00pm	9:00am-11:00am Met with primary preceptor to discuss the change of activities that student will experience due to another worker being out on medical leave (A-1 Supervision) 11:00am-1:00pm Student shadowed worker in permanency planning on a visit (C-1, Professional Context) 1:00pm-2:00pm Lunch 2:00pm-6:00pm Student conducted an initial worker visit to a child in foster care and documented in Kids (Practice-Engagement-1)	9

*Click to add activities*

**Total Hours**

**31**

**\*\*Once signed, this log becomes locked. If this log needs to be unlocked, please notify by email the Field Education Office. If your Field Instructor has already signed, requests to unlock this log must be initiated by your instructor.**

HOURS THAT COUNT	HOURS THAT DON'T
Approved <i>Field Practicum Contract</i> activities, on and off site. All practicum activities must be approved by the field instructor and faculty liaison.	Practicum activities done at home without field instructor & liaison approval. Just as with any university course, students do not get credit for completing their homework.
Brief trainings/orientations that have been required may be included in the activity log for the first week of the practicum.	Lengthy training/site orientations that occur in advance of the practicum are cause for requesting a modified practicum. See: Modified Practicum
OKDHS Core training which takes place during the practicum: see above.	Covering for regular staff after regular working hours, over weekends, or during holiday periods unless such coverage can be demonstrated to have educational value and can therefore be included in the Field Practicum Contract.
Travel time from practicum site to another site for required practicum activities, field unit or field seminar meetings or trainings, etc. Transporting clients.	Travel from home to practicum site and return to home are considered "commute" time. Also, travel to field unit meetings to or from home. Extreme travel to practicum site might be negotiated.
Holidays: all holidays appear on the practicum calendar, along with the rule for accumulation of practicum hours for each one. (See Inclement Weather/Holiday guidelines.)	Absences due to inclement weather may need to be made up; student should reference the Inclement Weather/Holiday guidelines in this manual.
Workshops & conferences: only if approved by field instructor; only the time spent in venues; students must submit verifications of attendance for each session.	Travel to and from workshops or conferences that have not been pre-approved.
Illness: two sick days are allowed for each practicum semester and students may count the number of hours regularly accumulated had they been in attendance on those days.	Illness: more than two sick days, whether or not the student has a physician's note to validate the illness these hours still must be made up.
Attendance at mandatory Pre-Practicum Labs & Field Seminars that are approved as documented practicum hours.	Mandatory practicum orientations that are prior the practicum semester or conducting interviews for the purpose of securing the practicum placement.
ACP classroom assignments that are linked to practicum: the liaison approved number of hours may be counted.	The Advanced Integrative Seminar and the Program Monitoring & Evaluation courses are <u>not</u> part of the practicum.
Committee work: serving on Anne & Henry Zarrow School of Social Work, University, or professional committees with recognized stature and that are included in the Field Practicum Contract. Students are allowed eight (8) hours of excused absence during the semester for such activities and may count this time toward their practicum hours.	Classroom homework: unless the homework is directly tied to the practicum and approved by the field instructor and faculty liaison.  Students may not miss field practicum in order to do classroom homework.
Readings assigned by field instructor.	Unassigned readings or completion of "homework."
Research assignments initiated by the field instructor.	Unassigned research or completion of "homework."
Lunches that are considered "working lunches," i.e. meetings, conferences, staffing while eating, etc.	Meeting colleagues or practicum agency staff for a lunch that is social, not work oriented.
On-call, or extended-care hours, when the student serves patients outside of their regular practicum schedule. Starts when the call or request begins and service concludes.	On-call hours that are in-active even though the student is responsible and ready for the event of a call or request, including travel to or from home.

# Hours FAQ's

- Travel – commute time does NOT count
- Conferences & Workshops - must be approved by FI
- Personal Days– Two per semester, only count hours student would have clocked that day
- Lunches – Does not count unless it's working lunch
- Holidays – Depends on whether site is open or not

# Stay IN CHARGE of the practicum schedule

You will **AUTHORIZE** all practicum assignments & activities  
Include these activities in → **Work Plans**

Review logs & **make your liaison aware of any log irregularities**

**“Practicum Hours Guidelines”** in the Field Practicum Manual

Activities which count & do NOT count

No stockpiling of hours

No ‘Nickel & Diming’

Site CORE activities

Special projects: set time limit; expect accounting of time & a product

Minimal work at home: only YOU can authorize, reserve for ice days, sick child, etc.

# Spring Break is an Instructor Call

## Holiday Rules Appear on the Practicum Calendar

- There is no official University “Spring Break” in the practicum.
- Students may not request a modification of practicum in order to take a spring break. (See: Requests for Modification of Practicum in the Field Practicum Manual)
- Students may not stockpile hours during the practicum in order to take a spring break.

### Spring Block Students

Students in the Spring Block practicum will not be able to take a “spring break” and graduate in May. They may not stockpile hours to skip a week of practicum.

A block student who takes a spring break will receive a grade of Incomplete for the practicum

- provided the student has achieved a grade of Satisfactory for the practicum
- provided the student completes an *Agreement to Complete a Course After the End of the Term*

### Two Semester Students

Since two semester placements unfold over an extended period of time; and, since there are fewer practicum hours that would have to be “made up”, i.e. incorporated into other weeks of the practicum, two-semester students are permitted to approach their field instructors about the possibility of taking an unofficial “spring break.” The needs of clients, **the instructor and the site MUST dictate the instructor’s decision regarding this request**, and the student may not appeal the instructor’s decision. If a student is permitted by the field instructor to take a break, the break must be accounted for in practicum documentation, and the student must make up and document the supervision conference for the missed week.

# Practicum Calendar (You have a copy in your packet)

## Instructor Resource IPT

- Practicum Calendar is a
  - procedural calendar
  - appendix to the course syllabus
- School practicum requirements
- Students will have reviewed & should know what is in this calendar
- Students have **due dates for everything**
- Some of those due dates involve **YOU**, and **students are responsible for engaging you in their deadline distress!!**

**Work plans submission**

**Mid-practicum & Final student evaluations**

**This group has hard deadlines for graduation !!!**

# **IPT Electronic Database**

**Courtney Graham, Field Education Support Specialist**

**IPT Intern Placement Tracking**

**Instructor Resources**

**Supervisory Conference Report**

**Weekly activity log**

	Date	Start Time hh:mm a/p	End Time hh:mm a/p	Activity	Total Daily Practicum Hours (Decimal)
	5/25/2018	8:00am	4:00pm	Memorial Day	0
	5/26/18	8:30am	4:30pm	8:30am-1:00pm Student was able to attend court case staffing and identify various professional roles represented. (Professional Identify, D-1) 1:30-4:30 Student shadowed worker on a visit on a reunification of a child to its natural parents. Worker and student picked up the client and transported her to the facility where her and her family will be staying (C-1, Professional Context)	8
	5/27/18	9:00am	4:00pm	9:00am-10:00am Completed Weekly Activity Logs (B-1 Professional Behavior) 11:00am-12:00pm Lunch 12:00pm-1:00pm Student reviewed several practice standards and was able to articulate how student observed practice standard being utilized in students observation of client/worker interaction (E-1 Values and Ethics) 1:00pm-2:00pm Student met with primary preceptor and discussed activities student experienced throughout the week (A-1, Supervision) 2:00pm-3:00pm Met with Field Instructor 3:00pm-4:00pm Student reviewed National Association of Social Workers Code of Ethics and the Department of Human Services Child Welfare Practice Standards and compared and contrasted with field instructor.	7
	5/28/2018	9:00am	4:00pm	9:00am-10:00am Student worked on completing weekly logs (B-1, Professional Behavior) 10:00am-12:00pm Student observed Family Team meeting in which a case is going from Child Protective Services to Family Centered Services (G-1, Critical Thinking) 12:00pm-1:00pm Lunch 1:00pm-2:00pm Documented Supervisory Meetings (J-1, Professional Communication) 3:00pm-4:00pm Discussed attended events with primary preceptor on how each event affected personal development as a social worker (C-1 Professional)	7
	5/29/2018	9:00am	6:00pm	9:00am-11:00am Met with primary preceptor to discuss the change of activities that student will experience due to another worker being out on medical leave (A-1 Supervision) 11:00am-1:00pm Student shadowed worker in permanency planning on a visit (C-1, Professional Context) 1:00pm-2:00pm Lunch 2:00pm-6:00pm Student conducted an initial worker visit to a child in foster care and documented in Kids (Practice-Engagement-1)	9

*Click to add activities*

**Total Hours 31**

**\*\*Once signed, this log becomes locked. If this log needs to be unlocked, please *notify by email* the Field Education Office. If your *Field Instructor has already signed*, requests to unlock this log must be initiated by your instructor.**

# Setting up the Practicum Experience

- ✓ **Practicum site orientation**  
**Getting acquainted and oriented**
  
- ✓ **Assessing your new student's abilities & needs**  
**Helping your instructor know you**
  
- ✓ **Planning a supervisory structure**
  
- ✓ **Establishing the student's schedule**
  
- ✓ **PLANNING THE EDUCATIONAL EXPERIENCE**

# Field Education Contract



# Intro to the Educational Contract

The field education contract serves as an ongoing resource for practicum activity and assignment planning; instructor feedback and student self-evaluation; and the student's final evaluation. It is based on core social work competencies defined by our accrediting body, the Council on Social Work Education.

The University of Oklahoma *Anne & Henry Zarrow School of Social Work* is accountable to the Council to ensure that students have the opportunity to acquire each competency and to evaluate each student to determine the extent to which the competencies have been achieved.

## **2008 - Thirteen Competencies**

Professional Identity

Professional Behavior

Supervision

Ethics

Critical Thinking

Diversity

Human Rights, Social & Economic Justice

Research

Human Behavior and the Social Environment

Policy

Contexts That Shape Practice

Practice With Client Systems

Professional Communication

**41 Practice Behaviors**

## **2015 - Nine Competencies**

Demonstrate Ethical and Professional Behavior  
Professional Behavior

Engage 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, and Communities

Assess Individuals, Families, Groups, Organizations,  
and Communities

Intervene with Individuals, Families, Groups,  
Organizations, and Communities

Evaluate Practice with Individuals, Families, Groups,  
Organizations, and Communities

**30 Practice Behaviors**

**Each practicum has 2 contracts**

**You have one (1) for today's use**

**This will look simpler in the electronic format in IPT**

- 4I/30 CSWE practice behaviors/**behaviors** are embedded in  
→ sets of instructions

“Practice Tasks” or “**Behaviors**”

You are not left with the task of figuring out how to teach & evaluate  
all practice behaviors

Responses to Practice Tasks/behaviors →  
“Work Plans”

Work Plans answer “what will I be doing in my practicum?”

*With your student*  
*You will develop work plans for each competency*

“What can the student DO to fulfill the obligations of the practice tasks?”

## Work Plans

All Schools of Social Work require students to develop work plans

# Work Plans are the Movie Version of Your Practicum

- **Designed to create opportunities for the student to**
  - Acquire program competencies (learn)
  - Receive instructive feedback
  - Obtain evaluation of their competency performance.
- **Activities and assignments and experiences and exposures**
- **Plans that are utilized for teaching & learning**

# Work Plans are developed in conversations at the site

- These conversations should be happening by the second week of the practicum
- Instructor will identify a broad range of site & social work experiences
  - Assignments & activities
  - Various social work roles
  - Skills development
  - Central work processes
- Student will find a competency “home” in the contract for these activities
- Student will record these learning experiences in *Work Plans*

## Work Plan Roles

Field Instructors \* Primary Preceptors \* Faculty Liaisons

- The field instructor is ultimately responsible for the creation of opportunities for the student to acquire program competencies and receive instructive feedback and evaluation of their competency performance.
- The primary preceptor role is essential in work plan development, because you are close to the activities of the practicum site
- The faculty liaison from the school is responsible for tying practicum activities directly to program competencies

# Work Plans

## The Faculty Liaison

**For the student, contract development will take place back & forth between the site and the student's liaison**

Students are guided in tying their practicum assignments to program competencies by the **field faculty liaison**

Liaisons secure that course requirements are built into student work plans

**Students are required to work with their liaisons towards these goals**

Students are given suggestions of activities & assignments

Our Liaisons go about this in **different ways**



# Work Plan Development

The **Policy** Competency,  
**Engage in Policy Practice**

- Please take a minute to read through the Policy Competency and the Practice Tasks or Behaviors in the Field Education Contract

# Policy Work Plan Exercise

# Policy: Other work plan examples...

- The student will review current practices and policies in place to ensure equal opportunity and access to effective treatment (**bundle!**)
- The student will identify how current agency policies promote economic empowerment for oppressed populations (**bundle!**)
- The student will review current proposed bills and/or recent legislation related to poverty (or other relevant areas) and discuss with FI potential impact for marginalized population (**bundle!**)
- The student will review OK statutes pertaining to practice at the agency (i.e. Medicaid rules; licensure, etc. etc.)
- The student will discuss in supervision the affects of policy for the *education* system (*or criminal justice, VA, child welfare, health care systems*)
- The student will prepare training for employees about avenues for nonprofits to advocate in the policy arena allowed under the law
- The student will hold a voter registration drive for agency clients
- The student will become familiar with key legislators impacting policy relevant to the agency

# Work Plan Development

## **Bundling Assignments**

# Bundling

Bundling is a Work Plan **strategy** and also an **integrative exercise** that takes an activity generated for one Competency and builds on it, by adding a twist or additional wording to make it fit into the Work Plan for another competency.

**Example:** *G: SOCIAL POLICY SWK 5816 (p 7) Analyze the implications of policy on client problems*

**Practice Task:** Demonstrate the ability to analyze sociopolitical factors that impact the lives and problems of practicum site clients.

**Original Work Plan:** Student will read the Pinnacle Plan and discuss with the field instructor the goals listed in the Plan, analyzing the implications for services for CW clients.

Variations on the activity of **reading and discussing the Pinnacle Plan** could be added in a number of different Competency Work Plans.

Below, the additional/**bundled** competency is in **purple** and the phrases in **red indicate tweaks or changes** to the original Work Plan.

### C. **VALUES & ETHICS**

Student will read the Pinnacle Plan and discuss with the FI, **identifying possible ethical issues which may be raised or are implicit in the Plan.**

### D. **PROFESSIONAL IDENTITY**

Student will read the Pinnacle Plan and discuss with the FI, **focusing on the impact of this plan, on the service delivery for Oklahoma Child Welfare children and clients.**

## **F. *HUMAN RIGHTS AND SOCIAL JUSTICE***

**Student will read the Pinnacle Plan and discuss with the FI, identifying changes in CW practice that promote social justice and/or human rights for our clients.**

## **J. *RESEARCH***

**Student will read the Pinnacle Plan and discuss with the FI, researching the history of the litigation that brought about the Pinnacle Plan to understand the changes in practice and culture of Child Welfare.**

**Questions, Issues about Bundling?**

**The Research Competency,  
Engage in Practice-informed  
Research and Research-informed  
Practice**

# The Research Competency

- Library research resources
- Your student will arrive with research abilities
- Identify research needs you might have
- ***University Affiliate*** status will give you the same library privileges
  
- Take advantage of your student's expertise
- Tackle research projects you have not have time for
- Allow your student to help you learn electronic library & database skills

# University Affiliate

## Instructor Resource: IPT

- For field instructors who are interested in becoming an Affiliate of the University of Oklahoma, information can be found at:  
<http://www.ou.edu/cas/socialwork/field-education/get-involved>
- You will complete the “Personal Data Form”
- You will need to mail the completed form back to the field education office.

- Look at the RESEARCH competency in your contract, and come up with 1-2 work plan ideas.

# Research: Some work plan examples...

- The student will review evidence-based practices applicable at the site, or with the population (can also compile, present info to others)
- The student will identify current agency practices related to program and practice evaluation
- The student will identify sound and rigorous program evaluation designs applicable at the agency or with the population
- The student will review existing collected data and findings and will be prepared during supervision to discuss the implications of those findings
- The student will design and carry out a single-case study at the agency
- The student will design a program evaluation for one specific program or service at the agency
- The student will collect program evaluation data; student will assist with data analysis and synthesis
- The student will prepare a report on the findings of program evaluation
- The student will prepare a Logic Model for one program or service at the agency

**The Human Rights & Social Justice**  
Competency,

**Advance Human Rights and Social, Economic,  
and Environmental Justice**

Please take a minute to read through the  
Human Rights and Social Justice  
Competency and the Practice Tasks or  
Behaviors in the Field Education Contract

# Human Rights and Social Justice

How do we teach this...? How do we empower our students?

# Human Rights and Social Justice

- Demonstrate an **understanding** of the forms and mechanisms of oppression and discrimination.
- **Apply** knowledge of oppression and engage in practices that **advance social, economic, and political justice in working with diverse populations** and organizations.

## Oppression

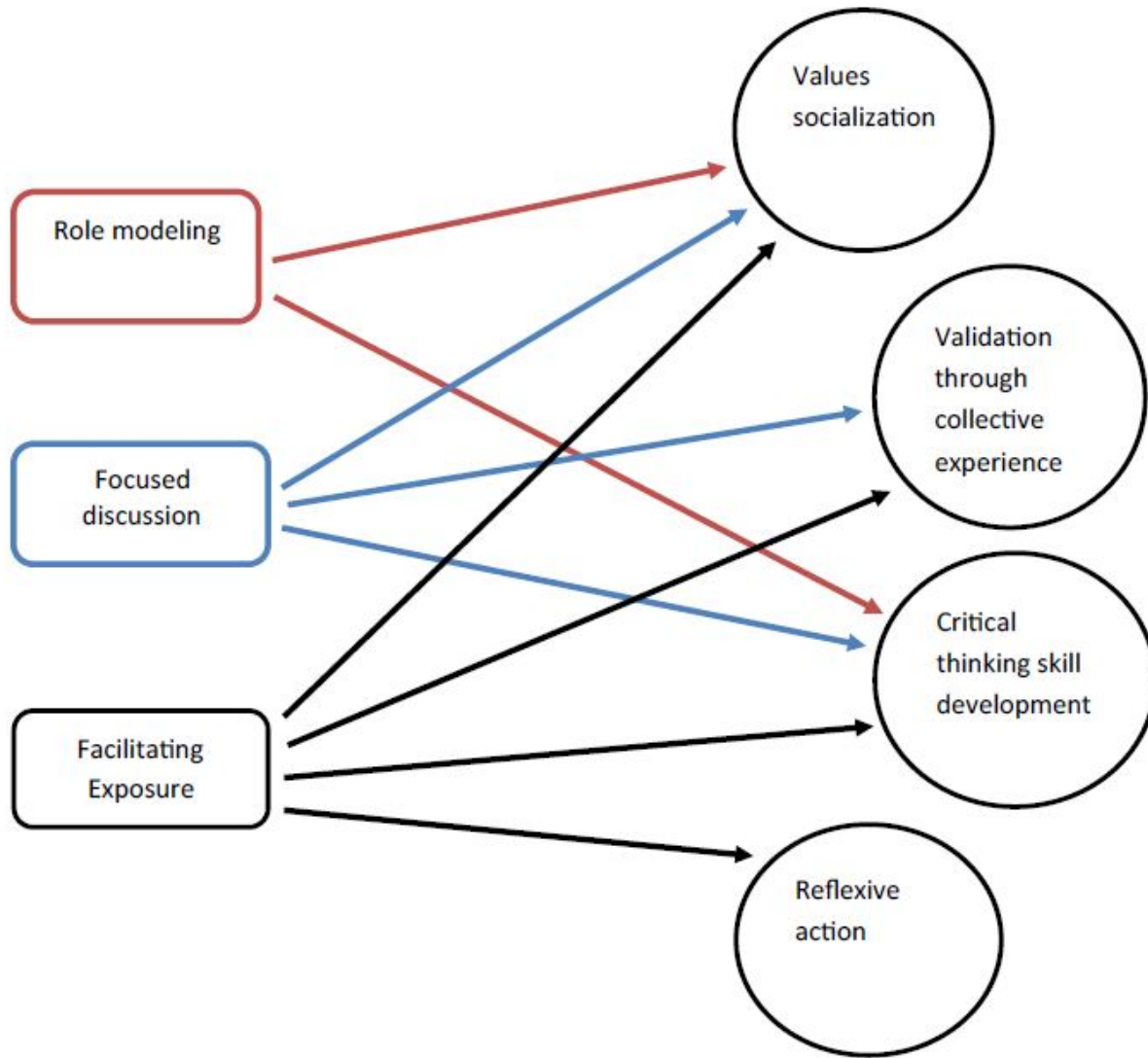
1. The exercise of authority or power in a burdensome, cruel, or unjust manner.
2. An act or instance of oppressing or subjecting to cruel or unjust impositions or restraints.
3. The state of being oppressed.
4. The feeling of being heavily burdened, mentally or physically, by troubles, adverse conditions, anxiety, etc.
5. Antonyms: kindness, justice.

# The Social Justice Competency

Kirsten Havig, PhD  
Assistant Professor

**Empowering students to promote social justice: A qualitative study of field instructors' perceptions and strategies, by Kirsten Havig, PhD, Assistant Professor, Anne & Henry Zarrow School of Social Work, Tulsa, Field Educator, Volume 3.2 (Fall 2013)**

**Instructor Resource: IPT**



# Human Rights & Social Justice Competency

## Instruction strategies:

- Focused discussion during supervision
- Facilitating exposure to client worlds, discrimination, disempowerment
- Role modeling behaviors that promote justice

## Some areas of focus:

- Power, privilege, and oppression – context and impact
- Critical thinking; confronting own bias/self-awareness
- A person-first framework
- Modeling social work values for other professionals
- Empathy and insight building through readings/research
- Recognizing barriers to social justice-promoting practice
- Both outcome and process are important

## Social justice: Some work plan examples...

- The student will review current practices and policies in place at the agency to evaluate impact for equal opportunity and access to effective treatment
- The student will identify how current agency policies promote (or hinder) economic empowerment for oppressed populations
- The student will review current proposed bills and/or recent legislation related to poverty (or other relevant areas) and discuss with FI potential impact for marginalized populations
- The student will prepare training for employees to address the experiences and needs of marginalized populations
- The student will identify assessment tools that facilitate understanding of client culture and impact of disadvantage
- The student will discuss in supervision the effects of poverty in the education system (criminal justice, VA, child welfare, health care)
- The student will identify diverse and marginalized client populations served by the agency and discuss with FI manifestations of discrimination (Focused Discussion During Supervision).

# The **Practice** Competency,

**Engage with Individuals, Families, Groups,  
Organizations, and Communities**

**Assess Individuals, Families, Groups, Organizations,  
and Communities**

**Intervene with Individuals, Families, Groups,  
Organizations, and Communities**

**Evaluate Practice with Individuals, Families,  
Groups, Organizations, and Communities**

Read the **introduction** to the PRACTICE competency

**PRACTICE:** Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes – individuals, families, groups, organizations and communities.

# Practice Steps

**PRACTICE:** Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes – individuals, families, groups, organizations and communities.

Preparation

Engagement

Assessment

Intervention

Evaluation

# Foundation Year Placement is about practice roles & foundation skills

Enabler	Group Facilitator
Broker	Speaker
Advocate	Therapist
Initiator	Case Manager
Mediator	Organizer
Negotiator	Manager
Activist	Helping Relationships
Educator	Developer
Coordinator	Analyst/Evaluator
Researcher	

# The Concentration Year Clinical Practicum

All Direct Practice students must be placed at a site where they can directly engage clients/patients/families/collaterals in a clinical role, **INTERVENING** in problem areas, using clinical skills.

With the exception of students who are placed in therapy or counseling settings, students are not required to work with clients as clinical social workers or psychotherapists who are 'treating' clients.

However, students must assess clients/problems and work interpersonally with them, intervening and engaging them around their difficulties, in pursuit of solutions, change, stabilization, etc. This engagement must be grounded in best practices.

In addition, students must be doing this work in a context in which they can evaluate the effectiveness of their interventions.

# Mental Health Settings involving therapy/counseling

Direct Practice students placed in these practicum settings are expected to do clinical social work involving **'treatment.'**

Evidence-based practices

Therapeutic models

Clinical learning progression (You do it, we do it, I do it)

# Case Management & Educational Roles?

In the Concentration Year, **any case management** practicum activities must be **advanced level**

- complex
- intensive
- include a clinical component

Example → safety plan follow up, monitoring

Example → crisis case management

- In relationship to **assisting clients with resources**, student must assess and assist clients face-to-face in relationship to barriers, strengths, motivational system, i.e. engage clients/patients in a change process, working collaboratively with them in relationship to their specific issues and needs
- In relationship to **educational roles**, the student may not deliver standardized educational material in a unidirectional manner; education must be a two-way process whereby the student is soliciting and responding to the client's specific needs & situation in a problem-solving approach, and addressing difficulties the client will encounter in incorporating the new learning into a change process

# Some Examples

## Hospital Setting

- Brief grief counseling & support, problem management, and crisis intervention
- Complex or crisis case management → maintaining a collaborative problem-solving relationship
- Educational role → collaborative interactions with patients/family members

## Child Welfare

- Crisis intervention, child safety assessments, family functional assessments, and other activities when working directly with families and children

# Case management & educational roles

## Clinical signature

Motivational Interviewing:

A collaborative conversation for identifying and strengthening a person's own motivation and commitment to change/a specific goal, etc.

# Group Development

In order to meet course requirements, some Direct Practice students are allowed to submit Proposals in which they will create their own clinical learning experience during the practicum. Most typically this involves the development of groups at sites where the student is employed. This activity is approved by the site during the proposal process.

# The Assessment Practice Step in the Foundation Year field contract

→ read introduction

**SWK 5423 field contract**

**the PRACTICE COMPETENCY**

**the ASSESSMENT practice step**

**8 OF 13 Competencies in this contract are built around ASSESSMENT**

**Instructor Resources: IPT**

**Data Collection and Assessment in Social Work**

**Instructor Resources: IPT**

**Four Social Work Assessment Models**

**Eco-behavioral Assessment**

**Integrative Skills Assessment Protocol**

**Solution Focused Assessment**

**Person-Environment Assessment**

# Practice Learning Progression

This Varies by Site

Training?

Shadowing → Cofacillatating → Taking the lead → Reverse Shadowing

- \* If 3<sup>rd</sup> party reimbursement is involved, the rules are dictated by the funding source. In many placements, a licensed instructor/preceptor must always be in the room with the student

Some Mental Health grants and/or sliding fee scale services do not require the presence of a licensed professional

Mock documentation → instructor review of student notes

or

Official documentation → licensed instructor countersigning

1. Student will receive training and then will shadow current case management staff and once student is **confident and can teach back skill sets**, student will be on own only consulting FI if needed. Student has **access to open door supervision** and will have weekly scheduled supervision. **Supervision will address skill and confidence level and then add practicum duties**
2. Student will **begin by shadowing** the SW and then **move toward independent management of a small caseload**. The student will provide assessment, treatment planning, and interventions and/or referral for this caseload as appropriate and document all work with the Veteran and/or their family.
3. She will just have me put things under her number in the EMR system with her observing. **Her philosophy is: 1-watch her do it, 2-help her do it, 3-She will help me do it, and 4-I do it with assistance if/when I need it.**
4. **The agency has a timeline for students that has expectations for increased independence** over the course of the semester. Students begin shadowing/observing staff interactions, then will co-lead and eventually lead therapeutic interaction.
- I will **shadow and co-lead** therapeutic services with **children and families** for intakes and sessions, as well as co-lead and provide therapeutic services **independently** for **adults and couples** for intakes and ongoing sessions.

# 3 more

**First, I will receive agency training and orientation.** I will shadow some therapists and learn how to do assessments. I will begin working directly with clients with supervision on a therapist. I will receive feedback about how I can improve as well as what my strengths are.

I will **begin by shadowing masters level clinicians** in their role as therapist during individual, group, and family therapy. I will be able to **advance into co-facilitating with them** and then **providing therapy myself with their supervision by the end of my practicum semester.** I will then be able to **receive feedback from the observing clinician** as to my performance during the sessions to develop my competence further.

Student will begin by **shadowing** field instructor and/or preceptor during different activities, being given the **opportunity to ask questions and receive clarification.** Then the student **(once comfortable) will be able to lead the ASSESSMENTS** and complete the **TREATMENT PLANNING under the direct supervision of the field instructor/preceptor.** By the end of the practicum, the student should be able to **complete tasks independently.**

**\*\* If you have concerns about your student progressing in the PRACTICE competency\*\***

**Contact your liaison right away !!**

# The Professional Communication Competency

# M. Professional Communication

Apply **Critical Thinking Skills**, Social Work Ethics,  
**Professional Discernment & Judgment** in  
Communicating with, about or on behalf of Client  
Systems-in both Oral & Written Format.

# M. Professional Communication

## ***Work Plan Sample***

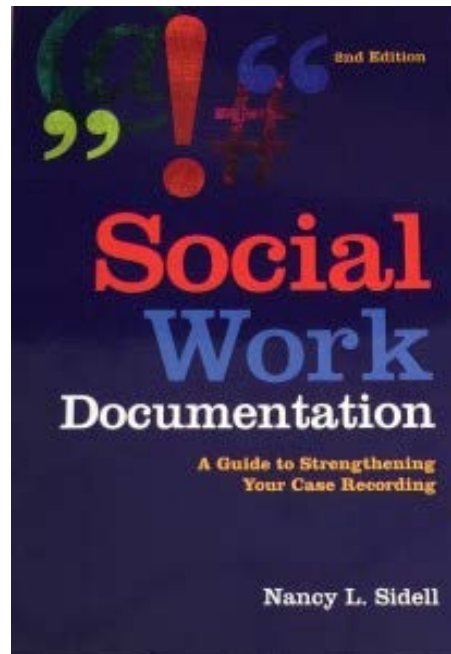
- Student will read Ch. 9 in SW Documentation Book and discuss impressions with FI.
- Student will articulate 3 reasons Professional Communication is important.
- FI will observe, monitor and evaluate student's effectiveness in all formats of communication: patient and family interaction, inter-professional contact, documentation and correspondence within agency and community; professional demeanor in agency & community meeting.

# Problems with Documentation?

- Review your student's documentation.
- Recognize, address & document insufficiencies
- Immediately contact your [faculty liaison](#) when there is a problem.
- Performance Improvement Plan?

# Social Work Documentation, 2<sup>nd</sup> Edition: A Guide to Strengthening Your Case Recording

Nancy Sidell, 2015  
ISBN 978-0-87101-486-3



# Improving SW Documentation

- Chapter 1: Introduction & History
- Chapter 2: Purpose & Ethics of Documentation
- Chapter 3: Foundations of Documentation
- Chapter 4: Special Issues in Documentation
- Chapter 5: Information Summary Sheets
- Chapter 6: Confidentiality
- Chapter 7: Assessment & Treatment Plans
- Chapter 8: Documenting Client Progress
- Chapter 9: Professional Communication
- 10: Getting and Giving Feedback

# **Contract Development**

## **Some Things to Know**

**WORK PLAN DEVELOPMENT** is not what the student does before starting the practicum.

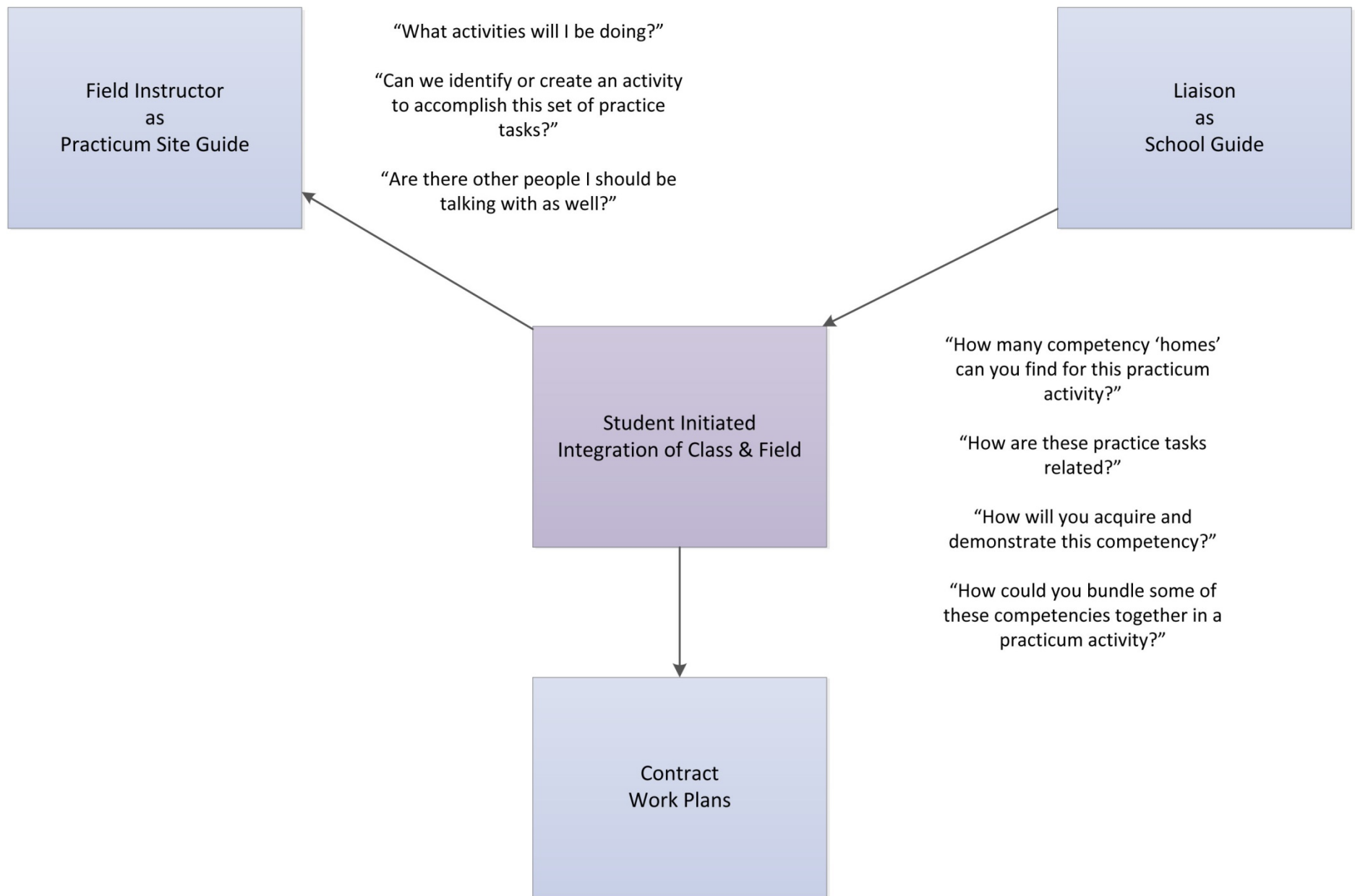
Contract development is a central, **INTEGRATIVE** practicum exercise

It is a critical learning experience that will act as a **PRISM** through which the student will explore the site...

view the practicum experience...

and integrate program competencies.

# Field Practicum Contract Development "Essential Conversations"



## **Tip for you**

### **Have in mind early student assignments**

- 1.....while developing work plans**
- 2.....to further evaluate your student needs**

# Students write their contracts

- Students are responsible for entering their work plans into the field contract in IPT
- There is a writing format they are expected to follow when they do this

# Work Plan Verbs are Very Important

**the verbs advance in the second part**

The student will.....

...give identifying details, no  
acronyms, etc.

**read...**

**observe...**

**shadow...**

**interview...**

**co-lead**

**lead...**

**research...**

**organize...**

**analyze, critique...**

Use language that relates the activity/assignment to the “practice tasks”

# Blooms' Taxonomy



# Field Instructor Authorization of Assignments

Work Plan assignments & activities must be approved by the field instructor; this includes attending relevant conferences.

**There are only a few exceptions:**

- 1. Student pre-practicum orientation**
- 2. ACP class assignments**, some are linked to practicum, and are approved before the student can be placed
- 3. Work plan help sessions** when required by the liaison
- 4. Field seminars** at the school, when incorporated into the practicum

# Eventually, you will have **YOUR** contract

We just jumped straight into the  
student's contract

We will now step back, and look at  
the pathway to **YOUR** own contract

## **Your movement into competency based field instruction will probably have 4 phases**

- You are in **Phase I** right now, attending this orientation
- **Phase II** will unfold as you develop your first Work Plans with your first student
- **Phase III** will unfold as your first student adds things to the contract during the course of the practicum. By the end of that first placement, you will have your own template to pull out next time
- **Phase IV** will unfold over the course of your next 2 students as you add & refine work plans, and develop a chronological flow of student experiences, and an instructional design that you like

# New Instructors

## Before You Become Focused on Practice Tasks

**Begin** with your **VISION** for a practicum experience

Ask yourself: “**What would I want to learn?**”

Identify what you are **passionate** about

Identify the “**10 things**” you want the student to learn/know by the end of the practicum

Identify **important discussions** you know you want to have with your student

Survey your **ENVIRONMENT** (Maria Montessori, the “prepared environment”)

Identify critical **exposures** and **experiences** that you want to incorporate

Identify **people** you would like for your student to be exposed to

Identify site **core activities** (usually meetings/important conversations)

Identify **the essential** social work **practice process** at your site

Look **BEYOND YOUR OWN WORK SITE**

Your work extends beyond your own walls, and beyond your own site.

Your student may engage in **activities away from the site.**

# Before You Meet with Your Student

Read the contract **as a NARRATIVE**  
not as a “to do” list

“Where is this going? What is this all about?”

→ Quick Glance Contracts with Work Plan Features

**Instructor Resource: IPT**

# Writing - the Quick Glance Tool

**Find** relevant **contract “home(s)”** for the things you know you want your student to experience and write them in. **Skip the details for now.** Just plug things in where they need to go. And, remember, one single activity may belong in numerous “homes.”

**Include** the **important discussions** you know you want to have with your student over the course of the practicum. (The contracts very naturally suggest places for these discussions; and, focused integrative discussions with the instructor are the critical matrix of all student assignments.)

**When** you have finished these steps, identify **contract “holes”**, i.e. empty spaces, these holes mark off experiences/assignments you will have to create, or ask others to help you with, or perhaps actually provide for your student. At the school, practice behavior “homes & holes” were located in all course syllabi

Your relationship with *practice tasks* will evolve

### **Competencies Operationalized for Field**

They represent the work of a small number of social work schools that addressed:

“What should a student learn in field?”

More important,

“What should that learning look like?”

### **Instructor Guide**

They are an extension of today’s training, and a guide for your own evolution as an instructor

### **Student Model**

They are a map for bringing the social work perspective to life, and a developmental guide

for growing into leadership around that perspective

# For Extra Help with Assignment Ideas

## 4 Instructor Resources: IPT

- 1) Creating Work Plans & Graduated Assignments (list of traditional assignments)
- 2) SUNY Buffalo Assignments tool
- 3) Learning to Teach – Teaching to Learn: Micro/Mezzo Assignments
- 4) Learning to Teach – Teaching to Learn: MACRO assignments (ACP placements)

# How Your Student Will Help

**The more you incorporate your past contracts into your game plan, the easier your next student will be for you. And, the easier it will be for you to prepare for, manage, pace, monitor, assess and evaluate different kinds of students.**

Students will play an important ONGOING role in the development of your own FPC template, because they are asked to add to the contract all the practicum activities which **emerge DURING** the practicum. They are motivated to do this. **They will get credit!!!**

During the practicum, both you and your student will keep ADDING PRACTICUM ACTIVITIES to **Work Plan Revisions** in the original draft the student submitted to the school for contract approval.

**Save your student's FINAL contract to:**

Use as a **starting point** for your next student

Use to create **your own template**

**Tip:** Be sure to look in *Strategies to Increase Performance* for assignments you may have tucked away in these hidey-holes

- The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records.
- If a Field Instructor would like to save a copy of their student's completed Field Education Contract as a resource for future students, it must be saved prior to completing any of the evaluation components of the Educational Contract.

# Phase IV = Your Own Lesson Plan

## The Week-by-Week View

From the vantage point of the field instructor, the education contract is chopped up, i.e. it is organized around competencies the student must achieve, i.e. it is **not a FLOW of learning experiences**

You will eventually be able to arrange a **chronological progression** of learning activities - an instructional design that makes sense, is one that you like, is one that is aesthetically pleasing to you, is one that is manageable, and one that covers all of the contract's required competency ground

For example, you will identify ways to let the student's site orientation do "double duty" as assignments in select competency areas of the contract

Our belief is that a template that is organized around your instructional needs will unfold over the course of at least 3 students. After that, circumstances will always create the need to make adjustments, and each student will progress differently, but you will have your own template to guide **your work!**

### Instructor Resources for Week-by-Week Planning: IPT

**Gena Massey's Week by Week Work Plans (for health & medical sites, generically written)**

**Natalie O'Reilly: Using Excel to create Week by Week Work Plans**

❖ **The critical importance of developing & maintaining with your student**

**an instructor role**

**a feedback relationship**

# Field Instructors: Evaluation Role

We have talked about how **COMPETENCY BASED FIELD EDUCATION** has impacted the instructional role.

We will shift our focus to how it has impacted the student evaluation role.

- ❑ Expectations are much more specific
- ❑ Evaluation is much more objective
- ❑ All of this impacts the student-instructor relationship & boundary
- ❑ This also intensifies role conflicts within the instructor
- ❑ In general, very few people are comfortable with evaluative roles & evaluative conversations

# Student Evaluation: The Complex Instructor Role

## Instructor Role Conflicts

- ❑ Former Student and Practitioner
- ❑ Teaching & Supervising
- ❑ Friend & Mentor
- ❑ Practitioner & Helper
- ❑ Teacher & Gatekeeper
- ❑ Work Colleague (employment based placements)
- ❑ Age Differences & Power Relationship
- ❑ Friendship & Authority
- ❑ New Instructor & Experienced Student

# What We Have Learned

## Putting on the Instructor Hat

- 1. Establish respectful & professional AUTHORITY**
- 2. Maintain a student-instructor BOUNDARY**
- 3. Do this EARLY - it is difficult to switch later**
- 3. Provide ongoing BEHAVIORALLY-ORIENTED FEEDBACK**
- 4. DOCUMENT that feedback**
- 5. Let there be NO SURPRISES from you**

# Student Feedback

- ❑ All students make mistakes
- ❑ Students must be told what correct behavior/performance looks like
  - ❑ And, what theirs looks like instead
- ❑ It is easier to learn things the right way **EARLY** than it is to correct habits and thinking LATER
- ❑ Students depend on you to **COACH** them and help them be successful
- ❑ This includes experienced students
- ❑ **EXCESSIVE SHYNESS OR OVER-POLITENESS** will get in your way and their way
- ❑ Some students struggle with feedback
- ❑ More on that

# Students have ongoing “how am I doing” responsibilities too!

Securing & utilizing **instructor and preceptor feedback & evaluation**

Utilization of regular **field supervision conferences**

Education contract-required **self-reflection**

Education contract-required **evaluation of one’s own practice**

Ongoing monitoring, feedback and improvement planning in “***Strategies to Increase Competence***”

Ongoing submission of **practicum reporting in IPT**

# Evaluation as a feedback & planning conversation, a LOOP, not an event

## GUIDELINES: ASKING FOR AND GIVING FEEDBACK

SPIN © Allyn and Bacon, on School Website

### STUDENT & INSTRUCTOR RESOURCE IPT

#### **S- Specific**

Ask your field instructor to describe specific behavior she appreciates or wants to suggest changes in. “I would like you to comment on my summary to the group- was it an accurate summary of the group’s decision?”

#### **P – Positive**

Ask about behaviors that are working well, changes already made, goals already accomplished, positive suggestions for change. “I think I’m being more assertive with handling those boys’ remarks. Have you seen a change for the better?”

#### **I- I Messages**

Ask for feedback using I messages. This helps you to identify your own issues, thoughts, and feelings, and take responsibility for being part of the relationship. “I really need to hear from you about how I am handling my priorities.”

#### **N –Negotiate**

Ask for feedback in order to open discussion, realizing that your field instructor may not be ready to discuss the subject yet or in the terms you suggest. Note also that various perceptions are possible and the ‘truth’ may be a combination of both your own impressions and those of your field instructor.

# Documenting feedback...

---

**SAY IT, THEN WRITE IT**

## At any time...

Places in the CONTRACT for instructors to **WRITE** feedback **THROUGHOUT THE PRACTICUM**

- **Strategies to increase competence can be done at any time**

  - Feedback to student

  - Remedial steps

  - Future assignments, game plan, etc.

- **Evidence to support rating can also be done at any time**

  - Always fill this in

  - This is where the rubrics came from

  - Comments about performance

# IPT Supervisory Conference Form

- Written feedback is critical

Many students do not recognize verbal feedback as FEEDBACK !!!

Even when there has been continuous feedback, these students frequently say “**BUT, I WAS NOT GETTING ANY FEEDBACK!!**”

## **Writing changes this !!**

- **The University has a central belief:**

If it isn't written, then it didn't happen, and the student wasn't given a fair chance to do better

- Always document important feedback

Always include efforts being made to help student learn/correct

# Evaluation

---

Although feedback & evaluation should be an ongoing conversation between you and your student, there are two formal evaluation events

Field Practicum Contract  
Student Evaluation EVENTS

**Read Introduction in Contract**

**Instructor Resources IPT**  
**Evaluating Your Student**  
**Evaluation Guidelines**

# Formal Evaluation Conference

---

Student, Primary Preceptor, Field Instructor  
Sometimes the Faculty Liaison

Ratings & Evidence to Support  
Strategies to Improve  
Narrative Evaluation

# Student Evaluation Framework

# Grading Policy Shorthand

1<sup>st</sup> semester:

No UP's, and only 2 IP's (out of 13 ratings)

All IP's → PIP's (Performance Improvement Plan)

2<sup>nd</sup> semester, no IP's in these competencies .....

-Supervision

-Practice

-Professional Communication

-Professional Behavior

1<sup>st</sup> semester:

No UP's

EC on all of the behavior criteria for a minimum of 7 of the 9 competencies. IP on the behavior criteria for no more than 2 competencies.

All IP's → PIP's (Performance Improvement Plan)

2<sup>nd</sup> semester:

No IP and/or UP for any criteria. Minimum rating of EC on behavior criteria for all 9 competencies.

# Developmental Model

**In the field contract evaluation scale,**

- Advanced Competence is **NOT an 'A'**
- Competence is **NOT a 'B'**
- Emerging Competence is **NOT a 'C'**
- Insufficient Progress is **NOT a D'**
- Unacceptable Progress is **NOT an 'F'**

# Don't Let Your Discomfort Let Your Students Down !

- **Be realistic about your ratings**

**WHEN STUDENTS ARE LEARNING, THEY ARE BEGINNERS**

- **Strategies to increase competence**

**ALWAYS GIVE YOUR STUDENTS FEEDBACK**

- **Evidence to support rating**

**HELP YOUR STUDENTS BE THE BEST THEY CAN BE**

- **Performance Improvement Plans**

**REQUIRED FOR EVERY IP RATING**

# Performance Improvement Plans

**can be done at any time  
when there are concerns about performance**

# Unfair comparisons

---

- Be careful about comparing your student to students you have had in the past students, or to other students you may currently have....

# Primary Preceptor Input Throughout the Practicum

- ❑ **Create an ongoing feedback loop with the field instructor about your student's performance**
  
- ❑ **Ask your field instructor about the best way to do this**
  - Many instructors prefer email for significant developments because it helps with documentation**
  - However, sometimes a phone call works better**
  
- ❑ **Arrange to have some face-to-face meetings with you, your student and the field instructor all present**

# What We Have Learned

## Putting on the Instructor Hat

- 1. Establish respectful & professional AUTHORITY**
- 2. Maintain a student-instructor BOUNDARY**
- 3. Do this EARLY - it is difficult to switch later**
- 3. Provide ongoing BEHAVIORALLY-ORIENTED FEEDBACK**
- 4. DOCUMENT that feedback**
- 5. Let there be NO SURPRISES from you**

# Practicum Calendar

---

- Evaluation events
- Read narrative

# Student Evaluation & Grading

---

- **Instructor Resources IPT**
- Review *Evaluating Your Student* (folder)

# **IPT Electronic Database**

**Courtney Graham, Field Education Support Specialist**

**Student Contracts and Evaluations**

# Student Performance Difficulties

“Competency based field education shines a bright light on student problems”

Gena Massey

# Performance difficulties

**Although the numbers are small, it is important to address them here**

- 145 practicum students per year
- Many students experience practicum difficulties
- Almost all of these students transcend their difficulties
- Why?
  - ▣ Instructor efforts
  - ▣ Liaison efforts
  - ▣ Student efforts
  - ▣ Placement monitoring
- Very few students don't transcend their difficulties

# The Most Common Performance Difficulties

Inability to generalize from specifics or from specifics to generalizations

**Interpersonal difficulties: no ownership, i.e. “it’s them, it’s not me”**

- **No ownership:** “it’s them, not me.”
- **Intellectualizing,** obsessing, avoidance, etc.
- **Self awareness:** what’s going on with the student is tangled up with what’s going on with the client, or with colleagues (boundaries, enmeshment, etc)

**Pattern of resistance: not able to self analyze and make changes**

**Pattern of poor performance with clients and staff**

**Difficulty embracing the role of ‘learner’**

**Difficulty tolerating supervision & feedback**

**Dishonesty**

# Level Reviews

---

## **Level Review**

**A process in which the student and relevant parties address concerns about a student's performance and work to identify barriers to success and, if possible, formulate plans to support success.**

**Incorporated in the Student Performance Policy**

**Three levels of review**

# Level Review

## Level I

There is a notable problem that **does not seem to be responding to instructional efforts alone**  
Instructor communicates these concerns to student  
**Instructor notifies liaison**

**Goal:** communication about the concern and a **plan** to resolve difficulties

**Documentation:** instructor records concerns on supervision form; makes notes and records **plan** in the appropriate “strategy to increase competence” in the FPC

## Level II

There is a concern that the student **might not be able to meet academic or professional standards**  
**Level II Meeting:** student, liaison, academic advisor, Field Coordinator; Graduate Coordinator; only possibly the field instructor, student’s employer, field unit coordinator,

**Goal:** communication about the concern, development of a **plan** to resolve difficulties, perhaps a PIP

**Documentation:** same as above

## Level III

Problems/concerns of such a serious nature that the **student is at risk of not being able to continue in the program**, e.g. failed practicum, removal from practicum, academic misconduct, serious behavior problems, ethical violations, etc.

**Level III Meeting:** will include student, School Director, Field Coordinator, Graduate Liaison, Faculty Liaison, academic advisor

**Goal:** if possible a **plan** to resolve difficulties; determination about repeating the practicum course; determination about continuation in the social work program

**Documentation:** field instructor may be asked to meet; write an early Student Evaluation narrative and include chronological, behavioral descriptions of student’s performance problems, possibly forward emails or other documentation regarding the concerns

## Competency areas commonly involved

**Professional Identity**

**\*\*Professional behavior\*\***

**Supervision**

**Ethics**

Critical Thinking

Diversity

Human Rights, Social & Economic Justice

Research

Human Behavior and the Social Environment

Policy

Contexts That Shape Practice

**Practice With Client Systems**

**Professional Communication**

# Professional Behavior is an Academic Affair

- **Instructor Resource IPT: Student Performance Policy**

  - Academic Standards

  - Professional Behavior Standards

In this policy, professional behavior became an **ACADEMIC PERFORMANCE** issue in the classroom, in field practicum & in the community.

This means that problems with professional behavior in the **practicum** are NOT:

  - personal or interpersonal issues**

  - conduct issues**

  - health of mental health issues**

# Professional Behavior: The field instructor role is tricky

- ❑ This is not therapy; a delicate balance/boundary
- ❑ Listening, reflecting, mirroring, exploring, processing, discovering, guiding
- ❑ While maintaining a teaching and supervisory role

These are appropriate areas for you as an instructor to address:

- professional identity
- inner professional conflicts
- professional insecurity
- troubling biases
- ethical dilemmas
- self-care
- professional boundaries
- unprofessional behavior
- inappropriate behavior
- lack of self awareness
- basic performance deficits
- unprofessional or inappropriate appearance, demeanor, stance or tone
- personal sense of mission
- role fit

## To Review the Morning

There are key components in a classical good start in any practicum

- ❑ Assessment of the students abilities
- ❑ Using early assignment to further assess the student's abilities & needs
- ❑ Planning for supervision
- ❑ Establishing the student's schedule
- ❑ Site orientation
- ❑ Development of a learning plan
- ❑ Field faculty liaison co-educator support

## To Review the Afternoon: Feedback & Evaluation

---

Instructor role conflicts

The critical importance of maintaining a respectful 'instructor' role

The critical importance of feedback & documenting feedback

The student's evaluative responsibilities

Evaluation based on clear expectations

Student-instructor relationship & boundary

## **We know that....**

- You are working at the top of your degree
- This is added work for you

## **We also know....**

- You are part of an amazing tradition
- You are what our students will remember

# The Heart and Soul of the Practicum Placement

The most important things will never change

The mission, culture & work of the site

The people who are being served

The judgment and experience of the instructor

The alliance & trusting relationship of a teacher and a student

Thank you for passing it forward !

# CEU's & Evaluations

**Field Faculty, for your Generosity...**

---