

### Welcome to the Agency Field Supervisor/Instructor Training!

The training will begin at 12pm CST

Agency Field Supervisor/Instructor Training

## Make sure to register for your free CEU!

https://www.usi.edu/outreach/lifelonglearning/professional-development/social-workagency-field-supervisorinstructor-training/

#### Have multiple viewers using one Zoom account?

• E-mail the names and e-mail addresses of all the participates to <u>socialwork.field@usi.edu</u> so they can get their CEU too.



### Field Education Team



Bonnie Rinks, LCSW, ACSW Director of Field Education 812-465-1106 office or 812-204-5848 cell berinks@usi.edu Summer Wilderman, LCSW Assistant Director of Field Education 812-465-1147 office s.wilderman@usi.edu





**Cynthia Edwards, BSW** Graduate Assistant for Field Education Contact: 812-465-7114 socialwork.field@usi.edu

### OASAS Online Advanced Studies in Addiction Science

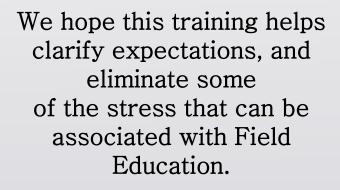
- 100% online Post-Master's Certificate in Addiction Science
- Designed for individuals with, or currently working on a Master of Social Work degree, as well as individuals with a Master or Doctorate degree in Addiction studies, Chemical dependency, Psychology, Human development, Family relations, or Counseling from accredited universities and programs.
- For more information contact the MSW Program Director at <u>jay.dickerson@usi.edu</u>.

https://www.usi.edu/media/5626676/final-oasas-promo-flyer-3.pdf

### Why are we doing this?

To Relieve Stress and Clarify Expectations

- The mission of Field Education is to turn students' focus from the acquisition of knowledge to the application of knowledge.
- In field, students are provided with opportunities to apply the social work knowledge and skills obtained in the classroom to actual practice situations.
- When a student completes field, they should be ready to enter the profession.

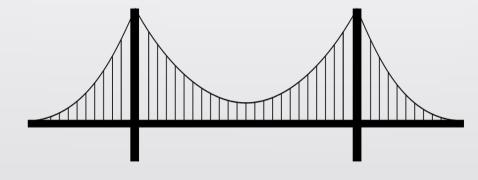




### Teaching soon-to-be Social Workers US

Agency Field Supervisors assist students in mastering competencies, knowledge, values, and skills that they have learned in the classroom to the practice setting

Help them learn to be Social Workers!



This involves creating learning opportunities for students to integrate theory and practice. Agenda/Topics to Be Covered

- How We Place Students
- Who's Who and Their Roles
- Council on Social Work Education (CSWE)
  - Competencies and Practice Behaviors
- Student Learning Plans (SLP)
- If Problems Occur
- Frequently Asked Questions (FAQs)

### How We Place Generalist Students All BSW Students and MSW I (Summer) Students

**Step One:** Field Education sends out a SurveyMonkey in the fall asking agencies about hosting interns for the year.

- **Step Two:** Students are provided with a list of our available generalist agencies whom we have agreements with.
- **Step Three:** Students review the generalist list and provide a list of their agencies of interest.

**Step Four:** We place students based on their Interest Form.

#### SOUTHERN INDIANA

BSW I Field Interest Form: Fall 20

Student:		Gender:			
Cell Phone Number: US	SI Email:		_@eagles.usi.edu		
Current Address:	City:		State:		
Will you be 21 years old by August of next year?	YES	NO			
Which concentration are you currently pursuing	? Addiction	Child Welfare	None/Neither		
First Agency of Interest: (Include Name and Location)					
Name:	City & State:				
Second Agency of Interest: (Include Name a	nd Location)				
Name:	City &	state:			
Third Agency of Interest: (Include Name an	d Location)				
Name:	City &	state:			
Fourth Agency of Interest: (Include Name a	nd Location)				
Name:	City &	state:			

Please read the following statements and sign below for your consent: The Interest Form and Field Application is not routinely shared with prospective field agency personnel. However, some information provided may be shared if deemed appropriate, usually for strengthening the student's position as an applicant.

"I grant permission to the University of Southern Indiana's Social Work Field Education personnel to release information from my Interest Form and Field Application for the purpose of arranging and maintaining my field placement. This release extends to several agencies when necessary for confirmation of a mutually agreeable placement."

"I understand that most agencies operate during tradition business hours and obtaining a placement that operates outside of those traditional business hours is rare."

"I understand that all field placements must be approved by the Director of Field Education and require an affiliation agreement with the agency."

Date

### How We Place MSW Clinical Students



**Step One:** Field Education sends out a SurveyMonkey in the fall asking agencies about hosting clinical interns for the year.

**Step Two:** Students are provided with a list of available agencies whom we have an agreement with, have appropriate supervision, and are accepting students.

**Step Three:** Students review the list and provide a list of their preferred agencies.



#### MSW Field II Interest Form: 20\_

Student:		Gender:
Cell Phone Number:	USI Email:	@eagles.usi.edu
Current Address:	City:	State:
Are you currently pursuing the OAS.	AS addictions concentration?	YES NO
First Agency of Interest: (Inclu	de Name and Location)	
Name:	City & S	State:
Second Agency of Interest: (In	clude Name and Location)	
Name:	City & S	State:

Third Agency of Interest: (Include Name and Location)

Name:

#### Please read the following statements and sign below for your consent:

City & State

- "I understand that most agencies operate during traditional business hours, typically Monday Friday 8am-5pm, and obtaining a placement that operates outside of those traditional business hours is rare."
- "I understand that all field placements must be approved by the Director of Field Education and require an affiliation agreement with the agency."
- ✓ "I understand clinical placements are within a <u>1-hour drive</u> from your specified location/city.
- "I understand there are <u>LIMITED</u> clinical placements and the ultimate decision is up to the placement agency."
- ✓ "I understand clinical agencies are extremely competitive and that there is a *high* possibility that my three agencies of interest may not work out."
- "I understand that if all three of my agencies of interest do not work out, I will NOT be able to provide Field Education with more agencies of interest. I also understand that Field Education will then work to send me to compatible agencies based on my Population Interest Form."

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*The clinical process differs from the BSW process due to the limitability of clinical agencies in the area.

### How We Place MSW Clinical Students (continued)

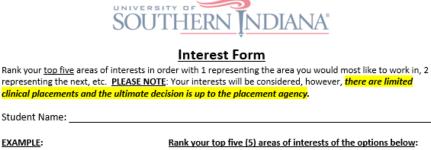
Student Nam

EXAMPLE:



**Step Four:** Students rank their populations of interest.

**Step Five:** Field Education places students based off their Agency Interest Form. If their desired agencies are not a match, Field Education pairs them with agencies that match their populations of interest.



Addictions	Addictions
3 Community Based	Aging, Gerontology, Multigenerational
1_Corrections	Community Based Services - Mental Health & Addictions (Services provided outside of an office setting.)
4_Domestic Violence	Corrections
Hospice / Palliative Care	Developmental Disabilities
5_ School Social Work	Domestic Violence ( <u>NOT</u> available in Evansville)
2_Veterans	Family Services (Preservation, Parenting, etc.)
	Hospice / Palliative Care
	Hospital / Medical – Health, Integrative Health, & Mental Health
	Mental Health (Acute / Short-Term) – Adult Emphasis
	Mental Health (Acute / Short-Term) – Child Emphasis
	Mental Health (Chronic / Severe) – Adult Emphasis
	Mental Health (Chronic / Severe) – Child Emphasis
	Rehabilitation (Occupational Social Work)
	School Social Work (Grades K-12)
	Veterans (*Contact <u>socialworkfield@usi.edu</u> if you are interested in a placement with the V.A. They have a separate process that students <u>MUST</u> follow.)

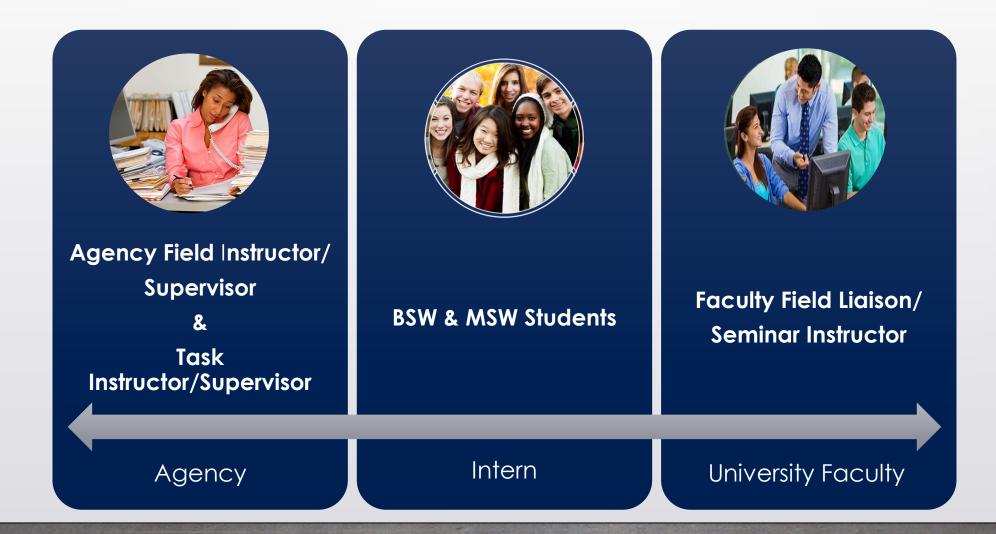
\*The clinical process differs from the BSW process due to the limitability of clinical agencies in the area.

### How We Place ALL Students *All BSW Students and MSW Students (Generalist & Clinical)*

- Once students' interests are identified, Field Education contacts agencies about taking on student interns and then authorizes students to contact an agency via email to set up an interview.
- If the student interviews and the agency decides the student is a good fit, the proper paperwork is completed to secure the placement.
- A month or a few weeks prior to the student beginning....
  - Students should be oriented to the agency on their schedule, dress code, policies & procedures, where to park, where they will do their work, etc.

If you have an intern(s) this fall, they should be in contact with you. If you have not heard from your student intern(s), please let us know. ③

### Who's Who?



### Generalist Student: BSW I & II and MSW I



- Generalist practice is broadly defined.
- This foundational field placement is designed so students can demonstrate CSWE's competencies at the generalist level of social work practice.
- Social work roles typical of generalist practice include:
  - Case Manager
  - Advocate
  - Broker
  - Educator
  - Community Organizer
  - Group Worker
  - Individual Counselor

Generalist social work students must be supervised by a LBSW, LSW, or LCSW

### Advanced Clinical Student: MSW II

- All USI MSW students complete a clinical field practicum.
- The advanced clinical placement provides agency-based opportunities for clinical social work practice.
- The focus of a clinical practicum is to provide students with opportunities to demonstrate CSWE's competencies at the clinical level of social work practice.
- The clinical practicum is advanced; reflecting the specialized knowledge, skills, and values of an advanced clinical practitioner.
- MSW II field placements provide a mix of generalist and clinical activities, with the emphasis being on the student developing therapeutic skills.
- Advanced Clinical students must be be supervised by an LCSW.

### Student's Role

- Reflect on the tasks of the week
- Explore any conflictual feelings
- Exercise critical thinking skills
- Focus attention to the Student Learning Plan (SLP), including CSWE Core Competencies
- Master the NASW Code of Ethics
- Be open to feedback
- Set a mutually agreed upon schedule and stick to it
- Facilitate communication between Faculty Field Liaison/Instructor and Agency Field Supervisor/Instructor

### Faculty Field Liaisons

### **BSW Generalist**

James Akin, LCSW jaakin@usi.edu Janis Lotfalian, LCSW, LMFT jelotfalia@usi.edu Phyllis Stone, MSW, CDVA pkstone@usi.edu Summer Wilderman, LCSW s.wilderman@usi.edu Heather Woods, LCSW hmwoods@usi.edu

### MSW Clinical

Dr. Kathy Elpers, LCSW kelpers@usi.edu Elizabeth Fallen, LCSW eafallen@usi.edu Patty Loehr, LCSW, LCAC loehr@usi.edu Dr. Marie Opatrny Pease, LCSW mopatrny@usi.edu

### Faculty Field Liaison/Seminar Instructor's Role

- Conduct seminar class to connect and process academic learning with practicum field experience.
  - Personal growth of the student Strengths and Challenges
  - Constructive, honest, and direct feedback
  - Professional standards of Social Work
  - NASW Code of Ethics
- Assure student is meeting CSWE Core Competencies on the Student Learning Plan (SLP) and in Social Work practice
- Meet with student and Agency Field Supervisor/Instructor at midterm and final to evaluate and sign SLP
- Communicate with Agency Field Supervisor/Instructor on student progress, as needed

# Field Instructor/Supervisor's Roles

- Assure student is meeting CSWE Competencies on the Student Learning Plan (SLP) and in Social Work practice
- Utilize and communicate with Task Supervisor
- Meet with student and USI Faculty Field Liaison at midterm and final to evaluate and sign SLP
- Reviewing & Signing times sheets each week

- Provide Formal Supervision\* focusing on:
  - Personal growth of the student Strengths and Challenges
  - Constructive, honest, and direct feedback
  - Professional standards of Social Work
  - NASW Code of Ethics

\*CSWE <u>requires</u> Agency Field Instructors/Supervisors to provide at least <u>1 hour per week</u> for student supervision.



Students may also need "checking in" time between Formal Supervision sessions for those teachable moments!

### Time Sheets

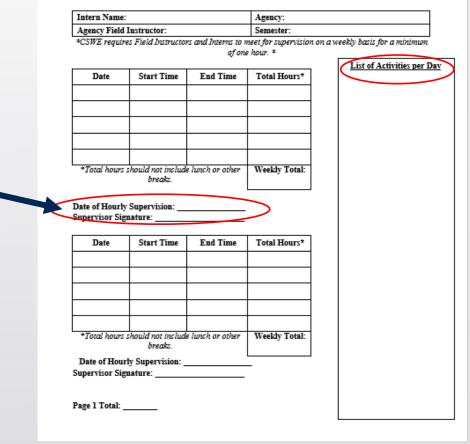
Students are responsible for tracking their hours <u>and</u> Listing Activities Daily

**New:** We have created a spot for supervisors to date the hourly supervision.\*

\*CSWE requires Field Instructors & Interns to meet for supervision on a weekly basis for a minimum of <u>one hour</u>

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University of Southern Indiana Department of Social Work Field Education 8600 University Blvd. Evansville, DN 47630 812-465-1843



Task Instructor\*/ Supervisor's Roles



- A Task Instructor/Supervisor is someone within the agency that the Agency Field Instructor/Supervisor assigns the intern to learn a specific skill or experience with a particular population.
  - <u>Example</u>: If I work only with adults with SMI and I was the Agency Field Instructor/Supervisor for an intern, I could assign the intern to work with a child and adolescent therapist within my agency. I would remain the supervisor, but the student would get the experience of working with children.
- The Task Instructor/Supervisor and the Agency Field Instructor/Supervisor would need to <u>communicate with</u> <u>each other on the intern's progress</u>.

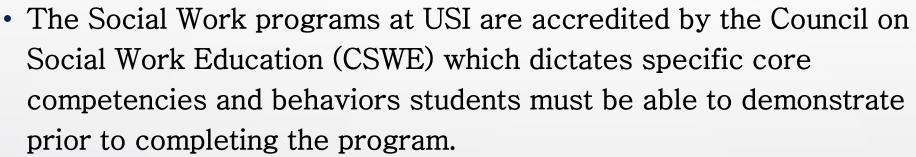
\*This is an optional agency role

### CKILLS

- In order to stay current and encourage excellence in educational programs, CSWE makes updates to these at periodic intervals not to exceed 7 years. We look forward to implementing new updates in 2022.
- Field is the signature pedagogy of social work education. The elements of instruction and socialization teach future practitioners the fundamental dimensions of professional work in their discipline to think, perform, and act ethically and with integrity.

#### https://www.cswe.org/Accreditation/Information/2022-EPAS

**CSWE** Competencies





### Competencies (1 of 2)



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

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\_Web\_FINAL.pdf.aspx

### Competencies (2 of 2)



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

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\_Web\_FINAL.pdf.aspx

### Student Learning Plan (SLP)

The SLP reports students' comprehension of & ability to carry out CSWE's Competencies of Social Work practice. This is a fillable PDF the student completes with the assistance & approval of their Agency Supervisor & Faculty Liaison.

PAGE 1 (FRONT PAGE)

SOUTHERN INDIANA Social Work				
	Student Learning Plan			
	Please Type			
Student:				
Field Supervisor:				
Field Agency:				
Seminar Instructor:				
seminar instructor:				
Semester / Year:				

#### Field Performance Ratings

The competencies specified in this evaluation form have been identified by the program as applicable to your student's level of study/area of concentration. Under each of the competency statements, there are several practice behaviors that you are asked to rate according to the following criteria:

- 5 The student consistently demonstrates/engages in this practice behavior.
- 4 The student is approaching consistent demonstration of and engagement in practice behavior. Consistency is anticipated in the near future.
- 3 The student is developing behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
- 2 The practice behavior is beginning to emerge in the student's repertoire.
- 1 This practice behavior has not yet emerged in the student's repertoire.
- N/A Not applicable as the student has not had the opportunity to demonstrate competence.



#### Competency 1

#### Competency 1: Demonstrate Ethical and Professional Behavior

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

#### Behaviors

Midterm Final

Social Workers:

 a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decisionmaking, ethical conduct of research, and additional codes of ethics as appropriate to context;

 b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;





### Turning Competencies Into Behaviors

- When completing their SLP, the student needs to think about how to demonstrate mastery of the Core Competencies through behaviors carried out at your agency.
- Students will write specific activities for each practice behavior
  - These need to be S.M.A.R.T.!

Specfic Measurable Achievable Relevant **Time-bound** 

### Examples for Student Learning Plan

#### **COMPETENCY 1.A**

- I will review the NASW Code of Ethics and agency policies at the beginning of the semester.
- I will attend agency trainings throughout my internship.

#### **COMPETENCY 1.B**

- I will journal each week and reflect on my experiences with my supervisor during our weekly supervision time.
- I will discuss my personal values and maintaining professionalism with my supervisor during our weekly supervision time about my agency experiences from the week prior.

#### Competency 1

#### Competency 1: Demonstrate Ethical and Professional Behavior

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

#### **Behaviors**

#### Midterm Final

#### Social Workers:

 a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decisionmaking, ethical conduct of research, and additional codes of ethics as appropriate to context;



b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

 F 1	

### Scoring the Student Learning Plan (SLP) RUBRIC



1*	2*	3*	4*	5*	N/A
Unacceptable	Developing	Acceptable	Commendable	Exceptional	
Intern has not met expectations in this area. Appears unmotivated to make changes to meet their learning plan expectations in the near future.	Intern has not yet met expectation in this area but appears motivated. Likely will meet the expectations within the timeframe of this placement.	Intern has met their learning plan expectations in this area.	Intern is functioning above their learning plan expectations in this area.	The intern has excelled in this area above & beyond any expectations of a beginning- level social worker.	Not applicable. Opportunity to demonstrate competence in this area was not available.

\* Due to CSWE's reporting requirements, only use whole numbers for scoring.

Scoring the Student Learning Plan (continued) Midterm: a simple *snapshot* of the intern's current progress

#### <u>General</u>

- Address <u>any</u> problem areas
  - This should not be the first time the student is hearing about it!
- Provide feedback on what needs to be improved before the final evaluation
- Assure that all signatures are present
  - Student, Faculty Field Liaison, Agency Supervisor

#### <u>Scores</u>

- Your intern is learning, therefore it is not uncommon to see 2s & 3s at midterm.
  - A 5 would mean they are ready to be a beginning social worker
- If there are any <u>N/A</u>s at midterm, address them
  - Make a plan to accomplish that goal
  - <u>OR</u> change the behavior to something that can be accomplished to master that competency
  - SLP practice behaviors <u>can be</u> modified if needed

### Scoring the Student Learning Plan (continued) USI Final

- We expect to see that students have mastered the competencies by the final; therefore, we expect to see 4s & 5s.
  - Remember, we are expecting that these students can go into the field as a professional upon graduation.
- Assure that all signatures are present
  - Student, Faculty Field Liaison, Agency Supervisor
- Encourage the student to keep a signed copy of the completed SLP (and timesheets) with midterm and final scores as this will assist them when applying for licensure in the future.

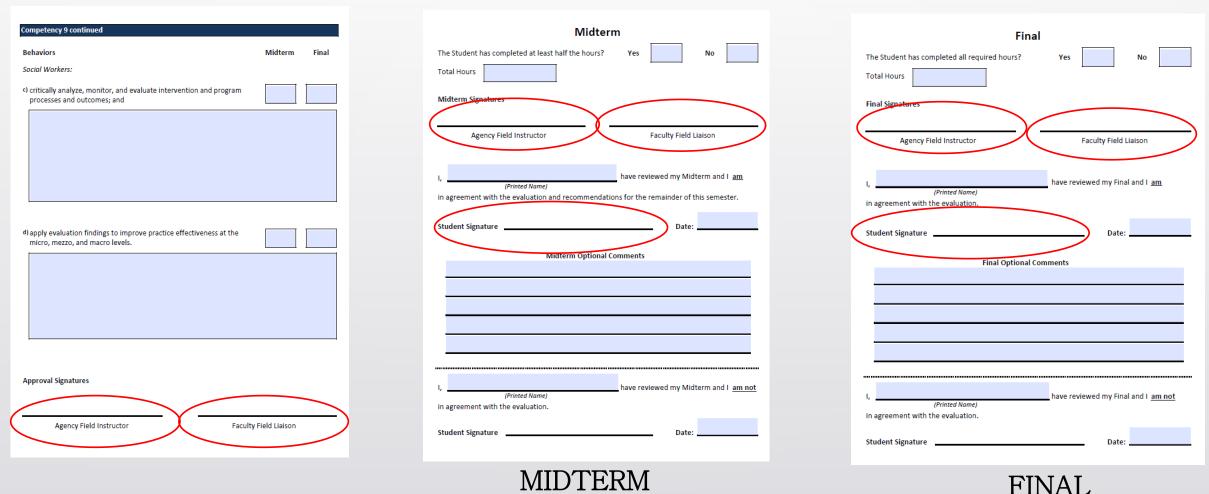
<u>NOTE</u>: Please schedule 1 hour each for these meetings, however if there are no major issues, it should be about 20-30 minutes.

### It is <u>extremely</u> important to sign the SLP $\overrightarrow{US}$

#### All parties Agree to the SLP

#### All parties Sign at Mid-term

All Parties Sign at Final



#### Signatures make this document valid!

### Site Visit Summary Form

#### 1. CSWE Compliance

- Student tasks/activities are appropriate
- All scores present for each competency and behavior
- All scores recorded as whole numbers
- All signatures present
- 2. Social Work Skills Assessment
  - Where are the areas for growth?
  - What is the plan to assure exposure to/growth in these areas?
- 3. Workplace Skills Assessment
  - Assessment of student professionalism, workplace skills, and appropriate use of supervision

This form is completed by the Faculty Field Liaison with Agency Supervisor input during student's midterm and final evaluations

SITE VISIT SUM					
ieminar Instructor:	I	Date of Visit: _			
for (Student Name):	(	Circle: BSW	/ MSW		
Number of Completed Hours:(1/2 = <u>BSW I</u> : 75,	, <u>BSW II</u> : 150, <u>M</u>	<u>SW I</u> : 212.5, <u>M</u>	<u>SW II</u> : 300)		
Agency: Su	pervisor:				
Others Present:					
Student Evaluation Process:					
<ul> <li>Integrate Task Supervisor feedback</li> </ul>					
<ul> <li>Student scores should increase from midterm to final o It is not unusual for midterm scores to be 2s, 3s, &amp; 4</li> </ul>	4s				
<ul> <li>The goal is for final scores to be mainly 4s &amp; 5s (a fe Field Manuals for additional information (<u>https://wn</u>)</li> </ul>					
agency-field-supervisors/)					
<ul> <li>Address all N/A, 1, &amp; 2 scores at midterm</li> <li>Adjust SLP if necessary</li> </ul>					
<ul> <li>Make a plan with the student and agency on h</li> </ul>	low to improve	those scores b	y final evaluation		
PROFESSIONALISM					
	Acceptable	Not Acceptable	Needs Improvement (Add Comment)		
Professional appearance & behavior		Acceptable	(Add comment)		
Adherence to agency policy & procedure	STUDENT'S	TASKS & ACTIV	ITIES		
Maintenance of appropriate boundaries					
Effective time management Present, reliable, & punctual	-+1				
SKILLS					
Seeks out learning opportunities	SLP REVIEW		(If No. or score of N/A 1 or	2 -> Address in Areas for Gro	wth)
Ability to think critically				o, c / 6a, b / 7a, b, c, d / 8a, b,	
Verbal communication				/ 4a, b, c, d, e / 5a, b, c, d, e,	
Written communication		s, d, e, f, g, h, į /	9a, b, c, d, e, f	/ 48, 0, 0, 0, 0, 2/ 38, 0, 0, 0, 0, 2,	1/08,0,0,0,0/78,0,
SUPERVISION/GUIDANCE	All Scores W	Vhole Numbers	(Decimals & Fractions Not	llowed)	
	Areas for Gro	owth			
	Competenc	y Current Sco	re	Plan for Improvement	
Receives at least one hour total of supervision per week Seeks assistance and information from colleagues					
Responds appropriately to constructive feedback					
Assesses own behaviors/attitudes/feelings regarding clients	+∟	_			
	Signati	ures Present?			1
			Approval	Midterm 🗸	Final 🗸
		Student	N/A		
	,	Agency USI			
		051			
	ADDITIONA	L COMMENTS:			
	 Closing:				
	Address a		oncerns from agency and/or		
:+1_	Address a     Address *	Areas of Improv	vement" and "Plans for Impr	ovement" with student	eference.
ith	Address a     Address *     Address *     Remind st	Areas of Improv tudent to keep a	vement" and "Plans for Impr a copy of their final signed SI		
ith valuations.	Address a     Address *     Address *     Remind s     Remind A     o Issue	'Areas of Improv tudent to keep a gency of our on es? - reach out e	vement" and "Plans for Impr a copy of their final signed SI going support (Field Faculty arly and often	ovement" with student P and timesheets for future r	W Dept., USI, etc.)

Liaison Signature:

Grades

- The USI Faculty Field Liaison has the responsibility of assigning a grade for the course. The grade that is assigned will be based on:
  - Intern logs/journals
  - Ethical and professional behavior
  - Synthesizing course work and practice (seminar participation, assigned papers, as well as other assignments)
  - The Faculty Field Liaison's overall evaluation of the student's performance in placement in conjunction with the Agency Field Supervisor's evaluation.

### Your input is valuable and desired!

If Problems Occur, We are here to help USI *Prevention is best.* However, if problems occur...

- Meet with the student to address concerns
  - It is best to identify them early
  - Address them directly and honestly
  - Most students will correct any issue(s) once it is addressed in supervision
- Document the area(s) where students need to make changes

- Notify the Faculty Field Liaison\*
  - A meeting between the student, liaison, & supervisor may need to take place if the issue is not corrected
- Immediate concerns to discuss with the Liaison:
  - Attendance/Tardiness Issues
  - Policy Violations/ Ethical issues
  - Student resistant to feedback

\*Liaison may also need to involve Field Director

See Field Manuals for more details

### Some reasons for concern may include...



#### <u>Unsatisfactory Performance</u>

- Violating agency policies, recordkeeping, attendance, tardiness, confidentiality, etc.
- 2. Inability to cooperate in the learning process with field instructors/supervisor and/or professional colleagues
- 3. Inability to meet learning expectations

#### Unethical Conduct

- 1. Physical or verbal assaults
- 2. Violation of the University alcohol and drug policy
- 3. Sexual misconduct
- 4. Any violation of the NASW Code of Ethics.

#### See Field Manual for complete list.

### Promoting Professional Qualities and Priorities



We have a responsibility to educate students, but we also have a responsibility to the clients we serve and to the Social Work Profession.

- As field supervisors you can help us ensure our profession is the strongest it can be.
- Ask yourself, would you hire this person?



We want to help these interns move from student to professional.

### Frequently Asked Questions (FAQs) How many hours does the student need to complete?

- BSW I (Fall): a minimum of 150 (~10-12 hrs/wk)
- BSW II (Spring): a minimum of 300 (~20-22 hrs/wk)
- MSW I (Summer): a minimum of 425 (~33-35 hrs/wk)
- MSW II (Fall and Spring): a minimum of 600 total
  - at least 300 each semester (~20-22 hrs/wk)

### FAQS (continued)



<u>When can the students intern?</u> Students can earn internship hours when the university is open <u>and</u> when they have supervision.

#### When is the University closed?

Scheduled closings are listed here. However, please note that if the university closes for an unexpected reason, such as weather, students cannot accumulate internship hours. USI Academic Calendar: 2021 - 2022

Social Work Department - Field Education

#### Internship Start and End Dates

Fall 2021:	8/23/21 to 12/10/21
Spring 2022:	1/10/22 to 4/29/22
Summer 2022:	5/16/22 to 8/12/22

#### <u>University Closed/No Internship:</u> Students <u>CANNOT</u> attend internship

Fall 2021:	Labor Day	9/06/21
	Thanksgiving Break	11/24/21 to 11/28/21
	Winter Recess	12/23/21 to 1/02/22
Spring 2022:	Staff Holiday	4/15/22
Summer 2022:	Memorial Day	5/30/22
	Independence Day	7/04/22

#### No Classes/University Open: Students CAN attend internship

Fall 2021:	Assessment Day*	9/14/21
	Fall Break	10/11/21 & 10/12/21
Spring 2022:	MLK Day	1/17/22
	Spring Break	3/07/22 to 3/13/22
	Assessment Day*	3/29/22

### FAQs (continued)



<u>What if my intern does not complete all their necessary hours?</u> Students may continue to obtain their full number of hours during finals. However, the goal is for them to have all their hours completed before finals week. Please contact the USI Faculty Field Liaison if this issue arises.

#### <u>Is the student allowed to attend any events or agencies outside</u> <u>of the one they are interning at?</u>

Yes, we encourage students to gain a diverse experience. We also encourage them to attend trainings and visit other agencies, while gaining field hours, *if* approved by the agency. (This may assist students with obtaining all their required hours.)

### FAQs (continued)



#### <u>What are the BSW Agency Field Instructor/Supervisor qualifications?</u>

- Hold a BSW degree from an accredited school of social work
- Have an LBSW, LSW, or LCSW
- Have at least two years post BSW experience and one year in current position
- Be certified by USI Field Education

#### What are the MSW Agency Field Instructor/Supervisor qualifications?

- Hold an MSW degree from an accredited school of social work
- Have an LCSW,
- Have at least two years post MSW experience and one year in current position
- Be certified by USI Field Education

### FAQs: Safety



### <u>Students</u>

- Safety Slides (CSWE Requirement)
  - Personal, Office, Community, and Health
- Health & Safety Self-Screening
  - Are you ready, healthy, and able to enter field currently?
- Practicum Participation Waiver
- Emergency Event Guide
  - Preparation for Internship,
     Participation in Telehealth and/or
     Distance Opportunities, Behavior
     Expectations, Preventative Measures

#### Agency and Faculty

- Emergency Event Guide
  - Preparation for Intern, Student Participation in Telehealth and/or
     Distance Opportunities, Supervision
     Recommendations, Preventative Measures

### FAQs: COVID



#### Precautions

- USI requires face coverings indoors on campus.
- USI is not currently requiring COVID vaccines, however students are required to follow all host agency health and safety policies.

#### Alternative Plans

- There are no current plans to change to a virtual format for the 2021/2022 academic year. However, USI will continue to follow CDC guidelines in the best interest of student safety.
- If alternative or remote activities are needed for your student, we can help your agency develop appropriate tasks to fulfill the interns' SLP learning objectives. We would be happy to help!

### Expect the Unexpected and Plan for It!



# Any Additional Questions?



Lastly...



### Contact the Field Education Team for questions!



Bonnie Rinks, LCSW, ACSW Director of Field Education 812-465-1106 office or 812-204-5848 cell berinks@usi.edu Summer Wilderman, LCSW Assistant Director of Field Education 812-465-1147 office s.wilderman@usi.edu





**Cynthia Edwards, BSW** Graduate Assistant for Field Education Contact: 812-465-7114 <u>socialwork.field@usi.edu</u>



# Don't forget to register for your free CEU!

https://www.usi.edu/outreach/lifelonglearning/professional-development/social-workagency-field-supervisorinstructor-training/

### Multiple Viewers?

• E-mail all names and e-mail addresses to <u>socialwork.field@usi.edu</u> so they can get their CEU too.

### References

- Council on Social Work Education (CSWE): <u>http://www.cswe.org/</u>
- Munson, C. E., & Munson, C. E. (2002). Handbook of Clinical Social Work Supervision. Binghamton, NY: Haworth Social Work Practice.
- http://www.salisbury.edu/socialwork/FieldTraining/StudentSupervision/StudentSupervision.swf. (n.d.).
- Dettlaff, A. J. (n.d.). MSW Field Supervisor Training: <u>http://www.slideserve.com/Samuel/msw-field-supervisor-training</u>
- NASW Code of Ethics: <u>http://socialworkers.org/pubs/code/default.asp</u>
- USI BSW Field Manual: <u>https://www.usi.edu/liberal-arts/social-work/student-resources/</u>
- USI MSW Field Manual: <u>https://www.usi.edu/liberal-arts/master-of-social-work/student-resources/</u>

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