



Field Instructor Training MSW Program

University of Utah College of Social Work



THE UNIVERSITY OF UTAH
College of Social Work

Field Education Team

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Practicum Basics



- Field practicum is considered the *signature pedagogy* of social work education
- “It is where the rubber hits the road...”
- Integrates didactic curriculum through the application, integration and practice of social work theories and concepts.

It also...

- Develops professional identity and behavior
- Socializes students to the social work profession
- Promotes “best practices” in social work



Generalist Student: Year one in practicum

Specialist Student: Year two in practicum (or Advanced Standing status)

Intern Placement Tracking (IPT): Our web-based system used to manage information related to students, field instructors, and agencies. If you do not have a username or login directions, please contact Diane Buck diane.buck@socwk.utah.edu

Field Instructor (FI): YOU! A licensed social worker, or other licensed mental health professional with practice experience. The field instructor provides oversight, instruction, evaluation, feedback and one hour of supervision per week



Task Supervisor/Preceptor: May work more directly with a student if the FI not on site or available. Assigns tasks, works with FI and assists in evaluating the daily performance of the student.

Faculty Field Liaison (FFL): Student's University based faculty. This individual coordinates and oversees the practicum on the University end, addresses concerns that arise and teaches the co-curricular practicum course

Canvas Course: The coursework component of the social work student's practicum



Who Does a Practicum and When?

Who

MSW 2 year, MSW Advanced Standing, MSW Evening, MSW Distance Ed (St. George), MSW IVE

When

MSW (all programs): *Concurrent* (two semesters fall/spring) *-or-* *Block* (summer)

Concurrent Practicum (Fall and Spring)

Fall Semester 2022: Monday August 22nd* - December 8th

Spring semester 2022: January 9th – April 25th

Block Practicum (Summer)

May 15th-August 2nd



Student Schedules

Generalist Students: Tuesday and Wednesday (Practicum Foundations Course on Thursday and Friday week one of semester, so start date will likely be August 29th)

Specialist Students:

Two Year In-Person cohort: Thursday and Friday

Evening cohort: Wednesday evening

IVE cohort: Thursday evening

St. George: Saturdays

Online Students: coursework is asynchronous



Student Schedules

Please note:

- Students should never be alone in a building or in a suite of offices alone with clients.
- Also, students should not be alone in a building or suite of offices alone at night



Practicum Foundations Course (generalists)

- Generalist student practicum requirement beginning Fall 2022
- Objective is to better prepare incoming generalist students for MSW-level field practicum training
- 2022 Topics:
 - Overview of social work, its unique attributes and value system
 - Antiracism, Diversity, Equity and Inclusion
 - Emotional Readiness for Social Work Education and Campus Resources
 - Basic Motivational Interviewing Skills
 - Self Care
 - Suicide Assessment
 - Managing Transference in the Field and Beyond
 - Basics of Good Documentation
 - Ethics 101



Field Instructor Role:

- Weekly supervision focused on social work competencies, practice behaviors, skills and values.
- Oversight of student's work in field, progress toward competencies and ongoing feedback—your students *Practicum Learning Plan* should help guide this!
- Site visit with student and faculty field liaison (once per semester)
- Oversight of/mentorship with macro projects/hours (community, organizational)



Field Instructor Role:

- Availability and support, especially with client and/or student –related questions or concerns
- Prompt consultation with the student’s faculty field liaison when concerns arise. *Documentation when there are concerns*
- Timely completion and/or collaboration on *student forms*:
 - *Affiliation Agreement (IPT)*
 - *Agency Overview and Safety Checklist (IPT)*
 - *Practicum Learning Plan (IPT)*
 - *Time Logs and Competency-Based Reflections (IPT)*
 - *Midterm Check-In (IPT)*
 - *Final Evaluation*



More about *Student Forms*:

- **Affiliation Agreement (IPT):** includes details regarding practicum start/end date and stipend information. *Student driven with input from field instructor.*
Signatures required: Field Instructor, student and faculty field liaison
due: prior to the first day of practicum
- **Agency Overview and Safety Checklist (IPT)**
Outlines all of the “practical” expectations to help ensure a safe and productive field experience. This is collaborative (student and FI) as it includes several pieces of agency and supervision-specific information. *We suggest working on this document as part of the first one- two supervision sessions. It is a good way to get to know your student(s) and can be done in a group format.*
Signatures required: Field Instructor, student and faculty field liaison
due: September 9th



More about *Student Forms*:

- **Practicum Learning Plan (IPT)** Designed to ensure exposure to specialist and/or generalist-level competencies and behaviors. The learning plan asks students to identify specific activities relating to each of the social work competencies and behaviors. This is student driven but collaborative (student and FI) as it requires FI knowledge of agency resources and opportunities. *We suggest discussin this as part of your early supervision sessions.*

*Signatures required: Field Instructor, student and faculty field liaison
due: September 30th*

- **Time and Competency-Based Reflections Logs (IPT)** Students must submit time logs and briefly reflect *every five weeks*. Student driven, FI just reviews for accurate hours accounting and signs.

- *Signatures required: Field Instructor, student and faculty field liaison
due: September 30th, November 4th and December 8th*



More about *Student Forms*:

- **Midterm Check-In (IPT)** Very brief (one question) check-in to ensure students is on track or if not, what the concerns are so the faculty field liaison can intervene.
Signatures required: Field Instructor and faculty field liaison
due: typically week 6-7 of the semester
- **Final Evaluation (IPT)** End of semester assessment of student performance as it relates to the practicum learning plan and other in-agency work.
Signatures required: Field Instructor and faculty field liaison
due: December 9th



How do I evaluate my students?

1) Completion of **Hours**

2) Performance on **Competencies and competency-related behaviors** (refer to practicum learning plan)

3) Completion of **Requirements**



1) Completion of Hours

Year total for Generalists: **400**
(approximately 200 earned by end of first semester)
~13.5 hours/week

Year total for Specialists: **550**
(approximately 275 earned by end of first semester)
~18 hours/week



1) Completion of Hours

Some students may opt to complete some hours prior to the semester start (during the summer before fall semester OR spring before summer semester if doing a Summer block placement)

IF YOU HAVE A STUDENT COMPLETING HOURS OUTSIDE OF THE SEMESTER IN WHICH THEY ARE OFFICIALLY ENROLLED PLEASE COMPLY WITH STRICT STATE AND UNIVERSITY POLICIES RELATED TO SCOP OF WORK



2) Performance on Competencies and Competency-Related Behaviors

1. Ethical & professional behavior
 2. Engaging diversity & difference
 3. Advancement of human rights and justice
 4. Engagement in research
 5. Engagement in policy
 6. Engagement with individuals, families, groups, organizations and communities
 7. Assessment
 8. Intervention
 9. Evaluation
- 28 competency-related **behaviors** for Generalists/BSW students
- 28 competency-related **behaviors** for Specialist students.
Refer to Learning Plan for behaviors.



3) Completion of Requirements

Requirement	Generalist	Specialist
HOURS	400 (65 Macro Hrs)	550 (90 Macro Hrs)
INDIVIDUALS	6	8
FAMILIES/COUPLES	2	4
GROUPS	2	2
COMMUNITIES (MACRO)	1	1
ORGANIZATIONS (MACRO)	1	1



What counts for “Individuals”

Individual psychotherapy, crisis intervention, assessment, diagnosis, treatment planning, 1:1 meetings with stakeholders, termination & referrals

Generalists: 6

Specialists: 8 contacts total across the year or summer block

The practicum learning plan provides a list of potential activities to meet this requirement.



What counts for “Families”

Psychotherapy or supportive counseling or intervention with more than one person, collateral contacts, case management, resource brokering, termination & referrals. Can involve a “chosen family”

Generalists: 2

Specialists 4 contacts total across the year or summer block

*The **practicum learning plan** provides a list of potential activities to meet this requirement.*



What counts for “groups”

Facilitation or co-facilitation of psycho-ed or process group, facilitation of in-house trainings, active participation in teams and coalitions, leading clinical or interdisciplinary team meetings

generalists and specialists: 2

*The **practicum learning plan** provides a list of potential activities to meet this requirement.*



What counts for “Macro” (organizations and communities)

- **Organizational** projects are primarily focused on enhancing the functioning of the agency in which the student is placed
- **Community** projects are designed to primarily benefit the needs of the community in which the agency functions or serves.
- Integration of antiracism/anti-discrimination work, social work research, developing community partnerships or programing, program development, community-based education or support initiatives, social media campaigns, adding inclusive, equity-minded language to agency website/literature, infographics related to clinical issues, or issues of relevance to clients, policy analysis and advocacy, legislative work, grant writing, advocacy administrative and leadership tasks.

Generalists: 65 hours -1 “project”

Specialists: 90 hours -1 “project”

The practicum learning plan provides a list of potential activities to meet these requirements.



University Holidays and Breaks Fall 2022

Labor Day	Monday, September 5
Fall Break	Sun.-Sun., October 9-16
Thanksgiving Break	Thurs.-Sun., November 24-27
Winter Break	December 17 - Sun., January 8 Last day in practicum 12/8

University holiday and break policy is outlined in the agency overview and safety checklist form. Please collaborate with students early about holiday time vs. agency and client needs during the longer fall and winter breaks.



University Holidays and Breaks Spring 2022

Martin Luther King, Jr. Day	Monday, January 16
Presidents Day	Monday February 20
Spring Break	March 5-12

University holiday and break policy is outlined in the agency overview and safety checklist form. Please collaborate with students early about holiday time vs. agency and client needs during the longer spring break.



Scheduling and Space for Students

Please discuss with your students the following (*all are included in the agency overview/safety checklist form as well*):

- **Where and what time and day to show up for first day**
- Total number of hours student is expected to earn
 - **400 minimum Generalist Students (generalist)**
 - **550 minimum for Specialist Students (specialists)**
- Practicum schedule
- Day and time for supervision
- Regular team meetings/staffings your student should attend
- The “touch down” space the student will utilize while in your agency



What about COVID? Masks?

The University of Utah is following CDC Guidelines, but as of now there is no on-campus mask mandate

Agencies can establish their own policies and requirements—please communicate these requirements to your students

Encourage risk mitigation (handwashing, etc)





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Co-curricular assignments for all students enrolled in field practicum

This section is informational only and pertains only to the written assignments and NOT the forms discussed earlier in the presentation.

Students are singularly responsible for these assignments but may seek your feedback/input as needed.

Generalist Assignments

Go to www.therapistaid.com to set up a free account

HIPAA Training and Quiz

Read one article from the “Eye on Ethics” section of *Social Work Today*

1. Submit the name of the article you read
2. Write a one paragraph response to the article

Integrative Field Lab 1: Conscious Use of Self in Field and Beyond

The purpose of this integrated field lab is to introduce the *conscious use of selves* as a dynamic, interdependent, reciprocal process whereby we interact with our “clients” (*broadly defined*), consciously and unconsciously, in the service of a common purpose that facilitates movement toward goals

Integrative Field Lab 2: Competency based care focused check-in

Generalist Assignments con't

Competency-Based Reflections (to accompany time logs)

Final Paper (end of semester): Final Paper: *The Conscious Use of Self in Field and Beyond*
The Use of self is an integral concept in social work practice and education. It is a concept that is implicitly embedded throughout the 2015 and 2022 Educational Policy and Accreditation Standards (EPAS) as outlined by Council for Social Work Education (CSWE), and the National Association of Social Workers (NASW) *Code of Ethics*. The purpose of this assignment is to demonstrate understanding of student use of “selves” in the context of clinical work with a client (individual, couple, group, family). Prior to completing the assignment, students will read Koh & Boisen (2019), and participate in an integrated field lab facilitated by Dr. Bibiana Koh, the author of the aforementioned article.

Site Visit Note: completed by FFL and signed by student

Required Text: NASW Code of Ethics

Recommended Text: An Open Letter to a New Generation of Therapists and Their Patients
Irvin Yalom, MD (2017)

Specialist Assignments

Go to www.therapistaid.com to set up a free account

HIPAA Training and Quiz

Read one article from the “Eye on Ethics” section of *Social Work Today*

1. Submit the name of the article you read (5pts)
2. Write a one paragraph response to the article (5pts)

Integrative Field Lab 1: Intersectional Ethics

The purpose of this integrated field lab is to introduce a more inclusive perspective using an intersectionality framework for navigating ethical dilemmas in practice.

Integrative Field Lab 2: Topical, by Area of Focus (student choice)

2022-2023 Topics: ***Aging & Social Work Practice; The Golden Thread in Clinical Documentation , La cultura cura: lo que existe en el espacio entre mi cliente y yo: Engaging with Spanish-speaking Clients; Forensic Social Work; Disenfranchised Grief and Non-Death Losses; Gender Affirming Care; Trauma Informed Care and Healing Centered Engagement; Self Care in Field and Beyond***

Specialist Assignments con't

Competency-Based Reflections (to accompany time logs)

Final Paper (end of semester): *Client Process Recording Through an Intersectional Lens*

Process recordings are an opportunity for students to slow down and “dissect” a case from the practicum experience, and to incorporate what they learned about the intersection of client care, ethics and diversity from the intersectional ethics presentation and reading. It could be something on the micro level (maybe an interaction with a client or supervisor), or something on the mezzo level (perhaps a meeting or group system, for example). We ask that students review this with you to solicit your feedback regarding their case conceptualization and use of competency-based skills. If interested, please request more information from your student. Details are included in the course syllabus and Canvas shell

Site Visit Note: completed by FFL and signed by student

Required Text: NASW Code of Ethics

Recommended Text: An Open Letter to a New Generation of Therapists and Their Patients

Irvin Yalom, MD (2017)

How are the hours associated with these assignments counted?

Students cannot count: time spent on any non-agency driven assignment, practicum or classroom related except:

- The Integrated Field Labs
- Supervision time spent on the *Reflexive* assignments (SWOT, diversity analysis)





Teaching and Learning Pointers

Field Instructors are Teachers

- Provide one-hour weekly supervision
- Emphasis is on student as a learner not as an employee (FSLA has strict standards and criteria related to this)
- Provide evaluation and feedback based on the 9 competencies in the evaluation form
- Address the needs and challenges of students
- Develop **competent and ethical** social workers



Field Instructors are Teachers

- Our goal is to socialize students to the social work profession, enhance their skills and professional identity, and develop competent and ethical social work practitioners
- This is done by merging field and coursework education
- If you have concerns about your student, please let us know early. Allowing students to bypass expectations is harmful and congruent with the concept of “RUINOUS EMPATHY”



Developmental Stages in Practicum

- **Anticipation:** Positive expectations and anxieties arise
- **Disillusionment:** Unexpected emotions re: adequacy of skills; breadth of demands; relationship with clients, feeling like “imposters.”
- **Confrontation:** Facing interpersonal issues, reassessing goals/expectations, reassessing support systems, developing new strategies
- **Competence:** ‘in the groove’, performing more autonomously
- **Culmination and termination:** closure with clients and with agency, final assessment of growth, setting goals for next adventure/learning experience

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Supervisor Characteristics that Promote Growth in Field

- Availability and/or a plan for Emergencies
- Provides competent and ethical guidance
- Warm, supportive relationship
- Individualized strengths-oriented assessment
- Organized and dependable
- Explicit about expectations in advance
- Elicits/facilitates growth in knowledge
- Address weak areas firmly but fairly
- Challenge commensurate with experience
- Process conflicts professionally
- Assess work meaningfully
- Asks for and provides input, feedback and makes adjustments
- Positive role modeling
- Promotes autonomy as development progresses, performance and competence increase



Best Practices in Field Education



Clearly Identified
Outcomes and
Purpose



Strong, attuned,
personalized
instructional
relationship and
learning
environment



Opportunities to
observe, do and be
observed doing
practice



Provision of
feedback that is
observationally
based, balanced,
and specific



Opportunity to
reflect including
self-reflection and
integration of the
conceptual and
actual



Supervisor Characteristics that Create Challenges in Field

- Disorganized or Distracted = Ignored student
- No Time, student not a priority
- No relationship with and poor oversight of student (*the more tenuous the relationship, the harder it is for students to progress and take feedback*)
- Authoritarian Supervision
- Overly supportive or overly challenging
- Too abstract
- Too process or task-oriented (be human!)
- Not signing forms on time!
- Too directive
- Blames, pathologizes, doesn't own his/her part of problems
- Inadequate appraisal of developmental context or environmental factors
- Poor boundaries
- Need to be idealized
- Does not welcome input, Defensive
- Unclear feedback, evaluation

(Nelson & Friedlander, 2001)



MSW Final Evaluations (IPT)

Rating Scale for Competencies

5= Exceptional Performance

4= Strong Performance

3= Average Performance

2= Marginal Performance/Needs Improvement

1= Unsatisfactory/Failing Performance

NO= Not Observed –no N/O in final semester

GRADED COURSE

Students must attain 80% of competencies between 3 and 5 to pass practicum (25/31 generalist and 23/28 specialist)

If a student receives a “1” in any behavior during the final (second) semester, they will not receive credit for practicum, will need to repeat the course and may be referred for dismissal.

Where are the Evaluation Forms Located?

IPT

Students will complete their section and it will be automatically forwarded to you in IPT

If you need a login, email Diane at diane.buck@socwk.utah.edu





University Of Utah Social Work

Logged in: **Emily Bleyl**

Role: IPT Program Administrator

Account: IPT Program Administrator: Emily Bleyl

[Logout](#) | [Help](#)

- [Home](#)
- [Agency List](#)
- [Field Instructor List](#)
- [Student List](#)
- [Group List](#)
- [Reports](#)

Welcome to Intern Placement Tracking

- My Forms (1)
- View Form Batches
- Create New Form Batch
- Send Group Emails
- Administration
- Messages
- Change Email & Phone
- Change Password

How Can Students Track Hours and Requirements?

Time and Competency-Based Reflection Logs

IPT

Due: every 5 weeks



Tips for Effective Supervision



Questions for Supervisors to Consider During Supervision

- I know that you have been working with a challenging case(s) that has encountered a lot of trauma. As we both know, this type of work can expose us to secondary traumatic stress
- How has this case affected you? How have you been dealing with it?
- What can I do to make sure you are getting what you need?
- What can I do to support you in taking care of yourself?
- I have noticed a change in your behavior/demeanor, and that you appear withdrawn, apathetic, upset, frustrated, etc. since you have been dealing with this client/family/situation etc., What's going on? How are you feeling? How can I help you?



Difficult Conversations with Students

Before the Conversation

- Provide clarity regarding your main concern(s)
- Provide advanced notice to student about the concerns and conversation

During the Conversation

- Remind the student what you value about them
- State your concerns directly with behaviorally specific language, provide supporting examples with detail, and name the consequences of the behavior for clients and colleagues (i.e. what is at stake)
- Make the requested change and be very specific (if possible, do not impose the improvement method– let them weigh in on that)
- Let them know the potential consequences they are now facing or will face in the future if this does not improve

After the Conversation

- **Document!**
- Develop a performance plan and consult the practicum office to develop a success plan



Providing Feedback to Students

- Feedback and discussions should also elicit self-reflection on part of student
- Affirm strengths (4:1 ratio)
- Prioritize the most important corrective feedback to give Frame weaknesses developmentally when indicated (normalize)
- Provide behaviorally specific suggestions using descriptive, objective language
- Ask student to engage with and evaluate your feedback
- Praise and record progress, setting a specific next goal, reach out to us!

SOME SITUATIONS MAY NECESSITATE A STUDENT SUCCESS PLAN



What is a Practicum Success Plan?

When students require additional support to meet competencies, hours and/or assignments, we (faculty, field instructor and student) will collaborate on a *SUCCESS PLAN* to target specific goals, tasks and timeframes.

This is NOT a punitive measure it is a way to consolidate goals and monitor progress toward them!



Supporting Students

- Keep in mind that your role is that of teacher and supervisor, not therapist (though helping students understand and navigate issues related to reactions and countertransference is appropriate)
- Speak with your student directly, honestly & **early**
- Involve their practicum coordinator **early**
- Prompt us to develop a *Success Plan* (if you are concerned, please contact the practicum coordinator to discuss and collaborate on a success plan for your student)
- Make referrals when appropriate



Campus Supports



Office of Equal Opportunity and Title IX Office

- Sexual assault
- Sexual harassment
- Nonconsensual sexual contact
- Domestic violence
- Discrimination
- Dating violence
- Stalking
- Sexual exploitation
- Intimate partner violence

IF A STUDENT TELLS YOU THEY HAVE EXPERIENCED SEXUAL MISCONDUCT or DISCRIMINATION:

1. If safety is an immediate concern, call 911 or University Police (801) 585-2677
2. Listen, offer support, and encourage the person to seek help and counseling as soon as possible
3. Report the incident to the OEO Office at (801)581-8365 or oeo@utah.edu

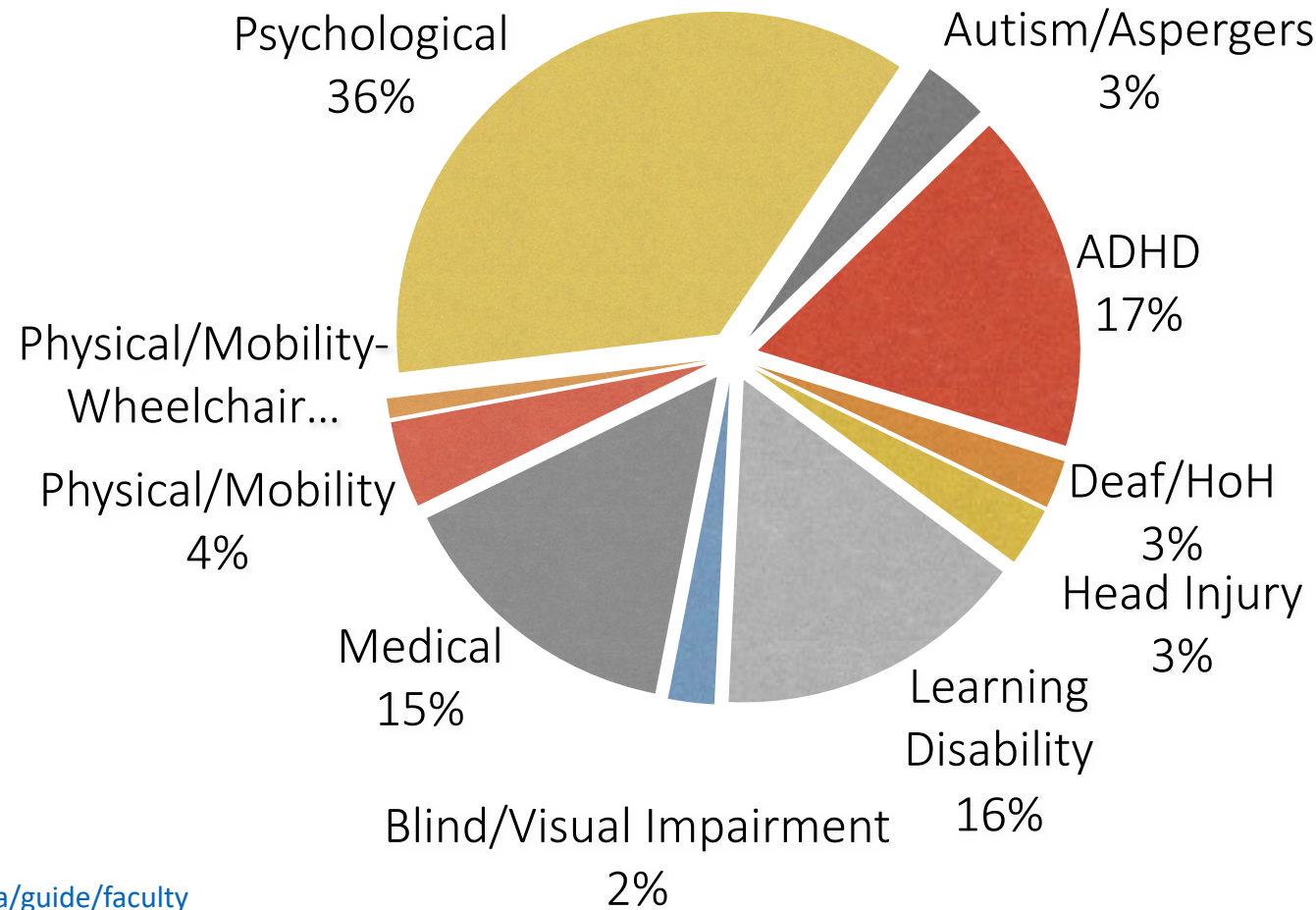


Center for Disability & Access (CDA)

- Dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah
- Evaluates disability documentation, determines eligibility, and implements reasonable accommodations for enrolled students as guided by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and University policy
- Students MAY require an accommodation for field, specifically. Please honor student privacy related to details if presented with a CDA letter for accommodations



Center for Disability & Access (CDA)



<http://disability.utah.edu>

<http://www.oeo.utah.edu/ada/guide/faculty>

M. pp. 7-11



...If you suspect a student has a disability, but he/she/they has not disclosed details, don't ask directly or state that a disability exists.

Instead:

- Meet with the student to discuss performance
- Focus on facts without making any judgement (i.e. "*I noticed you are struggling in this practicum. You seem to have a hard time keeping up with documentation.*")
- Give student an opportunity to explain things from their perspective
- Let the student know there are a number of resources available to them. For example, the Tutoring Center, the Writing Center, University Counseling Center, and Center for Disability & Access
- A referral in this manner does not assume a student has a disability and allows the student the choice to disclose or not, pursue or not.



Making a Referral to CDA

- ✓ If a student approaches you about any accommodations related to disability refer them directly to the University of Utah CDA
- ✓ Do not issue accommodations related to a disability without approval of CDA. The CDA is the only department authorized to approve accommodations
- ✓ The process for requesting accommodations is student-driven in collaboration with the CDA
- ✓ Contact Info: (801) 581-5020, info@disability.utah.edu
<https://disability.utah.edu/>



Service Animals

- A Service Animal is defined by the ADA and is a:
 - ✓ Dog, or miniature horse
 - ✓ Necessary due to a disability
 - ✓ Trained to perform a specific task related to a disability (providing comfort/emotional support is not a task under the ADA)
 - ✓ Allowed anywhere individual is permitted to go
- There is no requirement for certification or identification of a service animal - but does need to be in control of owner at all times and follow relevant University policy
- CDA does not need to 'approve' Service Animals



What Can I Do If the Student Brings a Service Animal to the Agency?

- ✓ Respect students' privacy
 - Do not ask what disability a student may have
 - You can ask: “Is this an animal required because of a disability? What work has the animal been trained to perform?”
- ✓ Contact CDA with any questions about the process





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GOOD LUCK AND THANK YOU!

Please reach out to your student's practicum coordinator if you have any concerns!

If you have general questions, or wish to know WHO your student's coordinator is, please reach out to Diane Buck (MSW) diane.buck@socwk.utah.edu