



Field Instructor Training MSW Program

University of Utah College of Social Work



THE UNIVERSITY OF UTAH
College of Social Work

MSW Field Education Team

Director-Emily Bleyl, LCSW, ACSW emily.bleyl@utah.edu

BSW and Advanced Standing MSW Director Tonie-Michelle Hanáázbaa', LCSW
Tonie-michelle.hanaazbaa@utah.edu

Diane Buck diane.buck@socwk.utah.edu

Regina Campbell, LCSW regina.campbell@socwk.utah.edu

Ellie Goldberg, LCSW ellie.goldberg@utah.edu

Bacall Hincks, LCSW bacall.hincks@utah.edu

Curtis Johnson, MSW, LSW-P l.curtis.johnson@utah.edu

Robert (R.C.) Morris, LCSW, PhD rob.morris@utah.edu

Yvette Romero-Coronado, LCSW yvette.romero@utah.edu

Tamber Snarr-Beesley, LCSW tamber.snarr@utah.edu

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.

Practicum Professor (PP): 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: August-December

Spring semester 2022: January-April

Block Practicum (Summer)

May-August



Student Class Schedules

Generalist Students:

Tuesday and Wednesday

Specialist and Advanced Standing Students:

Two Year In-Person cohort: Thursday and Friday
Evening, St. George and IVE cohorts: Saturdays

Online Students: coursework is asynchronous



Practicum Foundations Courses (generalists)

- Optional preparation courses available to Advanced Standing and Generalists via Canvas. These “mini courses” can be viewed anytime.



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 practicum professor (once per semester). These are generally done via Zoom.
- Oversight of/mentorship with macro projects or hours (community, organizational)



Field Instructor Role (con't):

- Availability and support, especially with client and/or student –related questions or concerns
- Prompt consultation with the student's practicum professor when concerns arise, and *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 (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



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:

- **Time Logs (IPT)** Students must submit time logs *every five weeks*. This is student driven, FI just reviews for accurate hours accounting and signs.
- *Signatures required: Field Instructor, student and practicum professor*



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 practicum professor
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 practicum professor
due: last day of fall practicum and last day of spring practicum



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

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

Yearly minimum for Specialists and Advanced Standing: **550**
(approximately 275 earned by end of first semester)
~18 hours/week

Generalist students **placed in a school and seeking a school social work certification after graduation** must complete a minimum of **450 hours**.



1) Completion of Hours *con't*

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 ENROLLED IN PRACTICUM PLEASE COMPLY WITH STRICT STATE AND UNIVERSITY POLICIES RELATED TO SCOPE OF WORK. THIS MEANS STUDENTS CANNOT ENGAGE IN DIRECT PRACTICE WITH CLIENTS.



2) Performance on Competencies and Competency-Related Behaviors

See *Practicum Learning Plan for a list of competencies*. This document is in IPT. Your student will review this with you early in the semester



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 separate individual clients

Specialists and Advanced Standing: 8 separate individual clients across the year or summer block

The practicum learning plan provides a list of potential activities that will 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 family contacts across the year or summer block

Specialists and Advanced Standing: 4 family contacts across the year or summer block

The practicum learning plan provides a list of potential activities that will 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/Advanced Standing: 2 across the academic year or summer block

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



What counts for “Macro”

- **Organizational** projects or hours are primarily focused on enhancing the functioning of the agency in which the student is placed
- **Community** projects or hours are designed to primarily benefit the needs of the community in which the agency functions or serves.
- Integration of social work research, developing community partnerships or programing, program development, community-based education or support initiatives, social media campaigns, adding 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

Specialists and Advanced Standing: 90 hours

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



University Holidays and Breaks Fall

Labor Day

Fall Break

Thanksgiving Break

Winter Break

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

Martin Luther King, Jr. Day
Presidents Day
Spring Break

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.



University Holidays and Breaks Summer

Juneteenth
4 th of July
24 th of July

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



How are the hours associated with these assignments counted?

Students cannot count: Time spent on any non-agency driven assignments, practicum or classroom coursework.





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). They should not be filling employment gaps.
- Provide evaluation and feedback based on the competencies outlined in the Learning Plan and 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 their 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,” and it can create more problems downstream.



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

From The Successful Internship, Transformation and Empowerment in Experiential Learning 2nd edition by SWEITZER/KING. © 2004. Reprinted with permission of Wadsworth, a division of Thomson Learning: www.thomsonrights.com. Fax 800-730-2215



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

Students must receive a cumulative score of a 3 or higher.

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

Third time log is optional since final hours are recorded on the final evaluations.



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 INITIATED BY THE PRACTICUM DEPARTMENT



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



FAQ's



Q: How should my social work interns sign their email or other correspondence?

A: In the interest of full disclosure and transparency, students should refer to themselves as one of the following: “Master of Social Work trainee, ” or “Master of Social Work Intern” not as a social worker, therapist, therapist-in-training, or MSW-i on all outside correspondence.



Q: Can my social work student work for me seeing clients or running groups during the summer after their first year?

A: No. Unless a student is licensed as a SUDC/ASUDC, SSW or other licensed mental health professional **AND** engaging only in tasks that are included in the legal scope of practice aligned with these licenses, students cannot see clients or run groups after spring semester. Here is why:

1) According to Utah law, students cannot engage in direct practice with clients UNLESS they are licensed as a CSW or LCSW OR they are actively enrolled in a University sponsored practicum course. Students will not meet either of the above criteria over the summer unless they have shifted their practicum course enrollment from fall/spring to summer due an extenuating or personal circumstance. Please note that this is not a University of Utah policy, this is a State law.

Field Instructors carrying any mental health license can be sanctioned by DOPL, and their agencies sanctioned by the Department of Licensing for engaging in this practice.



Q: Can they work at my agency over the summer if I can provide them with malpractice insurance?

A: No. Malpractice insurance is not the concern. Students need to be actively enrolled in the practicum course or licensed as a CSW or LCSW to engage in direct practice with clients.



Q: Can I hire them to perform non-clinical tasks like administrative services, answering the phone or providing psychoeducation?

A: Yes, these tasks are not considered direct clinical practice.



Q: Can a student be both an employee and an intern at the same agency?

A: It depends. We require that student's complete a "Same as Employment" application which the practicum team will review, and students must meet a strict criteria in order to be approved. These criteria include but are not limited to the following: completely different duties, a different schedule and a different supervisor.



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

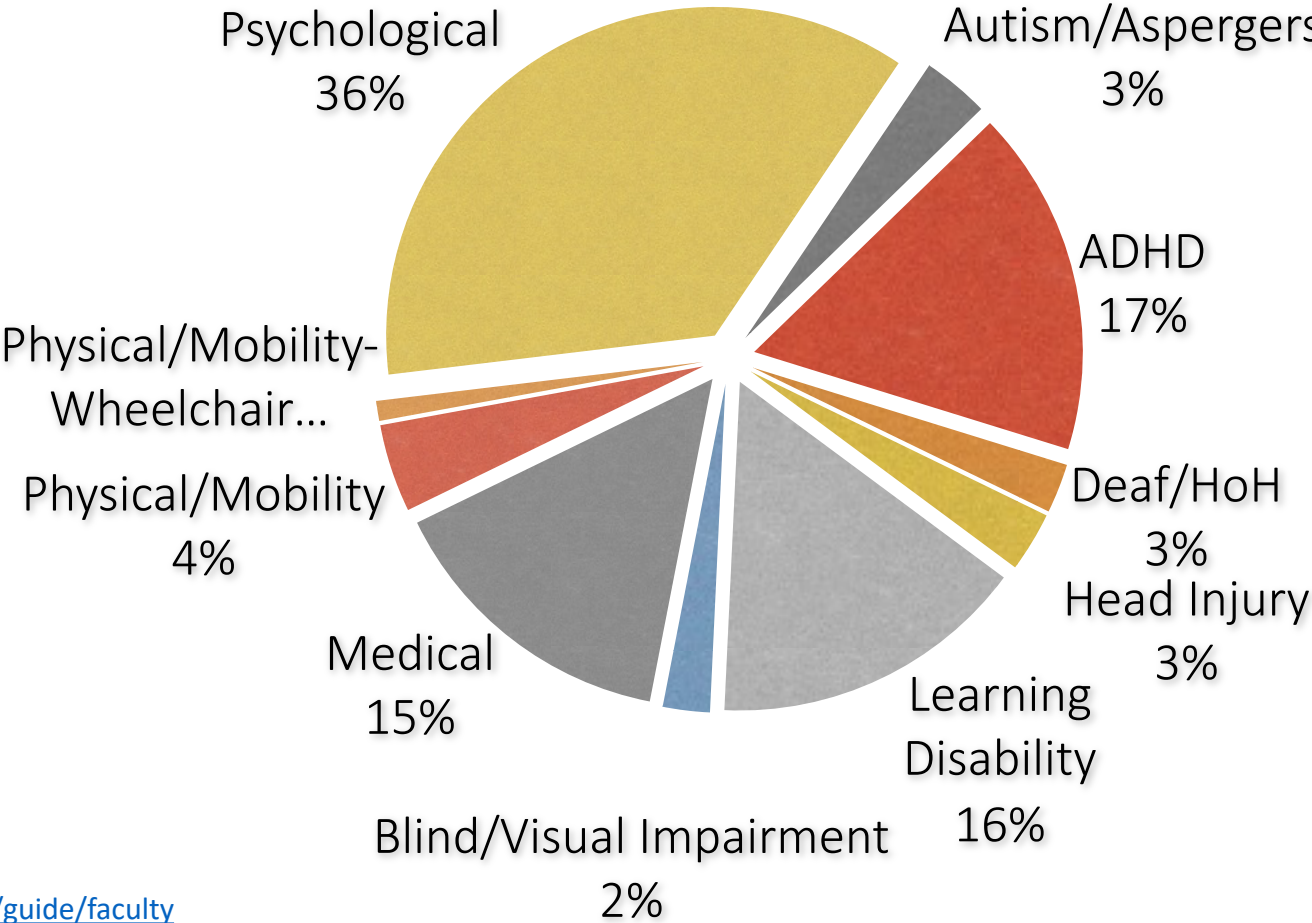


Center for Disability & Access (CDA)

- 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>

...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





THE UNIVERSITY OF UTAH
College of Social Work

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