



Greenville University School of Social Work

Field Instructor Training

Updated July 2017



Welcome

- The purpose of this training is to introduce new and returning Field Instructors to the Field Education program at Greenville University and discuss the role you will have with our BSW program.
- Thank you for partnering with us to prepare the next generation of social work professionals.



Introduction

- This training, in combination with the Field Manual should provide you with the information and tools needed to fulfill your responsibilities as an agency field instructor for Greenville University social work students.
- Please do not hesitate to contact us at any time to answer your questions or address any concerns you have.
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Field Education Office

- Approves New Field Sites
- Provides field instructor orientation and on- going training
- Facilitates communication between student and the agency



School of Social Work Mission

- The Social Work Program will provide and coordinate a Christ-centered, liberal arts education for students, including preparation in social work from a Christian perspective, and training for lives of effective and redemptive service in a culturally diverse society and world.



Key Roles

- Field instructor – agency BSW or MSW staff member who supervises the student's fieldwork
- Director of Field Education – faculty member who oversees the academic portion of the placement and conducts site visits (first point of contact for student and field instructor if concerns arise); reviews learning plan, assignments, evaluations, and assigns final grade
- Student – responsible for demonstrating required competencies and practice behaviors specified in learning plan


Role of the Field Instructor



- Interviews prospective practicum students
- Adheres to NASW Code of Ethics - responsibilities pertaining to education and training in practice settings (NASW Code of Ethics, section 3.02)
- Orients the student to the agency's policies, procedures, ethical standards, and safety precautions
- Serves as primary teacher, professional role model, and facilitator of student's learning within the agency
- Socializes the student into the profession
- Develops learning opportunities in relation to the curriculum and identifies/assigns duties to the student

Role of the Field Instructor continued

- Assists student in development of the goal and learning plan (GALP)
- Provides at least one hour per week of face-to-face supervision and is available for consultation as needed
- Communicates any problems in meeting learning competencies to student first, then to Director of Field Education if necessary
- Provides students feedback on assignments
- Monitors student's performance and provides continuous feedback
- Evaluates the student's performance at mid-semester and final and recommends semester grade.



Information and Documents needed prior to the start of the Practicum

- **Field Education Instructor Information Form (FEII)**

- Each Field Instructor must complete the FEII and be approved by the Field Education Office prior to placement of students.

- **Affiliation Agreement Form**

- Each site must complete an Affiliation Agreement for each individual program.



Goals and Learning Plan (GALP)

- The GALP is a tool to help students make the most of their field experience.
- Provides a basis for accountability and demonstration of competencies
- Serves as a document to monitor and evaluate the student's progress during the semester in attaining the expected practice behaviors as they build their competencies.
- Field Instructor provides guidance regarding available learning opportunities in the agency



Goals and Learning Plan (GALP)

- Needs to be completed by the field instructor and student within the first two weeks of the field placement.
- Must be submitted to the Field Education office upon completion.

Agency Orientation-Field

Instructors must review the following with student

- Student must be provided an employee handbook
- Student's work area including access to telephones, computers, office equipment and policies around the use of these
- Student's hours of work
- Appropriate attire for workdays
- Parking and use of agency vehicles
- Procedures for work time not completed in the agency (home visits, conferences, etc.)
- Procedures for illness or unplanned absences
- Policies around confidentiality and case records
- Safety



Agency Safety

- Building and office security
- Emergency procedures
- Staff responsibilities and procedures around management of violent clients
- Safety procedures on home visits
- Alcohol and drug policy
- Policy on guns and other weapons
- Policy on sexual harassment
- Procedures for documenting and communicating with agency staff any incidents or threats of violence
- Policy for aftermath of assault or threat of assault



Professionalism

- Students need to be taught professional attire, professional greetings, professional behavior with clients, co-workers, and superiors, and professional writing
- These things are discussed in the classroom but are integrated in the field
- Students learn best by being given direct feedback after field instructor observation
- Do not hesitate to give students positive verbal reinforcement and constructive criticism



Professionalism continued

- Invite students to participate in professional activities (conferences, meetings, trainings, workshops)
- Assign student relevant readings
- Model professional behavior (maintaining confidentiality, respect for co-workers and clients, etc.)
- Discuss the student's professional growth and his/her perception of their growth over time



Supervision

- Regularly scheduled, private supervisory conferences for one hour per week
- Clear supervision and work expectations



Council on Social Work Education

- Greenville University School of Social Work is in its 3rd year of the Accreditation process.
- CSWE provides all schools with a set of standards – Educational Policy and Accreditation Standards
- Students must meet a set of ten “competencies” in their programs
- Field Work is identified as the “signature pedagogy” of social work education

Foundation Competencies

- #1 – Student identifies as a professional social worker and conducts himself/herself accordingly
- #2 – Student applies social work ethical principles to guide his or her professional practice
- #3 – Student applies critical thinking to inform and communicate professional judgments
- #4 – Student engages diversity and difference in practice
- #5 – Student advances human rights and social and economic justice
- #6 – Student engages in research- informed practice and practice-informed research
- #7 – Student applies knowledge of human behavior and the social environment



Foundation Competencies

- #8 – Student engages in policy practice to advance social and economic well-being and to deliver effective social work services
- #9 – Student responds to contexts that shape practice
- #10 – Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities



Beginning Stage of Student Development

- Please reflect on:
- Your initial experiences as a social work intern
- Steps you will take to insure your intern gets off to a good start



Effective Feedback

- Highlight student strengths in practice
- Discuss issues of concern as soon as possible after the occurrence
- Be specific about what the student did or failed to do that could have been done better
- Talk about alternatives and possible consequences of the alternatives
- Normalize the feedback process as part of learning

Evaluation of Students

- Field Instructors play a key role in evaluating student's progress toward CSWE required competencies and practice behavior
- Rate the student's progress toward competency in each area based on his/her activities specific to the Goals and Learning Plan
- Add detailed comments for student and Director of Field Education consideration
- Recommend a grade based on the student's progress toward a beginning-level practitioner (not a seasoned practitioner)

When Problems Occur...



- Gather and document relevant information.
- Present this information to the student as soon as possible. Provide the student with suggestions that may improve the student's professional performance.
- Allow the student enough time to make attempts to correct the problem or situation. Provide candid, sincere, and balanced feedback to the student regarding the progress being made to change and improve.
- Document the persistence of problems and indicate in writing to the student that the continuation of the behavior or performance problem is still a concern.
- Document the consequences that could or will result if the correction is not made.
- Contact the Director of Field Education and send a copy of the documentation as well.



THANK YOU!

For your time and all that you do for our
students.



Questions? Please Contact:

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