



**Department of Social  
Work**

# Field Instructor Welcome & Orientation

August 26, 2022

# Today's Agenda

## Topics & Activities

- Introductions
- Small group discussions
- Field Education as “Signature Pedagogy”
- Field Roles & Supervision
- EPAS expectations & learning activities
- Field Challenges
- Field Education and COVID
- Small group discussion
- Q & A

## Goals:

- Become familiar with the people and processes involved in Field Education at the social work department at Augsburg University.
- Review the basic social work competencies outlined by the Council on Social Work Education, and discuss ways to observe and evaluate competencies in practice.



# AUGSBURG UNIVERSITY: WHO ARE WE?

Augsburg University educates students to be **informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.**

The Augsburg experience is supported by an **engaged community** that is committed to **intentional diversity** in its life and work. An Augsburg education is **defined by excellence** in the liberal arts and professional studies, guided by the **faith and values** of the Lutheran Church, and shaped by its **urban and global settings.**

# AUGSBURG MSW PROGRAM MISSION

We strive to prepare exceptional social work professionals for anti-racist and anti-oppressive advanced social work practice that promotes intersectional racial and social justice in a diverse and global society.



# AUGSBURG BSW PROGRAM MISSION

In striving for excellence, we aim to prepare social work professionals for generalist practice that promotes intersectional racial and social justice towards the well-being of people in a diverse and global society.



# AUGSBURG UNIVERSITY'S FIELD PROGRAM'S VALUES

- We are dedicated to maintaining positive relationships and connections to field instructors and their workplaces.
- We seek ethical practice, not perfection.
- We seek willing partners who wish to grow and learn in social work education.

# AUGSBURG SOCIAL WORK FIELD FACULTY & STAFF

Dr. Erin Sugrue,  
MSW Field Director



Dr. Kao Nou Moua,  
BSW Field Director



Dr. Johanna Reiter  
Field Education  
Coordinator



Lydia Madden  
MSW Field Program  
Coordinator



Doran Edwards  
BSW Program  
Assistant Director



shutterstock.com • 534111937

# Field Seminar Faculty - BSW

Junior Field

Dr. Johanna Reiter,  
LICSW



Erika Fortin, LICSW



Senior Field

Richard Spratt, LICSW



# FIELD SEMINAR FACULTY - MSW - GENERALIST\*

Susan Carlin, LICSW



Dr. Alex Fink, LGSW



Richard Spratt, LICSW

\*aka "foundation"

# FIELD SEMINAR FACULTY - MSW, CLINICAL SPECIALIZATION

Dr. Erin Sugrue, LICSW,



Dr. Johanna Reiter, LICSW



Kelsey Place, LICSW



Karvee Kawalawu, LGSW



# **FIELD SEMINAR FACULTY - MSW, MACRO SPECIALIZATION**

Dr. Ankita Deka, LGSW



# **SMALL GROUP DISCUSSION**

- 1. Your name, organizational affiliation.**
- 2. Your social work supervisory role**
- 3. What do you like about your role? If this is the first time you are supervising a social work intern, what are you looking forward to?**
- 4. What do you think are some specific qualities of a good supervisor?**

SOCIAL WORK'S  
“SIGNATURE PEDAGOGY”

# SOCIAL WORK'S “SIGNATURE PEDAGOGY”

- **Field education is an essential element of professional social work training.**
- **At Augsburg, students are required to complete the following number of hours in their practicum/internship:**
  - **BSW Junior: 240 hours**
  - **BSW Senior: 240 hours**
  - **MSW Generalist: 420 hours**
  - **MSW Specialization: 500 hours**
  - **These are MINIMUM requirements**
- **MSW students: MAX of 24 hours/week**
- **BSW students: Typically work 10-12 hours/week**
- **Students may not finish their internship earlier than the last two weeks of the spring semester (end of April).**
- **MSW students with Advanced Standing (BSW from an accredited program) need only the Specialist practicum.**



# WHO'S WHO?

- **Field instructor**: A licensed social worker with a degree from an accredited program, who provides a student with one hour of supervision per week for the duration of the student's practicum.
  - **MSW Field Instructor**: Licensed MSW with 2 or more years' experience.
  - **BSW Field Instructor**: Licensed BSW with 3 or more years' experience. Licensed MSW with 2 or more years' experience.
- **Task supervisor** (optional): On-site staff who supervises a student for no more than two of the four required hours per month. Does not need a social work degree or licensure (must have relevant education), as long as there is a field instructor who meets criteria.

# MORE WHO'S WHO?

- **Field Directors:** These are the faculty who lead and coordinate the BSW field education and MSW field education programs.
  - BSW Field Director: Dr. Kao Nou Moua
  - MSW Field Director: Dr. Erin Sugrue
- **Field faculty liaison** (also called **field education seminar instructor**): This is a faculty member who teaches the required seminar course that students take concurrently with their practicum. The faculty serves as liaison between the practicum site and the university.



# WHAT ARE STUDENTS SUPPOSED TO BE LEARNING IN THEIR FIELD PLACEMENTS?

- Our learning agenda, which enumerates practice behaviors for students to learn and practice during their practicum, is based on the social work competencies outlined by the Council on Social Work Education.
- These are known as the “EPAS” competencies (Educational Policy and Accreditation Standards).
- Students’ tasks in practicum should be based on these competencies, but will be individualized based on the student’s learning needs, the nature of the organization in which the student is working, as well as their level of practice.

# COUNCIL ON SOCIAL WORK EDUCATION COMPETENCIES



<b>1. Demonstrate Ethical and Professional Behavior</b>	<b>2. Engage Diversity and Difference in Practice</b>	<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>
<b>4. Engage in Practice-Informed Research and Research-Informed Practice</b>	<b>5. Engage in Policy Practice</b>	<b>6. Engagement with Individuals, Families, Groups, Organizations, and/or Communities</b>
<b>7. Assessment of Individuals, Families, Groups, Organizations, and/or Communities</b>	<b>8. Intervention with Individuals, Families, Groups, Organizations, and/or Communities</b>	<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>

# SMALL GROUP:

- Pick 3 competencies that are easily addressed in your setting and 3 competencies that will take some thinking through
- Brainstorm in your groups how to address the “harder” competencies



<b>1. Demonstrate Ethical and Professional Behavior</b>	<b>2. Engage Diversity and Difference in Practice</b>	<b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b>
<b>4. Engage in Practice-Informed Research and Research-Informed Practice</b>	<b>5. Engage in Policy Practice</b>	<b>6. Engagement with Individuals, Families, Groups, Organizations, and/or Communities</b>
<b>7. Assessment of Individuals, Families, Groups, Organizations, and/or Communities</b>	<b>8. Intervention with Individuals, Families, Groups, Organizations, and/or Communities</b>	<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>



# HOW DO STUDENTS LEARN?

- The common thread of the social work practicum is that students learn by experience.
- What is meant by experiential learning?
  - Learning about a task or method
  - Shadowing a more experienced worker
  - Practicing the task or behavior
  - Reflecting on one's practice and skills
- **Students learn best through a combination of “learning by thinking” and “learning by doing” (Lee & Fortune, 2013).**

# BEST PRACTICES IN FIELD INSTRUCTION



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

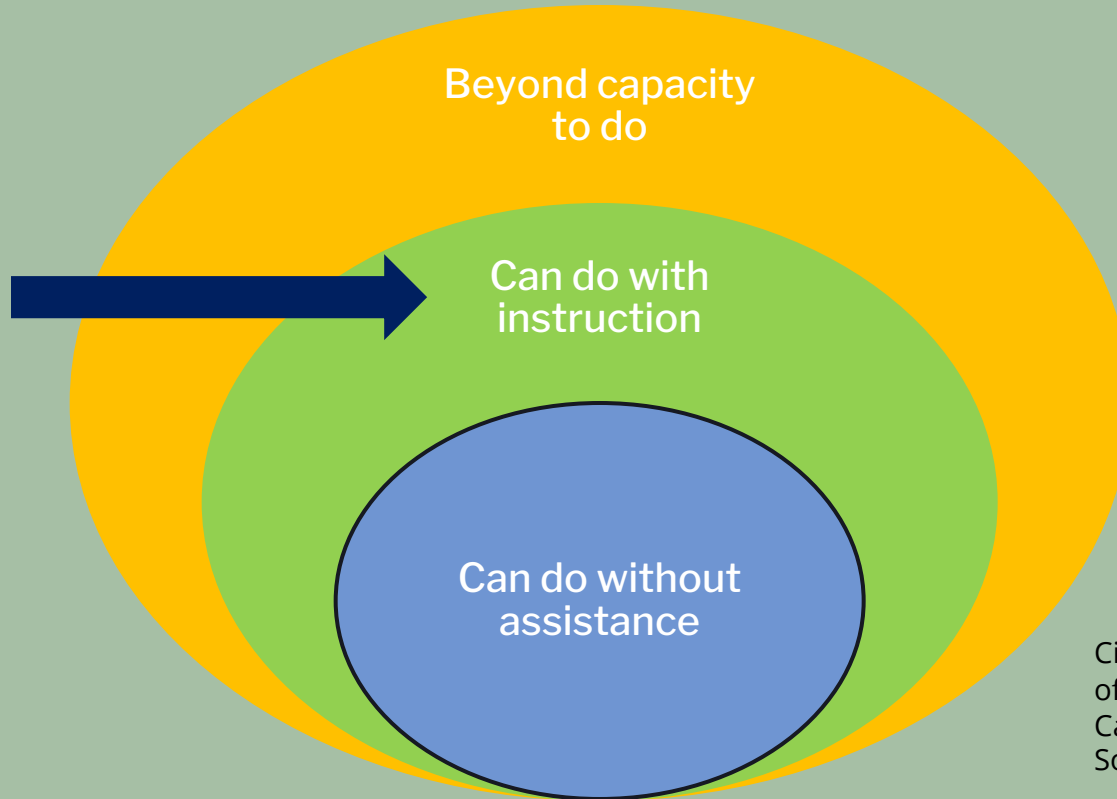


Opportunity to reflect  
including self-reflection  
and integration of the  
conceptual and actual

# GOOD STARTS

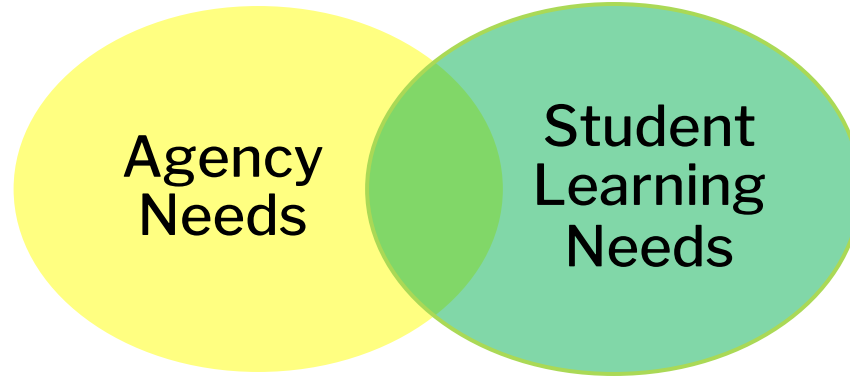
- Time for a planned, thoughtful orientation (3-4 weeks)
- Time for the student to understand day-to-day operations and all of the multi-level agency, community, and social/economic factors that shape service delivery
- **Time to review of all relevant safety and risk reduction policies as well as client confidentiality and privacy policies**
- Time to make your expectations and availability clear
- Time to assess relevant knowledge, skills, and attitudes, hopes and fears, style of learning, and personal, temperamental, cultural, and/or identity related factors that may inform how they approach
- Time to map out tasks that are agency-based, competency-based, and assessment-based

# VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT

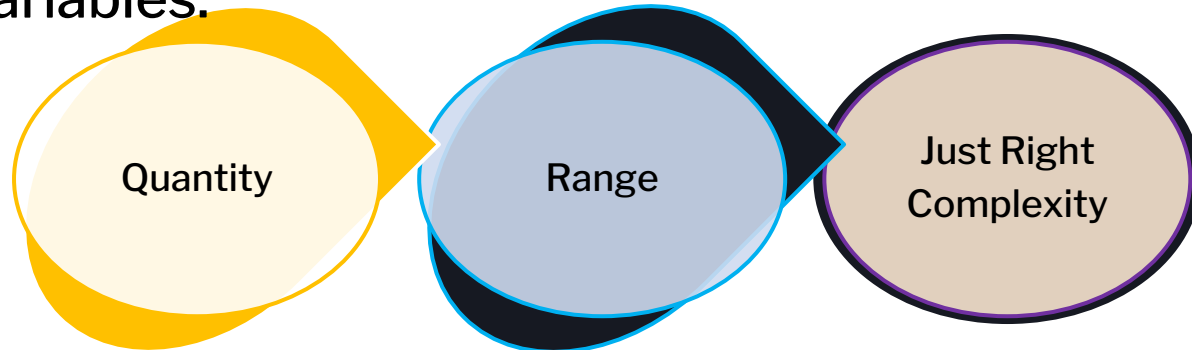


Citation: Greg Merrill, Director of Field Education, University of California - Berkeley School of Social Work

# THOUGHTFUL TASK SELECTION



## Key Variables:





# STUDENT LEARNING: THE CRITICAL ROLE OF SUPERVISION

- Students should receive **one hour of supervision per week (approx. 4 hours/month)**
- For settings with a field instructor and a task supervisor, supervision should include at least **2 hours/month with the licensed field instructor** (the remaining hours can be done by the task supervisor).
- **For settings that offer group supervision, supervision should include at least 2 hours/month of individual supervision.**

# COMMIT TO THE WEEKLY INSTRUCTIONAL HOUR



## 1. Establish a regular, expected time

2. Encourage the student to develop the agenda (and it is also a good idea to have your own)
3. Pro-actively review administrative and orienting information
4. Consult about problems, challenges, and successes
5. Ask questions that invite self-reflection and learning integration
6. Share your practice wisdom as it applies
7. Link to professional values, theories, and knowledge (e.g. what might your practice methods instructor say about this?)
8. Provide support and encouragement and direct feedback
9. Vary what you are doing as student grows more capable
10. Evaluate how the weekly hour went and how it could be improved the following week

# REFLECTION AND INTEGRATION AS THE INTERNSHIP EVOLVES

- Requires consistent weekly time to look at the big picture together beyond day-to-day procedures and tasks
- Involves wide-ranging discussions:
  - *What's coming up for you?*
  - *What factors related to social justice should we consider?*
  - *What are the most relevant values, ethics, and moral principles here?*
  - *How would you assess the available knowledge or evidence?*
  - *What do you think is the best decision? What's your reasoning?*
  - *What skills would you need to implement this?*
  - *What reactions and emotions might get in the way?*



# THE LEARNING AGENDA: NUTS & BOLTS

- Augsburg Learning Agendas are in GoogleSheets.
- You will receive an e-mail in late August/early September from the Social Work Department with a link to the form for your student.
- Having the agenda on GoogleSheets helps ensure consistency while also allowing the field instructor and student to individualize practicum tasks.
- If you cannot access GoogleSheets at your work place, your student can access the form using their Augsburg or Gmail e-mail account.
- **Students and field instructors MUST NOT download the learning agenda or try to recreate it in a different format. All of the learning activities and ratings/comments must be made IN THE GOOGLE SHEET.**
- Please do not make any edits to the Learning Agenda's structure (e.g. do not attempt to add additional rows to the document).

We know our learning  
agenda format could use  
some revision . . .

# FIELD VISITS

- Field faculty meet with agency-level field instructors and their students **three times** during the course of the field experience.
- Ideally, at least **one** of these should be an in-person visit\*; the others can be conducted by Zoom.
- Non-metro students will have all visits via Zoom.
- **Goals of Field Visits:** discuss student learning goals and progress; address any concerns; provide feedback; coordinate support; nuts and bolts questions

# Disability Accommodations in Field Placements

- Field placements are an educational setting, not an employment setting, and thus disability accommodation issues are the responsibility of Augsburg (the educational institution) and fall under Section 504 and not under the ADA.
- If a student informs you that they are in need of accommodations in their field placement due to a disability (these include mental health diagnoses), please direct them to contact their field seminar instructor and **Kathy McGillivray at Augsburg's CLASS office**, so that a formal accommodation plan can be developed and the student can have the appropriate support.
- **You should not develop your own accommodations with the student.** You should inform the student that step one is to contact the CLASS office. The CLASS office and/or the Field Director will then follow up with you with information regarding the required



Kathy  
McGillivray,  
CLASS Office  
Director

# WHAT IF PROBLEMS HAPPEN?

1. Prevention is the best strategy.
2. Early intervention is absolutely a must.
3. Good place to address areas of concern is supervision.
4. Documentation\* and communication is crucial.
5. Notify the Field Seminar Faculty
6. The field faculty member may likely involve the Field Director - particularly if it relates to serious concerns.
7. On a bright side, most concerns can be addressed through adequate supervision and feedback.

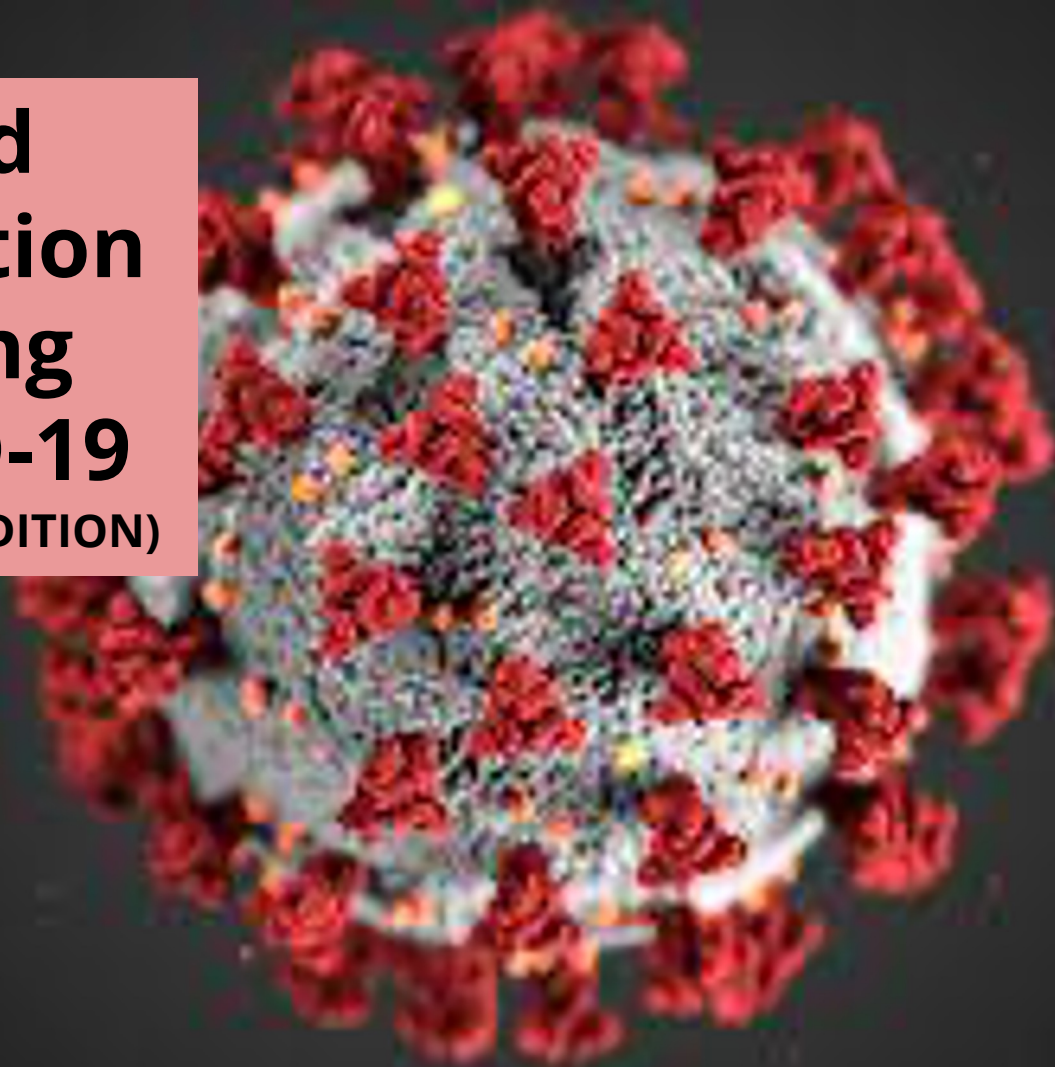


# WHAT IF I HAVE QUESTIONS?



- Lydia Madden, Department Administrator, is available to answer questions via e-mail ([madden@augsborg.edu](mailto:madden@augsborg.edu)) or phone (612-330-1189).
- If you have questions about appropriate tasks or learning outcomes, your student's field seminar faculty can provide guidance. Your student should know the name and contact information for their field faculty instructor. This information is also on the syllabus for the Field Education Seminar course.
- If a situation needs more attention, the Field Directors of the programs may be involved.

**Field  
Education  
during  
COVID-19  
(2022-2023 EDITION)**



# AUGSBURG UNIVERSITY COVID-19 POLICIES - FALL 2022

## VACCINATION IS REQUIRED FOR ALL STUDENTS

(staff & faculty too)

- Students must submit proof of having received 2 doses of Moderna/Pfizer or 1 dose of J&J; OR
- Submit a request for a medical or non-medical exemptions & receive approval

## Augsburg Masking Policy

Masks are required for all students, faculty, and staff during in-person classes, regardless of vaccination status, until **September 10th**.

After September 10th, only unvaccinated individuals are required to mask.

# COVID POLICIES FOR AUGSBURG STUDENTS IN FIELD



**\*\*Through September 9th, students will be required to wear masks at their field placements (unless in a private office with no other coworkers or clients).**

**Whenever there is a mask mandate on campus, students must also mask at their field placements.**

**AUGSBURG STUDENTS WILL COMPLY WITH ANY ADDITIONAL COVID-19 PROTOCOLS REQUIRED BY THEIR AGENCIES (e.g. vaccination requirements, social distancing, cleaning protocols, etc.)**

**AGENCIES HOSTING AUGSBURG STUDENTS WILL BE EXPECTED TO COMPLY WITH ANY STATE AND/OR LOCAL ORDERS RE: COVID-19 PRECAUTIONS**

A string of colorful paper clips is stretched across a dark, horizontally-grained wooden surface. Each clip holds a small, rectangular piece of paper. The papers are arranged to spell out the words 'THANK YOU' in a simple, hand-drawn font. The letters are: 'T' (red), 'H' (light blue), 'A' (light green), 'N' (light blue), 'K' (yellow), 'Y' (light green), 'O' (yellow), and 'U' (light green).

THANK YOU

QUESTIONS?

