

Department of Social Work Field Instructor Welcome and Orientation

Fall 2014



Learning Objectives

- 1) Review the universal social work requirements for field education as mandated by the Council on Social Work Education.
- 2) Prepare to use the Student Learning Agenda and Assessment Form to advance student learning and link to assessment.
- 3) Become familiar with Augsburg's unique social work program.

Learning Objectives

Objective #1

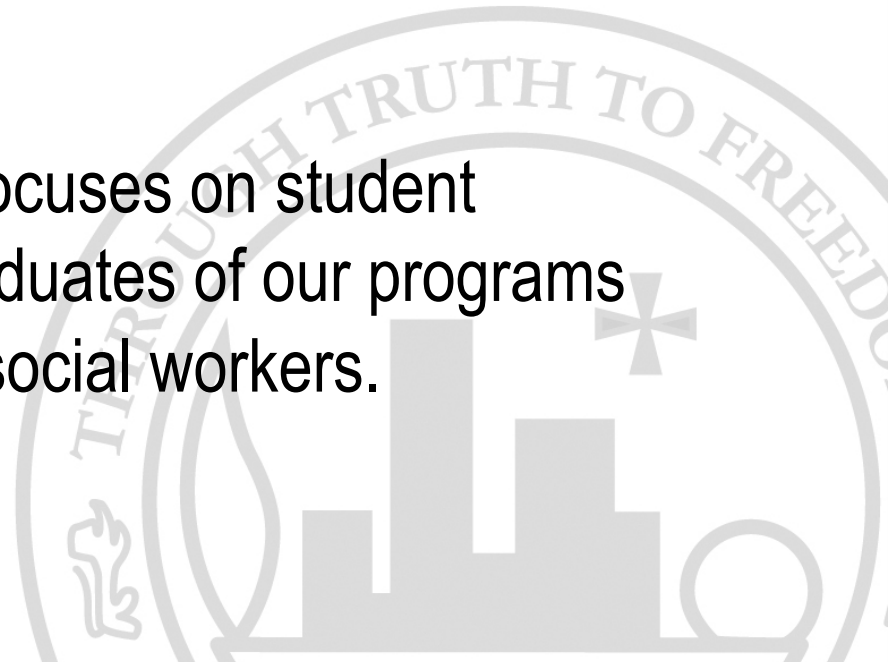
Review the universal social work requirements for field education.



Competency-Based Social Work Education

10 competencies further defined by 41'ish
practice behaviors.

Competency-based education focuses on student
outcomes...what it is that graduates of our programs
know and are able to **do** as social workers.



EPAS Competencies

1. Intern identifies as a professional social worker and conducts himself/herself accordingly.
2. Intern applies social work ethical principles to guide his or her professional practice.
3. Intern applies critical thinking to inform and communicate professional judgments.
4. Intern engages diversity and difference in practice.
5. Intern advances human rights and social and economic justice.
6. Intern engages in research-informed practice and practice-informed research.
7. Intern applies knowledge of human behavior and the social environment.
8. Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Intern responds to contexts that shape practice.
10. Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

10 Core Competencies

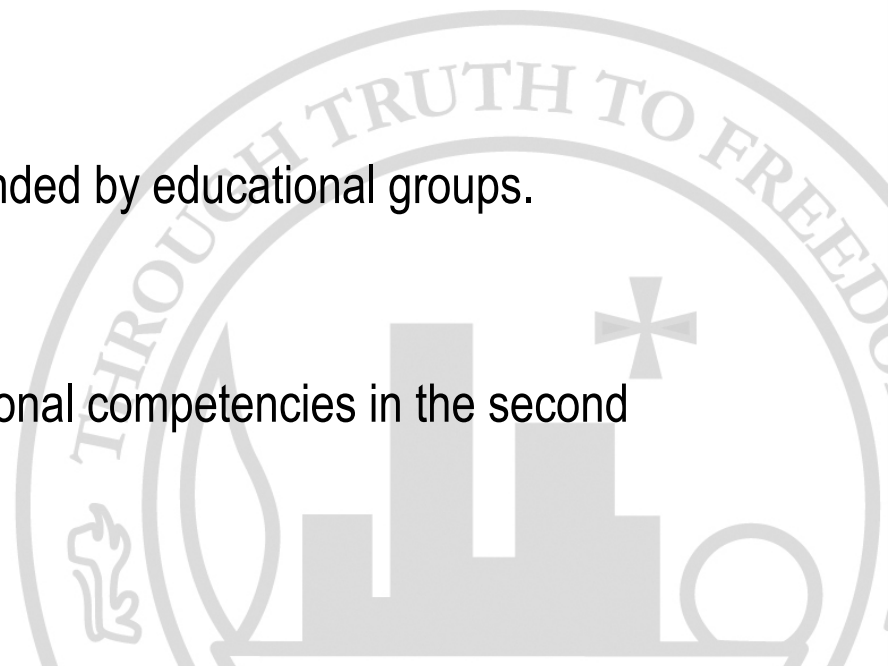
Each competency is operationalized by a set of interrelated generalist Practice Behaviors that taken together, constitute the *essence* of the identified competency (Holloway et al, 2008).

The number of Practice Behaviors associated with each competency varies and range from 2-6.

Advanced Practice Behaviors are recommended by educational groups.

<http://www.cswe.org/cms/13965.aspx>

We can add our own. Augsburg adds additional competencies in the second year of the MSW program.



EPAS Competencies

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

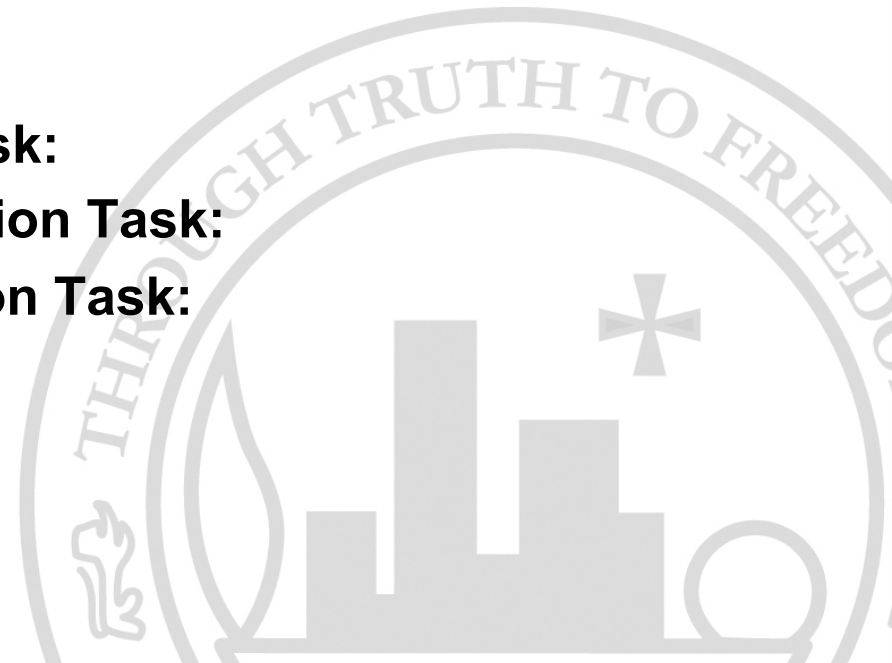
Practice Behavior: Advocate for client access to the services of social work.

BSW Junior Task:

BSW Senior/MSW Foundation Task:

Multi Cultural Clinical Concentration Task:

Multi Cultural Macro Concentration Task:

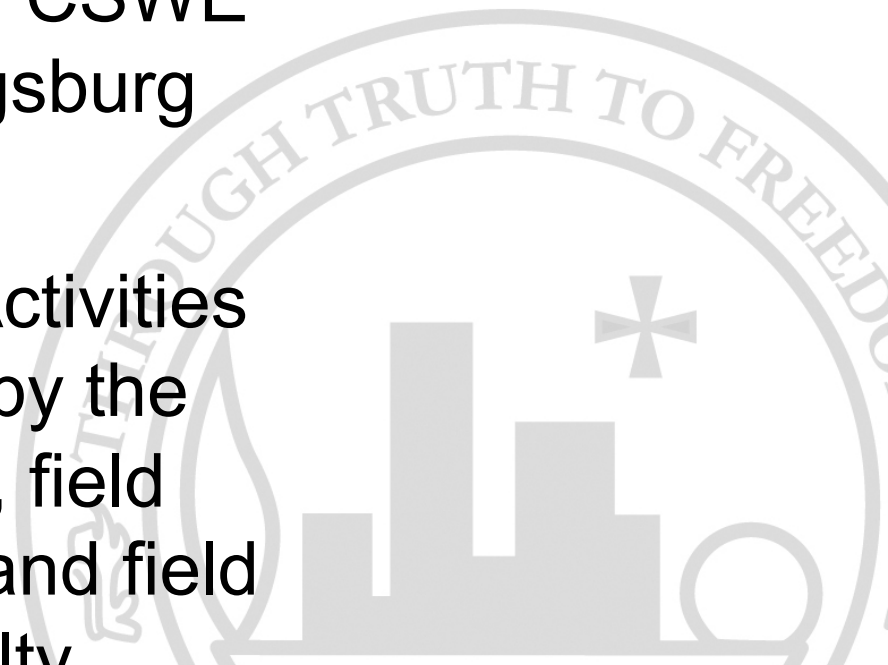


10 Core Competencies

Competency – Defined
by CSWE

Practice Behaviors
defined by CSWE
and Augsburg

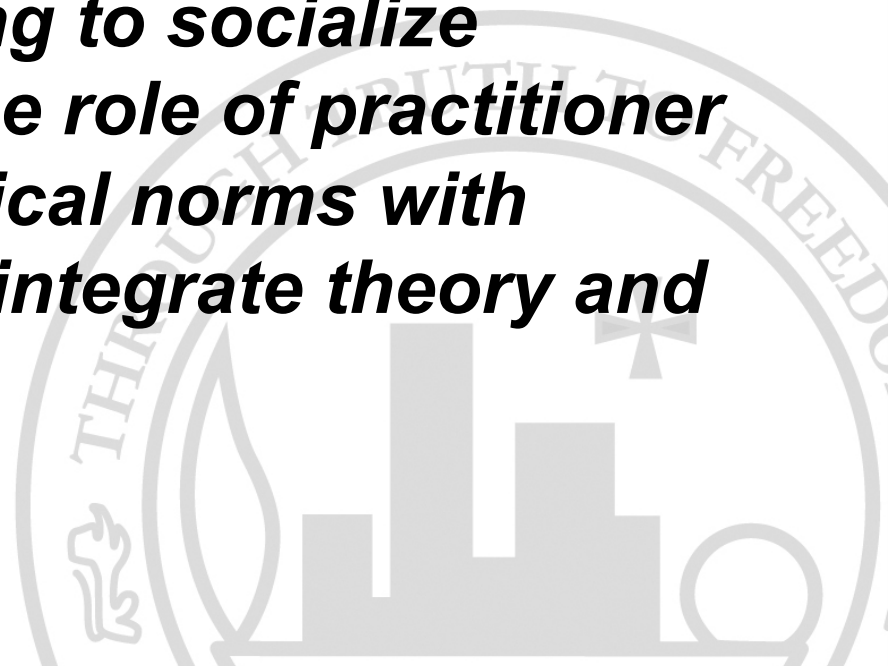
Tasks and Activities
defined by the
student, field
instructor and field
faculty



Field as Signature Pedagogy

According to CSWE (2008, p. 8),

“Signature pedagogy is a central form of instruction and learning to socialize students to perform the role of practitioner—it contains pedagogical norms with which to connect and integrate theory and practice.”



Field as Signature Pedagogy

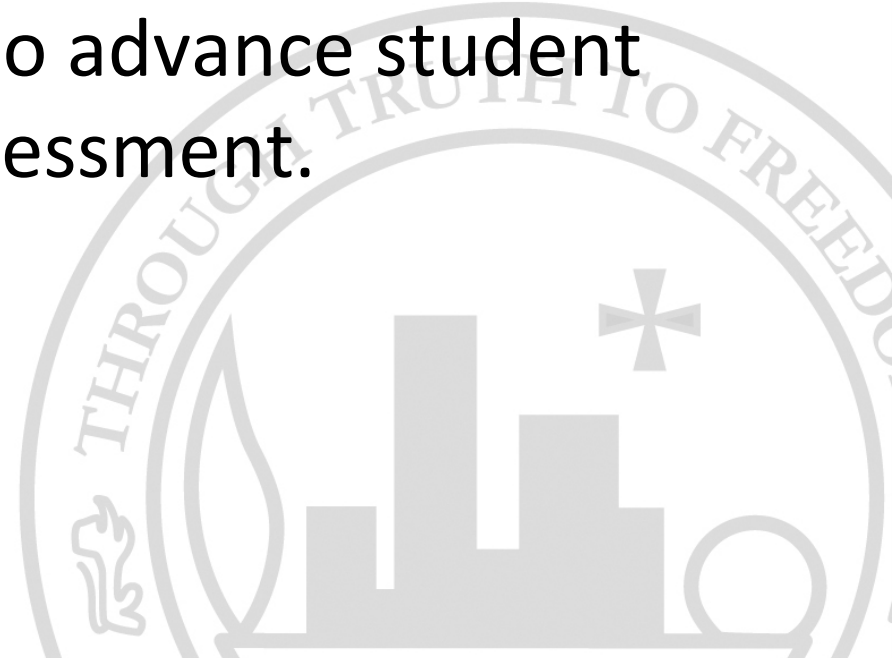
Defined as:

“...types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions” (Shulman, 2005b, p. 52) and they are noted to possess distinctive features in that **they are “...pervasive, routine, and habitual” that “...make students feel deeply engaged”** (2005a, p. 22).

Field assignments encourage mastery of competencies. Student Learning Agenda and Assessment is Augsburg's tool.

Objective #2

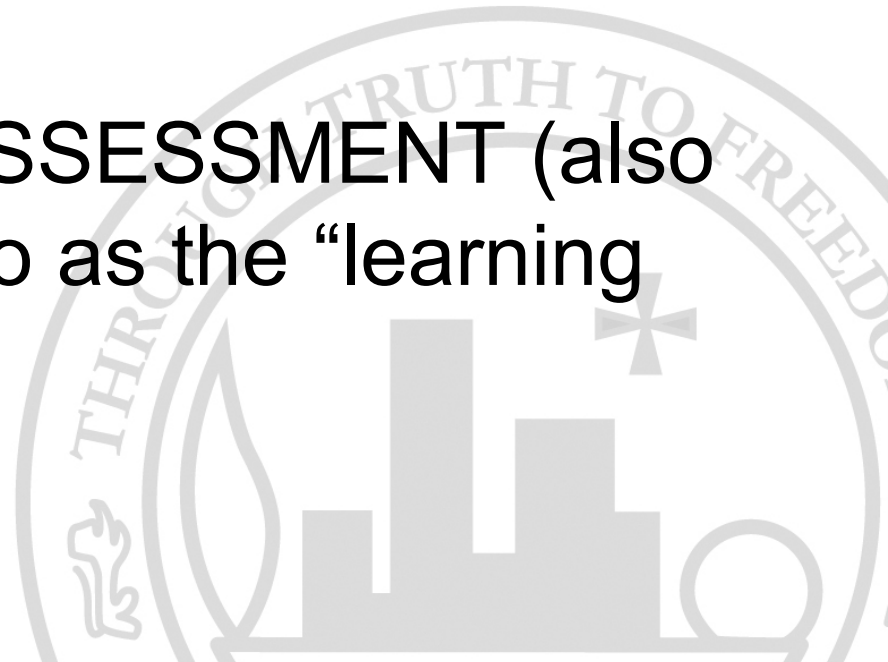
Prepare to use the Student Learning Agenda and Assessment form to advance student learning and link to assessment.



How do we measure learning?

How do we describe and measure students' performance (and growth in their practice)?

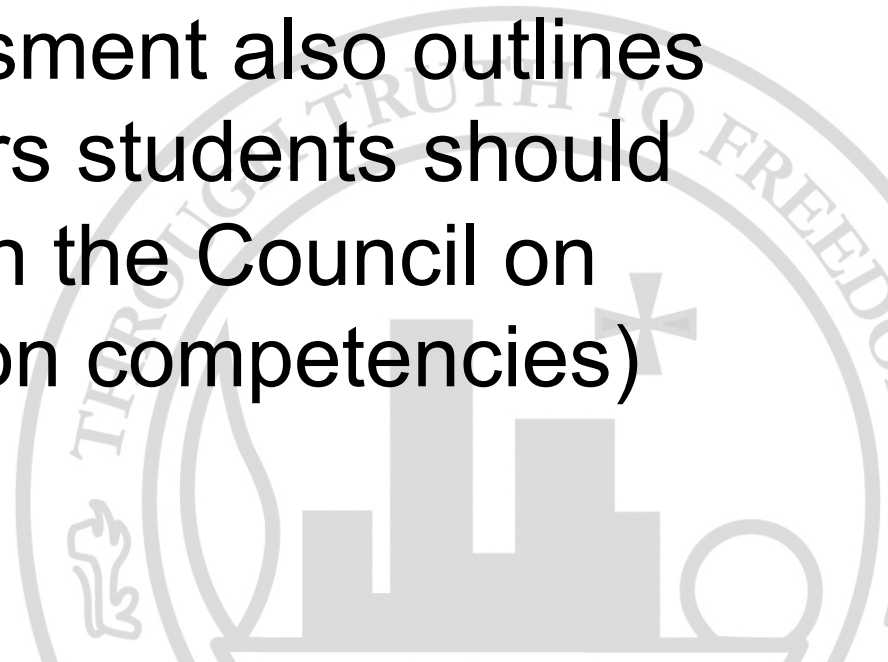
FIELD EDUCATION ASSESSMENT (also sometimes referred to as the “learning agenda”)



Field Education Assessment

Field Education Assessment provides a structure for students' learning

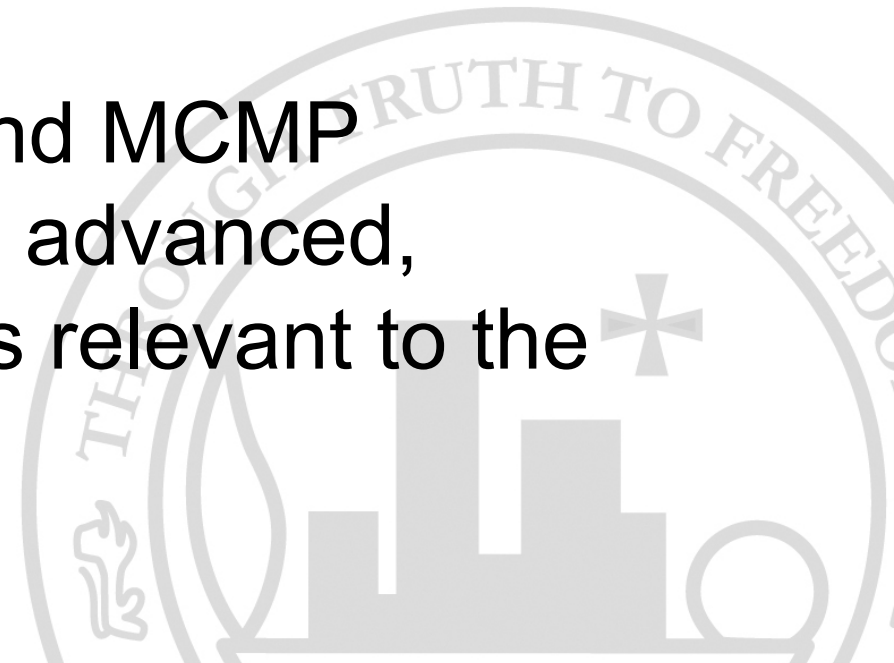
Field Education Assessment also outlines key practice behaviors students should be learning (based on the Council on Social Work Education competencies)



Field Education Assessment

The competencies and practice behaviors included on the assessment differ according to the student's stage of learning.

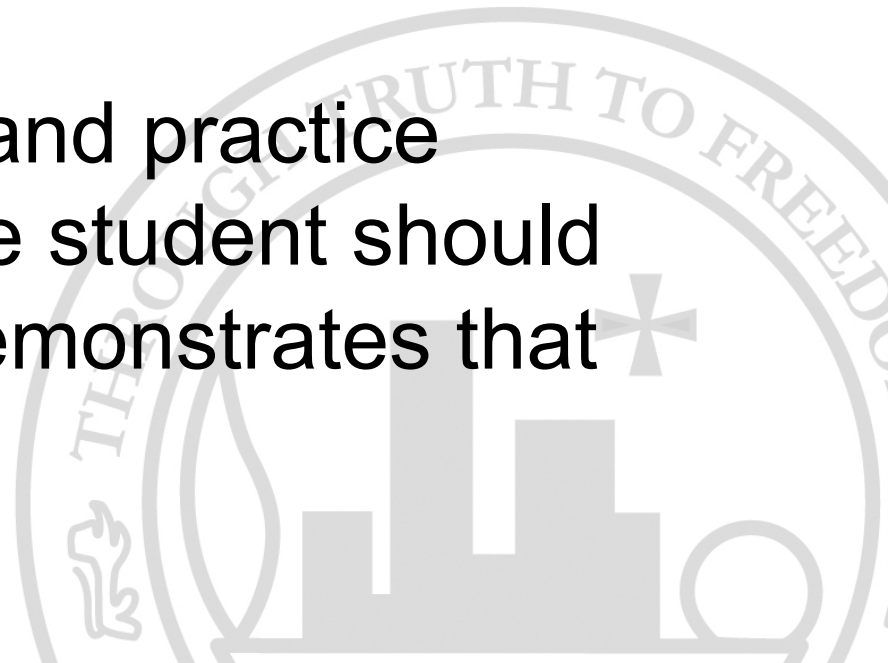
For example, MCCP and MCMP assessment includes advanced, specialized behaviors relevant to the concentration



How do I do this?

The Field Education Assessment is similar to a treatment plan (direct practice) or a strategic plan (community practice)

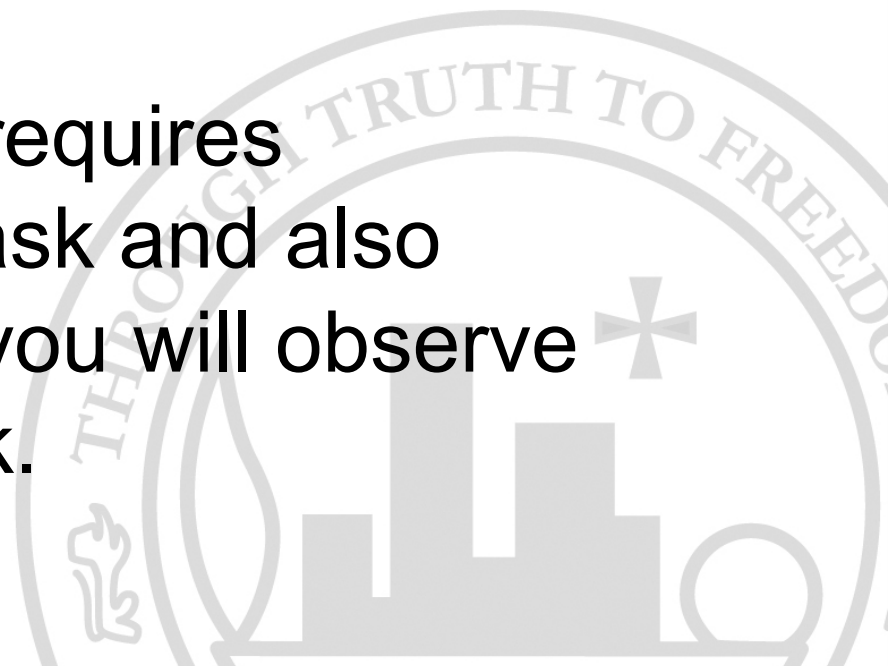
For each competency and practice behavior, you and the student should identify a task that demonstrates that behavior.



How do I do this?

You should be able to observe and evaluate the tasks that students will complete to demonstrate their competency.

The assessment form requires identification of the task and also specification of how you will observe and evaluate the task.

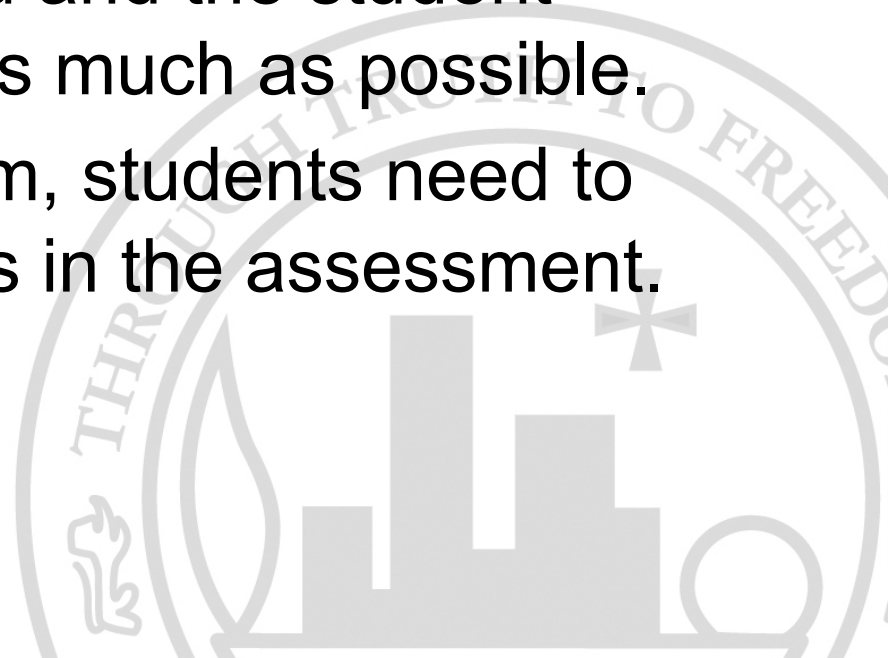


Evaluation

All practice behaviors must have specific tasks that the student will complete.

Though the student may not complete all tasks in the first semester, you and the student should try to complete as much as possible.

By the end of the practicum, students need to have completed all tasks in the assessment.



Objective #3

Become familiar with Augsburg's unique social work program.



Augsburg's Mission

Augsburg College 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.

Levels of Education

BSW

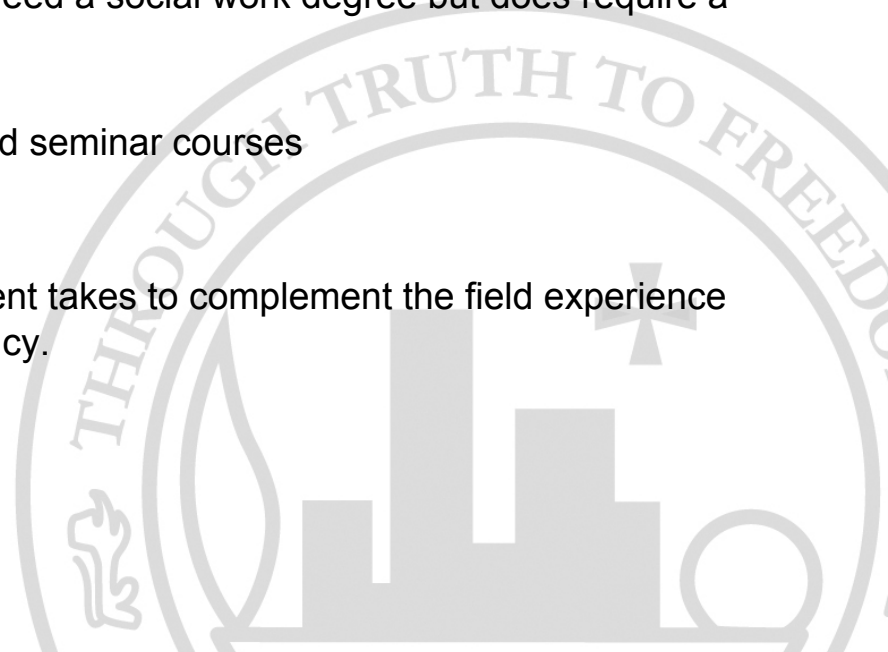
- **Junior:** Beginning individual, family, and group social work skills.
- **Senior:** Extending individual, family, and group, and adding macro practice skills.

MSW

- **Foundation:** Generalist skills in individuals, families, groups, and macro practice.
- **MCCP:** Multi-Cultural Clinical Practice, advanced social work practice skills with individuals, families, and groups.
- **MCMP:** Multi-Cultural Macro Practice, advanced social work practice skills with administration and policy.

The Lingo

- Field Instructor:** The Social Worker who provides a student with one hour of supervision per week for the duration of his/her practicum.
- Task Supervisor:** (Optional position) Staff who supervises a student for part of the required hours/month. Task supervisor does not need a social work degree but does require a degree in a related field.
- Field Faculty:** Augsburg faculty who teach the field seminar courses
- Field Seminar:** The course that a social work student takes to complement the field experience during the time at his/her field agency.



Field Hours

BSW Field

- Both junior and senior students complete 240 hours at their field agencies (120/semester)
- Approximately 8-11 hours/week
- Orientation may occur two weeks prior to the start of the fall semester

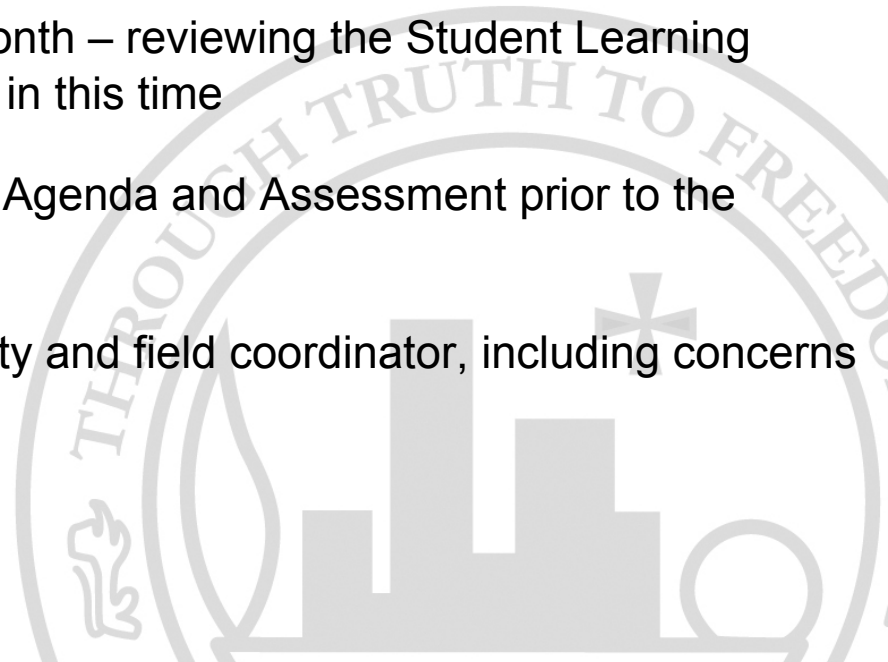
MSW Field

- Foundation/first year students complete 420 hours at their agencies
- Concentration year students (MCCP/PDPA) complete 500 hours at their agencies
- Approximately 15-20 hours/week

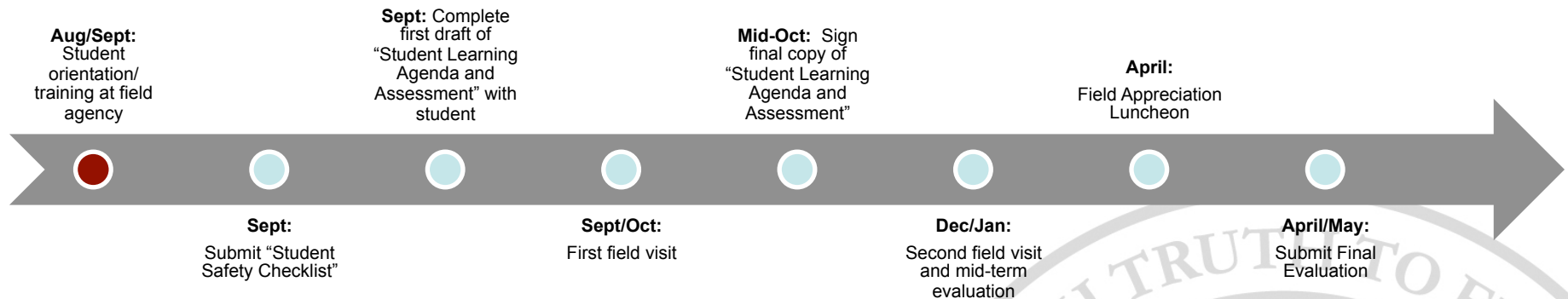


Field Instructor Educational Roles

- Orient and train as you would for new employees
- Provide student with adequate desk/office space
- Help students develop the Student Learning Agenda and Assessment prior to the first field visit
- 1 hour of direct supervision/week, 4 hours/month – reviewing the Student Learning Agenda and Assessment should be included in this time
- Evaluate student using the Student Learning Agenda and Assessment prior to the midterm and final field visits
- Maintain open communication with field faculty and field coordinator, including concerns



General Field Timeline



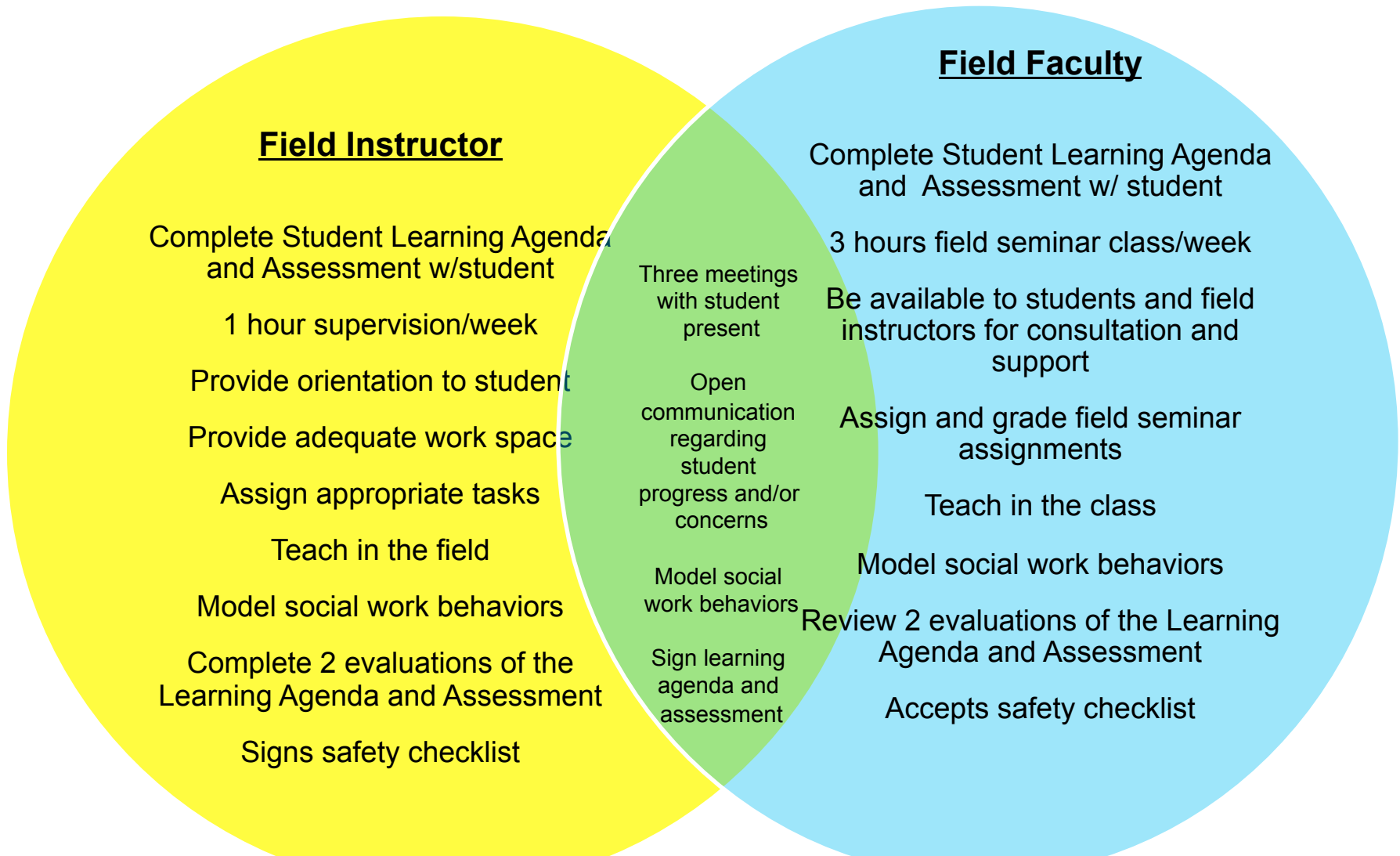
***Dates listed are approximate and differ slightly depending on BSW or MSW student intern**

***Red boxes indicate when copies forms are due to Augsburg**

***It is the student's responsibility to let field instructors know when they need signed forms turned in**

***It is the student's responsibility to set up the three contacts**

Partnership Roles



Free Continuing Education

Fall CEU Workshop

Friday, October 10, 2014

9:00am-12:00pm

Christensen Center

“What Social Workers Need to Know about Young Adults and Recovery”

SWAN: Social Work Alumni Network Workshop

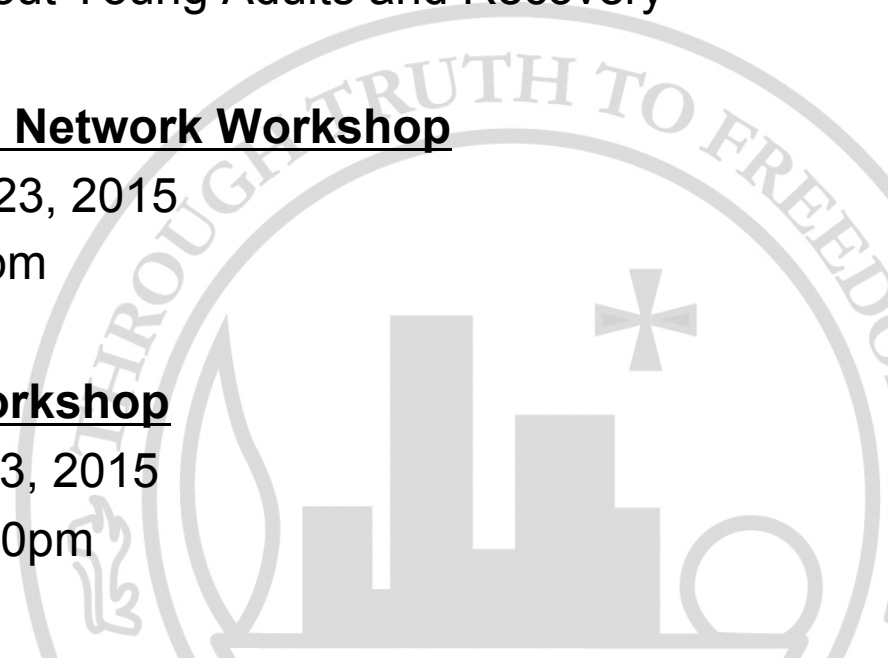
Friday, January 23, 2015

3:00-5:00pm

Spring CEU Workshop

Friday, March 13, 2015

9:00am-12:00pm

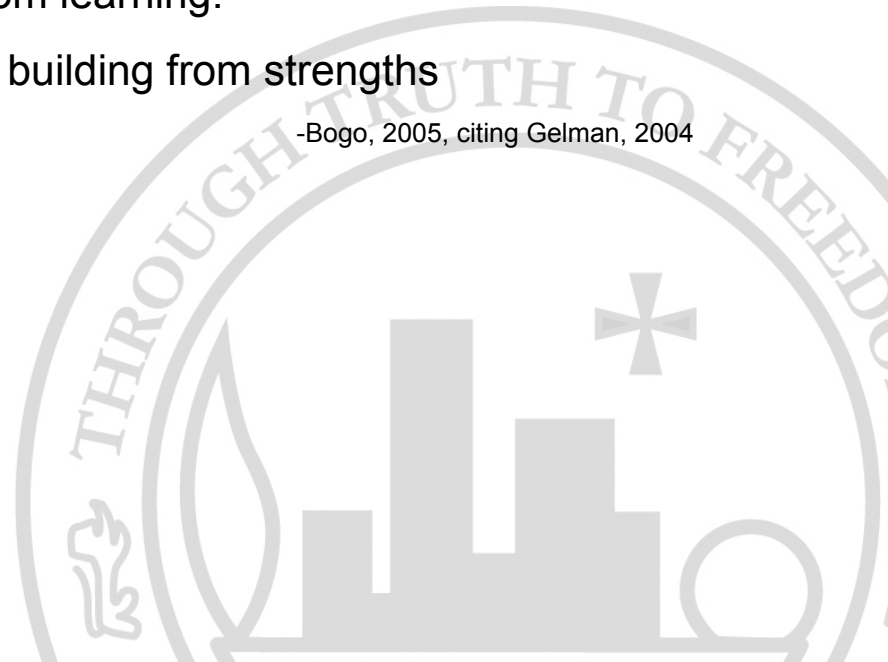


What Students are Hoping For

- Support, including balanced feedback (honest, likable, expert, reliable, sociable, prepared, sincere, warm, skillful, trustworthy)
- Frequent sessions
- Direct learning activities such as observing or working with a professional role model
- Reflective and conceptual learning activities, cases, integrating theory and practice. Ask students to make the links to their classroom learning.
- Activities to encourage students in self-criticism, building from strengths



-Bogo, 2005, citing Gelman, 2004



Augsburg's Goals

We are dedicated to maintaining positive relationships and connections to field instructors and their agencies.

We seek ethical practice, not perfection.

We seek willing partners who wish to grow and learn in social work education



Useful Websites

- **MSW website:** <http://www.augsburg.edu/msw/>
MSW Field Coordinator: Laura Boisen, PhD boisen@augsborg.edu
- **BSW website:** <http://www.augsburg.edu/home/swk/>
BSW Field Coordinator: Christina Erickson, PhD, ericksoc@augsborg.edu
- **Field website:** <http://www.augsburg.edu/fieldeducation/index.html>
- Field Education Coordinator: Melissa Hensley, PhD, hensleym@augsborg.edu