

Field Instructor Newsletter

New Faces in Field Education

INSIDE THIS ISSUE

New Faces in Field.....	1-2
Clock Hours.....	2
Key Dates	2
Field Instructor Resources.....	3
Field Instructor Seminars.....	3
Role of Field Instructor	4
Role of Faculty Field Liaison.....	5
Successful Field Instructors...	6
Contact Information	6

SPECIAL POINT OF INTEREST:

"Do No Harm:
Interrogating Implicit Biases as
Healthcare Professionals"

September 16, 2022

Virtual & In-Person options

3 CE's Implicit Bias

See page 3 for more information



New Director of Field Education

Dr. Chandra Carr will be joining the WSU School of Social Work as the Director of Field Education in early September. Dr. Carr has over nineteen years of mental health experience ranging from children to adults, and fifteen years of experience with developmental disabilities therapeutic services. She has designed, administered, staffed and executed grant funded programs for the U.S. Dept. of Health and Human Services successfully, in addition to creating and administering integrated care clinics in the city of Detroit. Dr. Carr's roles have also provided her with the ability to create innovative programming ideas that progressively prepare individuals to improve their circumstances through cognitive behavioral recognition and choice analysis.



During her tenure as a social worker, Dr. Carr has developed and implemented processes for programs and interactions with students, collaborated with executive teams and stakeholders, while overseeing the production and growth of community and academic organizations. In addition to building relationships with the community leaders and organizers, Dr. Carr's goal is to make sure integrative strategies and practices support a positive and diverse culture. She has experienced first-hand how business, human services, health, and education all blend together, not only looking beyond quantity, but to create a culture that recognizes and appreciates the value of those individuals in the workforce.

Dr. Carr's leadership experience and vision for Field Education made her an ideal choice for this position and we look forward to her guidance as we enter a new school year. Please join us in welcoming her to Field Education.

continued page 2

Assistant Director of Field Education



Randi Bushman joined the Field Education team at the end of 2021. Many of you have had a chance to speak with Mrs. Bushman in recent months as she has been placing our MSW Foundation Year students for the fall 2022 term. Randi also facilitates the seminars for new field instructors which many recently attended. Her other responsibilities include recruiting and evaluating agencies with an interest or affiliation in the field program, serving as a faculty field liaison, and the development of policies and procedures for field education.

Mrs. Bushman completed the MSW degree program from Wayne State University in 2012. Her focus on mental health began when working as a direct care staff with adolescents in long-term psychiatric residential placement.

After attaining her MSW, she spent the next 9 years working at a Community Mental Health agency in Detroit. Her professional experience includes intensive community-based case management and homeless prevention, individual and group therapy using Evidence-Based Practice modalities (EBP), conducting screenings, assessments, and crisis interventions within an intake triage unit, and serving as clinical manager over various programs.

KEY DATES

FALL 2022

Field Begins – August 30

Field Ends – December 9

Due Dates:

Learning Plan	Sept. 23
Process Recording/PRAC SIS #1	Sept. 23
Process Recording/PRAC SIS #2	Oct. 7
Process Recording/PRAC SIS #3	Oct. 21
Process Recording/PRAC SIS #4	Nov. 4
Process Recording/PRAC SIS #5	Nov. 18
Midterm Evaluation	Oct. 21
FIASC	Dec. 9

Winter 2023

Field Begins – January 2

Field Ends – April 21

Due Dates:

Learning Plan	Jan. 27
Process Recording/PRAC SIS #1	Jan. 27
Process Recording/PRAC SIS #2	Feb. 10
Process Recording/PRAC SIS #3	Feb. 24
Process Recording/PRAC SIS #4	Mar 10
Process Recording/PRAC SIS #5	Mar 24
Midterm Evaluation	Feb. 24
FIASC	April 14



In accordance with the Council on Social Work Education guidelines, the total clock hours for social work students will return to the pre-COVID requirements.

Required clock hours for field for 2022-23 school year are as follows:

- BSW = 230 hours per term
- MSW Foundation = 225 per term
- MSW Advanced – 2-day (16 hr.) placement = 225 hours per term
- MSW Advanced – 3-day (24 hr.) placement = 338 hour per term

Note: Students are expected to have regularly scheduled field days and all scheduling arrangements should be discussed with their field instructor prior to beginning field placement. Field days should be 8 hours and students with an evening/weekend placement must attend field with **no less than 4 hour blocks of time.**

FIELD INSTRUCTOR RESOURCES

New Field Instructor Training Sessions 2022-2023

The Office of Field Education offers 6 seminars annually with free CEU's awarded for attendance. Sessions will be virtual except for Sessions 4 & 5 which are online self-studies.

SESSION 1: *Beginnings and the Adult Learner*, Aug. 17, 2 CE's

SESSION 2: *The Gatekeeper: Task & Teaching*, October 19, 2 CE's

SESSION 3: *Evaluation, Preparation, & Student Concerns*, Nov. 16, 2 CE's

SESSION 4: *Beginning Again and Educational Challenges*, Online/Self-Study, Dec. 14 – Jan. 11, 2 CE's

SESSION 5: *Teaching Termination*, Online/Self-Study, Jan. 18 - Feb. 15, 1 CE

SESSION 6: *The Ending Phase of Field Instruction and Reflections*, Mar. 15, 2 CE's

All sessions will be held from 12:30 – 2:30 pm excluding online courses.

For a full description or to register for the seminars, please call or email the Office of Field Education at: (313) 577-4446 or field_education@wayne.edu

Instructor: Randi Bushman, LMSW

DO NO HARM

Interrogating Implicit Biases As Healthcare Professionals

Presented by: Blanch B. Cook, JD & Stacey Floyd-Thomas, PhD

Friday, September 16, 2022

The WSU College of Liberal Arts and Sciences Dept. of Psychology and School of Social Work are proud to host the 2022 James and Janice Prochaska Annual Lecture. In this three-hour interactive virtual lecture Cook and /Floyd-Thomas will provide information and insight on the corrupting influence of implicit bias on service providers, the learning process, and service provision.

As of June 1, 2022, LARA requires implicit bias training for health care professionals. This event fulfills that requirement

This event is being offered in both in-person and virtual formats. Please register in advance for one option only:

IN PERSON: [Do No Harm: Interrogating Implicit Biases as Healthcare Professionals - Wayne State University](#)

VIRTUAL ON ZOOM: [Do No Harm: Interrogating Implicit Biases as Healthcare Professionals - Wayne State University](#)

Continuing Education: Pre-registration for CE's is requested via the RSVP form. All attendees seeking CE's must sign-in at the event and stay for the full duration. Attendees will then receive an email after the event with a short quiz and details on when they will receive their digital CE certificate.

An explanation and example of the student assignments can be found at the following link:

[Documents and forms - Field Education - Wayne State University](#)

- Learning Plan
- Process Recording:
- PRACISIS:
- Supervision Agenda

Role of the Field Instructor

Field instructors supervise students at their field placement site, with their primary role being educational. A **field instructor** is a Masters-level Social Worker (LMSW) with 2 years post-MSW experience and is eligible for licensure in the State of Michigan, or another qualified individual identified by the Wayne State University School of Social Work.

A field instructor:

- assures that the student placement experience is educational;
- explains the educational purposes to appropriate agency staff;
- establishes suitable working conditions for student learning, including adequate space and other necessary supports for carrying out responsibilities;
- helps students to plan their educational experience in class and field;
- discusses work satisfactions and concerns about practice, field instruction, agency experience, and class work with students;
- learns the field and class curricula;
- selects suitable assignments in consultation with the faculty field liaison;
- develops and maintains a system of student record writing;
- prepares for field instruction conferences, including reading student recordings;
- holds weekly conferences with the student;
- evaluates student performance periodically during the term and at the end of each term;
- meets periodically with the assigned faculty field liaison to discuss assignments, review work, and recommend marks;
- informs the assigned faculty field liaison of any concerns about progress, activities, and any other issues;
- prepares evaluation reports as required by the school;
- works with the assigned faculty field liaison to evaluate the agency's relation to school and curricula as they relate to student learning experiences;
- attends classes, meetings, and participates in workshops and institutes that may enhance field instruction skills; and
- promptly informs the agency and the School of any changes affecting student education.

Field Instructor Meetings with Student

Field instructors are *required* to meet with students weekly for at least one hour to provide supervision. Field instructors may meet individually or as a group, depending on the nature of work performed. This meeting should be used to discuss and reflect on student concerns regarding client, agency, and field placement issues. The field instructor should ensure that the student is fulfilling the needed core competencies, including review of completed assignments via the IPT system and verification of required hours.

Task Supervisor

If the field instructor is not able to provide daily supervision, then a task supervisor must be assigned. A task supervisor is responsible for the day-to-day supervision of tasks performed by the student, excluding the minimum hours of weekly supervision provided by the assigned field instructor. Task supervisors are not required to have two years of post-MSW experience or be a LMSW. However, the task supervisor must be employed at the field placement site in a similar area as the student doing field work and be responsible for performing social-service-type tasks. A task supervisor should meet all objectives listed for a field instructor, except weekly supervision, and is encouraged to attend New Field Instructor Seminars.

Faculty Field Liaison: Addie Williams



Role of the Faculty Field Liaison

The Faculty Field Liaison is a member of the school staff or faculty who serves as a liaison between the student, the field instructor, and the staff of the field placement site. Each student is assigned a Faculty Field Liaison upon starting a field placement. The Faculty Field Liaison meets with the field instructor and student to specify and clarify assignments and concerns, assess student process recordings, make recommendations to the Office of Field Education, review student evaluations, and grade the student in field work. The Faculty Field Liaison can also discuss career plans with students and suggest courses that will enhance employment options.

Faculty Field Liaisons:

- Develop plans with the agency and deal with field placement issues related to the school;
- serve as a conduit between the school and agency;
- interpret the school's various programs for field instructors and agencies;
- help students plan their educational experience in field;
- discuss student concerns about field instruction, and agency experiences;
- work with the field instructors to ensure that student field assignments reflect the field work curriculum and student needs;
- ensure that the school's standards for field work instruction are upheld;
- review student progress with field instructors;
- act as educational consultants to field instructors to enhance their field-education skills;
- grade students, after consulting with field instructors;
- discuss any problems related to student education in field placement with the Director of Field Education; and
- provides feedback to agencies.

Each student registered for field education will be assigned a Faculty Field Liaison. The Faculty Field Liaison will make a minimum of two field visits per academic year for students in full time and part-time BSW and MSW programs. The first visit should be scheduled no later than the end of the first month of field work. The Faculty Field Liaison will schedule a subsequent field visit at the beginning of the second semester.

Concerns with Field Placement: Should a problem arise with a student's progress or with the agency environment, the faculty field liaison will work with the student and field instructor to create a corrective action plan.



WAYNE STATE
School of Social Work

The School of Social Work will be open to the public beginning fall term 2021. Staff are working on a flexible schedule including both in the office and remotely. Therefore, appointments are recommended and can be made via email or phone.

Office: 313-577-4446

Email: field_education@wayne.edu

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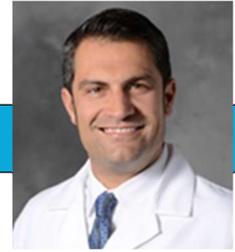
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Becoming a Successful Field Instructor

You possess the knowledge, skills, and teaching ability to supervise a student but how do you ensure that you give them a worthwhile field experience? There are several keys to success for new field instructors.

Open Communication. Sit down with the student and ask them about their goals and expectations for this placement. Go over your experience, and expectations of them and the consequences for their not meeting mandatory expectations. Discuss advocacy with them. If they are not feeling challenged or are not getting the experience they hoped to get, encourage them to speak up in a professional manor. Having open conversations lets your intern know that you are approachable even though you have the authority.

Be realistic about expectations. Field instruction takes a serious investment in time, at least one hour per week in supervision plus additional time for providing feedback on student assignments and preparing evaluations. Successful field instruction also requires providing meaningful assignments and opportunities to students. Make sure your agency can give *you* the time and resources needed for supervision so you can provide the student the necessary attention.

Balance flexibility and structure. Social work students have different styles of learning, and field instructors unwilling to adapt to different learning styles will likely face resistance. “Just as we, as social workers, start where our clients are, we need to do the same thing with students” says Roberta Thomas, LCSW, social worker. But students also can suffer if there is a lack of structure and clear communication about expectations and boundaries.

Be creative. Just because you work for a small agency doesn’t mean you can’t provide a variety of field experiences. Consider how you can incorporate topics or concepts that are outside of the scope of your business into your supervision session. No student wants to be bored—enhance the learning experience.

Stay connected. You are not alone; your Faculty Field Liaison is an important resource and should be consulted if problems arise with your intern. Also, take advantage of training opportunities offered by the Office of Field Education. This is a good opportunity to reach out to other field instructors and share advice.

Be positive yet honest about social work. A positive field instructor can not only relieve the anxiety a student entering field may be feeling but can also shape a student into a confident future social worker. It’s also necessary to be honest when a student is not doing well. Establish a process to follow if this happens. Address the problem with the student and create a plan of action to address those concerns. If this doesn’t work, contact the Faculty Field Liaison who can initiate a corrective action plan with the student.