



Field Instructor Newsletter



Social Work Dean Sheryl Kubiak leading a \$1.5 million grant to address opioid addiction in jails

In 2017, drug overdoses killed nearly 2,700 people in Michigan, with 2,053 of those deaths attributed to opioids, according to the latest MDHHS statistics. In response to this epidemic, Governor Gretchen Whitmer and the Michigan Opioid Partnership, a public-private collaborative, announced a unique strategy that combines public and private funds to support innovative and evidence-based treatment programs for people with opioid use disorder called a "no wrong door approach".

These grants will fund planning, training and coordination of treatment for opioid use disorder and will support the use of medication-assisted treatment (MAT), from the first point of medical contact in a hospital or emergency room to continued treatment in a community-based program. Funds will also assist jails using a continuity of care approach focused on long-term treatment of opioid use disorder. MAT is an evidence-based treatment for opioid addiction that usually includes both medication and behavioral therapy.

\$1.5 million of the funds will be committed to expanding medication-assisted treatment and enhance identification of substance use disorders at jail intake. Wayne State's School of Social Work - Center for Behavioral Health and Justice will receive a grant to coordinate the effort. County jails will also be selected for funding, to work in partnership with the CBHJ team to serve inmates with addiction.

The 16-month project will build a lasting partnership between the criminal justice and substance abuse treatment communities through county-level implementation coupled with data-driven technical assistance to demonstrate need and generate solutions that will increase access to needed treatment.

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Special interest

Pain Management and the Opioid Epidemic field instructor seminar presented by Dr. Anwar Najor-Durack and Dr. Umeika Stephens.

August 21, 2019
9 am to Noon
Kresge Auditorium
Purdy-Kresge Library

Invite-only
Must be registered to attend

“Interfacing with the jail provides another important opportunity for intervention in our communities and reduces the likelihood individual’s with opioid use disorders will return to jail. We are committed to improving the lives of those who reside in Michigan.”

Dean Kubiak

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 the best learning opportunity and a worthwhile field experience? There are several keys to success for new field instructors.

Open Communication. Sit down individually with the student and ask them about their experience, their goals and expectations for this placement. Go over your experience, your goals 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 manner. 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 with students 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.

“Effective field instructors not only should be able to impart knowledge but be open to learning from students.” Heather Carroll, MSW, LICSW

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 at the Los Angeles Co. Dept. of Children & Family Services. 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, there is always a way to enhance the learning experience.

Stay connected. You are not alone, your Faculty Field Liaison is an important resource and should be consulted if problems should 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 and experiences.

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 bright-eyed student into a confident future social worker.

It’s also necessary to be honest when a student for some reason 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.

Field instructors have the privilege of shaping the next generation of social workers. “Have confidence in yourself and do your best to listen to your interns and provide them with an opportunity to learn, practice and grow. Be the supervisor that you yourself would have wanted to have when you were that bright-eyed, eager student.”

Alyssa Lotmore, LMSW
The New Social Worker

Required Forms and Due Dates

Important Dates—Fall 2019

Field Begins: September 3
Learning Plan due: September 27
Process Recording/PRAC SIS #1 due: September 27
Process Recording/PRAC SIS #2 due: October 11
Process Recording/PRAC SIS #3 due: October 25
Process Recording/PRAC SIS #4 due: November 8
Process Recording/PRAC SIS #5 due: November 22
Midterm Evaluation due: October 18
Final Evaluation (FIASC) due: December 6
Field Ends: December 13

Important Dates—Winter 2020

Field Begins: January 6
Learning Plan due: January 31
Process Recording/PRAC SIS #1 due: January 31
Process Recording/PRAC SIS #2 due: February 14
Process Recording/PRAC SIS #3 due: February 28
Process Recording/PRAC SIS #4 due: March 13
Process Recording/PRAC SIS #5 due: March 27
Midterm Evaluation due: March 6
Final Evaluation (FIASC) due: April 17
Field Ends: April 24

For an explanation and example of the student assignments (i.e. learning plan, process recordings, supervision agenda) please click on the following link: [Documents and Forms](#)

For step-by-step instructions for filling out the above forms using your IPT account, including audio and visual instruction, please see our Field Instructor tutorial at: [Field Instructor Tutorial](#)

Role of the Field Instructor

Field Instructor Seminars

We offer Field Instructor seminars for new field instructors throughout the year and CECHs (Continuing Education Contact Hours) can be earned at each one.

2019-2020 Sessions:

Session 1: *Beginnings & the Adult Learner*

Session 2: *The Gatekeeper: Task and Teaching*

Session 3: *Evaluation Preparation & Student Concerns*

Session 4: *Beginning Again & Educational Challenges*

Session 5: *Teaching Termination*

Session 6: *The Ending Phase of Field Instruction and Reflections*

For a complete description of the seminars with dates and times, please click on the following link: [New Field Instructor Seminars](#)

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 to the student then a task supervisor must be assigned. A task supervisor is responsible for the day-to-day supervision of tasks performed by the student while in field, excluding weekly supervision. Individuals holding this position 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 objective listed for a field instructor except weekly supervision, and is encouraged to attend New Field Instructor Seminars. The student must still be provided the minimum number of weekly supervision hours from an assigned field instructor

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



Faculty Field Liaison
Tiffany Murray

The role of the Faculty Field Liaison is to guide the student and field instructor through the field experience by providing their support by phone, email and through scheduled site visits.

Faculty Field Liaison Visits

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

OFFICE OF FIELD EDUCATION

Staff:

Anwar Najor-Durack, Ph.D.,
L.M.S.W.

Asst. Dean for Student Affairs
Director of Field Education

Takisha LaShore, Ph.D.,
L.M.S.W.

Assistant to the Director

Diane Kennedy
Office Secretary

Grace Kayat
Student Assistant

Contact Us:

WSU School of Social Work
Office of Field Education
5447 Woodward Ave.
Detroit, MI 48202

Office: (313) 577-4446
Fax: (313) 577-2323

Email:
field_education@wayne.edu



Our Mission and Program Goals

WSU MISSION STATEMENT

Wayne State's mission is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities.

SCHOOL OF SOCIAL WORK MISSION STATEMENT

As a school within an urban research university, the mission of the Wayne State University School of Social Work is to transmit, develop, critically examine, and apply knowledge to advance social work practice and social welfare policy in order to promote social, cultural and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, communities, organizations, and society, by:

- preparing ethical and competent social work generalists, advanced practitioners and scholars at the B.S.W., M.S.W., and Ph.D. levels, respectively, with learning that primarily
- emphasizes urban Settings;
conducting research, primarily relevant to urban populations;
and
- providing innovative leadership and service to the urban community and the profession.



It is our belief that the field education experience is the cornerstone of our student's professional social work education and our goal is to ensure that our students have a successful field practice. If you should encounter any problems in field, please reach out to the Faculty Field Liaison for guidance.

Office of Field Education