



WAYNE STATE
UNIVERSITY
School of Social Work

Office of
Field Education
August 16, 2021

FALL 2021

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Field Instructor Newsletter

Letter from the Dean

Hello Friends,

As the summer wanes and we are heading into our fall semester, the world continues to evolve. The jubilation we experienced this spring when the vaccine and diminishing COVID cases allowed us to physically engage with family and friends, seems to be evaporating as the Delta variant surges. President Wilson mandated proof of vaccine compliance for those coming onto campus. Although students will have options for web-based courses, it will be important to understand and convey agency expectations as the semester gets underway.

Irrespective of COVID concerns, we will have a vibrant semester for our students and community. Expect a series of events related to the theme of Disability Justice. Recent university data found that students with disabilities were more likely to perceive the campus climate as 'hostile' compared to their able-bodied peers. Continuing our focus on self-reflection and discovery from last AY's focus on race equity, our Anti-Racism Committee (ARC) will be releasing survey and focus group data from faculty, staff and students at the faculty meeting. Correspondingly, our Curriculum and Instruction Day this year will focus on difficult conversations in the classroom – and creating 'brave and safe' spaces. Finally, we roll out our 'holistic defense' program that brings together law and social work students – in the field and classroom. We look forward to working with new placement sites associated with this initiative and look forward to 'system-level' changes to divert and deflect greater number of individuals from the criminal/legal system.

We know that workforce shortages are a concern for most of you. We are working to determine how to attract and retain students, but our enrollment is also down this fall. Furthermore, we are working closely with NASW, LARA and other graduate programs around the state to determine how we can improve what we do and how we do it in an effort to increase the number of licensed social workers in the field.

Finally, as the fall semester gets underway, we are all figuring out what this restart means for the SSW and our students. The dual vectors of the pandemic and increased emphasis on racial equity in our society, provides an opportunity for reflection, innovation, and change. What are the "signals" and how will we read the signals of these times, and how will we respond? How will social workers engage in deep reflection about the role of our profession in systematic oppression? How does the virtual world change social work practice? Does social work education evolve? The jury is still out as the signals are still coming in – but I do know one thing – it will take our village to figure this out. It has been a trying 18 months! But we are here and remain committed to our social work values and making the world a better place for all! My sincere gratitude to all of you for your continuing commitment to social work education and our students!

Sheryl Kubiak
Dean, School of Social Work

Field Begins August 30, 2021

KEY DATES

FALL 2021

Field Begins – August 30

Field Ends – December 10

Due Dates:

Learning Plan	Sept. 24
Process Recording/PRAC SIS #1	Sept. 24
Process Recording/PRAC SIS #2	Oct. 8
Process Recording/PRAC SIS #3	Oct. 22
Process Recording/PRAC SIS #4	Nov. 5
Process Recording/PRAC SIS #5	Nov. 19
Midterm Evaluation	Oct. 15
FIASC	Dec. 8

WINTER 2022

Field Begins – January 3

Field Ends – April 22

Due Dates:

Learning Plan	Jan. 28
Process Recording/PRAC SIS #1	Jan. 28
Process Recording/PRAC SIS #2	Feb. 11
Process Recording/PRAC SIS #3	Feb. 25
Process Recording/PRAC SIS #4	March 11
Process Recording/PRAC SIS #5	March 25
Midterm Evaluation	Feb. 25
FIASC	April 15



CLOCK HOURS AMENDED FOR 2021-2022

The Council on Social Work Education has once again amended the total clock hours for social work students due to COVID disruptions.

Required clock hours for field have been reduced by 15% for the 2021-2022 school year as follows:

- BSW = 196 hours per term
- MSW Foundation = 191 hours per term
- MSW Advanced - 2 day (16 hr.) placement = 191 hours per term
- MSW Advanced - 3 day (24 hr.) placement = 304 hours per term (15% reduction only on 2 days)

Field Hours

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 2021-2022

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 CEU's

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

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

SESSION 4: *Beginning Again and Educational Challenges*, Online/Self-Study, Dec. 13 – Jan. 10, 3 CEU's

SESSION 5: *Teaching Termination*, Online/Self-Study, Jan. 17 - Feb. 14, 1 CEU

SESSION 6: *The Ending Phase of Field Instruction and Reflections*, Mar. 22, 2 CEU'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

Instructors: Sarah Doyle, LMSW
Takisha LaShore, PhD,
LMSW

Welcome Back Seminar 2021

"Navigating Race Power and Privilege in Supervision"

Presented by: Aja Burks, PhD, LMSW

Owner: Transformative Mind Counseling LLC

Register in advance for this meeting:

https://us02web.zoom.us/meeting/register/tZYtcOiurDMoGNX0SkOX_4DIKBySq823Xp8

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

Learning Plan: [lp.pdf \(wayne.edu\)](#)

Process Recording:

[process_recording_explanation_example_19.pdf \(wayne.edu\)](#)

PRACISIS:

Example 1: [pracsis_r_example1fall2020.pdf \(wayne.edu\)](#)

Example 2: [pracsis_r_example2fall2020.pdf \(wayne.edu\)](#)

Supervision Agenda: [supervision_agenda_draft.pdf \(wayne.edu\)](#)

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: Christina Dadswell



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.

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Field Instructor: Sherita Brownlee



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.