



# VCU School of Social Work

## Office of Field Education

### Field Instructor Training

#### Module 2 Transcript - Roles and Expectations

(0:01 - 0:25)

In this module, we will discuss the roles and expectations for all of those involved in the field placement experience of a student, to include the field instructors (and task supervisors if applicable), the field liaisons, the Office of Field Education, and the students themselves. By the end of this module it is our hope that you are able to clearly define who is responsible for all of the various components and requirements related to a student's experience in field.

#### **Your Expectations for the Office of Field Education (0:25 - 1:52)**

The Office of Field Education is the central hub for all things related to student's field placements at the VCU School of Social Work. Within the office, the team is composed of the Director, the Assistant Director, the Field Education Coordinator, and four full time faculty field liaisons, all of whom play a variety of roles. As a team, here is what you can expect from us as you partner with us in support of our students:

#1: Consult with you, as the field instructor, as well as other appropriate agency contacts, to help you develop your agency's field education program. This could include sending you communications regarding changes or updates within our Office, maintaining records of your agency to keep you in compliance with accreditation standards for hosting students for field placement, and provide you with the necessary support so that you feel prepared to have a student placed at your agency.

#2: Intervene in all field placement situations which are problematic from the perspective of any of the following participants: the student, field instructor, field liaison, other faculty, or agency staff. More information regarding the process for intervention in this manner can be found in the field manual, or by consulting with the field liaison assigned to your student.

#3: Offer ongoing training for the professional development of our field liaisons, field instructors, and task supervisors, which also provides for networking with other community partners who are also working with our students.

Of course this list is not exhaustive in terms of what you can expect from us, so please feel free to reach out to our Office at any point that you need assistance.

### **Expectations of Field Instructors (1:52 - 3:39)**

As you are preparing yourself for your role as a field instructor, here are the expectations that we have of you. We ask that you review and be familiar with the field manual, as well as attend field instruction trainings that are offered throughout the year. In preparation for hosting a student at your agency, please plan appropriate orientation and training activities for the student to help him or her acclimate to your agency, and be prepared in your schedule to hold individual weekly supervision with the student that last a minimum of one hour. This supervision time is a crucial part of helping students not only learn the agency and its functions, but also in helping students bridge their knowledge between theory and practice with the clients they are working with at your agency. Your supervision time at the beginning of the semester will also likely be highly dedicated to assisting your student in the development of the field learning documents, to include the working contract and learning plan. Your supervision should also include the use of conference agendas and should incorporate feedback related to the student's monthly process recording. The process recordings are an integral tool for the student's learning, so we ask that you read and give written feedback on each of the student's monthly submissions. All of these learning documents will be explained in greater detail in other training modules within this orientation. The field liaison is required to schedule a site visit that includes a meeting with both you and the student at least once per semester. Your participation and feedback in these meetings is a crucial piece in the assessment of the student's learning. Lastly, we ask that you work closely with the task supervisor assigned to the student, if applicable. We have found that field instructors who have consistent communication with the task supervisor regarding the student's weekly tasks at the agency, as well as incorporating the task supervisor into the weekly supervision meetings, has provided the student with a very positive field learning experience.

### **6 Steps for Successful Field Instruction (3:39 - 5:06)**

In the article authored by Marion Bogo, entitled Field Instruction in social work: A review of the research literature, which can be referenced under the resources listed for this module, she identified 6 key steps to incorporate into your practice as a field instructor in

order to make it a successful experience for the student.

#1: Offer the student as many opportunities as possible to engage in co-counseling scenarios with you, where the student is able to see applications of theory to real situations

#2: Provide frequent supervision, with longer sessions as needed, and also consider the positive impact that group supervision could provide if you have multiple students that you are supervising.

#3 & #4: Providing feedback for the student is essential, specifically around the process recording content and also critical feedback related to the student's work with clients.

#5: Provide the student with conceptual frameworks for working with clients at your agency, and give the student assistance with analyzing cases, all of which helps the student to integrate theory and practice.

#6: Create the supportive space for the student that encourages his or her own self-critique, which can be done in a variety of ways, but mainly could be through your supervision meetings as well as the assistance that you provide in the analysis of the student's client cases. All of this further helps the student to conceptualize their own practice and his or her view of self as a professional.

### **Expectations of Students (5:06 - 6:29)**

Prior to beginning field placement all students are required to attend a field education orientation, which informs them of all of the policies, requirements, and learning documents that are all expectations for their field experience. The following is what you can expect from students while they are serving at your agency:

#1: Identifying themselves as a "student" while they are engaged in the field education experience at the agency, meaning that he or she should not take on tasks that they are not yet skilled to perform.

#2: Adhere to the principles and rules of confidentiality, both during and outside of the hours spent at the field site.

#3: Expect active participation in the student's own learning, to include identification of the learning goals and completion of learning documents by the assigned deadlines.

#4: The student is expected to adhere to the agency norms and standards governing professional practice at the agency, including the professional presentation of self from the first day the student arrives at the agency.

#5: The student is also expected to adhere to the NASW code of ethics, the School of Social Work technical standards, which can be referenced in the resource section of this module, and the expectations established between you and the student in the working contract, which will be completed in the first two weeks of the field placement.

This will be discussed further in the next module of this orientation, but any concern you have regarding the student placed at your agency should initially be directed to the student's assigned field liaison.

### **Role of the Field Liaison (6:29 - 7:35)**

With that being said, let's take a closer look at the role of the faculty field liaison. The central role of this individual is to serve as the liaison between the agency and the student, and to be an advocate for the integrity of the learning experience created for and by the student at the placement site. The key components of the role of the field liaison are as follows:

#1: To monitor and promote a successful field experience, which is done through the review of educational tools and learning documents, site visits, and by helping field instructors design meaningful learning experiences for students placed in the agency.

#2: Assist in the establishment and evaluation of the field practicum arrangements, and provide consultation to the field instructor regarding the student's progress in field.

#3: In conjunction with the feedback received from the field instructor, provide feedback to the student regarding his or her progress in field, and also assign the student the final grade for the field course.

#4: Provide a safe space to process the practicum experience and challenges, for both the student and field instructor, and to provide support by mediating conflicts between the student and field instructor.

### **Conclusion (7:35 - 7:59)**

This concludes the presentation on the roles and expectations of everyone who is involved with the field education experience. Please be sure to check out the additional resources in this module before moving on to module 4, the supervisory relationship. If you have any questions related to this content, please reach out to the Office of Field Education, for which contact information can be found on the homepage of the training website.