Field Instruction & Supervision: Student Responsibilities

The first competency to appear in the Field Practicum Contract is the SUPERVISION competency. Students are responsible for letting their field instructors know about their needs of supervision 1) when interviewing for placement, and 2) in their first meeting with their field instructor. In this first meeting, the student and instructor discuss the Student Self-Assessment which the student prepared as part of the practicum planning process. This discussion is the culmination of a reflection process which is initiated by the student at the onset of practicum planning. In the first supervisory conference, the instructor and student develop a plan for field supervision. This plan is recorded in the SUPERVISION competency of the Field Practicum Contract under “Plan for Supervision.”

Students are required to meet with their filed instructors one hour each week in a regularly scheduled, individual, integrative, supervisory conference. In a block placement, it is preferred that students receive an additional hour of supervision each week. This additional time, beyond the first formal conference hour, can take place in group supervision, or with a preceptor, or shadowing and debriefing the field instructor’s work. Ideally, group supervision, when available, is an accompaniment to individual supervision. However, when appropriate, instructors who are working with multiple social work students can supervise their students in a group. In these instances, the instructor must be available to process more personal and sensitive issues with students on an individual basis.

All students must work with their field instructors to set regular, weekly supervisory conference times

- Students are responsible for finding out from their instructor what is expected in these conferences and how to prepare.
- Students are responsible for obtaining field instructor signatures on all Activity Logs and Supervisory Conference Reports.
- Missed supervisory conferences must be made up; missed supervision can be documented on the Supervisory Conference Report for the missed week, with a notation that indicates when the time has been made up.

Students are responsible for understanding the importance of the supervisory structure and roles involved in their practicum placements.

- Students are expected to immediately report to the School any problems or obstacles that interfere with practicum supervision.
- When field instructors have incorporated preceptors into the student’s supervisory structure, students are responsible for understanding the roles and relationships involved in this arrangement.

Student Remuneration of Practicum Instructor

No student will be permitted to make separate monetary payments for supervision in relation to his or her field placement. In situations where a site does not have a staff member available who qualifies as a field instructor, the site may, at its discretion and at its expense, contract with a qualified MSW outside the site to provide the necessary field instruction.
activities of the student. See: Responsibilities of the Field Instructor in Relationship to Practicum Preceptors

**Roles and Responsibilities of the Field Instructor**

- Attend field instructor training as required
- Become familiar with field education policies, guidelines, and procedures outlined in the Field Practicum Manual
- Demonstrate professional conduct which supports the educational mission of the School, its Field Education Program, and the overall process of developing professionals for social work practice
- Conduct an initial interview and educational assessment of the prospective student prior to placement; and, explain to the student the structure, function, and requirements of the site, as well as expectations for a student in that placement
- Provide an overall structure for the student placement by creating a well thought-out learning experience that “starts where the student is” and progresses in an educationally graduated manner in order to advance the student’s knowledge, practice skills, and professional autonomy
- Assure that employment-based practicum students are offered relevant and challenging social work educational experiences that represent new learning and are different and separate from past job responsibilities
- When incorporating preceptors into the plan for student supervision, include preceptors in the development of the Field Practicum Contract; develop clear lines of responsibility, authority and feedback about the student’s performance; and, insure the influence of the social work perspective in this supervisory arrangement See: Responsibilities of the Field Instructor in Relationship to Practicum Preceptors
- Plan and schedule student orientation to the practicum site, to the agency, and the community setting
- Work with the student and faculty field liaison as needed, to develop a written, individualized Field Practicum Contract that is based on the student’s learning needs and the School’s outcome requirements, and reflects a planned learning experience.
- Provide, at minimum, a 1 hour formal, individual, regularly scheduled, weekly integrative supervisory student conference. More supervision time is preferred, but not required. Supervision time beyond the first formal conference hour can take place in group supervision, or with a preceptor, or with the student shadowing the field instructor in a way that allows for some type of instruction, coaching or debriefing to take place.
- Ideally, group supervision, when available, is an accompaniment to individual supervision. However, when appropriate, instructors who are working with multiple social work students can supervise their students in a group. In these instances, the instructor must be available to process more personal/sensitive issues with students on an individual basis.
- Inform students about how to best prepare for and utilize supervision conferences
- Arrange times for make-up supervision conferences whenever regularly scheduled conferences have been canceled.
• Assist students in integrating practicum learning with the broad signature perspective of the social work profession
  • Meet with the faculty liaison as needed to coordinate between the School and the site and attend meetings as necessary to resolve issues that arise in the course of the practicum placement
  • Notify the faculty liaison promptly in the event that problems, including problems in student performance, arise in the placement
  • Develop, in conjunction with the field faculty liaison, a plan to address performance concerns that have been identified
  • Complete documentation about practicum and student performance problems as requested by the field faculty liaison
  • Review and sign weekly practicum reports prepared by the student
  • Complete student evaluations at both mid-practicum and at the end of the practicum, and review these evaluations with the student
  • Recommend a grade for the student at the completion of the grading period
  • Participate in appropriate training sessions, orientations, field workshops, and meetings conducted by the Anne and Henry Zarrow School of Social Work

  • Off-site field instructors must designate an on-site preceptor to be responsible for the day-to-day activities and learning experience of the student

Preceptor Roles

Preceptors may be professionally trained social workers, members of other professions, or paraprofessionals. Although preceptors may not be utilized in place of field instruction provided by someone who holds a social work degree, they may be utilized to broaden the range of learning opportunities available to students. Some preceptors may work with students providing day-to-day supervision, with the practicum instructor available on a consulting and supervisory basis. Other preceptors provide short term, specific learning opportunities, both on and off-site, that expand the student’s experience. When preceptors are incorporated into the teaching and learning process in a practicum, the extent of preceptor responsibility is determined by the field instructor and approved by the faculty liaison. This structure must be indicated in the Plan for Supervision on the Field Practicum Contract. Preceptors are not eligible for appointment as affiliated faculty.

Preceptors participate in the overall evaluation of the student’s progress consistent with the amount and type of responsibility they have had for the student’s learning. They provide feedback about the student’s field performance to the field instructor, who has final responsibility for the student’s evaluation and for recommending the student’s final grade.
Responsibilities of Preceptors:

- Become familiar with the School’s field education policies, guidelines, and procedures outlined in the Field Practicum Manual
- Demonstrate professional conduct which supports the educational mission of the School, its Field Education Program, and the overall process of developing professionals for social work practice
  - Assist in the development and planning of learning experiences that will advance the student’s knowledge, practice skills, and professional autonomy
  - Assist with integrating the social work perspective into learning experiences
  - Assist as needed in the development of an individualized student Field Practicum Contract
  - Provide guidance, direction, and training for the student as assigned
  - Provide feedback about the student’s performance to the field instructor
  - Report concerns about student performance or educational needs to Field Instructor promptly.

Responsibilities of the Field Instructor in Relationship to Practicum Preceptors

The site based instructor provides mentoring, instruction, professional guidance, practice supervision and oversight of any non-social work professionals (preceptors) who are involved in the student’s learning process. Setting up a supervisory structure that includes the incorporation of on-site preceptors, and even off-site preceptors, to lead practicum activities that offer needed opportunities for students will be a very important supervision planning task for some field instructors. When a field instructor is sharing instructional responsibilities with preceptors, the instructor must provide supervision which focuses on integrative and reflective discussions which help the student integrate the preceptor’s contribution to the overall learning experience. When utilizing preceptors, it is the affiliated field instructor’s responsibility to develop clear lines of responsibility, authority and feedback about the student’s performance in these activities. In placements involving off-site field instructors, it is the affiliated field instructor’s responsibility to designate an on-site practicum preceptor to provide day-to-day supervision for the student. In these placements, the field instructor must be available to both the student and the preceptor on a consulting and supervisory basis. When the preceptor is not a social worker, the school affiliated field instructor is responsible for maintaining the influence of the social work perspective in this supervisory arrangement.

- Designate and monitor preceptors involved with the student’s educational experience
- Orient preceptor(s) to practicum requirements, the social work perspective, the Field Practicum Contract and the attending learning processes
- Collaborate with preceptors in the development of the learning experience; determine the extent of preceptor responsibility; designate practicum activities and assignments which will be preceptor supervised
- Assure that practicum activities and assignments follow the requirements of the Field Practicum Contract, are in keeping with the perspective and practices of the social work profession, and are based on the student's skill level, knowledge and experience
- Help students integrate the preceptor's contribution into the overall learning experience
- Check frequently with the student and preceptor to monitor the effectiveness of the preceptor plan
- Develop ways the preceptor can share ongoing feedback with the student
- Insure that the student is open about any conflict arising from different perspectives, supervision or management styles; help the student focus on positive aspects of learning from other professions
- Obtain ongoing feedback from the preceptor regarding the student's performance in task supervised activities
- Consult with the preceptor regarding the student's final evaluation
- Assume final responsibility for the student evaluation

Roles and Expectations of Field Faculty Liaison

Field Education Liaison Faculty from the Anne and Henry Zarrow School of Social Work are assigned to each student in a practicum placement. Field faculty links the Anne and Henry Zarrow School of Social Work program with practicum sites. Liaison faculty have responsibility for maintaining a continuing relationship with the practicum setting, field instructor, and students in the placement, and for providing feedback to the Field Education Coordinator regarding changes, progress, and/or problems encountered in the practicum setting. Liaison faculty assists with the development of the education contract which guides the course of each student's practicum experience. Liaison faculty serve as co-educators with field instructors and as official instructors of record for students to which they are assigned; liaison faculty assign the student's grade.

Liaison faculty members maintain close contact with students and field instructors at each site during the course of the semester through visits to the site, group and individual meetings with students, ongoing review of student documentation, and telephone and e-mail contacts. Each faculty liaison is required to make at least one on-site visit during the course of the semester.

Responsibilities of the Practicum Liaison Faculty

Serve as a link between the practicum setting and the Anne and Henry Zarrow School of Social Work by:

- Representing the School and forming a relationship with the practicum site
- Maintaining regular contact with students assigned and with significant personnel at the practicum site