MSW Afternoon Break-out Session

APU Field Instructor Training

August 22, 2013
“Social work field education is credited by alumni and employers as having the most significant impact on the preparation of social workers for practice..”

(Lidvack, Mishna and Bogo, 2010)
Overview

- Student Field Requirements
- Roles
- Policies and Procedures
- Essential Forms
- Field Instructor Tools and Resources
Essential Components of Field Education

- Use of Supervision
- Role as Learner
- Professional Conduct
- Professional Judgment
- Professional Boundaries
- Paperwork & Documentation
- Attendance & Time Management
- Client Care
Terms & Definitions

- **Student** = MSW Student
- **Field Liaison** = university faculty member, the primary contact person for the agency and student
- **Field Instructor** = qualified supervisor at agency who possesses an MSW degree and/or LCSW, along with at least 2 years postgraduate experience as well as supervision experience
- **Preceptor** = secondary supervisor assigned by field instructor who may possess an MSW degree or equivalent
- **On-site supervisor** = a supervisor who is employed by the agency
At a Glance

- **Field start dates:**
  - Concentration Year (CY) = week of 9/3/13
  - Foundation Year (FY) = week of 9/9/13

- # of field course units required = 16 total (4 semesters)
  or 8 course units for Advanced Standing Students
  - Field (3) + Field Seminar (1) = 4 units per semester

- # of field hours required = 480 per academic year
  - 2 year/4 year Students = 224 (Fall) + 256 (Spring)
    - 16 hours per week
  - Advanced Standing Students = 284 (Fall) + 316 (Spring)
    - 20 hours per week
MSW Program Concentrations:

**The Clinical Practice Concentration** prepares students for clinically oriented practice in contexts focused on health and mental health care, shelters, group homes, child welfare agencies, hospices, schools, older adult services, correctional facilities, and other settings where personal helping relationships are developed.

**The Community Practice Concentration** prepares students for community-based practice in local, national, and international contexts. This curriculum is designed for students interested in international social work and community development activities, policy and advocacy, transnational issues, leadership, social service administration and grant writing.
## Fieldwork Schedule

<table>
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<tr>
<th>Cohort:</th>
<th>FT 1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>FT 2&lt;sup&gt;nd&lt;/sup&gt; Year, PT 4&lt;sup&gt;th&lt;/sup&gt; Year, &amp; AS</th>
<th>PT 1&lt;sup&gt;st&lt;/sup&gt; Year</th>
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<tr>
<td><strong>Field Days</strong></td>
<td>M, W, F</td>
<td>M, W, F</td>
<td>M, T, W, Th, or F</td>
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<tr>
<td><strong>Required Hours</strong></td>
<td>16</td>
<td>16 (20 for A/S) (or as otherwise specified)</td>
<td>16 (at least one 8 hr. block of time required)</td>
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<td><strong>Field Liaison Visits</strong></td>
<td>1 visit during the 6&lt;sup&gt;th&lt;/sup&gt;-13&lt;sup&gt;th&lt;/sup&gt; week of each semester (and follow-up as needed)</td>
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<td><strong>Field Seminar Schedule</strong></td>
<td>Thursdays 2:30-4:00 p.m.</td>
<td>Tuesdays: 5-7 p.m. Thursdays: 2:30-4:30 p.m.</td>
<td>Tuesdays 5:30-7:00 p.m.</td>
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</table>
Roles-The Agency Field Instructor

- The primary supervisor assigned to student
- Is responsible for
  - providing weekly scheduled supervision
  - assigning field activities
  - reviewing student’s work
  - giving you ongoing feedback about your progress
- Will develop social work training opportunities
- May assign a preceptor to provide additional supervision. (*preceptor DOES NOT replace your field instructor*)
Roles - The University Faculty Liaison

- Is a faculty member who facilitates field seminar
- Maintains contact with the agency field instructor and will complete a mid-semester field visit, to ensure student is making progress
- Is your primary faculty contact regarding field-related issues
- Is responsible for reviewing the student field requirements and written assignments
- Notifies the Director of Field Education if problems have been identified in the field internship necessitating a Field Support Plan
Roles - the MSW Student

- Demonstrates professional conduct and adherence to the NASW Code of Ethics
- Follows through on commitments to the agency, and attends appointments with promptness and reliability
- Is flexible and open minded to unexpected learning opportunities
- Takes responsibility for supervision
- Completes all field assignments
- Will address field issues with the university faculty liaison and agency field instructor
Discussion

- What are your expectations of the supervisor-supervisee relationship?
  - Include them in your learning agreement
  - Be sure to discuss them with your student

- How will you introduce this discussion to the student?
  - Be sure to set aside time to discuss expectations from the beginning
Review of Forms

- Field Manual
- Syllabi
- Time logs
- Learning Agreement/Comprehensive Skills Evaluation
- Process Recordings
- Mid-Semester Progress Report
The field manual contains answers to field questions that may arise, and information on topics such as:
- Attendance, Holidays, Seasonal Breaks
- Floating Holidays
- Responsibilities of Student and Field Instructor
- Role of the University Field Faculty
- Social Media Usage
- Professional Conduct
- Handling problem situations in field

Field instructors are encouraged to refer to the field manual as needed regarding policies and requirements.
Policy on Holidays and Field Hours

Q: Will the students continue field hours during holidays?

A: Although APU is closed for the major holidays, students in field are expected to discuss their obligations to the agency and their clients during holidays. If a student is facilitating a group or needs to continue to see a client for therapeutic reasons, it is reasonable for the supervisor to expect the student to continue in field during this time. A modified field schedule is acceptable during the holidays.
Syllabi

- Students will provide field instructors with a copy of their practice syllabi each semester.
  - Informs the field instructor of class curriculum topics and assignments
  - Gives field instructors an opportunity to reinforce practice topics in a supervised practice setting
  - Strengthens the learning process for student
- Other written field assignments to review with field instructors: macro or capstone projects, case presentation, process recordings
Orientation to Process Recordings

What they are:

- Essential tools for learning in field work
- Forms that help understand the clients and students thoughts, feelings, and reactions
- Tools for identifying themes, theories, and interventions
- Work documented

Types of recordings:

- Micro
- Macro
- Group
- Meeting
- Audio/Video
  (Concentration Year only)
Spring Semester: Practice Theories
Covered in Practice II Class

- Overview of brain structure and use of psychotropic medications
- Feminist and empowerment approaches to change
- Person-Centered
- Psychoanalytic
- Cognitive and behavioral change strategies
- Existential and person-centered change strategies
- Psychodynamic and Adlerian intervention models
- Solution-focused Brief Therapy
- narrative change strategies
- Gestalt and experiential change strategies
- Reality Therapy
- Family Systems Therapy: Bowen, Minuchin, Haley
- Existential
Fall Semester: Practice I Curriculum

- Overview of the helping process: exploration, engagement, assessment, planning, implementing plan, attaining goals, termination
- Risk assessment of both adults and children: Suicidal ideation, child abuse, family violence, cutting behavior, substance abuse, run-away
- Ethical and legal issues, purpose of supervision and student responsibilities
- Discussion of advice vs. guidance and empowerment.
- Boundary issues.
- Ethical duties of informed consent, confidentiality, personal vs. professional values, attitudes, and behavior. Beginning discussion of counter-transference, self determination, documentation as an ethical and legal responsibility.
- Assessment skills and tools: Bio-psycho-social assessment
- Begin discussion of DSM IV-TR and diagnosis and as it relates to practice setting. Discussion of the ethicality of diagnosis in particular settings.
- Assessment of client strengths
- Cultural considerations and diagnoses.
- Family and systems theory
- Monitoring goal achievement in treatment
- Specific issues regarding children vs. adolescents vs. adults
Field Grading Procedures

The field grading formula:

- 20%  Field instructor feedback from Comprehensive Skills Evaluation
- 15%  Professional Conduct as evaluated by field faculty, field instructor, and preceptor
- 65%  Field Seminar Grade
  Written Field Assignments: field portfolio (20%), paper (10%), presentation(10%), final integrative assignment (25%)

100%
Learning Agreement

- Learning goals are developed in 11 core competency areas
  - The Learning Agreement is a contract between student and field instructor
  - Hold your student accountable to goals set!
  - Refer to practice behaviors in the development of goals
11 Core Competencies

- **COMPETENCY #1** – Professionalism: Intern identifies as a professional social worker and conducts her/himself accordingly

- **COMPETENCY #2** – Ethics: Intern applies social work ethical principles to guide her/his professional practice

- **COMPETENCY #3** – Thinking & judgment: Intern applies critical thinking to inform and communicate professional judgments

- **COMPETENCY #4** – Cultural competency: Intern engages diversity and difference in practice

- **COMPETENCY #5** – Social justice: Intern advances human rights and social and economic justice
11 Core Competencies (cont’d)

- **COMPETENCY #6** – Evidence based practice: Intern engages in research informed practice and practice informed research.

- **COMPETENCY #7** – Person in Environment: Intern applies knowledge of human behavior and the social environment.

- **COMPETENCY #8** – Policy: Intern engages in policy practice to advance social and economic well being and deliver effective social work services.

- **COMPETENCY #9** – Current Trends: Intern responds to contexts that shape practice.

- **COMPETENCY #10** – Practice skills: Intern engages, assess, intervenes and evaluates individuals, families, groups, organizations and communities.

- **COMPETENCY #11** - Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.
Comprehensive Skills Evaluation

- An evaluation tool that captures the student’s progression along 11 core competency areas in the course of the academic year
- Field instructor will evaluate progress and competency with practice behaviors mid-year and end-of-year
Comprehensive Skills Evaluation

Rating Format:

- Field Instructors are asked to rate interns (0-4) in all the activities under the 10 competencies.

**Level 0** = Intern has not met the expectations in this area and there is not much evidence that the expectations will be met in the near future

**Level 1** = Intern has not yet met the expectations in this area, but there is evidence that the expectations will be met in the near future

**Level 2** = Intern understands the concept and is beginning to demonstrate the skill in this area, however, students performance is uneven.

**Level 3** = Intern understands the concept and has consistently met the expectations in this area

**Level 4** = Intern demonstrates a high level of skill development and has exceeded expectations in this area

**Winter Quarter/Fall Semester:** Students should be at Level 1 or Level 2. Please contact Field Liaison if student is at Level 0 in any objective.

**Spring Quarter/Spring Semester:** Students should demonstrate skills at least at the Level 2 or 3. Please contact Liaison if Student is below Level 2 in any objective.
Orientation to Micro Practice Expectations

- Direct practice experiences include:
  - Intakes
  - Assessments
  - Collateral contact and consultation
  - Individual, family, group contact (counseling/therapy)
  - Case management
  - Crisis intervention
Orientation to Macro Practice Expectations

Foundation Year (1st)
- Student Macro project

Concentration Year (2nd or 4th):
- Student Capstone Leadership Project: Both Clinical and Community concentrations will complete this advanced macro-project.
- **For Community practice majors, the Capstone project must be separate of regular macro assignments**
*Think Beyond a Resource Book!!*

- Implementation of Macro Project is expected to take up 10-15% of field hours during the Spring Semester

- Think of an assignment that asks the student to apply graduate level skills and knowledge to execute

- Keep in mind that the focus of intervention should be larger than an individual

- Instead the focus should be an organization, inter-organizational system, neighborhood, county or state
Macro Practice Defined

- **Organizational, community and policy** issues frame individual problems.
- Macro-activities benefit large groups of clients, or society in general, by introducing large scale positive change in the lives of clients through systemic solutions.
- Macro-practice is a broad concept that covers a wide variety of social work activities. It can be sub-divided into three areas, administrative practice, community practice and policy practice.
Discussion:

- Identify macro level concerns at your agency
- Explore potential macro projects
Integrating Theory and Practice

Fall Field Instructor Training
August 22nd, 2013
Catherine Fisher, LCSW
Training Objectives

1. Review rationale for teaching theory as part of professional social work practice
2. Understand the field instructor’s role in helping students integrate theory into practice
3. Review practice theories and models
4. Learn how to create meaningful integrative learning opportunities for students
What is Integrating Theory and Practice?

Integrating theory and practice refers to the process of making connections between the social work knowledge, values, and skills learned in the classroom and the current practice experiences students are having in the field.

For every client interaction, students should be given opportunities to understand the social work skills that were necessary during the interaction, the social work knowledge that informed these actions, and the social work values that influenced the interaction.
Integrating Curriculum and Field Experience

- Acquisition of knowledge (Classroom)
- Application of knowledge (Field Setting)
- Interviewing Skills
- Law and Ethics
- Treatment Planning
- Macro Interventions
- Practice Theories
What is Integrating Theory in Practice

- Students need to understand how their field experiences are connected to social work practice by answering the following question:

  Where do these actions fit in the overall helping process?
Field Instructors Play a Significant Role in the Integration Process

1. Students in field education are likely to focus on task completion rather than on the reasons behind the tasks.

2. Students may become so focused on the task they are completing that they do not think about social work knowledge or skills- they are simply imitating the actions of their field instructor or others they have observed.

3. Students rarely critically analyze their actions. When one task is completed, they often just move on to the next task.

4. Students must be prompted to make the connections between the tasks and the reasons behind the tasks.
Can theory and practice exist apart?

- Pilalis (1986) takes the view that there is no such thing as theory-less practice.

- Reay (1986) observes “One’s action is informed by theory whether or not the practitioners are fully aware of the theory informing their practice’ (Reay, 1986, p. 54; Pilalis, 1986).

- Thompson (1995) states, “If we do not recognize that frameworks of ideas and values are influencing how we act and interact, we are not in a position to question those ideas and ensure they are appropriate and constructive (p. 29).
Why do we need theory?

- **Observation**—theory provides guidance on what a social worker may need to look for when meeting a client or family.
- **Description**—theory provides a generally understood and shared language in which observations can be organized and recorded.
- **Explanation**—theory can suggest how different observations might be linked to frameworks that explain behavior and symptoms.
- **Prediction**—theory can provide ideas about what might bring about change in a situation.
Why do we teach theory? New EPAS Competencies for all Social Work Programs

- Competency #9
- Engages in research-informed practice and practice-informed research.

Foundation year practice behaviors:
- Employs evidence-based interventions and policies.
- Integrates research findings and professional judgment to improve practice, policy and social service delivery.

Advanced Clinical practice behaviors:
- Uses the evidence-based practice process in clinical assessment and intervention with clients.
- Uses knowledge and research to advance best practices in social work.
Pilalis (1986) addresses the error, as she sees it, of construing social work practice as a largely “technical act” of applied knowledge. She spells out what she sees as false assumptions about the nature of social work practice: that social workers fix things using technical know-how; that the skills needed are straightforward technical skills which are built onto people in training; that you can divorce know-how from know-why.
Do the theories we teach and emphasize in training differ, if the student is a Beginner (Foundation year) vs. Advanced (Concentration) year student?
# Theory vs. Practice Model

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<thead>
<tr>
<th><strong>Theory</strong></th>
<th><strong>Practice Model</strong></th>
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<tr>
<td><strong>Theory</strong>—interrelated sets of concepts and propositions, organized into a deductive system to explain relationships about certain aspects of the world (e.g., the theories listed below).</td>
<td><strong>Practice Model</strong>—a guide for practitioner interaction that operationalizes theory; includes concrete actions and techniques (note: some theories have more well-developed practice models than others)</td>
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*Robbins, Chatterjee, & Canda (2005)*
Theory “Quiz”

1. Focuses on changing problematic behaviors, feelings, and thoughts by discovering their unconscious meanings and motivations.
   1. Psychodynamic theory
2. Emphasizes people's capacity to make rational choices and develop to their maximum potential.
   1. Humanistic theory
3. Dysfunctional thinking leads to dysfunctional emotions or behaviors, by changing their thoughts, people can change how they feel and what they do.
   1. Cognitive theory
4. Learning relies on rewards and punishments to shape people's behavior.
   1. Behavioral theory
5. Focuses on free will, self-determination and the search for meaning
   1. Existential theory
6. Organisms are made up of complex interacting components that dynamically relate to one another
   1. Systems theory
Social Work Practice Theories:

**Humanistic/Existential Theories**
- Narrative therapy

**Cognitive-Behavioral Theories:**
- Rational-emotive behavior therapy
- Cognitive therapy
- Cognitive-behavioral therapy
- Task-centered theory

**Family Systems Theories:**
- Structural, intergenerational, strategic
- Solution focused
- Systems theory

**Behavioral Theories:**
- Behavioral Modification

**Psychodynamic Theories:**
- Drive theories
- Ego psychology
- Object relations theory

**Attachment Theories**
- Interpersonal Theory
- Object Relations Theory

**Ecological theory**
- And General systems theory

**Perspectives**
- Empowerment Perspective
- Strengths Perspective
- Diversity Perspective
- Human Rights Perspective
EBP Treatment Models

- Trauma Focused CBT
- Seeking Safety
- Incredible Years
- Parent Child Interaction Therapy
- Triple P- Positive Parenting Program
- Program to Encourage Active, Rewarding Lives for Seniors (PEARLS)
- Aggression Replacement Therapy
- Brief Strategic Family Therapy
- Functional Family Therapy
- Multidimensional Family Therapy
- Group Cognitive Behavioral Therapy (CBT) of Major Depression
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Prolonged Exposure (PE) Therapy for Posttraumatic Stress Disorder
- Trauma Focused Cognitive Behavioral Therapy
- Interpersonal Psychotherapy (IPT) for Depression
- IMPACT! A Youth Development and Leadership Program
- Multisystemic Therapy (MST)
What Models of practice and which Theories for practice appear to hold most relevance for your particular setting?

What Theory or Practice Model do you currently use at your agency?

Has your agency recently adopted new EBP models?

How comfortable do you feel teaching theory and practice models in field instruction?
Theories Framework

Theories consist of scientific observations and hypothesis

- Etiology– Understanding Roots of Problem
- Concepts and Labels
- Intervention Techniques
- Treatment Goals
- Treatment Phases
Theories Review: Break-Out Exercise
Tools for Integrating Theory and Practice

The following Agency & Field Seminar assignments are tools that can help integrate theory for students:

- Process recordings
- Case presentations
- Reflective writing assignments
- Attending agency EBP Trainings
- Audio/Visual recordings
Use of Reflective Models to Integrate Learning

- What, thoughts or ideas do you have about what is causing the situation/problem?
- What implications does this situation have in terms of professional ethics, laws or treatment protocols?
- What treatment modality is most appropriate given this situation or diagnosis? (individual or group, parent or child?)
- What does the research tell us about the most effective approach/ practice model?
- What theoretical framework might apply here?
- What treatment goals and interventions are supported by this theory? Davys & Beddoe (2009).
Other Reflective Models for Learning

Reflective models of Wright and of Atkins (1993) and Fisher and Somerton (2000) are based upon a process which comprises four elements or stages:

- Containment
- Clarification
- Reflection
- Revision

“...this lies at the heart of helping a student (or qualified worker) to develop an integrated practice.
Exercise:

How would you integrate practice theory or a practice model in the following Student Case/Process Recording?

<table>
<thead>
<tr>
<th>Supervisor Content</th>
<th>Interview Content</th>
<th>Students Gut Feelings</th>
<th>Client Feelings/Affect</th>
<th>Analysis/Themes</th>
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</table>
What are some key areas you see in this case/recording that you would want to address with the student?

How would you use this as a teaching opportunity?

What might be a **theory**, **concept** or **practice skill** that you can illustrate with this case/recording and help the student apply?
Summary: Field Instructors Help Students Make Broader Connections

- Students may become so focused on the task they are completing that they do not think about social work knowledge of skills
- Students must be prompted to make the connections between tasks and the reasons behind the task
- Example: “What clinical theory informs the actions we chose to take with this client?”
- This process of making connections is the process of integrating theory and practice
- It is the role of the field instructor to assist the student in making these connections
References

MODULE 6
Ethical Issues in Field Instruction: An Overview

Kimberly Setterlund, MSW, LCSW
Learning Objectives

- To develop knowledge of important ethical issues in field instruction
- To identify potential areas of liability in field education
- To identify and apply ethical responsibilities in practice
Discussion:

- Identify ethical issues you have encountered in field instruction
- What was the impact on the field experience?
Ethics in Supervision

According to Page and Wosket (2001) ethical principles for supervision include:

1. Balancing appropriate responsibility for the work of the supervisee with respect for their autonomy
2. Due concern for the well-being and protection of the client while balancing respect for the student therapists autonomy
3. Acting within the limits of one’s own competence and knowing when to seek further help
4. Fidelity: being faithful to explicit and implicit promises made, such as frequency and duration of supervision.
5. Insuring student provides services in a manner that respects cultural differences, and are non-judgmental and non-discriminatory.

6. Maintaining an appropriate boundary between supervision and therapy/counseling with student intern.

7. Maintaining confidentiality and providing informed consent regarding exceptions, i.e. exceptional circumstances, needing to act on information received indicating possible serious harm coming to someone, or when intern acts in way that could harm client.
### Ethical Issues in Supervision

- Field supervision has the potential for ethical violations that could result in civil or criminal action.
- Field Instructors, as supervisors, are responsible for the actions of their students.
- Field instructors have the responsibility to model ethical practice for the student.
Definitions

- **Malpractice** – an omission or commission resulting in harm to a client.
  - “Can occur when a social worker acts in a negligent manner or fails to perform according to the accepted level of care” (Cohen, 1979; Reamer, 1989)

- **Vicarious liability** – states that supervisors can be held liable for the actions of their supervisees when these actions result in negligence or harm to a client
Vicarious Liability

- A supervisor can be held liable if two conditions are met:
  - The supervisor must have the authority to supervise the supervisee
  - The supervisee must be acting as a representative of the agency

- In the field placement, both of these conditions are met, therefore it is crucial that field instructors understand this responsibility and provide an appropriate level of supervision to reduce the potential for liability.
Areas of Potential Liability
## Areas of Potential Liability

<table>
<thead>
<tr>
<th>Situation</th>
<th>Requirement</th>
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<tr>
<td>Failure to notify clients of student’s status</td>
<td>Clients must understand and consent to receiving services from a student.</td>
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<tr>
<td>Incorrect Intervention</td>
<td>FI are responsible for overseeing the student’s assessments and plans for intervention to ensure that appropriate services are being provided.</td>
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<tr>
<td>Disclosure of confidential information</td>
<td>Students should be knowledgeable of the limits of confidentiality.</td>
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<tr>
<td>Failure to protect a third party (Tarrasoff)</td>
<td>Students should understand agency protocol for notifying third parties of potential harm.</td>
</tr>
<tr>
<td>Situation</td>
<td>Requirement</td>
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<tr>
<td>Failure to prevent a suicide</td>
<td>Students should know agency procedures for responding to clients who are risk of self-harm.</td>
</tr>
<tr>
<td>Failure to refer clients to a specialist</td>
<td>FI must ensure that students are providing services according to their level of skill and making referrals as appropriate.</td>
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<tr>
<td>Professional misconduct</td>
<td>FI must monitor for any indications of dual or sexual relationships.</td>
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<tr>
<td>Failure to report child abuse or neglect</td>
<td>FI must ensure that students understand reporting requirements and agency policies.</td>
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Minimizing Liability

- Supervision
- Documentation
- Coverage
- Timely assessment/reassessment of student skill level
- Status
- Agency Policies
Supervisory Record Keeping

- Thoroughly documenting supervision with students throughout the placement experience will also minimize liability.
- Documentation should be completed in both client records and in supervisory records (separated).
Client Records

- In client records handled primarily by student, documentation by the field instructor should always be included.
- Supervisors should approve and sign all significant contacts within the client record.
- Also included in the client record should be an indication of supervisory conferences in which the client’s case was reviewed.
Supervisory Records

- Separate supervisory records should be kept for each student with the following items (Munson, 2002):
  - The supervisory contract
  - A statement of the student’s experience, training, and learning needs
  - Copies of and/or a summary of all performance evaluations
  - Supervisory attendance including cancelled or missed sessions
  - Notes on cases discussed and significant decisions made
  - Notes on significant problems encountered in supervision and how they were resolved, or whether they remain unresolved and why
Monitor Boundaries (Ledford, 2009)

- Supervisors should monitor potential boundary violations by students. Questions to address include:
  - Would the student intern do this for all their clients?
  - Is the student intern doing this because they feel uncomfortable saying “no” or feel like they are at a loss to help the client any other way?
  - Is the student intern doing this just for the client’s interest or also for his/her own interest?
Boundaries (continued)

- How might the client interpret this gesture?
- Has the student agreed to keep a secret for the client?
- Has the student shared personal information with the client?
- Has the student ever bent the rules for a client? Have they ever visited or phoned a client when “off-duty” or after case termination?
- Does the student only report the positive or only report the negative aspects of a client?
- Has the student ever felt possessive about the client?
Summary

- To minimize risk in supervision:
DEPARTMENT TRANSITION TO
THE DSM V
MARY RAWLINGS, PHD, LCSW
The Dilemma

Needing to prepare students for practice (and licensing) upon graduation, while working in internships with existing systems in various stages of transitioning to a new one.
MANAGING THE TRANSITION: CURRICULUM GOALS

- Understand history and development of diagnostic systems and need for updates.

- Emphasize good diagnostic interviewing skills
  - Asking the right questions and making good observations to get the information needed to make a sound diagnosis.

- Orient to both DSM IV-R and DSM V: Training in how to use both systems: (note: how to use the manuals, not to memorize).
  - How use a five axis system. (DSM IV-R)
  - Applying dimensional assessment (DSM-V)

- Encouraging critical thinking and evaluation in the use of diagnosis.
  - Considering gender, age, and culture.
  - Impact of diagnostic labels.
IMPACT FOR FIELD

- Program requiring student purchase of DSM V, but will have DSM IV-R available on library reserve.
- Student anxiety regarding transition.
- Your thoughts?? Concerns?? We want your Feedback!!

- Resources:

Integration of Course Content & Closing Remarks

Please remember to submit your training evaluations and sign out!


References
