SAVE THE DATE:

APU is happy to welcome California State Senator Dr. Ed Hernandez
California Implementation of the Affordable Care Act

Thursday, October 24th, 5:30 p.m.

Stay tuned for details!!
The APU Social Work faculty and staff welcome you!
BSW Faculty and Staff

Mary Rawlings, Ph.D., LCSW
- Social Work Dept. Chair
Rukshan Fernando, Ph.D.
- BSW Program Director
Christine Guzman, MSW, LCSW
- Director of Field Education/Assistant Professor
Barbara Johnson, MSW, LCSW
- Assistant Professor
Deb Baker, MSW
- Assistant Professor
Lynn Raine, MSW, LCSW
- Assistant Professor
Regina Trammel, MSW, LCSW
- Assistant Professor
Amber Davies, MSW, LCSW
- Assistant Professor
Anupama Jacob, M.sc
- Assistant Professor

Adjunct Faculty:
Amy Graley, MSW
Pat Riley, MA
Emily Blackmer, MSW
Helen Nazarian, MSW
Jackey Smith, MSW, Psy.D

Support Staff
Martha Ekblad, Program Coordinator

Jessica Yeargin, Administrative Assistant;
Student Workers
Payton Boch
MSW Faculty and Staff

- Mary Rawlings, Ph.D., LCSW
  - Director/Chair, MSW Program
- Louanna Bickham, MSW
  - Assistant Professor
- Cathy Fisher, LCSW
  - Assistant Professor
- Margaret Lee, MSW
  - Assistant Professor
- Karen Maynard, MA
  - Assistant Professor
- Adria Navarro, Ph.D.
  - Assistant Professor
- Shaynah Neshama Banister, Ph.D.
  - Assistant Professor
- Kimberly Setterlund, LCSW
  - Assistant Professor
- Olivia Sevilla, LCSW
  - Assistant Professor

Adjunct Field Faculty
- Jacqui Bradbard, LCSW
- Maria Carmichael, LCSW
- Laura Cravens, LCSW
- Ann Dypiangco, LCSW
- Lili Florez, LCSW
- Ellen Park-Nakashima, LCSW
- Josefina Sierra, LCSW

Support Staff
- Lucinda Adam
  - Administrative Assistant

Student Workers
- Lisa Williams
- Kate Small
Social Work Department Updates

- MSW curriculum review and revision.

- Competency based education.
  - Foundation Competency (BSW and First year MSW)
  - Specialization Competency (MSW, Clinical and Community)

- Competencies assessed by performance of designated practice behaviors.
  - Mid and Year-end Field Evaluations
  - Signature assignments integrated into the classroom

- Refer to Field Manuals for complete listing (MSW, pg. 11-19; BSW pg. 4).
Sample of BSW Field Agencies

- Azusa Unified School District
- Canyon Ridge Hospital
- California Psych Care
- David & Margaret Youth & Family Services
- Department of Children and Family Services
- Downtown Women’s Shelter
- Family Solutions
- Foothill Family Services
- Foothill Presbyterian Hospital
- Hillcrest Homes
- Human Options
- Joslyn Senior Services
- Koinonia Family Services
- Pacific Clinics
- Pacoima Charter School
- Real Connections Child Development Institute
- Real Connection Community Senior Services
- Santa Anita Family Services
- Santa Fe High School (WUSD)
- San Bernardino Public Defenders Office
- Salvation Army
- San Gabriel Regional Center
- Seasons Hospice & Palliative Care
- Unity Center
- Vitas Hospice Covina
- Whittier Hills Health Care Center
- YWCA
Student Demographics

- **BSW Program:**
  - BSW Majors: 200+
  - BSW seniors entering field: 44
    - 41 women
    - 3 men

- **MSW Program:**
  - Total students: 178
    - Full-time: 58
    - Part-time: 97
    - Advanced standing: 23

- In field internships:
  - Foundation Year: 58
  - Concentration Year: 65
Handouts:

• APU Mission Statement
• History of APU
• BSW Mission Statement
• MSW Program Mission Statement
• MSW Concentrations
APU Field Education

• High expectations for professional and ethical conduct
• Hands-on involvement by field faculty (but not co-dependent!)
• Small field seminars to encourage student active participation
• Motivated students who often express a sense of calling to the social work field
About APU Social Work

Accreditation
• The BSW Program received initial accreditation from the Council on Social Work Education (CSWE) in 1982. Reaccreditation was successfully reinstated in 1990, 1998 and 2006
• The MSW Program received full accreditation in February 2011 through February 2015
• The Department has a strong and diverse generalist BSW program with approximately 200+ majors
• The MSW Program currently has 178 students in the full-time, part-time, and Advanced Standing options with concentrations in Clinical Practice with Individuals and Families and Community Practice and Partnerships
• The BSW and MSW Programs are now under one Department under Dr. Mary Rawlings
Faith Integration in Practice

- Emphasis on NASW Code of Ethics
- Students learn to balance faith, ethics and values in a professional setting
- National Association of Social Workers (NASW) mandates social workers obtain education about and seek to understand the nature of diversity and oppression with respect to religion (NASW, 2008).
- Council Social Work Education (CSWE) also requires social work programs to demonstrate commitment to diversity throughout our curriculum.
Faith Integration

Student Learning Outcome/Competency #11: Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

Practice behaviors:

- Articulates a Christian worldview as related to social work practice.
- Critically analyzes how Christian, spiritual, and/or religious traditions assist or hinder the helping process.

Activity: Jot down a few notes about how integration of spirituality and faith look at your agency. How might you introduce this discussion in supervision.
Faith Integration

• We are committed to respecting spiritual diversity, being reflective, and supportive of client strengths and empowerment (Canda & Furman, 2000).
  • “Value clarity”
  • Diversity appreciation
Faith Integration in Supervision

- Gilham (2012) provides 12 recommendations for supervisors to utilize with supervisees in the area of integration of spirituality in practice. Some include:
  - Keep up with timely literature to share with intern
  - Examine own beliefs and biases
  - Monitor intern’s willingness to accept client’s views or beliefs
  - Be aware of agency culture and tendencies and willingness to discuss religious issues
Training Objectives

• Develop a working knowledge of the APU BSW/MSW field education requirements
• Be familiar with effective supervision and training strategies
• Utilize practical applications for building a strong field internship program at your agency
• Apply field training materials in preparation for your students in the 2013-2014 year
Reflection:

• Think about three field instruction “take aways” you hope to leave with today.
Discussion:

Seasoned field instructors: Discuss what you wish you knew as a beginning field instructor.

New field instructors: What do you want to know about being a field instructor?
THE UMBRELLA OF FIELD INSTRUCTION

Educative  Administrative  Support
MODULE 1:
The Mission (Should you Accept it…) of Field Instruction
MODULE 1: Learning Objectives

- To understand the need for field instructor training
- To understand the mission and purpose of field education
- To understand the importance of the field instructor in the professional development of students
Why is Training Necessary?

- **Education Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE)** refers to field education as the “signature pedagogy” and:
  - Sets standards for the use of field education as an integral part of the MSW program
  - Defines the minimum number of hours required at bachelor’s (400) and master’s level (900)
  - Mandates that orientation and field instructor training be provided to agency-based field instructors (2008 EPAS, pg. 9-10).
  - Mandates that social work programs provide both orientation and field instruction training to field instructors.
Why is Training Necessary?

- Empirical data supports the need for specialized training for social workers transitioning as field instructors.
- Field supervision requires a teaching element, therefore requires advanced training.
- There are specific knowledge and skills necessary for effective supervision.

In summary:

*Proficiency as a social worker ≠ proficiency as a teacher!*
The Mission of Field Education

**FIELD EDUCATION:**
the capstone of the social work education experience

| Students develop skills through experiential learning in a supervised field setting | Focus turns from acquisition to application of knowledge (classroom to field) | Students will learn to successfully integrate theory into practice | Students will be ready to begin professional social work practice in an agency setting. |
The Role of the Field Instructor

- Considered educators in the field and play an integral role in the development of the social work student
- Brings a unique supervisory style and characteristics, both which have a significant impact on student’s overall evaluation of the field instruction and field experience
- The quality of the field instructor is the most significant impacting students’ satisfaction with the field experience (Fortune & Abramson, 1993)

(Impressions - handout)
Creating a Vision (Handout)
Discussion & Summary
MODULE 2
“Hi, I’m the New Intern!”
How to Orient Your Student
Module #2: Training Objectives

1. To understand the importance of the agency orientation

2. To become familiar with the elements of a successful agency orientation

3. To identify strategies to incorporate these elements into supervision
The Importance of an Effective Student Intern Orientation

- It sets the tone for a positive field experience
- It alleviates fear and anxiety, common emotions for students new to social work
- When a formal orientation is not provided, students waste agency time trying to find the information on their own, leaving less time for learning
- Students are made to feel welcome at the agency
How Not to “Orientate”

- https://www.youtube.com/watch?v=0vAq-_R-EiI
Do you Remember your First Day at Internship?

1985

1995

2000

TIME MACHINE
Things to Consider

- Plan before student arrives:
  - Physical location – where will the student work?
  - Communicate with other staff re: intern roles
  - Ensure paperwork is taken care of

- Conduct tour of agency
- Schedule brief presentations by other staff
- Develop an orientation packet
- Prepare an orientation to your mission, treatment model & treatment philosophy
Logistics

- Parking
- Identification badges or business cards
- Keys— to building, restrooms, desk
- IT Passwords
- Organizational Chart or Phone Tree
- Location of Forms and Charts
- Office Supplies
Agency Self Evaluation Quiz
Discussion Questions:

- How do you prepare your agency and/or staff for your students’ arrival?
- What do you provide that is a unique aspect of the orientation?
- Who is involved in developing the field orientation packet?
- Who is involved in the orientation?
- How long is your orientation?
Information to Include in the Agency Orientation

- Important Policies and Procedures
- Agency Description
- Identification (how will students be referred)
- Confidentiality
- Safety Issues
- Agency Jargon
- Making Referrals
- The Supervisory Relationship
- Providing a Safe Learning Environment
See Learning Agreement “Agency Orientation Checklist”
Communicate to other staff members the role and purpose of your student.

Research on student satisfaction with field placements indicates that students want to feel like a part of the agency and want to be treated like a professional (Fortune & Abramson, 1993).

- Have support staff been informed of the students schedule and expected hours?
- Are students given the impression they need to generate billable hours, or that agency funding is dependent on their productivity?
- Is it understood that the student is not at the agency to make copies, file or run errands?
Orientation on Safety Issues

- Consider, what are some of the risks a student may encounter in this setting and with this client population? *i.e. Do interns conduct home visits?*
- What protocols and emergency procedures do you have in place?
- How can you help the student understand agency protocols and have a plan of action should a crisis occur?
- Who can the student contact in an emergency if you are unavailable?
Agency Example: School Site

- Orientation Modules
- Training Topics throughout the year

Green Dot Public Schools™
Agency Example: Riverside County Mental Health Department
Build the foundation for a successful year by:

- Begin with an effective orientation
- Formalize a supervision schedule
- Discuss hopes and expectations
- Provide specific expectations for field performance
- Refer to Learning Agreement to begin goal setting
- Make a point of getting to know your student(s)~!
Module 3: Effective Field Supervision

“Keep Calm—I’m Your Supervisor”

Louanna Law Bickham, MSW
The primary role of the Field Instructor is to create learning opportunities for students to integrate theory and practice, supervise the student’s work and provide supportive feedback that will allow the student to develop the skills necessary to perform in the role of a social worker.

Two things we know:

1. The field supervision provided to the student is vital to the success of the overall placement experience.

2. Field instructors are busy.
The Elements of Effective Supervision

- The agency
- Tasks and assignments
- Supervisory skills
- Supervision meetings

Ellison, 1994 and Fortune & Abramson (1993)
The Agency

- Makes the student feel desired by the agency
- Treats the student like a professional
- Helps the student learn about the agency...
And includes the student in agency functions and activities
Tasks and Assignments

- Clarifying the purpose of assignments
- Providing detailed instructions and directions
- Working with the student to complete tasks
- Regularly reviewing the students workload
- Providing a variety of learning activities
- Clarifying expectations for the students performance
- Providing early opportunities for client contact
Supervisory Tips

- Explain your role and the role of the student—set expectations
- Encourage discussion of the student’s concerns
- Help the student link theory to practice
- Provide clear and consistent feedback
- Validate the student’s feelings
- Holding regularly scheduled supervision
- Availability outside supervisory meetings
- Discussions of student’s strengths, needs, areas for improvement
- Reviewing and analyzing student’s cases
- Providing consistent supervision throughout the placement
Making Effective Supervision a Reality

Discussion Groups
Supervisory Conference

- Crucial to the success of placement
- Research indicates that students want consistent and regularly scheduled supervision sessions throughout the placement

Research also indicates that there are specific topics students want to discuss during supervision

Gray et al. (1989)

If you have more than one student you may want to add some sessions of group supervision

Consider bringing your student’s preceptor into the supervision conference
What Do Students Want From Supervision?

- Direct and practical information that will help them become effective, ethical social workers
- Dedicated time with their supervisor to focus on their practice issues:
  - Their work in the field
  - Cases and clients
  - Areas that need improvement
  - Personal strengths and limitations
Supervision Tools

- Learning Agreement and Evaluation
- Supervision Log
- Process Recording
- Process Recording Log
- Supervision Notes
Field Instructor Supervision Guide:

During supervision conferences, I talk about:

1. The cases the student is working on
2. The classroom assignments the student is working on
3. Clients the student is working with
4. The students career plans and goals
5. The students on-going performance
6. Areas in which the student can improve performance
7. Issues that are affecting the community
8. The students strengths and weaknesses
9. Social work skills the student is using
10. Administrative issues affecting the agency
Module 7
Effective Evaluation

“How Did I Do?”
Providing Critical Feedback

- The reason for feedback is to increase the student’s learning
- Students in field are expected to make mistakes and errors in judgment
- The only way students can correct mistakes and improve their practice is if those mistakes are identified and suggestions for improvement are made
- Field instructors facilitate this by providing critical feedback to students
Exercise

- How do you like to receive feedback from your supervisor?
- Think about some of your experiences receiving critical feedback.
- What was positive?
- What was negative?
Elements of Effective Feedback

- **Clear Guidelines for Performance**
  - Preceded by clear understanding of what the field instructor expects, or the student may feel unfairly criticized.

- **Direct Observation**
  - Feedback best received when it is based on direct observation, rather than comments from others.

- **Empathy**
  - Students respond best to feedback when they feel their supervisor understands them.

- **Timeliness**
  - Feedback most effective when provided immediately following the action.
Regularity
- Feedback given after every direct observation of student’s performance

Balance
- Feedback best received when balanced with both positive and negative comments

Concise and Direct
- Feedback should be clear and easy to understand, with specific concrete suggestions for change

Follow Up
- Feedback given after every direct observation of student’s performance
Know Your Student

- Each individual responds differently to feedback
- Some personalities will welcome substantial feedback, but others may be uncomfortable with feedback they see as criticism
- Give feedback tentatively to determine the response from your student
- Encourage your students to discuss their feelings about feedback to establish an open and trusting relationship
Activity

- Consider the following case example and develop a plan for providing critical and constructive feedback to this student, keeping in mind the elements of effective feedback. Write the words you would say in the space provided. When everyone is done, share your thoughts with your group.
You observe your student conducting her first interview with a client. The student appears very nervous and uncomfortable when asking several questions. The client’s answers contain inconsistencies that the student does not address. After several minutes, the student concludes the interview without obtaining several important pieces of information.
Understanding Learning Styles

Connecting with your student’s wisdom

Regina Chow Trammel, MSW, LCSW

MODULE 4
Objectives: This module provides participants with an understanding of the impact of learning styles on the supervisory relationship and provides information to develop techniques for adapting their styles to best meet the needs of their students.
Typical Learning Styles

Rationale for its use:
Field Instructors are not only supervisors, but teachers as well.

- Familiar & Easy to grasp
- Implementation easier because of its universality

Other reasons why we use it?
Social work epistemology

- Epistemological frameworks:

- Ultimately, it frames how we learn and gain knowledge in social work. How do we grow in our knowledge base?

- Positivist versus Humanist

- The Rise of Empiricism

- Have we lost touch with social work’s past? No macro/micro duality

Bridging the gap: The ongoing conversation in our profession

- A continuum framework: Positivist ←----------------→ Humanist

Talk about where you think you fall on the continuum to your neighbor

Social Work Learning
Theories

Embodied Knowledge (Sodhi & Cohen, 2012)

- An integrated approach using a mind-body approach. Avoids duality

- Ex: student who has dealt with trauma (physical, emotional and/or sexual)

- How might embodied knowledge help this student learn? (i.e., engaging visual, auditory, kinesthetic styles)
Mindfulness and Ethical Decision-making – personal research

What are the cognitive skills needed to make an ethical decision?

What are the emotional skills needed?

- Intrinsic Awareness in Mindfulness (J. Kabat-Zinn, 2003) (Hathaway & Tan, 2009)

- Foresight & Insight versus Hindsight - personal

- How might equanimity in student and supervisor foster dialogue and open discussion?
Social Work Learning

- Experiential Learning Theory (Massey, Kim, & Mitchell, 2011)

“Divergers: grasp experience through Concrete Experience (CE) and transform it through Reflective Observations (RO)”

Kinesthetic→Auditory

- Learn by experience and have time for reflection.

- Strengths of this style: Likes people, imaginative and creative, self-aware and in tune w/ their own emotions
• Experiential Learning Theory (Massey, Kim, & Mitchell, 2011)

“Second largest learning style of students in this study was the Accommodating style, which is characterized by Active Experimentation (AE) and Concrete Experience (CE):

-----→ Kinesthetic learners

Role play, discussions, and opportunities for practicing direct skills.

Strengths of this style: people with careers in organizations and business
Practical suggestions

- Information giving, role play exercises, dialogue around key points and opportunities to practice skills and self-reflection. Massey, et al. (2011)

- Use of Mindfulness in your own practice to maintain equanimity and empathy with your student.

- Have students identify feelings/reactions in their body as a tool for learning. Keep professional boundaries while doing so, however, remembering students are not clients. Sodhi & Cohen (2012)

- Direct Observation and the use of praise instead of criticism to foster experiential learning.

- Use both research studies and own experiences in practice as a model for students to learn from.

Share with your table 2-3 practical exercises you will use this year with your student
REFERENCES


References:


References:


Break-out Sessions 12:45 pm-2:00 pm
BSW – Wynn 130
MSW – North UTCC