Welcome

How to be a Field Educator

Sub title – How to help students become social workers and human service workers
Outline

Morning
• Welcome and introduction to Field Education staff
• Format of the day
• Snapshot of what UniSA students learn - *Table Bingo*
• Placement process and assessment
• *Meet your FELO*
• Action Learning Sets

Afternoon – Supervision module
• Functions of supervision
• Models and maps
• Field Educator and student responsibilities
• Tools to assist in the process
Introduction to Field Education

Staff

Kirsty
Cecile
Seshni
Sophie
Fiona
Patricia
Collaborators and competitors
<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which author is associated with the Strengths Perspective?</td>
<td>What is the date of the most recent AASW code of ethics? OR</td>
<td>How many social work practice standards are there OR</td>
<td>How many placement hours in total do social work students OR social sciences students need to do</td>
</tr>
<tr>
<td></td>
<td>What is the date of the ACWA code of ethics? OR</td>
<td>How many ACWA core competencies are there?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a model of your choice - what are the stages of case management?</td>
<td>What is the primary child protection act in SA?</td>
<td>What do you need to consider when writing a business email compared with emailing a friend?</td>
<td>How do you encourage group cohesion?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State two principles for giving effective feedback</td>
<td>What are two social work/human service work values?</td>
<td>What are two popular social work theories at your table?</td>
<td>What are three micro skills in interviewing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you were developing a social work tool kit - what are two tools used by people at your table.</td>
<td>What are two principles of effective supervision?</td>
<td>Compare placement stories with people at your table and agree on your favourite. Tell us</td>
<td>What is one thing you didn’t/couldn’t learn at Uni about social work/human services work?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Think Tank

No Collaboration
Details

- Readiness for placement
- Matching process
- Contact with UniSa

Teaching and Learning Framework for Field Education

The School’s framework is built around the following principles:

- Participation and Collaboration
- Student Engagement
- Reflective Practice
- Active Learning
- Practice Standards
Placement process

1. 500 hours
2. Practice standards and core competencies
3. Learning plan
4. Navigating road blocks
5. Mid placement
6. Portfolio
7. End placement report
8. Determining the final grade
Practice standards and core competencies

Competencies

Competency 1
Practices social welfare in an ethical manner in accordance with values and ethics of the profession

Competency 2
Communicates with a broad spectrum of people and organisations using appropriate techniques and media

Competency 3
Assesses, plans, implements and evaluates programs, projects and work programs with clients

Competency 4
Plans, organises and carries out work autonomously and as part of a team

Competency 5
Uses their personal attributes to effect in dealings with clients, colleagues, employers, and the general community and demonstrates an awareness of both formal and informal societal structures and systems and their implications for clients, workers and community services organisations.
VI. The Practice Standards

1. Values and ethics
2. Professionalism
3. Culturally responsive and inclusive practice
4. Knowledge for practice
5. Applying knowledge to practice
6. Communication and interpersonal skills
7. Information recording and sharing
8. Professional development and supervision
Learning Plan

The student is required to complete their learning plan in the first few weeks of placement and to give the FELO a copy in the second action learning set.

An important document to ensure the expectations of student, field educator and the FELO are clear, explicit and in line with the learning requirements for placement.

Needs to be discussed with the field educator and agreed to by the student and FELO.

A document designed to help the student identify activities which will help him/her prepare to meet the practice standards and to decide on evidence to show they have met the standard to the required level.
Learning Plan

Assessment Level

- AASW Social Work and Accreditation standards (ASWEAS) 2012 guideline 1.2, 4.8, p10 note ‘field education curricula must incorporate a development component, such as a rating scale’.

- This rating scale will be used by Flinders University and University of SA for assessing the student’s achievement for each practice standard. Agreement from all participants on the recommended achievement level, from 1 to 5 will be sought, but if there is disagreement this will be noted in the report. At the end of the placement the final decision to pass or fail the placement will belong to the relevant university.

- There is a required level for passing placements. In the first placement for each practice standard which is ‘Beginning Capability’ and in the second placement it is ‘Capable’
<table>
<thead>
<tr>
<th>Rating</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not capable</td>
<td>0</td>
<td>Performance not at basic level expected. Poor understanding of requirements. Practice unsafe or inappropriate. Knowledge or skills undeveloped. Little application to learning</td>
</tr>
<tr>
<td>Some capability</td>
<td>1</td>
<td>Performance not yet capable. Some requirements understood. Further work needed to demonstrate beginning capability</td>
</tr>
<tr>
<td>Beginning capability</td>
<td>2</td>
<td>Performance at beginning level expected. Requirements understood. Practice capable under close guidance and supervision. Limited adaptability.</td>
</tr>
<tr>
<td>Capable</td>
<td>3</td>
<td>Performance at level expected of a newly qualified practitioner in this context setting. Requirements integrated into practice. Can perform independently. Demonstrates adaptability and critical appreciation of own/other’s practice.</td>
</tr>
<tr>
<td>Highly capable</td>
<td>4</td>
<td>Performance beyond level of newly qualifying practitioner. High levels of independence. Engages strongly in critical reflexivity. Exhibits ethical fluency. Generates new understandings or practices.</td>
</tr>
<tr>
<td>Unable to be assessed</td>
<td>5</td>
<td>The work has either not been undertaken, or the field educator/s has not had an opportunity to assess capability in this area</td>
</tr>
<tr>
<td>ASSESSMENT CRITERIA</td>
<td>HOW WILL YOU ACHIEVE THIS?</td>
<td>HOW WILL YOU EVIDENCE THAT YOU HAVE MET THIS STANDARD?</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>These are stated and set by the university.</td>
<td>Name the <strong>learning activities</strong> on placement that will enable you to achieve the standard.</td>
<td>Tentatively identify which piece of <strong>evidence</strong> you will use to demonstrate achievement of the learning outcome. A piece of evidence is the completion of a process recording, significant learning incident, case study, critical reflection, ethical dilemma/ decision making. Refer to templates and assessment requirements for more information for specific topics. Students may use more than one piece of evidence to demonstrate more than one practice standard</td>
</tr>
<tr>
<td></td>
<td>The Assessment criteria will assist you to identify the core learning requirements for the standard. You can use particular activities to demonstrate more than one standard. Please note at least two and no more than five activities per standard. Examples of activities that can be used, these will differ depending on the placement but may include, working with a group, research activities, chairing meetings, case management, facilitating community meetings. Other examples of activities are available in a separate document ‘Sample of Learning Activities’.</td>
<td></td>
</tr>
</tbody>
</table>
PROFESSIONALISM

PRACTICE STANDARD 2: Social work students act with integrity, are accountable and reliable, and demonstrate a commitment to their learning in placement. (see AASW Practice Standards 2013, Professionalism, 2.1 and 2.2, p10 and Professional development and supervision, 8.1, 8.2 and 8.3, p17.)

LEARNING OUTCOME 2.1: Be accountable and behave in a professional manner, and represent the social work profession with integrity and professionalism.
# Learning Plan

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First placement</strong></td>
</tr>
<tr>
<td>i. Demonstrates responsibility, accountability, reliability and initiative.</td>
</tr>
<tr>
<td>ii. Maintains professional/personal boundaries.</td>
</tr>
<tr>
<td>iii. Seeks support and information or refers people when professional capabilities are exceeded.</td>
</tr>
<tr>
<td>iv. Demonstrates an understanding of social work as a profession and how it differs from other professions.</td>
</tr>
<tr>
<td>v. Understands the importance of maintaining personal well-being and managing the emotional impact of the work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>And in addition for Final placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Articulates the values, processes and outcomes of social work and how they apply in the context of the placement.</td>
</tr>
<tr>
<td>ii. Acknowledges that social work positions carry power, and uses authority responsibly, so that social marginalization and inequality are not perpetuated.</td>
</tr>
<tr>
<td>iii. Recognizes and declares conflicts of interest when they arise.</td>
</tr>
<tr>
<td>iv. Works with increased autonomy</td>
</tr>
</tbody>
</table>
Learning Plan - Activity

AGENCY ROLE

Provide an intake/duty service on roster

A free intake service is offered either face to face or over the phone from Monday to Friday between 9.00 am and 1.00 pm.

The purpose of the service is to assess the presenting issue and to determine eligibility for the service or refer to another service.

See handout
Managing Road Blocks
Mid placement interview and report

1. Completed by the student before the interview

2. For Social work – Field Educators add comments

3. Capability rating on each of the practice standards or core competencies

4. Action plan established if concerns are identified

ROLE PLAY DEMONSTRATION
**Portfolio**

**Purpose** – to demonstrate evidence of practice standards and/or core competencies

All work must be sighted and signed by the student’s Field teacher.

To ensure confidentiality, all client names must be disguised with pseudonyms and this must be clearly identified, and any other identifying information disguised or removed.

**Checklist - Requirements**

- Introduction
- Table of contents
- Learning plan
- 8 items with a rationale for each and must include; Process recording
- Ethical reflection/analysis
- Supervision summary
- Analysis of integration of theory with practice
- Statement of professional self
- An item reflecting progress re culturally responsive and inclusive practice
- Two items of choice
- Conclusion
End Placement report

The End of the Beginning
Determining the final grade

- Recommended by Field Educator
- Decide by UniSA based on reports and recommendations
Assessment #QANDA
Meet your FELO

Cecile

Seshni

Patricia

Fiona
Action Learning Sets
Social Work Supervision

Field Educator Forum February 20 2014
Share your experiences

- What experience have you had supervising or being supervised?

- What was difficult and what did you enjoy?

- What extra skills would you like to have?

- What type of staff/students do you find most challenging or are you most comfortable working with?
Supervision has a specific meaning in professional social work

AASW Practice Standards for Supervision

Functions (Kadushin 1976)
- administrative
- educational
- supportive
“A healthy supervisory relationship will comprise all three functions and will manage the inherent conflict between them. If the relationship is based on sufficient levels of trust and respect, these tensions can be managed to minimise the harm to all concerned” (Cleak & Wilson 2004, p. 52).

Multiple Functions

Administration

- Role clarification
- Assignment of work
- Responsibility for work
Social Work Supervision - functions

**Educational**
- Provision of knowledge and skills
- Development of self awareness of the social worker in relation to his/her work
- Core component of professional development

**Support**
- Sustain moral
- Self-management
- Develop professional self-worth
Social Work Supervision - functions

What is professional supervision?

- Different from line-management
- Not concerned with everyday tasks such as booking an agency car
- Focused conversation
- The professional supervisory relationship is one key to the learning process
- An ongoing developmental process to build skills and knowledge
- Critical to reflective learning
- A strategy to support individualised learning in field education
- Formal and informal

It is an opportunity to discuss and reflect in depth your practice with a more experienced practitioner or mentor (Chenoweth & McAuliffe, 2008, p.255)
Placement Readiness

Start of placement – students at different points

Mid placement – students may or may not meet ‘Beginning Capability in each PS’

End placement Beginning Capability in each PS
Situational Supervision

<table>
<thead>
<tr>
<th>High Task</th>
<th>Low Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Relationship</td>
<td>High Relationship</td>
</tr>
<tr>
<td>Low task</td>
<td>Low task</td>
</tr>
<tr>
<td>Low Relationship</td>
<td>Low Relationship</td>
</tr>
</tbody>
</table>

**Key concepts**

1. Change *supervision level* depending on the *task maturity*
2. Sometimes you need to be directive and sometime you don’t
3. Sometime you need to be supportive and sometimes you don’t
4. Change your style of these two variables to respond to the situation
Models and maps for supervision

- Three prong supervision model
- Building the supervisory relationship; acknowledging power; role clarity; expecting accountability
- External requirements and limitations e.g. code of ethics practice standards
- Reflexivity
Reflexivity

Reflexivity in social work (Dunk-West 2013)

A set of processes which helps us to know who we are as professionals. Interaction with other people is vital in developing this.

3 processes

1. Reflect on something specific
2. Critically evaluate the activity
3. Conscious decision to change behaviour or activity in the future

Example – speaking with a friend
Student responsibilities

- Discuss any concerns early in your placement
- Discuss arrangements with your Field Educator – have a clear agreement about times, frequency, agenda etc.
- Have a prepared agenda – for example, a process recording, ethical reflection
- Ask for feedback about specific aspects of your work
- Use your work in supervision as part of your portfolio
Field Educator Responsibilities

- 1 ½ hours of formal supervision for each 35 hours worked

- To ensure it happens

- To question non attendance or lack of preparation

- To challenge, educate and provide professional guidance

- Help the student develop a professional ‘self’

- Provide constructive and timely feedback

- Contact UniSA where difficulties cannot be resolved at the placement
Recording Supervision