

Field Instructor Training Institute

September 1, 2021 from 9-12
Christine Scudder, MSW, LCSW, PPSC
Interim Chair of Field Education

Berkeley Social Welfare



ART BY FERNANDO MARÍN

ON INDIGENOUS LAND

SOGOREA TE LAND TRUST WWW.SOGOREATE-LANDTRUST.COM

**Welcome to the Berkeley Social Welfare
Field Instructor Training Institute**

**We will get started promptly at 9:00 a.m. and look
forward to spending this time with you!**

Please take a moment to settle into the space.

**Knowing that we all come to this remote setting
from different spaces and places, please consider the
land where you currently reside, work and recreate.
To learn more, please go to: www.native-land.ca**

**Thank for making the time to be with us today, and
for your support of our students.**

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world.

And ready to fight for it.”

~Arundhati Roy

Introducing: Your Field Consultation Team



Christine Scudder, MSW, LCSW, PPSC

Interim Chair of Field Education

swfieldchair@Berkeley.edu

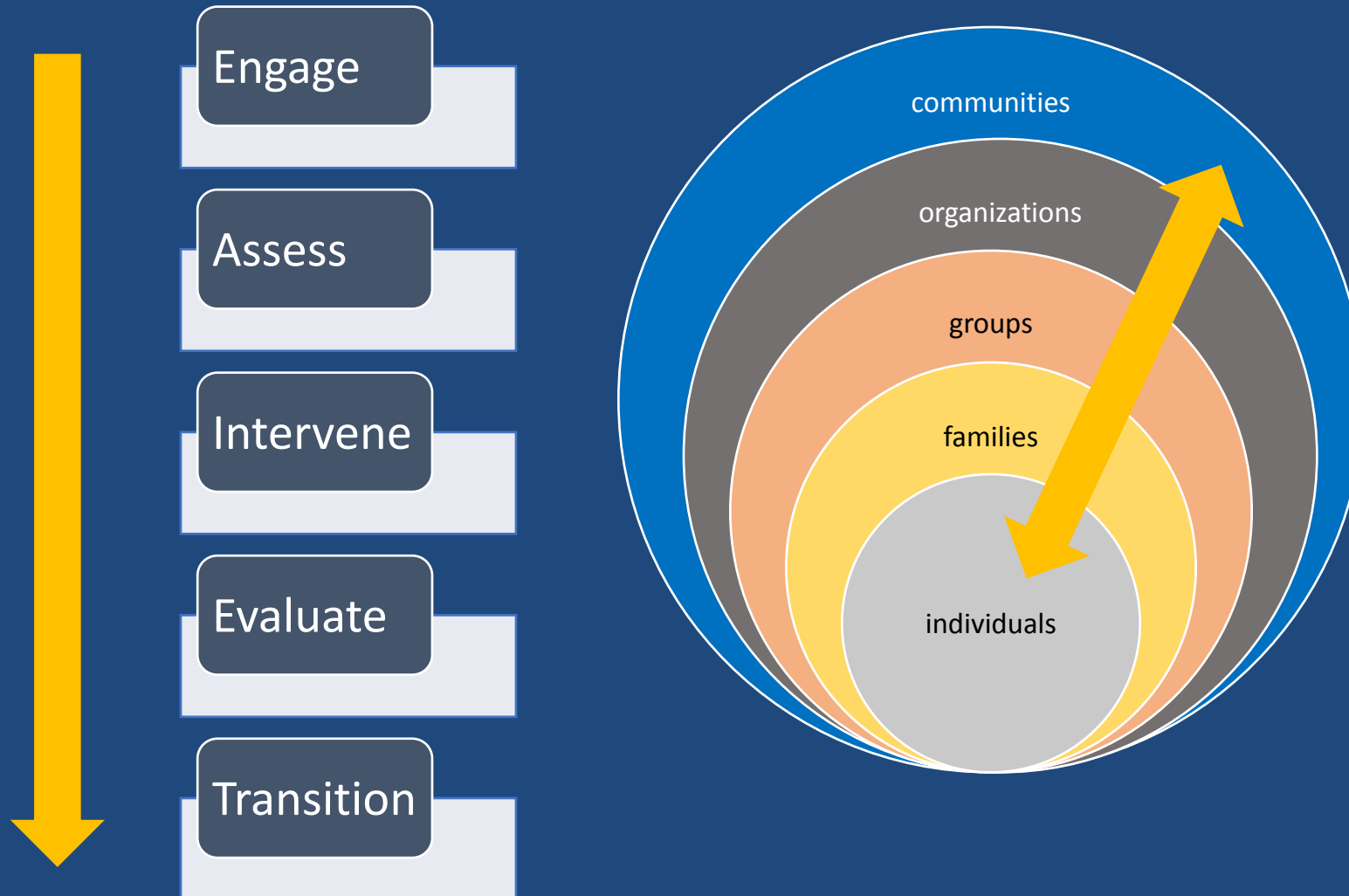
(510) 642-1675

Administrative emails may also be sent from swfield@berkeley.edu

Principles of Social Work Practice



Multi-Level Practice Across Ecological Levels



Specialization Areas



Advancing Health
and Wellbeing
Across the Adult
Lifespan



Strengthening
Children Youth
and Families



Strengthening
Organizations and
Communities

Clearly Identified Competency Outcomes

1. Engagement with Individuals, Families, Groups, Organizations, and/or Communities	2. Consultation, Coordination, and Collaboration	3. Assessment of Individuals, Families, Groups, Organizations, and/or Communities
4. Intervention Planning and Implementation	5. Systemic Intervention	6. Professional Communication
7. Professional Ethics	8. Professional Conduct	9. Professional Growth and Development



Holistic Competence in Field Education

(Bogo et al., 2013)

ORGANIZATION AND COMMUNITY CONTEXT

Skills

Self-regulation

Emotions, reflection,
self-awareness,

 **Safe, Effective Practice** 

Knowledge

Generic and specialist
Theoretical and empirical

Judgment

Assumptions, critical thinking,
decision making

PROFESSIONAL CONTEXT – **VALUES**

Safety Policies

Field Placement Model During COVID-19 Pandemic

To the greatest extent possible, we preserve in-person field education learning opportunities while also weighing the agency context of practice, individual student risk, and available public health guidance.

COVID-19 Prevention Planning Essentials

Berkeley

- Vaccinations + masking + testing/contact tracing
 - Vax exceptions in few cases for religious and/or medical reasons
- Primary orientation: in person instruction in class and in the field
- Student attestations
- Students who have any COVID symptoms will not attend in-person internship, WILL consult a medical professional and WILL remain in contact with their field instructor and field consultant with attendance needs
- UCB faculty/staff may NOT convey student vaccination status to any field agency

Agency

- Masking indoors per current public health guidelines
- PPE that is available to your staff is made available to your intern/s
- Work structures made available to your staff is made available to your interns, so long as it accounts for student learning/supervision
- Every workplace must have a COVID-19 Prevention Plan by state law that is shared with students/UCB
- Agency Attestation must be complete *prior to* student start date regardless of setting
- Reasonable flexibility: testing timing, requirements, quarantine periods

COVID-19 Prevention Attestation Process

https://berkeley.qualtrics.com/jfe/form/SV_dco919HTudWhr94

Students Attest to:

Uphold all Berkeley policies and expectations related to ALL of the following:

- Vaccinations, face coverings, daily symptom screeners, campus surveillance testing, what to do if one tests positive for COVID and remaining aware of guidance from the CDC

Their understanding of access to medical care and medical access line for consultation

Agree to follow all agency protocols, and when divergent guidance, will do both/engage the more stringent in combination

Awareness that agencies may request vaccination status/verification as terms of internship, testing and more as a condition of the internship

Agency Attestation:

Names *every student* and start date

- In other words, we need to be able to attach an agency attestation to *each individual student* who may be placed with your agency

Identify those protocols you have already shared (not all apply to your site and that is OK)

MUST either send a hyperlink or a file with your COVID-19 Prevention Protocol

MUST share the protocol with students before you submit attestation and hence, before they start: verbally, in writing or both

MUST be submitted for review by UCB SSW

- Delays may occur if incomplete, cannot download/broken link or student name missing, etc.

How will I know if/when a student is cleared to start their internship?

You will receive a confirmation email from Christine Scudder to the student, the field instructor of record and assigned UCB Field Consultant.

Until you receive this email, your student is not cleared. Please help us with an on-time start by completing your attestations now.

swfieldchair@berkeley.edu

COVID-19 Student Accommodations are Available from UC Berkeley

Eligibility

Students who may have a DSP accommodation for health and/or mental health related disabilities

Availability

Based upon disability status; not individual student preference

Flexibility, Clarity, Planning + Support

Periods of Quarantine

- For self and/or when children/dependents must quarantine and require supervision from your intern
- Help plan ahead for these possibilities and differentiate between maximum allowable absences (2 days/semester) and days when a student must be remote for public health reasons, but is healthy enough to engage in internship activities

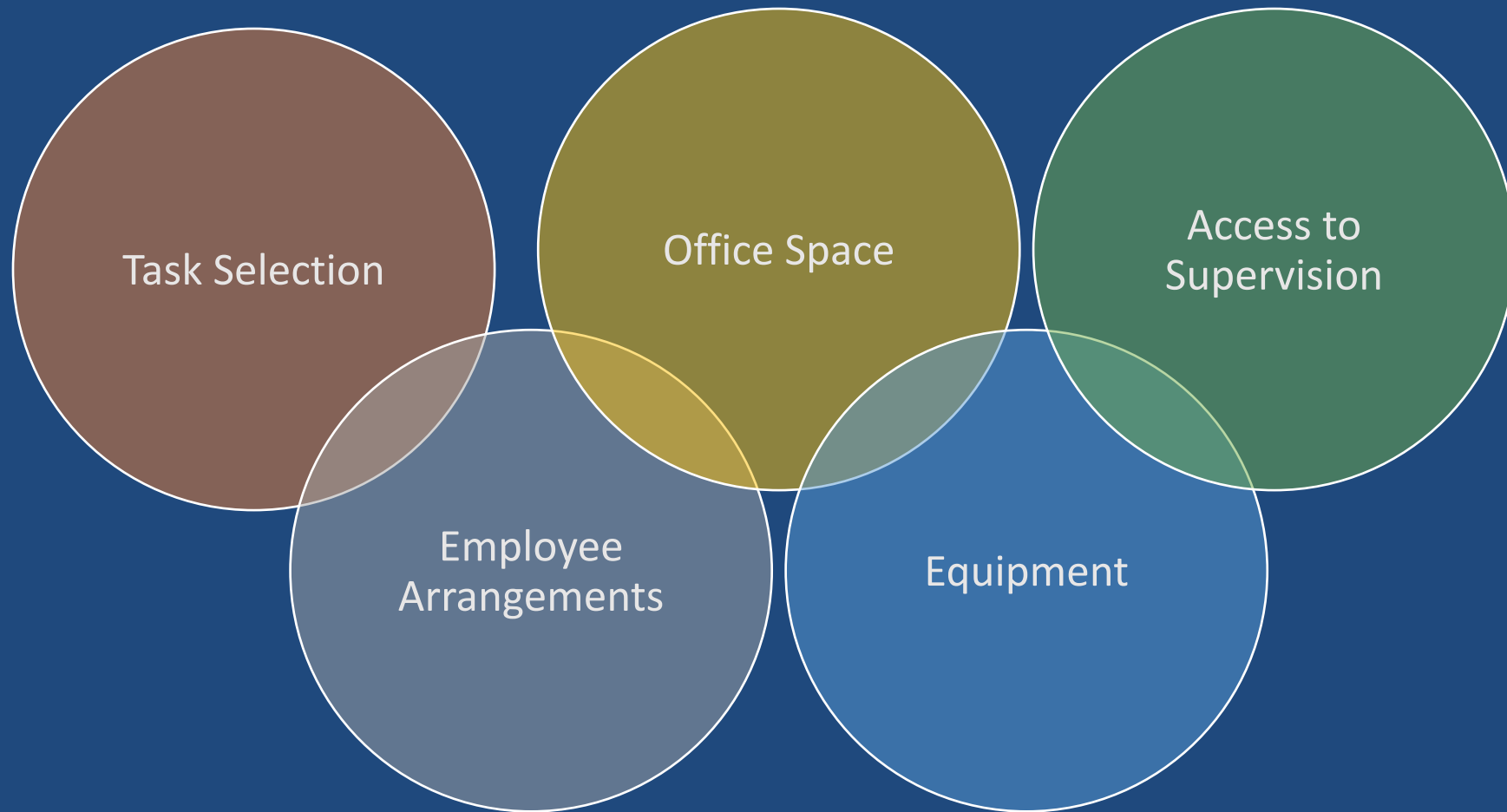
Clarify what “sick” means, and what’s expected

- After working/learning remotely for so long, it can be confusing what it means, or when it is OK to be “out.”
- If students are sick or caregiving for prolonged periods due to COVID we may be able to reduce hour requirements. Details are pending from our accrediting body. Please stay in touch with your field consultant with any concerns or questions about student absences.

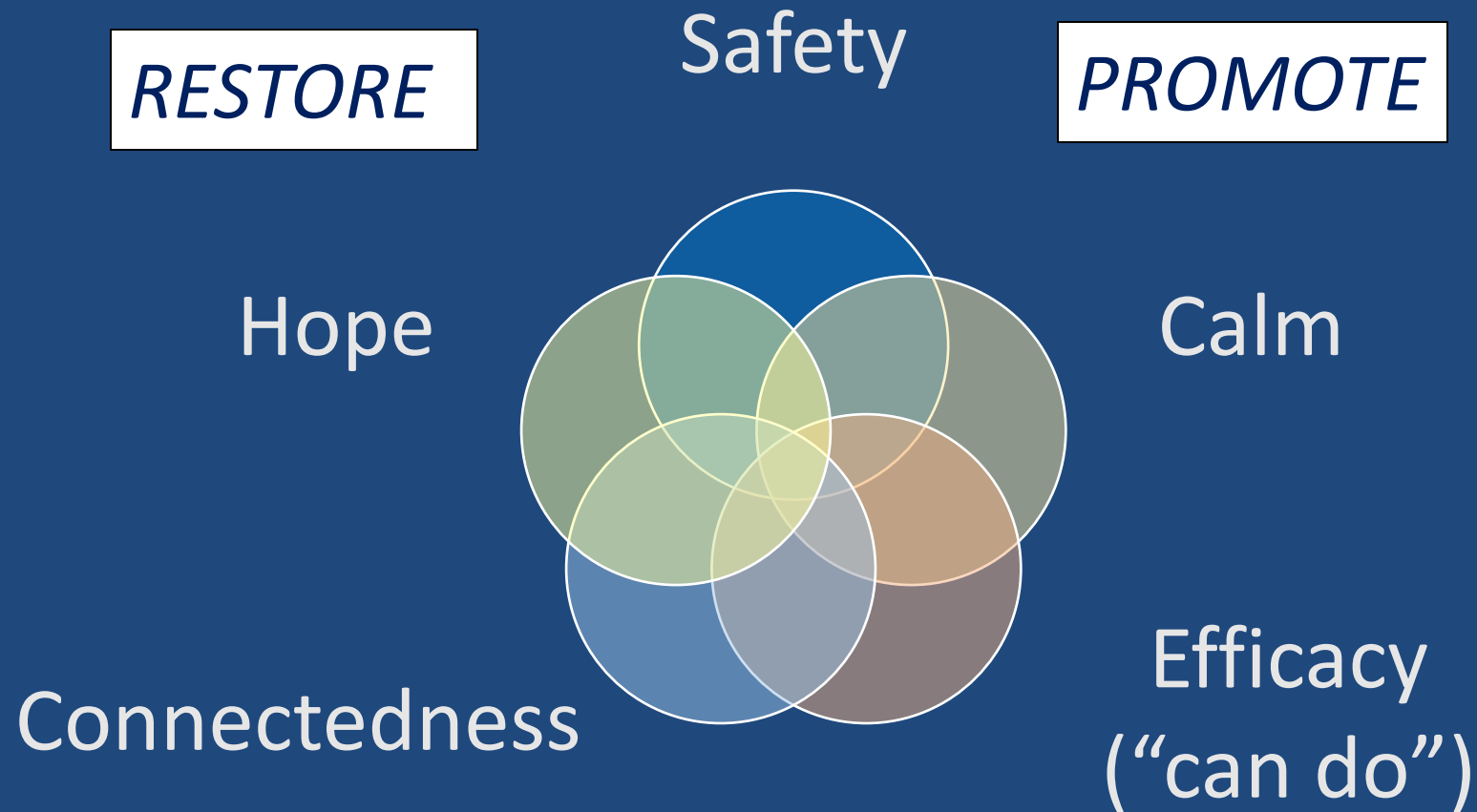
Berkeley is in person, and your agency may not be: that’s OK!

- In general, our hope is that our students can be with your staff as much as possible under the conditions of your current workplace.
- For example, if your agency provides remote services to clients from an in-person agency office setting, we prefer the students are in the agency to do that work, but if you are all remote, the student would be, too
- Ensuring appropriate, regular, accessible supervision and access to prompt consultation is essential, regardless of practice setting/conditions

CONFIGURATIONS: In-Person, Remote, or Hybrid?



FIVE ESSENTIAL ELEMENTS OF MASS TRAUMA INTERVENTION



Hobfoll, SE et al (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence in *Psychiatry* 70(4).

UNIVERSAL PRECAUTIONS WHEN ON SITE

- Students must follow all OSHA and public health guidance
- Students must follow all of your agency guidance while also following UCB guidance
- Proper masking involves covering nose and mouth, no gaiters
- Discuss protocol for eating/drinking in the presence of others indoors and minimize any time without masks
 - FYI: at UCB: we are telling students they need to step out of the room for drinks and eating vs. eating in the classroom as these tasks can sometimes lead to prolonged removal of mask wearing (i.e. “slowly drinking coffee”)

Access to Protective Personal Equipment

- Agencies are asked to provide students with the same access to PPE they provide employees doing similar work
- Students in field education are eligible for grants to invest in safety while in field education.
- For students or agencies with extenuating needs, additional resources may be available
- All students **MUST** follow OSHA and local public health guidelines



Access to Remote Service-Related Expectations

If you have equipment required as part of the terms of your internship, please advise students of this as soon as possible.

Please consider this list as a place to start:

- Laptops
- Access to wifi and secure portals/VPN
- Headphones
- Locked file boxes (i.e. for transporting confidential information)
- Cell/texting for quick access to consultation
- Training is essential: how to manage situations, respect HIPAA/FERPA, telehealth best practice, managing personal space, etc.



Safe and Effective Tele-health Services



- Agency ensures that student is fully oriented to privacy and informed consent protocols
- Agency ensures that technology and process used is compliant with all relevant regulations
- Agency provides the student with a device for telehealth and or to install appropriate programs, software, applications, or encryption on student device

There must be an appropriate staff person immediately available for consultation in urgent situations when students are remote

- Berkeley Social Welfare has a previously recorded telehealth module that is available to students and to field instructors
- If the student needs to purchase additional data or device, there is a campus-wide Student Technology and Equity Fund



Testing and Symptom Monitoring

- COVID-19 and surveillance testing at University Health Services is available and students are encouraged to use UHS (factor in travel time to/from internship!)
- Students will be asked to self-monitor and not to report to any internship-related site if they have related symptoms:
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- Students are required to follow all University and all agency COVID-19 Prevention Protocols
- Students who have been exposed to COVID-19 will be expected to quarantine with guidance from UHS or their healthcare provider



COVID-19 Positive Test Results

- Students are encouraged but not required to notify their field faculty member and agency field instructor
 - Note: Berkeley faculty may NOT disclose ANY student health information to internship sites*
- At a minimum, students must cooperate immediately with contact tracing to make sure all field education related contacts are identified
- Students will be expected to cooperate with quarantine instructions and medical advice
- Students may not return to field placement until medically cleared to do so
- Students with mild symptoms who feel able to continue to serve remotely may do so, assuming appropriate training, equipment, supervision and guidance is in place
- Your agency may have your own protocols related to this. Please ensure they are shared with your student intern and included in your COVID-19 Prevention Plan

Additional Supports + Safeguards

Learning agreements will be modified to:

- Identify COVID-19 risks and mitigation strategies that are site-specific
- Identify privacy risks and mitigation strategies for any remote learning
- Identify remote and in-person tasks for each competency
- Ask you to attest to your COVID-19 Prevention Plans

Field faculty will closely monitor and consult regarding safety concerns and practices

Safety concerns by any party will be addressed in a professional and forthright manner to further assess and resolve

The School has a Safety/Review Committee comprised of the Associate Dean and Interim Chair Field Education to make decisions when safety concerns cannot be resolved through regular negotiation

Initial Priorities

1. Welcoming & Orienting

2. Forming the Relationship

3. Developing the Learning Agreement

Mindful Welcoming Practices

Before interns arrive

Time to yourself to consider:

Your intersectional self-awareness

Checkpoints: professional and cultural humility

How you like to teach, and how you like to learn

- How will you ask for feedback?
- How will you ask about delivering feedback?

Cultivating an open & curious stance

First Day, First/Early Impressions

- Agency staff persons names and pronouns
- Explicit discussion re: office etiquette
- Discuss communication etiquette: with various staff, clients/consumers
 - phone, text, email
 - timeliness & confidentiality
- Discuss expectations for supervision
 - when, where, what should they bring, how long
- Proactively discuss outside-hours communications
 - i.e. if you are out sick, plans for student but you communicate in the evening/weekend or a non internship day- discuss mutual needs/expectations
- Backup if you are not available
- Restrooms



Prohibited Student Activities

- Physical restraint of clients
- Transportation of a client in the student's private car
- Transportation of a client with a recent history of violent behavior in an agency car
- Treatment of a client with a history of violence toward staff
- Work in the agency or remotely at times when and/or in areas where other staff, are not present and readily available
- Distribution or handling of medications
- Clinical responsibility for a client at high risk for suicide without reviewing if the student possesses the requisite time, skills, knowledge, and supports to manage the client
- Clinical responsibility for other high risk clients without review
- Other activities that go beyond the scope of social work practice or the capacity of an MSW intern or that may place the intern or client at risk for harm.

PROTECTION FROM HARASSMENT & DISCRIMINATION

In accordance with applicable Federal and State law and University policy, the University of California, Berkeley does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.

The University prohibits sexual and gender-based harassment.

This policy covers students in all University programs and activities, including internships as credit-bearing experiences.

You are expected to review your sexual and gender-based harassment policies with each student as a part of your agency orientation.

You will be asked to attest to this on the student's learning agreement

Field faculty will address related concerns in a professional and forthright manner.

Faculty are required to report any suspected instances of harassment or discrimination to the Office for the Prevention of Harassment and Discrimination (OPHD)

Best Practices in Instruction and Supervision



Clearly Identified
Outcomes and
Purpose



Strong, attuned,
personalized
instructional
relationship and
learning
environment



Opportunities to
observe, do and
be observed doing
practice



Provision of
feedback that is
observationally
based, balanced,
and specific



Opportunity to
reflect including
self-reflection and
integration of the
conceptual and
actual



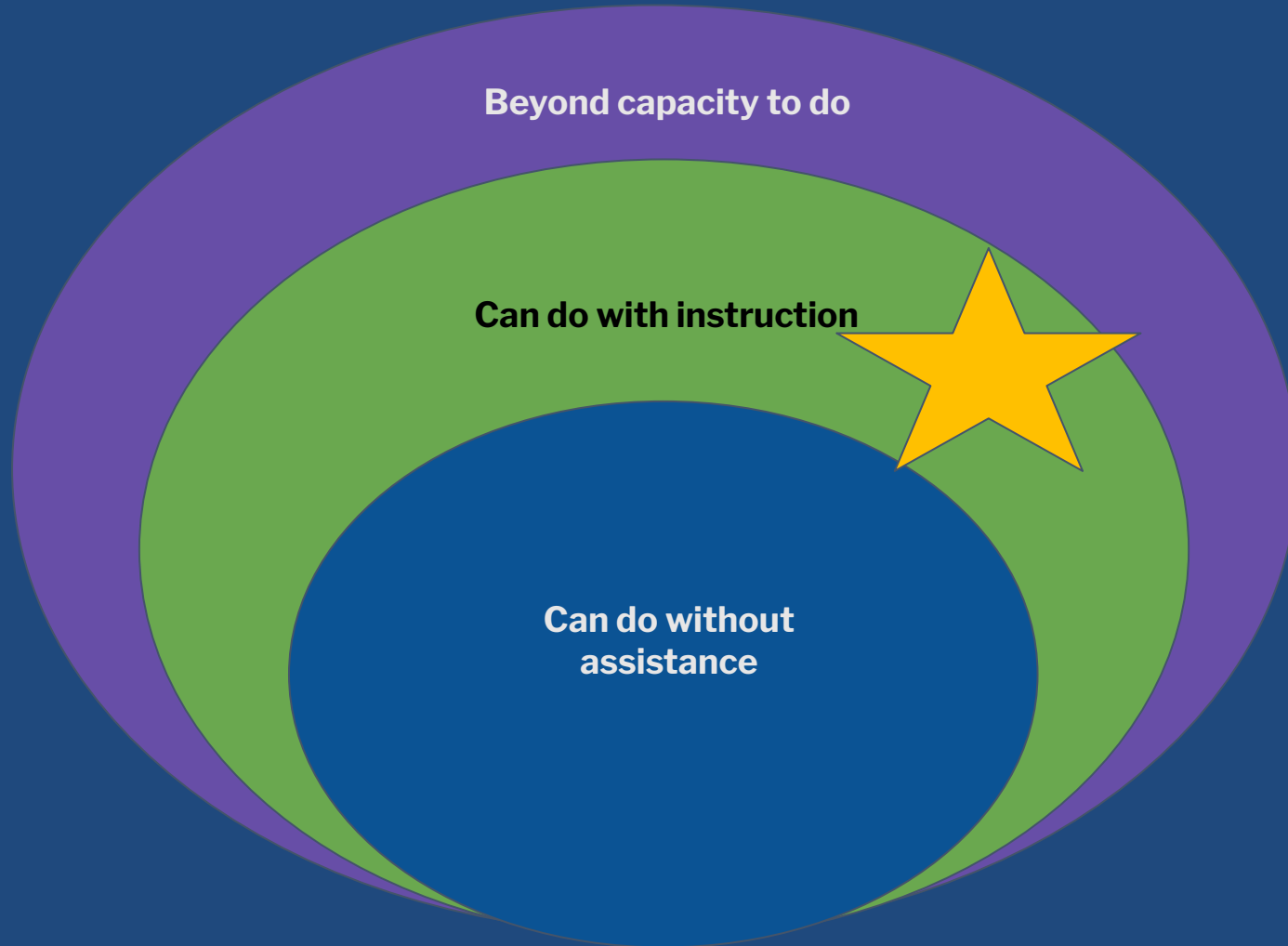


Facilitative Relationship

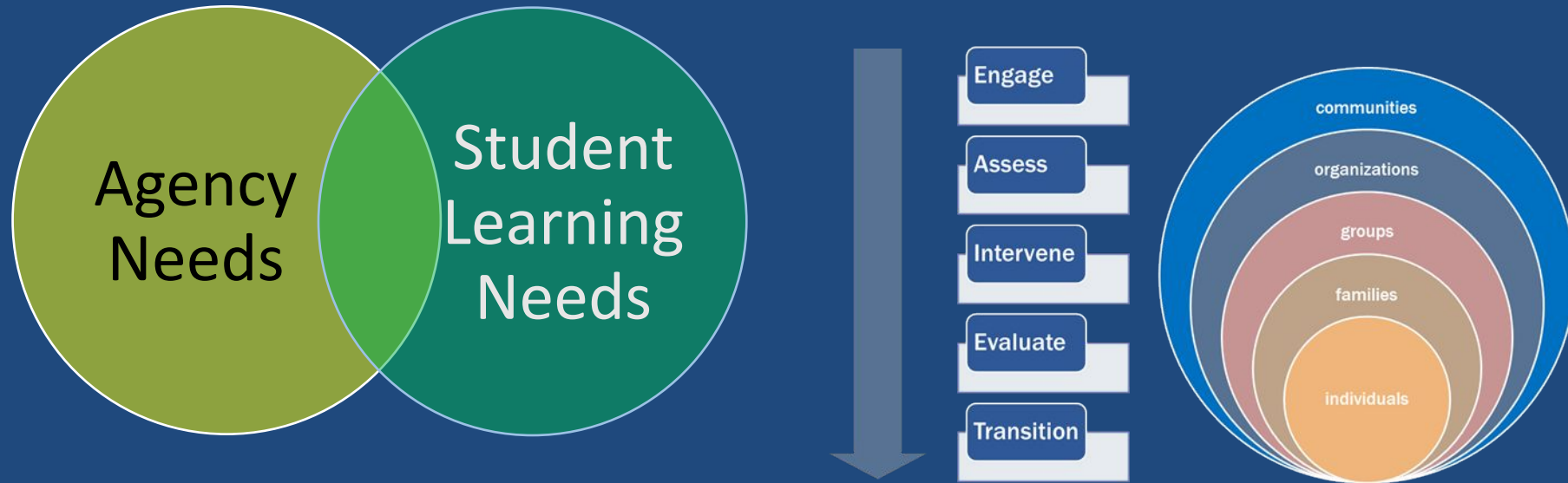
- Planned, thoughtful orientation (3-4 weeks)
- Time for the student to understand day-to-day operations and all of the multi-level agency, community, and social/economic factors that shape service delivery
- Time to review of all relevant safety and risk reduction policies as well as client confidentiality and privacy policies
- Time to assess student knowledge, skill, interests, prior experiences, goals, fears, and approach to learning
- Time to make instructor's expectations and approach to teaching
- Thoughtful map of learning for the year that is assessment based



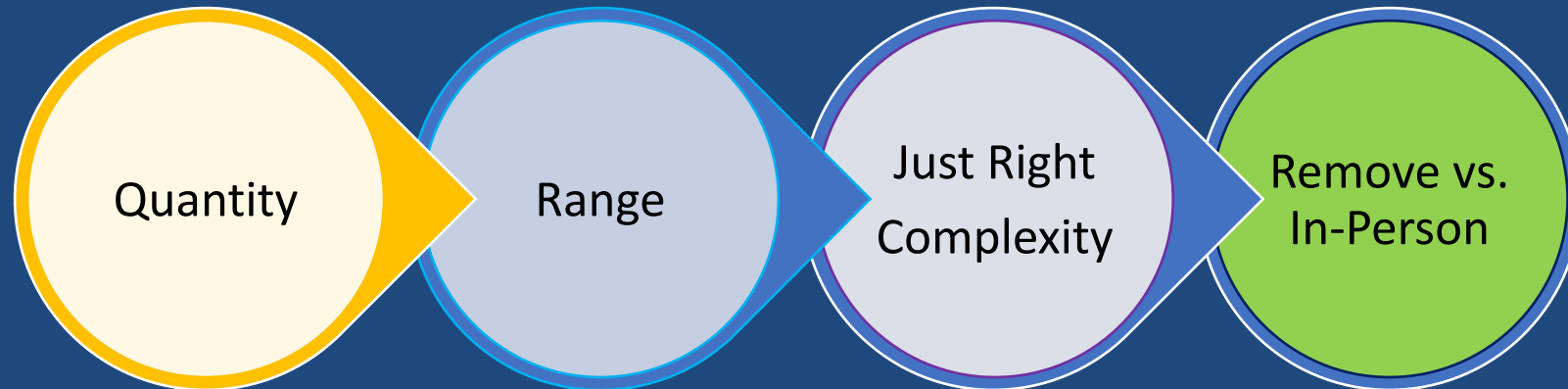
Vygotsky's Zone of Proximal Development



Thoughtful Task Selection



Key Variables:



Direct Instruction and Observational Opportunities



- Provide a verbal overview of key roles, skills, and knowledge domains
- Arrange for opportunities for the student to watch you and other talented persons doing the tasks they will be responsible for
- Provide opportunity to reflect upon what they observed
- Plan and rehearse their first time
- Eventually, arrange for observation and observation-based feedback, when possible

Key Details for your UCB MSW Intern

First Years: 400 hours, total

Second Years: 720 hours, total

Wednesdays and Thursdays

Wednesdays, Thursdays & Fridays

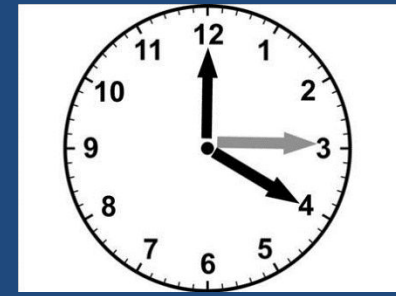
Typical Start: September 22

Typical Start: September 8, 2021

Learning Agreement Due:
October 21

Learning Agreement Due:
October 1

Commit to the Weekly Instructional Hour



Establish a regular, expected time

- Encourage the student to develop the agenda (and it is also a good idea to have your own)
- Pro-actively review administrative and orienting information
- Consult about problems, challenges, and successes
- Ask great questions that invite self-reflection and learning integration
- Share your practice wisdom as it applies
- Link to professional values, theories, and knowledge (e.g. what might your practice methods instructor say about this?)
- Provide support and encouragement and direct feedback
- Vary what you are doing as student grows more capable
- Evaluate how the weekly hour went and how it could be improved the following week

Observationally-Based Feedback

Directly observe a cross-section of student's work

- Observe an intake evaluation or stakeholder interview
 - Co-manage cases or projects
 - Co-lead groups or meetings
 - Observe participation in meetings, with other disciplines
 - Listen to 5-7 minute audio or video slices of student work
 - Read proposals, reports, curriculum etc.
- Providing feedback in a timely manner
 - Balancing appraisal of natural strengths with areas where improvement is desirable (magic ratio 3:1)
 - Prioritizing the most important corrective feedback to give
 - Providing behaviorally specific observations using descriptive, objective language
 - Praising and recording progress and setting the next goal



Essential SUPERVISORY Methods

Role	Method
<i>Supporting</i>	Nurtures, encourages, grows strengths, contains anxiety, provides emotional support
<i>Instructing</i>	Directly teaches knowledge and skill and directly and indirectly and directly demonstrates the knowledge and skills purposefully and consistently
<i>Coaching</i>	Plans and schedules observations and provides effective coaching and feedback on performance
<i>Thought Developing</i>	Asks questions that deepen, broaden, and integrate practice wisdom and professional knowledge
<i>Administrating</i>	Assigns work, sets goals, and sets standards; gives performance-based feedback routinely; provides summative evaluation at expected intervals
<i>Confronting</i>	Confronts unprofessional and ineffective conduct; insists on standards; willing to have difficult conversations.

Problem recognition is also a shared responsibility

Severe Disorganization

Routinely late or absent, unreliable follow-through
Problematic documentation

Severe Blocks to Empathy

Cannot engage clients or constituents appropriately
Unconsciously or overtly judgmental or biased

Hostile Defensiveness, Argumentation

Reflexively opposes authority
All-or-nothing thinking related to being right

Poor Boundaries and Judgment

Crosses lines
Fails to inform or misrepresents work

Specialization breakouts with Your Field Consultants

We're in this together!

- Reach out to your field consultant: sooner than later
- We work as a team for consultation and support
- Ongoing opportunities for training, consultation and support through Field Education office
- Field Education website: updated guidance and tips

Not sure where to go?

Christine Scudder

Interim Chair of Field Education

swfieldchair@berkeley.edu

(510) 642-1675



Want to Keep Learning with Us?



15-hour CEU Course on Advanced Field Instruction and Clinical Supervision

Monthly 2-hour learning community

Poll:

Tuesdays 9-11, 10-12, or 1-3

Wednesdays 9-11, 10-12

Thursdays 1-3

Registration links will be sent in mid-September