



UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

Using IV-E Funding to Enhance Field Instruction for Title IV-E Students through Faculty Field Instruction and Field Seminars

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Introduction to Faculty Field Instruction Model

- Clinical faculty are co-located at local child welfare agencies and function as field instructors for up to 10 Title IV-E students in 4 of Maryland's larger, urban jurisdictions.
- Each student works with a task supervisor who is an agency employee and a field instructor employed by UMB SSW.
- Allows agencies to host a larger number of students and benefit by participating in the training of its future workforce.
- Child Welfare social workers mentor students without taking on the full responsibilities of field instruction alleviating difficulties recruiting agency field instructor

Model

- Clinical faculty have previous experience in public child welfare practice and field instruction and are licensed social work practitioners.
- Faculty field instruction supports the development of students' identity as a clinician, focused on public child welfare mission and outcome goals.
- Title IV-E Funds are used to support clinical faculty who work directly with students to integrate academic learning with field education, lead field seminars, and participate in the delivery of skill-based training. (MI)
- Classroom faculty salaries are 100% state funded and a portion is used for match; but no classroom faculty salaries are included as operational expenditures.

Title IV-E Student Teams

- Students each have a Team of individuals to enhance their learning in different capacities
 - Faculty Field Instructor
 - Task Supervisor
 - Unit Supervisor
- The roles are critical but require balance and collaboration
- Students are the center of this process

Faculty Field Instructor

- Creates a collaborative learning environment to focus on experiences to develop the CSWE Social Work Competencies
- Provides Monthly Seminars and/or Group Supervision
- Conducts Quarterly Meetings with entire Student Team
- Provides Weekly Reflective Supervision
 - Attending to the emotional content of the work
 - Reflection is about examination and not day-to-day crisis
 - Focuses on the Student's perception of the family's needs, for example, parent-child relational issues
 - Exploration of family's cultural needs

Task Supervisor and Unit Supervisor

- Task Supervisor
 - Students are paired with an experienced social worker
 - Provides hands on guidance and skill development in the Field
 - Assigns casework to the students
 - Leadership opportunity within the agency
- Unit Supervisor
 - Provides overall case guidance and decision making
 - Reviews students case work in automated system for final approval

Field Instructor Role Challenges

- Field Instructor is not employed by Agency and does not make ultimate case decisions
- All students need weekly supervision with limited field time
- Students can be placed in multiple offices
- Students may observe burnout or secondary trauma related behaviors of Task Supervisor
- Field Instructor is not part of Policy implementation within an Agency

Faculty Field Instructor Benefits

- Student has several individuals to support them
- Connects coursework to their field placement and incorporates into weekly supervision
- Faculty Field Instructor can be "safe" outlet to process issues that they might have observed
- Allows the Agency to take several Students
- Participates as part of the Agency Supervisory Team
- Supports the Agency with new initiatives, clinical interventions, and research
- Provides reinforcement to Best Practices and Policy

Creating an Agency Culture that Supports Student Growth

- Faculty field instructors are a part of the agency, although not employed by Social Services
- Participates in staff meetings and other activities to promote the best student experiences
- Student units with interns sitting together, if possible, to promote mutual learning and support. In situations where that is not logistically possible, students come together for seminars and other activities

Creating an Agency Culture that Supports Student Growth

- Reflective supervision; supervision is "sacred" time
- Emphasis on critical thinking skills
- Quality of work in addition to agency compliance
- Best practices

Training and Seminar Overview

- Student Field Experience is supplemented by additional training and seminars
- Topics include:
 - Foundations of Child Welfare Practice
 - Engaging Children and Families
 - Child Abuse and Neglect
 - Recognizing and Reporting
 - Impact of Substance Abuse, IPV, and Mental Health
 - Assessing Risk and Safety
 - Planning with the Family
 - Child Welfare and the Court

Training and Seminar Overview

- Motivational Interviewing – Evidence-based practice that focuses on conversations around behavior change
 - Training begins before field placement
 - Early training focuses on Engaging skills
 - Throughout their time in the IV-E program, training includes more advanced skills of Focusing conversations and Evoking Change Talk
 - Includes interviewing practice with live supervision/coaching
 - Followed by a 30-minute recorded interview with a standardized client
 - Follow-up Training during winter break

Training and Seminar Overview

- Some trainings are optional or for select groups
- Child Welfare and the Court
 - With practice testimony and mock trial
- Analyzing Child Welfare Policy
- NASW Advocacy Day with State Legislature
- Leadership Development
- Training for use of Maryland's SACWIS system

Incorporating Training into Supervision

- Agency Social Work staff who have not participated in the Title IV-E program attend 77 hours of pre-service training. Title IV-E students attend six three-hour seminars to cover the same material. Supervision helps to bridge the gap
- Students are able to view and process their Standardized Client Interviews in supervision
- Motivational Interviewing skills are assessed in the student's process recordings which are reviewed in supervision in addition to written feedback

Incorporating Training into Supervision

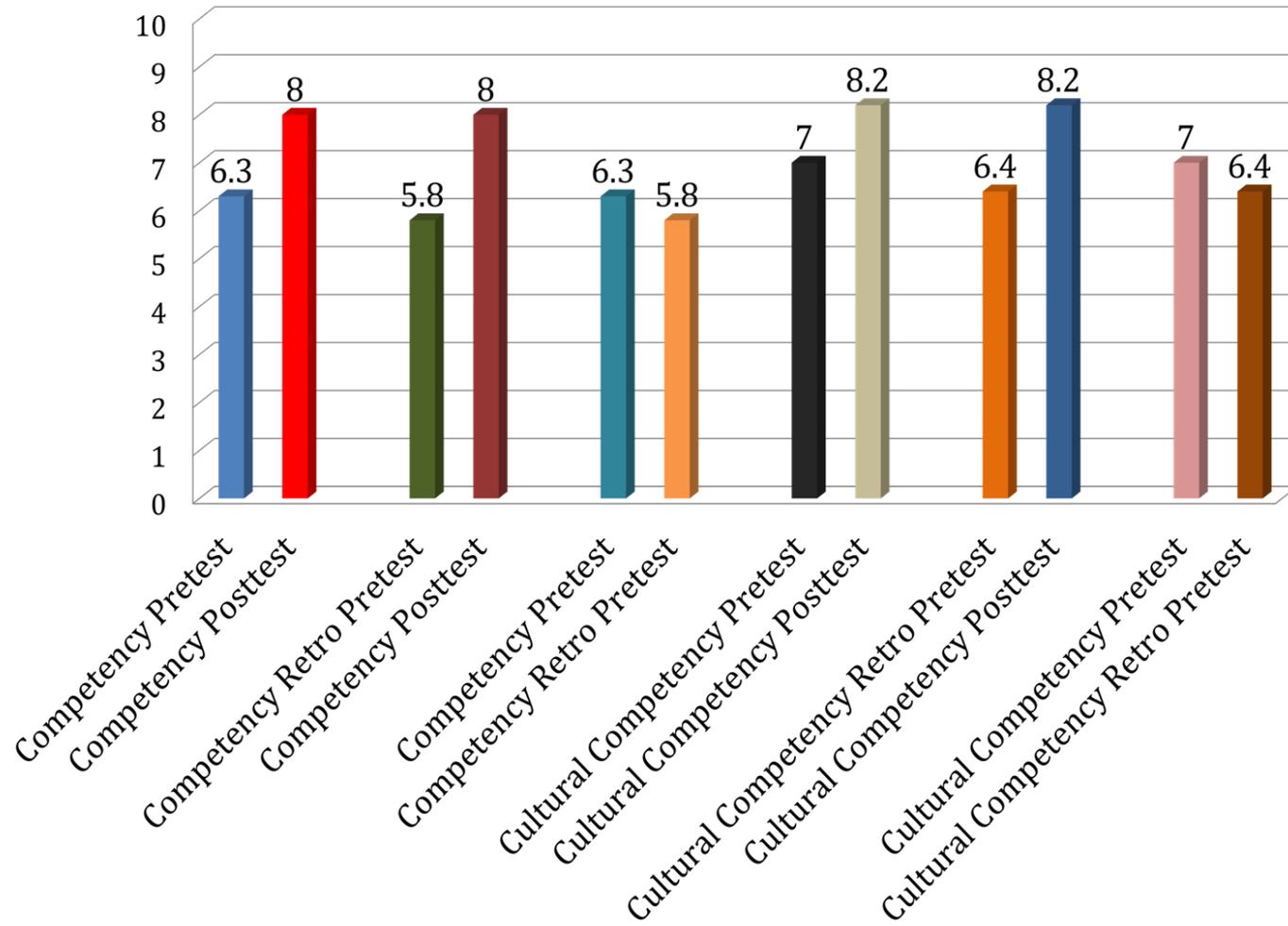
- Field instructors can select material from seminars and other training sessions for further point of emphasis in supervision
- Incorporating material from training sessions into the Council for Social Work Education (CSWE) competencies. These competencies are the basis for the student's Learning Agreement and Evaluation

Evaluation

- 82% of Title IV-E students participated in our program evaluation
- Students showed statistically significant gains in the following areas:
 - Ability to arrange for out-of-home placement
 - Ability to assess for child abuse/neglect
 - Ability to assess substance abuse
 - Ability to assess for sexual abuse and provide treatment
 - Ability to work effectively with the Court System
 - Overall child welfare competency
 - Crisis intervention
 - Cultural Competency
 - Working with families to develop clear goals

Evaluation

Total Score Survey Findings



Evaluation – Focus Group Findings

- Students report:
- High rates of satisfaction with their field instructors
- Feeling well-prepared for work in Child Welfare
- Excellent quality of trainings and seminars
- Strong Camaraderie between students in the same field unit

Questions/Comments



References

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