



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

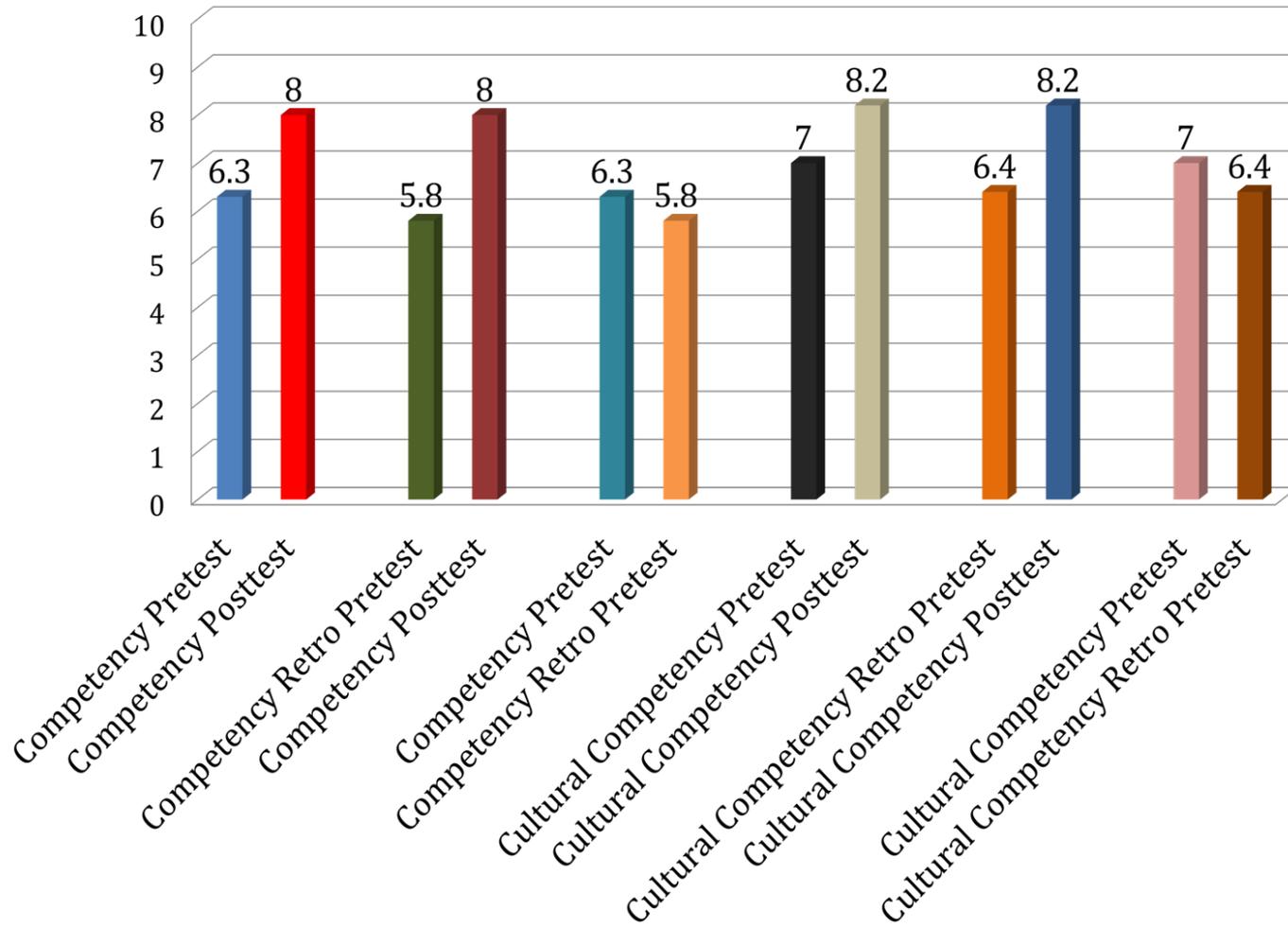
- Field instructors can select material from seminars and other training sessions for further point of emphasis in supervision
- Incorporating material from training sessions into the Council for Social Work Education (CSWE) competencies. These competencies are the basis for the student's Learning Agreement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