

Preceptor Training

October 2, 2020/ 9 a.m. to 11 a.m.



**California State University, Long Beach
School of Social Work
Field Education**

Welcome ~ Bienvenidos ~ Chào mừng bạn ~ Soum swa-khom!

어서 오십시오 ~ ようこそ ~ 欢迎 ~ Kumsta Ka ~ خوش آمدی

CEU's

We will be issuing CEU certificates only to licensed MFT and LCSW who are no more than 15 minutes late to this training (We cannot issue CEU's to those who are more than 15 minutes late per BBS requirements) Please stay until the end of the training and a link to request CEU's will be provided.

If any questions RE: CEU

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Objectives



- To understand the **CONTEXT** of social work education.
- To understand the **STRUCTURE** of field education at CSULB
- To understand the **ROLES** of Field Liaison, Field Instructor, and Preceptor
- To **PRACTICE** navigating challenges in supervisory “collaboration”
- To **IDENTIFY** key elements of a written collaboration plan.

Introductions



Poll Activity

**Type of Agency you are from
Your Position (CM, Therapist, etc.)
Student (MSW and/or BASW)**

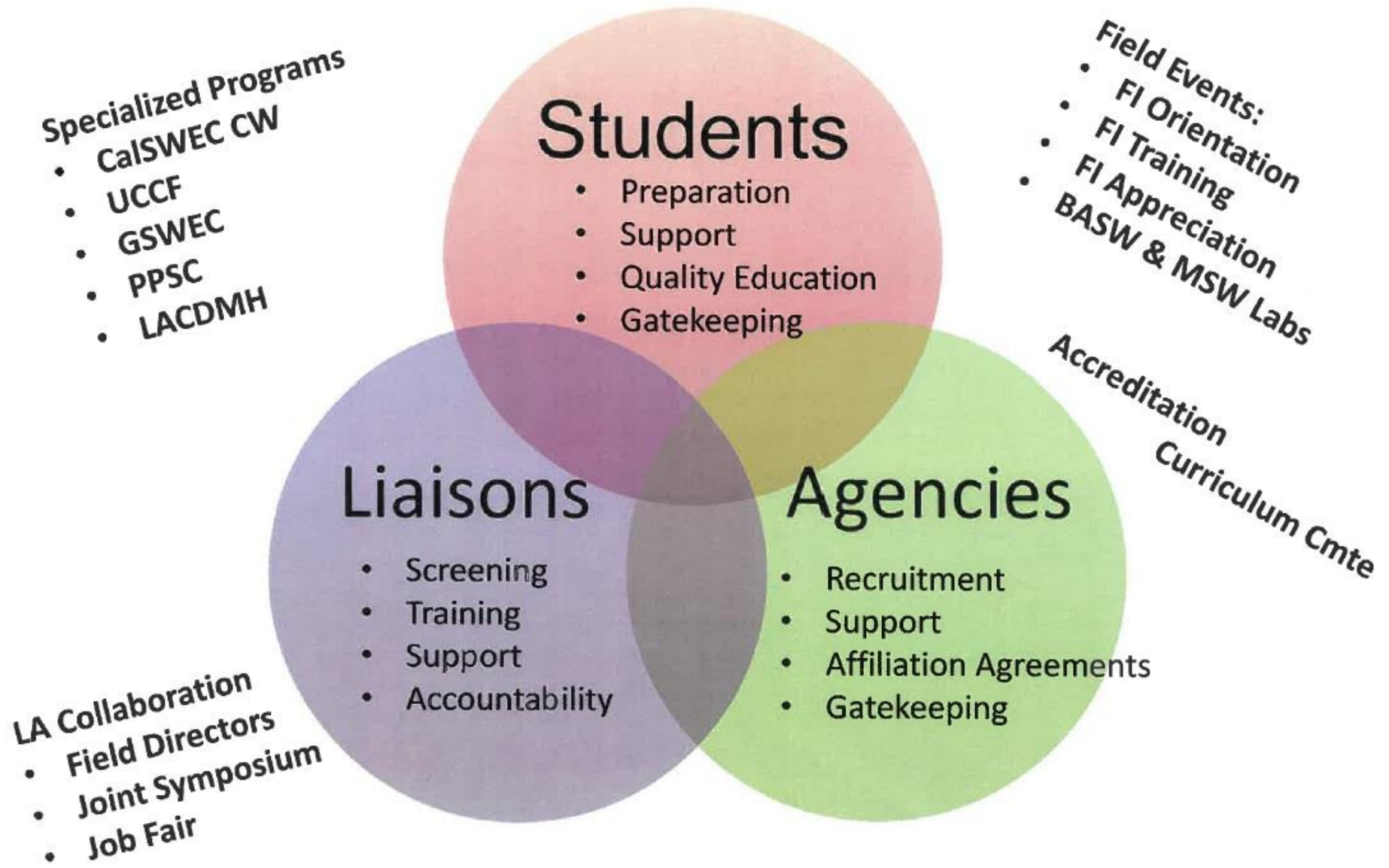
The Context of Social Work Education

- **SW draws from a range of disciplines**
- **SW utilizes an ecological, PIE perspective**
- **SW intervenes at the individuals, families, and communities (Micro, Mezzo, Macro)**
- **Field education as the signature pedagogy**
- **Field is an integral part of the curriculum**
- **Field is the place to apply knowledge, develop practice skills, deepen self-awareness**

The Structure of Field at CSULB

- **BASW and MSW levels - Generalist**
- **450 hour/year for BASW**
- **500 hours/year (respectively) for MSW**
- **MSW- 16 hours/week - September – May**
 - Advanced Standing MSW- 20 hours/week**
 - PPS Students- 20 hours/week**
- **BASW – 16 hours/ week September - April**
- **MSW**
 - Foundation Year**
 - Advanced Year (+Macro options)**
 - Specializations: CFWB, AA, IH**
- **MSW – Special programs: CalSWEC CW/MH, LA COUNTY DCFS STIPEND, PPSC, GSWEC**

CSULB, School of Social Work – Field Education Program

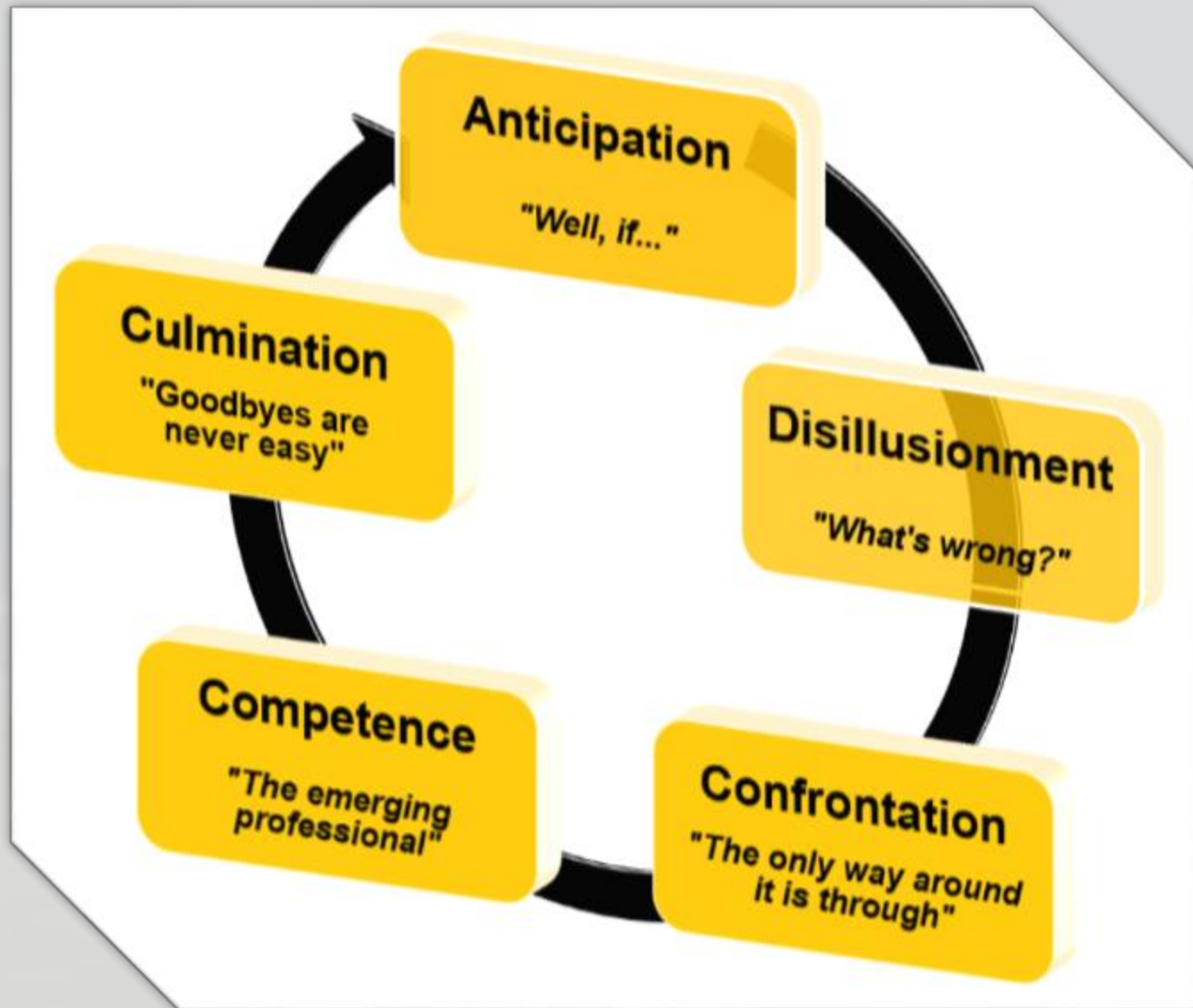


NASW Code of Ethics

Prezi

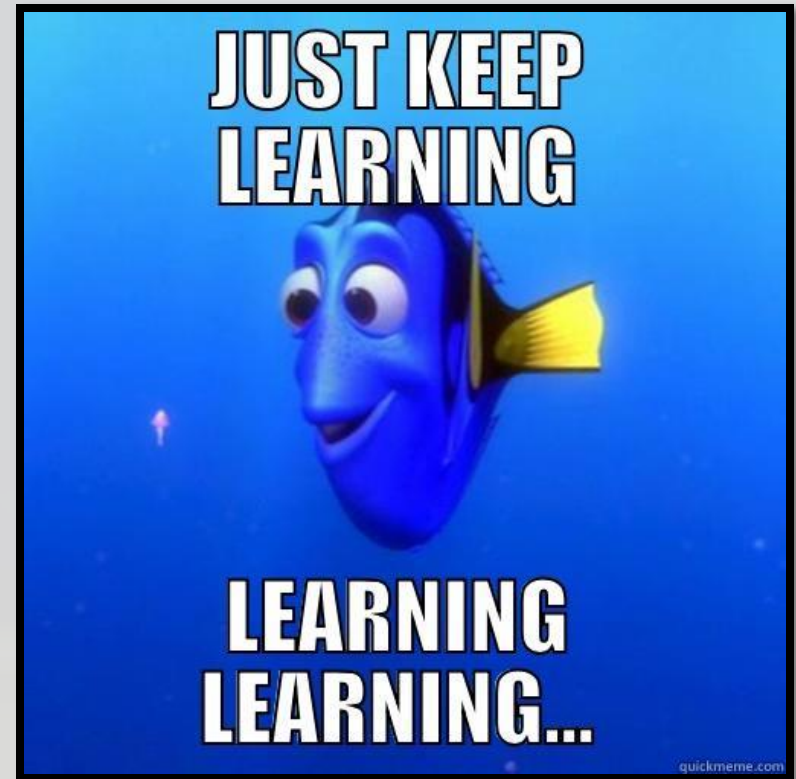
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Stages of Internship



Student Learner vs. Employee

- **Stages of Internship**
- **Experiential learning**
- **Agency as tool**
- **Assignments dictated by educational needs**
- **Supervisory differences: focus on teaching vs. task**
- **Evaluation to University**

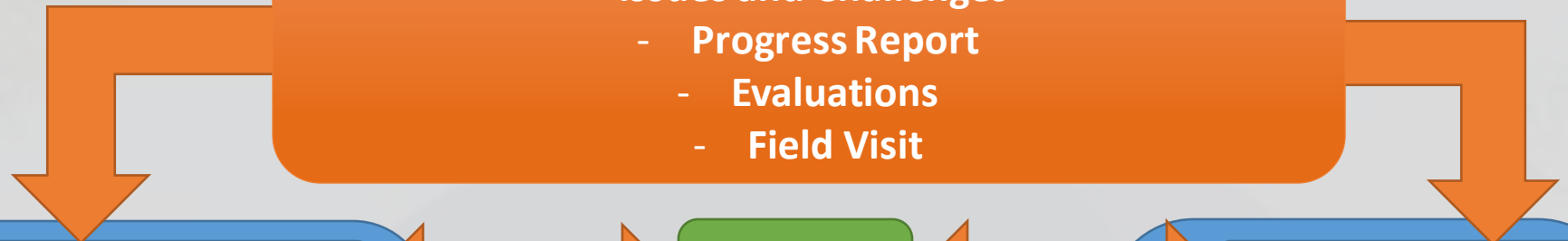


Roles in Field Education

Active Communication between Liaison and FI

-Issues and Challenges

- Progress Report
- Evaluations
- Field Visit



Seminar instructor/Liaison

Seminar

STUDENT

Supervision

Field Instructor

Content Classes

Advisors & Other Staff

Support

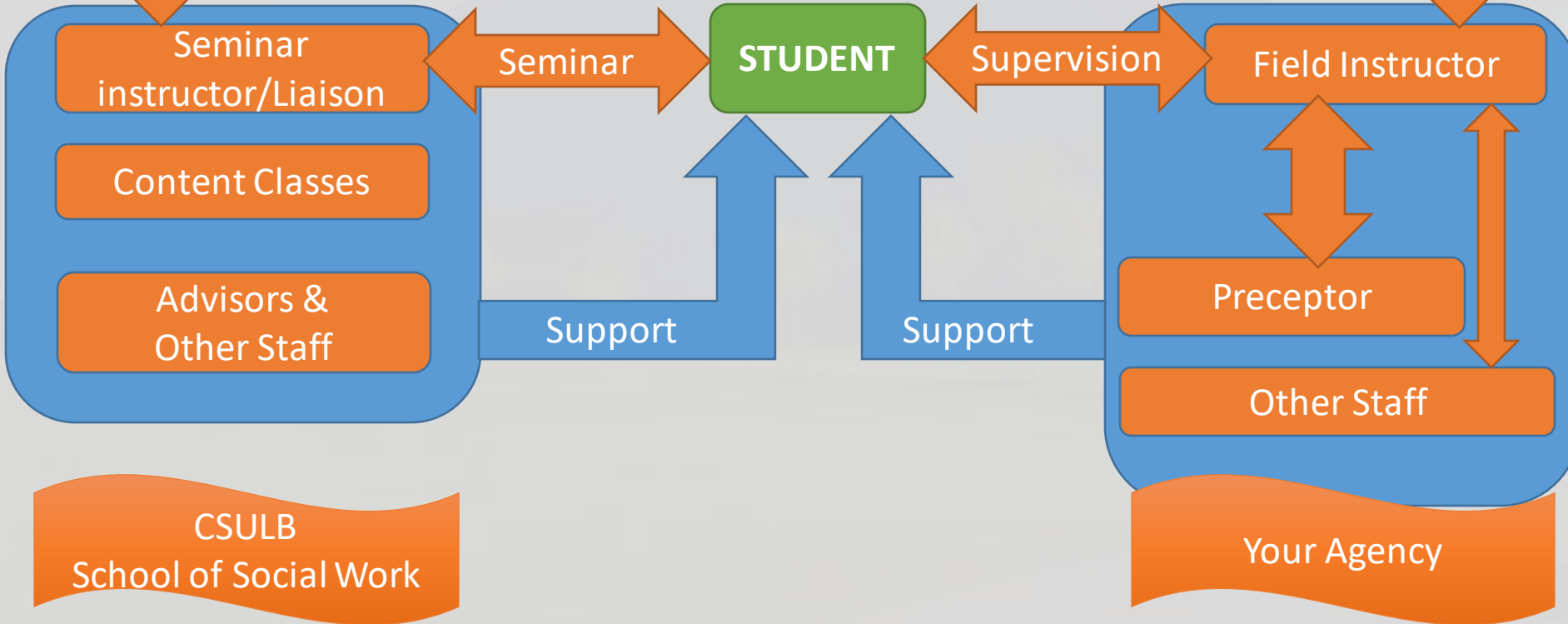
Support

Preceptor

Other Staff

CSULB
School of Social Work

Your Agency



Field Instructor & Preceptor Selection Guidelines

Field Instructor

- MSW/BSW + 2 years
- Commitment
- Supervision
- Knowledge
- Field Instructor
Trainings
- Availability

Preceptor

- Any discipline
- Willingness
- Special expertise
- Confers with FI
- Team approach
- Respects limits of role
- Open communication

Activities for the Preceptor Role

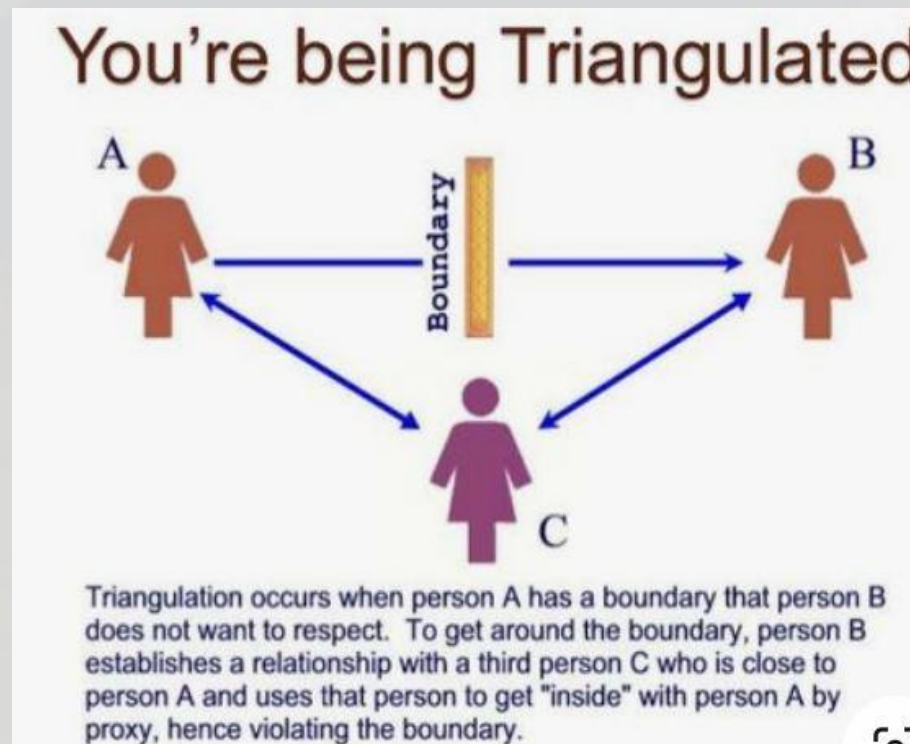
- 1. Co-facilitation of group with student**
- 2. Oversight of daily activity**
- 3. Orientation and Introductions to Agency or Unit**
- 4. Guidance in absence of Field Instructor**
- 5. Consultation to specific assignment**
- 6. Group supervision**
- 7. Facilitation of case conference**
- 8. Co-therapist**
- 9. Accompanying home visits**

Developing a Plan for Collaboration

- **Preceptors responsibilities to:**
 - Student?**
 - Field Instructor?**
- **How will the Preceptors input be utilized?**
- **How will conflict be addressed?**
- **Triangulation, Boundaries and Roles**

Triangulation

What is Triangulation and what does it have to do with field instructor and preceptor roles?



USE "FEELING" WORDS* TO DESCRIBE YOUR OWN FEELINGS FROM THE SESSION (see attached "List of Feeling Words" at end of packet).

SUPERVISORY COMMENTS	INTERVIEW CONTENT ("I said"; "She said")	*STUDENT'S GUT-LEVEL FEELINGS	*CLIENT'S FEELINGS/AFFECT
<p>Your question is a good one, but what did you <u>feel</u> when she said this?</p> <p>As above, a good observation, but still not a feeling</p> <p>Good! You are reaching beyond her actual words to help her identify the feelings underneath.</p> <p>What are you afraid of? How might your fear have been conveyed to the patient?</p>	<p>SW: Hi, Mrs. J. My name is Sally Smith. I'm a SW intern here. How are you today?</p> <p>CT: What do you want from me? I thought I was done with all the tests!</p> <p>SW: I'm here to talk to you about how you are handling being in the hospital.</p> <p>CT: Well, I'll tell you. I'm sick and tired of being poked and prodded. I'm sick of being here. I want to be in my own bed.</p> <p>SW: It sounds like you are having a rough time.</p> <p>CT: You can say that again. Who did you say you were again?</p> <p>SW: I'm a SW intern.</p> <p>CT: An intern, huh?</p> <p>SW: Yes.</p>	<p>Nervous</p> <p>I wonder why she is so angry!</p> <p>I guess she has been through a lot.</p> <p>A little sad.</p> <p>Exactly my fear.</p> <p>Dread.</p>	<p>Angry and annoyed.</p> <p>Distrustful.</p> <p>Same.</p>

Vignette 1

You are a preceptor in an agency and you are working with a first year social work student. The student is required to turn in a process recording each week to the field instructor. The student has asked you, as his/her preceptor, to go over the process recording with them prior to giving it to the field instructor.

What are the issues?

How do you respond?

What do you tell the field instructor?

Vignette 2

You are a preceptor working with a social work student in your agency. You have some concerns regarding the way in which your student is progressing in the placement. You have discussed your feelings with the field instructor and she/he is not in agreement with you; she/he feels that the student is doing fine.

In your role as a preceptor what would you do?

What are some of the issues involved?

Vignette 3

**Your student comes out of supervision with the Field Instructor and says to you,
“I wish you were my Field Instructor”.**

You respond by saying:

- Thank you, I wish that I was your Field Instructor too.**
- What happened?**
- It sounds like there is something going on with you and your Field Instructor, have you spoken with her/him about this?**

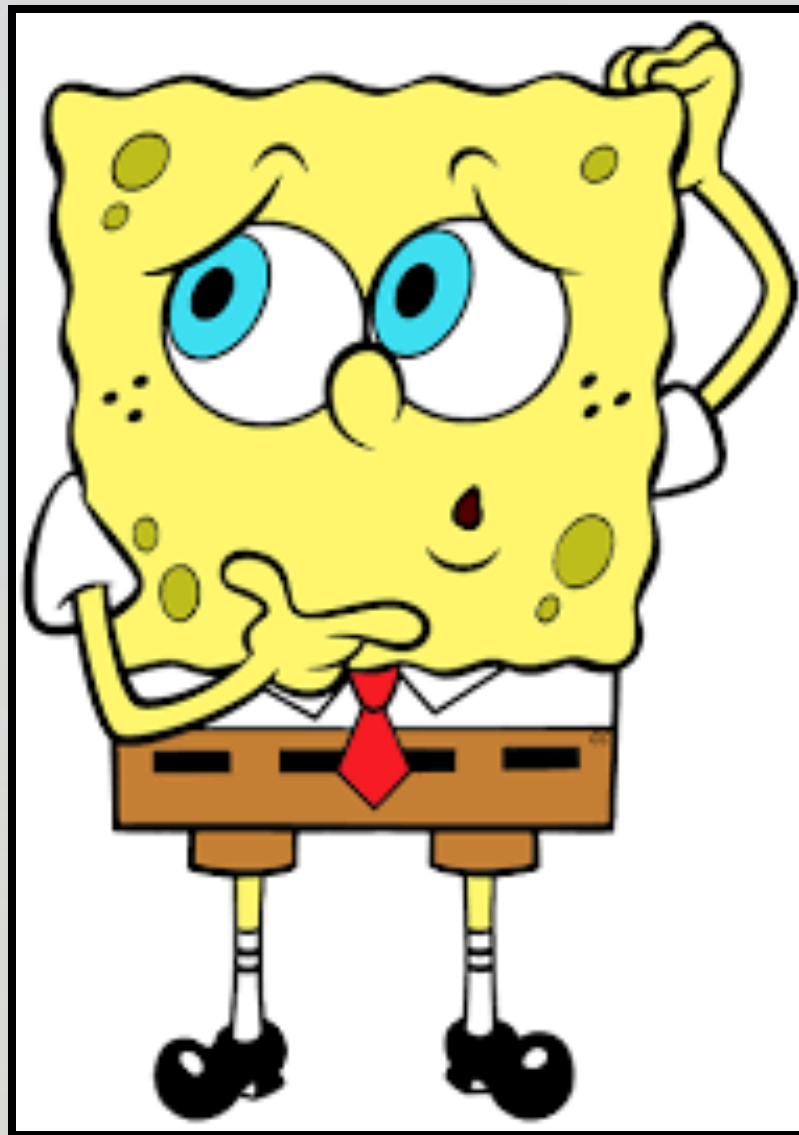
Guideline for Evaluation of Student Performance

- **Field Instructor responsibility**
- **Preceptor input**
 - Written (i.e. handout)**
 - Verbal**

Wrap-Up



Final Questions?



Evaluation & CEU

Evaluation

Please complete the evaluation via Qualtrics:
<Link to Evaluation here>

CEU (ONLY for Licensed MFT and LCSW)

Please request CEU via Qualtrics:

<Link to CEU Request here>

Please make sure to save the PDF file as a proof of completion. We will be sending your CEU certificate within 3-4 weeks via email. Any questions regarding your CEU, please contact:

Wakako Masuno, LCSW
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CALIFORNIA STATE UNIVERSITY, LONG BEACH

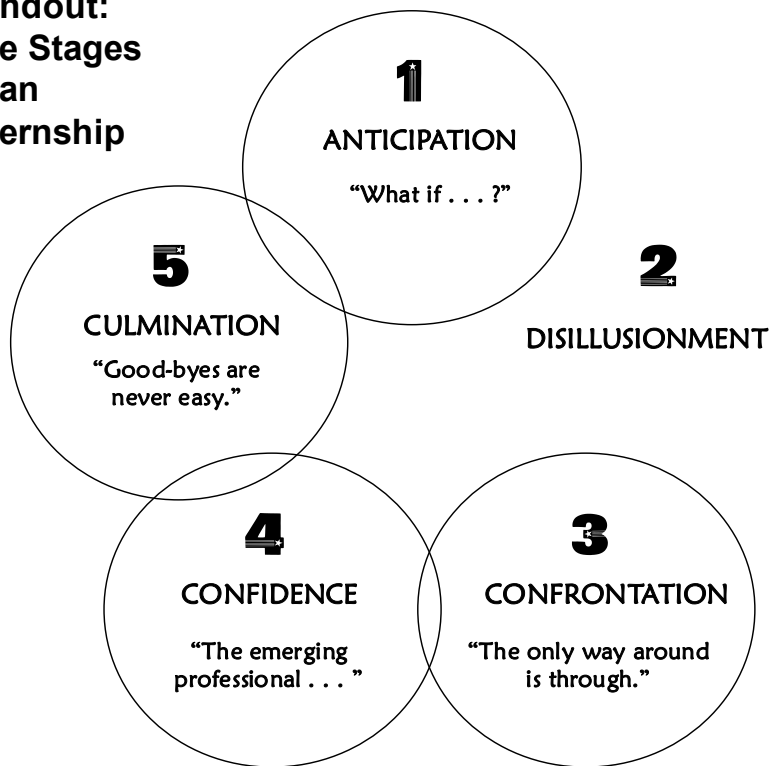


Preceptor Training Agenda

October 2nd 2020

1. Welcome, Agenda, Packet Overview
2. Introductions (Poll activity)
3. The Context – Social Work Education at CSULB
4. Social Work Code of Ethics and Ethical Principles
5. The Stages of Internship
6. The Student as Learner vs. Employee
7. Roles in Field Education – Field Instructor, Preceptor, Field Liaison
8. Developing a Plan for Collaboration- Roles, Boundaries and Triangulation
9. Vignettes- Group Activity
10. Evaluation of Student Performance
11. Wrap-up & Questions, Evaluations & CEUs

**Handout:
The Stages
of an
Internship**



It is general knowledge that each internship experience is unique. Yet, researchers have detected specific stages of internship that apparently develop in a predictable order. Each stage yields concerns that require resolution in order to enhance the student’s learning and growth process. Although the order of stages is predictable, the journey is not. There is always the possibility of a student becoming “stuck” in a stage if issue-related tasks are not successfully accomplished. The five stages of internship are anticipation, disillusionment, confrontation, competence, and culmination. The following information presents a brief description of what is likely to happen in each stage as well as associated tasks that field instructors should be aware of in order to assist the student.

STAGES	ISSUES & FEELINGS	TASKS
Anticipation	Along with hope and eagerness, unknowns can cause anxiety related to role, responsibilities, competence, supervision, relationships, clients and personal situation.	Define goals clearly and specifically <ul style="list-style-type: none"> Develop a realistic set of expectations for the experience Explicate, examine and critique assumptions
Disillusionment	The gap between anticipation and reality regarding the internship can cause disappointment, dip in morale, frustration, anger, sadness, and discouragement.	Feel the impact of presenting issues Identify feelings and their results Work through issues
Confrontation	Resolving issues raised in previous stage increases independence, effectiveness, and self-empowerment.	Reexamine expectations, goals, and skills Keep working at the issues
Competence	Transition from apprentice to professional stimulates excitement, accomplishment, high morale, and investment.	Focus on excellence and not perfection <ul style="list-style-type: none"> Manage surfacing conflicts between home, school, internship, and friends
Culmination	Endings in internship, semester, and possibly college experience raises issues marked by sadness, pride, guilt, anxiety, and avoidance behaviors.	Focus on feelings and express them <ul style="list-style-type: none"> Find satisfying ways to say good-bye to clients, staff, supervisor, other interns, etc.

FIELD INSTRUCTOR AND PRECEPTOR RESPONSIBILITIES

Essential to the success of a fieldwork program is the selection of qualified and experienced field instructors. They have an essential role in both the personal and professional development of students, providing them with learning experiences and an introduction to social work practice within the agency setting, while also serving as professional role models. Field instructors must be able, willing, and have the resources to:

- Provide an educationally focused fieldwork experience in accordance with the policies and procedures of the School of Social Work
- Provide an agency orientation to the student at the beginning of the internship period, to include safety procedures
- Request that their students bring them copies of the course outlines and reading requirements for each course at the beginning of each semester (this allows the field instructor to pace learning experiences to classroom content, and to assist the student with integrating their practice activities into their academic learning)
- Develop a Learning Agreement in conjunction with the student
- Provide an educationally focused experience that includes objectives and activities listed in the Learning Agreement
- Maintain professional backup availability to the student
- Assure that the student receives and maintains a sufficient number and variety of appropriate cases/assignments (keeping in mind that in a direct practice internship, students should be spending 50 percent of their time in direct client contact)
- Support the requirement of Educationally Based Recordings (which should be read, commented upon in writing, and returned to students in a timely manner)
- Complete and submit written evaluations at the mid-point and end of each semester by the specified date on the Fieldwork Calendar, outlining student progress and further learning needs and goals.
- Maintain regular communication with the assigned liaison for consultation and notify the liaison immediately if there are areas of concern, including changes in the agency that may impact the fieldwork experience
- Meet with the liaison and the student during the internship period to assess student progress and to coordinate learning experiences
- Provide a minimum of one hour per week of individual supervision for each student, and be available for additional consultation and supervision, as needed

Preceptor Training – Handout 3

- Complete series of new Field Instructor Trainings, orientations, and other field-related activities throughout the year
- Be a role model for students by maintaining confidentiality and setting appropriate and culturally sensitive professional boundaries
- Notify liaison of any changes in the student's schedule, including extended time agreed to at the end of the field period
- Obtain this fieldwork manual from their respective students as an essential resource.
- Hold an MSW from an accredited School of Social Work
- Have at least two years of post-master's experience
- Have a well-integrated knowledge and understanding of the program area in which the student will be located and for which the field instructor will provide supervision
- Have both an interest and a demonstrated skill in teaching
- Be willing and available to participate in School of Social Work activities, such as orientation and training sessions
- Meet, as needed, with liaisons for regular semester site visits as well as to address fieldwork problems that may arise (must also be able to meet on campus, as needed, for special circumstances)
- Commit to being available for the entire fieldwork period
- Commit to being available during the hours in which students are in internship within the agency
- Be able to adjust their own workload to permit regular and adequate time for student instruction
- Have knowledge in the specialization areas of Child and Family Well-being, Integrated Health and Adult and Aging corresponding to students placed with them within their agency
- Be willing and able to model the six major principles of the National Association of Social Workers (NASW) Code of Ethics: being competent, showing dignity, respecting the importance of human relationships, having integrity, providing service, and advocating for social justice (NASW Web site is: www.socialworkers.org)

Guidelines for the Preceptor Role

Preceptors are utilized in different ways in different types of agencies. While we attempt to present an overall discussion of the preceptor role, it is imperative to work with the appropriate players in your particular agency to determine a clear plan of collaboration and a plan for channels of communications. We know that agencies use preceptors in different ways based on their needs and the organization of the agency and we want to support the agency whenever possible. We do however, have some basic expectations and/or requirements regarding the differentiation of tasks and roles of the field instructor and the preceptor.

Perhaps the most important place to start is that the primary field instructor is the person who is responsible for the overall experience of the student in the agency and that the weekly individual supervision must be provided by the primary field instructor who must be an MSW. Additional supervision regarding a particular issue, topic, or service may be provided by the preceptor.

The following are some ideas for tasks that are appropriate for the preceptor:

- Co-facilitation of a group with the student
- Overseeing of daily activities, particularly if the field instructor(s) is off site, or in a large agency such as a hospital where the field instructor is in another building, etc.
- Orientation of the student to the agency, particular unit, introduction of student to other personnel
- Provision of guidance between supervision sessions or in the absence of the field instructor
- Consultation to the student in relation to a specific project or assignment
- Group supervision
- Facilitation of a case conference
- Acting as co-therapist with the student in a family session
- Accompanying the student on home visits



Rancho Los Amigos National Rehabilitation Center
Policy and Procedures
Social Work Department

Subject: Teaching Responsibilities
Instructors and Preceptors

Policy Number: SW215
Supersedes:
Revision Number:
Page: 1 of 2

Instructors

The Instructor is directly responsible to the Schools of Social Work for the provision of a supervised experience in clinical practice for social work students assigned to Rancho Los Amigos National Rehabilitation Center. The specific teaching responsibilities for the Instructor include the following:

1. Orients the student to the policies and procedures of the hospital and the Social Work Department.
2. Teaches the role of the social worker on the interdisciplinary team.
3. Teaches concepts of clinical practice of social work in rehabilitation hospital.
4. Teaches psychosocial diagnosis and treatment.
5. Assists students in their development of self-awareness, especially in regards to their attitudes concerning illness and disability.
6. Integrates classroom learning with clinical experience.

The Instructor has full responsibility for all supervisory aspects of the student's learning experience which includes the following:

1. Advises the preceptor as to size of student caseload.
2. Reviews the student's process recording or taped interviews.
3. Evaluates the student's performance and growth as well as developmental needs.
4. Writes reports to the Schools of Social Work.

In order to accomplish the above teaching and supervisory responsibilities, the Instructor does the following:

1. Maintains a professional identification and a collaborative relationship with the preceptors.
2. Conducts regular meetings (group and/or individual) with the preceptors to discuss the student's educational program.
3. Receives periodic reports from the preceptor as to student's performance.

Instructors are mutually selected by the Schools of Social Work and the Director of Social Work at Rancho Los Amigos International Rehabilitation Center and complete a training program for new instructors at the Schools of Social Work.

Effective Date: December 1984

County of Los Angeles Department of Health Services
#43 ADMPP (R10)-92

Approved by:

Reviewed: July 2000



Rancho Los Amigos National Rehabilitation Center
Policy and Procedures
Social Work Department

<p>Subject: Teaching Responsibilities Instructors and Preceptors</p>	<p>Policy Number: SW215 Supersedes: Revision Number: Page: 2 of 2</p>
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Senior Social Workers may serve as instructors after several years of successfully servicing as preceptors. Assignments of Instructors are made by the Director of Social Work dependent upon the educational needs of the assigned students and other workload.

Preceptors

The Preceptor works in collaboration with the Instructor and is part of the education team of the Social Work Department. The Preceptor has the following responsibilities with the student:

1. Orients the student to service, introduces the student to the interdisciplinary team members and includes the student in all Social Work and services activities that will contribute to the educational experience.
2. Selects and assigns patients to the student.
3. Assumes responsibility for all of the student's cases, thus providing service as needed, when the student is not in the hospital.
4. Assists the student in the day to day management of his cases.
5. Serves as a Social work role model for the student through demonstration of interviews, presentation at team conferences, etc.
6. Interprets the observed functioning of members of the interdisciplinary team and the inter-relationship with social work.
7. Teaches the use of community and hospital resources on behalf of patients.
8. Meets with Field Liaison and Instructor to discuss student's performance.

The Preceptor's relationship with the Instructor includes the following responsibilities:

1. Informs the Instructor of the way in which the student relates to the service, the team, and the patients and the Preceptor.
2. Informs the Instructor on the way the student learns and identifies any learning problems of the student.
3. Shares with the Instructor all aspects of the student's experience and accomplishments.

Preceptors are selected by the Director of Social Work and Supervisor dependent upon the educational needs of the assigned students and other current workload. An effort is made to rotate preceptor assignments whenever possible. The Schools of Social Work requires that a preceptor have worked for one year at an agency before assuming the role of student preceptor.

Preceptor Feedback to Field Instructor for Student Evaluation

Date: _____

Primary Field Instructor: _____

Preceptor: _____

Student: _____

1. Please describe the student responsibilities to which you are involved.

2. What is your overall impression of the student?

3. Please evaluate the student in the following areas:

a. Time management: _____

b. Collaboration/cooperation with team members/peers: _____

c. Use of Preceptor's guidance: _____

4. What do you see as this student's strengths?

5. In what areas do you feel that this student needs improvement/growth?

