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Nota di contenuto	Cover; Title; Copyright; Contents; Contributors; Preface; Acknowledgments; Share The Social Work Field Instructor's Survival Guide; Chapter 1: Working With a Practicum Student: First Steps; How Do I Become a Field Instructor?; What If I'd Like to Have a Practicum Student but I Don't Currently Have One?; Practicum and Internship Roles; Learning About the Field Instructor Role; What Are Reasonable Expectations of a Social Work Practicum Student?; Legal and Practical Considerations; Liability/Malpractice Insurance; Work Space; Supervisory Availability; Getting Ready; Conclusion; References Chapter 2: Facilitating Positive School-Field Agency CollaborationThe Development of School-Field Agency Collaboration: Background; Who's Who in the Social Work Program?; Field Education Coordinator or Director; Field Education Seminar Faculty; Faculty Advisor; How Do You Ensure Good Communication Between the College and the Field Agency?; Collaboration: Ensuring Integration of Classroom and Field Setting; Conclusion; References; Chapter 3: A Checklist of Dos and Don'ts; As You Begin . . .; Do Commence Thoroughly: Initial Conversations; Do Continue Intentionally: Ongoing Supervision Do Conclude Thoughtfully: Problem SolvingSummary; References; Chapter 4: Maximizing the Essential Tool: The Learning Agenda;

Purpose and Development of the Learning Agenda; Universality of Social Work Education; Integration of Classroom Learning and Field Experience; Development of the Student Practitioner over Time; Discrete and Holistic Learning; Using the Learning Agenda During Field Supervision; Regular Use of the Learning Agenda in Supervision; Learning Agendas and Evaluation; Conclusion; References; Chapter 5: Teaching Policy in Field Education; Background The Complementary Nature of "Micro" and "Macro" Skills How Can Field Instructors More Effectively Teach Policy Practice to Their Students?; Tasks and Activities for Practice Behaviors Associated with Policy Practice; Discussing Policy Practice in Supervision; Conclusion; References; Chapter 6: Integrating Theory and Practice Methods in Field Education; Literature Review; Student Feedback Related to Integration; Fostering Integration; Field Faculty Models and Strategies; Field Instructor Strategies; Recommendations; Universally Applicable; Context-Specific And/or Resource-Based Suggestions Summary References; Chapter 7: Supervisory Processes: Supporting Development and Positive Change for Every Student; Approaches to the Supervisory Relationship: Background; How Do I Identify Areas in Need of Improvement?; Common "Trouble Spots"; Emotional Self-care; Professionalism; Setting Appropriate Professional Boundaries; Integrating Classroom Knowledge with Fieldwork; Professional Writing Skills; Accepting Constructive Feedback; Asking for Help; Helping Students to Improve; When Is It Appropriate to "Fire" a Practicum Student?; Conclusion; Acknowledgment; References Chapter 8: Field Evaluation for Professional Development

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### Sommario/riassunto

Despite the critical role that community-based supervisors play in the training of social work students, there has been no comprehensive resource for core information--until now. This is a sage, practical guide for social work field instructors who want to provide expert guidance to their students in the field and in the classroom. It helps field educators to impart the knowledge, skills, and values of the social work profession and to assist students in translating classroom knowledge into effective practice in realworld settings. The book helps instructors to master the nuts and bolts of field education by delineating how to orient students to field work and supervision, monitor cases, evaluate student performance, navigate professional ethics, comply with CSWE practice competencies, and fulfill all requirements of a social work practicum. The authors, who are seasoned social work practitioners and veteran field instructors, distill years of hard-earned wisdom regarding all components of the field education process. They describe how to recruit practicum students and facilitate positive collaboration between school and field agency. The chapters outline dos and don'ts of supervision, learning assessment planning and agendas, evaluation plans and techniques, how to integrate theory and practice, and how to best assist students who are struggling. Plentiful examples from social work programs and field agencies clearly illustrate the challenging process of providing field instruction to both graduate and undergraduate social work students.--Provided by publisher.

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