UMSSW Responsibilities of the Outside MSW Supervisor

Position Overview:

Agency Field Instructors (AFI/ supervisor on site) for MSW practicum students have to hold an <u>MSW degree with 2 years of post-degree</u> experience per CSWE (Council on Social Work Education). When that is not the case, UM School of Social Work provides additional outside supervision to ensure the social work lens gets reinforced.

The outside supervisor offers mostly educational and supportive supervision with a focus on the social work and social justice lens of our profession. The day to day work and responsibilities at the practicum site will be supervised and guided by the student's onsite AFI. The onsite AFI assists with the development of the learning agreement (although outside supervisor input is appreciated as well), follow through on goals, regular site visits at the agency, practicum evaluations etc. Ultimately, the outside supervisor is another support person for the student who will have much to offer as they integrate classroom learning into the practicum experience.

Logistics:

- Plan for regular bi-weekly 1.5-2-hour supervision meetings throughout the fall & spring semester/ academic year.
- Outside Supervision happens in addition to onsite supervision with their agency field instructor (AFI) and is not optional for the student.
- Students are expected to actively participate in these meetings, utilize supervision as a tool for reflection and learning, and come prepared for engagement and discussion.
- Students can count outside supervision time towards overall practicum hours.

Educational

Teach and highlight social work practice knowledge critical to the field and specific to the practicum that might include:

- Agency policies/expectations/values and alignment or conflict with NASW Code of Ethics
- Practice paradigm/theory/ models that guides agency practice and clinical approach with clients
- Clients' cultural/developmental perspectives
- Anti-Racism, Diversity, Equity and Inclusion (ADEI) in practicum and client context; cultural humility in working with clients

- Roles of other professionals, disciplines in process, interprofessional collaboration
- Application of Planned Change Process in practice
- Personal and professional boundaries in practice context
- Review either generalist or specialization year learning agreement competencies and practice behaviors and discuss in supervision

Identify and develop competencies specific to students' practice area and population being served:

- For example, improve understanding of problems unique to children, adolescents, elderly etc.
- Improve knowledge of contextual factors that impact social function/emotional well-being (isolation, exclusion from social groups)
- Review core competencies of the learning agreement and discuss specific challenges in working towards these competencies
- Discuss trauma exposure, its impact, and how to mitigate effects of secondary trauma

Teach and highlight social work practice skills critical to the field and specific to the practicum that might include:

- Structuring interviews and conducting assessments
- Building rapport with clients, including clients resistant to engagement
- Facilitating group, family, and/or team meetings
- Exploring contradictions between personal and client values, the NASW Code of Ethics, and ethical problems that arise
- Professionalizing behavior and communication style

Administrative

- Support MSW program and agency expectations and policies
- Provide support with documents and assignments pertinent to the program (learning agreement, individual learning plans, portfolio)
- Discuss organizational skills, time management, documentation etc. in practice

Supportive

- Motivate students' desire to learn, improve social work practice knowledge and

skills, strive for excellence in practice
- Encourage self-reflective practice behaviors that improve self-awareness, conscious use of self
- Identify parallel process of supervision and serving clients
- Address emotional stressors associated with client(s) relationships; self-care/burnout, secondary trauma etc.
- Establish boundaries that encourage professional development and avoid relationships that involve personal or emotional counseling
- Monitor students' performance by providing regular feedback

General
- Provide 1.5-2 hour, bi-weekly group supervision to 4-6 students
- Provide a brief summary of the group supervision at the end of each semester via the Sonia Practicum Software Program
- Submit one timesheet per semester for all hours completed throughout the semester (including direct supervision hours, documentation and planning, meeting attendance)
- Contact the Director or Assistant Director of Field Education if student and/or practicum agency concerns arise

Supervision Discussion Checklist:

☐ Orientation to Agency (see additional handout)

☐ Practicum Student Role & Responsibilities

☐ Practicum Schedule

☐ Prior Experiences with Supervision (good/ bad?) & Group Supervision

☐ Hopes for Outside MSW Supervision Meetings

☐ Student Learning & Communication Style

☐ Tips for creating & using the learning agreement

☐ Agency Theories, Models, Approaches

☐ Student's Competence/ Confidence Level at Practicum/ in various practice areas

☐ Student Goals for Practicum

☐ Student Fears/ Anxieties for Practicum

- ☐ Identified Areas of Growth/ Challenges

- ☐ Ethical Dilemmas at Agency

- ☐ Agency Culture

- ☐ Engagement, Assessment, Intervention with Clients

- ☐ Evaluation of Self/ Growth

- ☐ Evaluation of Client Growth/Success (is intervention working)

- ☐ Identification of new learning (i.e. new concepts, increased understanding, frameworks, theories, critical thinking etc.)

- ☐ Integration of Classroom Learning into Practicum Activities

- ☐ Self-Care, Burn Out, Secondary Traumatic Stress & Trauma Exposure

- ☐ [Anti-racist principles](#) at the agency (alignment or conflict)

- ☐ Adjustment to Graduate School

- ☐ Other