

Field Supervision Overview

Structuring Best Practices in Supportive, Administrative,
and Educational Supervision

June 5, 2025

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Learning Objectives

- Understand the requirements of supervising WVU social work interns
- Explore educational supervision techniques
- Discuss best practices in supervision of students
- Consider strategies for incorporating social work Code of Ethics into supervisory style

Topics Covered

Internship types and details – Slide 6-8

2024-2025 Field Dates and Deliverables – Slide 9

Internship roles - Slide 10

Supervision requirements - Slide 11

What social work interns can do - Slide 13-16

Agency requirements - Slide 17

Curriculum overview - Slide 18-22

Field Documents - Slide 23-29

Problem Solving - Slide 30-31

Pre-internship tasks – Slide 32-33

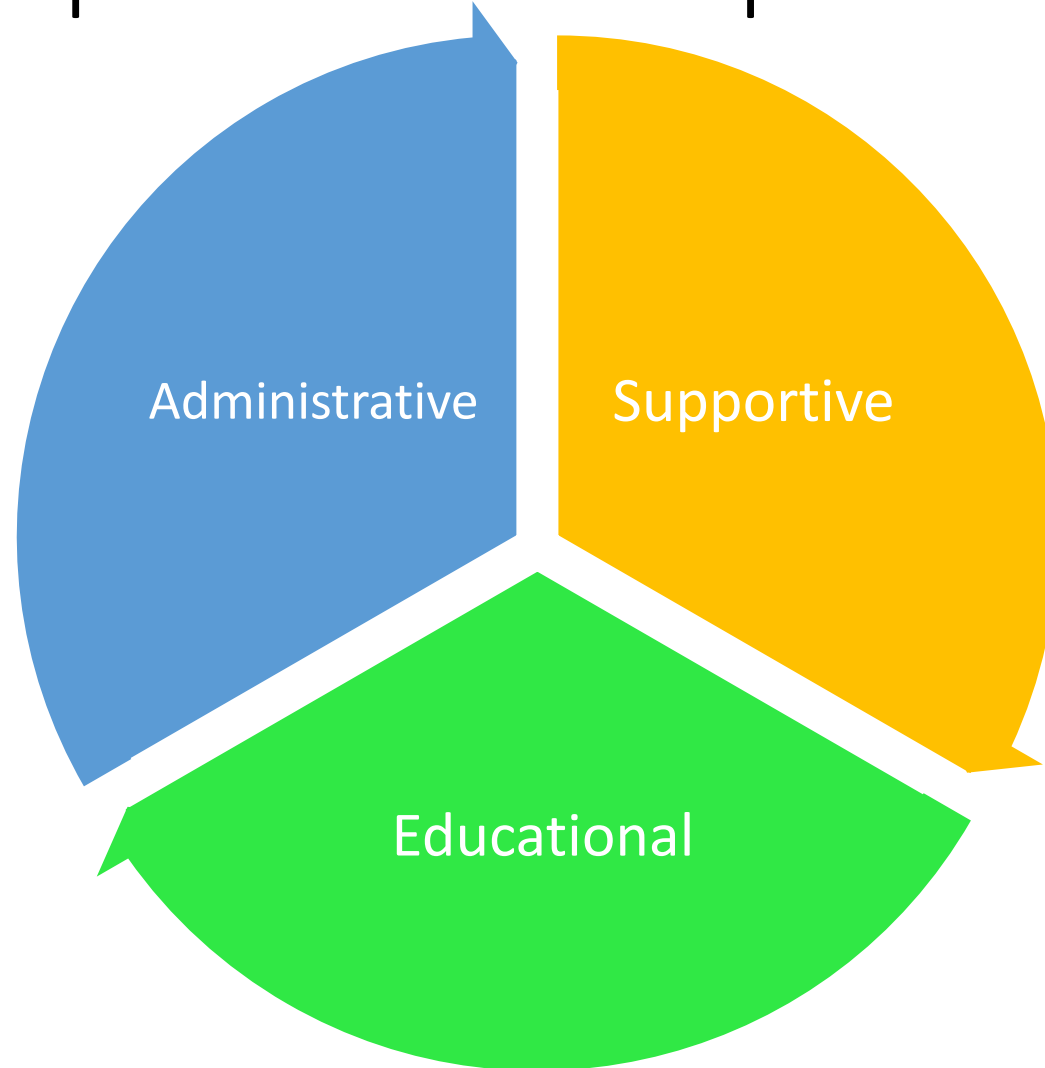
Supervision best practices and considerations – Slide 34-41

Field Team Contact Information – Slide 43

Signature Pedagogy

Field education is designated by the Council on Social Work Education (CSWE) as its signature pedagogy and is equal in standing and importance to the course work in social work higher education.

Internship Supervision Components



Internship Types & Details

- BSW (on campus)
 - Bachelor level students, completed during their senior year
 - 400-hour internship, completed between October – April, around 17-20 hours per week
 - Generalist social work activities

Internship Types & Details

- MSW Generalist
 - Part-time students (includes all online MSW students)
 - Masters level students in their 2nd of 3 years
 - 300-hour placement, completed between June - December (around 12-16 hours per week)
 - Generalist social work activities
 - Fulltime students (on campus only)
 - Masters level students in their 1st of 2 years
 - 300-hour placement, completed between October - April (around 14-16 hours per week)
 - Generalist social work activities

Internship Types & Details

- MSW Advanced
 - Part-time students (includes all online students)
 - Masters level students in their final year
 - 600-hour placement, completed between August - July (around 14-16 hours per week)
 - Advanced-Generalist social work activities
 - Fulltime students (on campus only)
 - Masters level students in their final year
 - 600-hour placement, completed between August - April (around 16-20 hours per week)
 - Advanced-Generalist social work activities

2025-2026 BSW/MSW Field Dates and Deliverable

The following schedule outlines the specific field activities and deliverables for BSW and MSW students completing field during the 2025-2026 academic year.

Field Experience Activity	MSW Part-Time/Online Foundation-Generalist <i>Summer & Fall 2025</i>	MSW Full-Time Foundation-Generalist <i>Fall 2025 & Spring 2026</i>	MSW Full-Time Specialized-Advanced <i>Fall 2025 & Spring 2026</i>	MSW Part-Time/Online Specialized-Advanced <i>Fall 2025, Spring and Summer 2026</i>	BSW Full-Time <i>Fall 2025 & Spring 2026</i>
Placement Start	As early as June 9 but no later than June 16 2025	Week of October 6, 2025	As early as August 20, but no later than August 29, 2025	As early as August 20, but no later than August 29, 2025	Week of October 6, 2025
Approximate hours per week	12-16	13-16	20-22	15-18	17-20
Engagement weeks	24	24	30	36	24
Placement Confirmation Deadline	May 5, 2025	August 22, 2025	July 3, 2025	July 3, 2025	August 1, 2025
Learning Contract finalized by	July 18, 2025	November 7, 2025	October 3, 2025	October 3, 2025	November 7, 2025
Midterm Assessment completed by	September 12, 2025	February 6, 2026	December 5, 2025	December 5, 2025	February 6, 2026
Minimum Midterm Hours	80 hours by Aug 7, 2025	110 hours by Dec 11, 2025	280 hours by Dec 11, 2025	200 hours by Dec 11, 2025	144 hours by Dec 11, 2025
Final Assessment completed by	December 5, 2025	April 24, 2026	April 24, 2026	June 14, 2026	April 24, 2026
Placement End	As early as Nov 14, 2025 but no later than Dec 12, 2025	As early as Apr 17, 2026 but no later than May 1, 2026	As early as Apr 17, 2026 but no later than May 1, 2026	As early as May 29, 2026 but no later than June 26, 2026	As early as Apr 17, 2026 but no later than May 1, 2026
Total Hours Required	300	300	600	600	400

* Per Field instructor approval, students may ramp up and/or taper field hours at the start and end of placements. Minimum time blocks of 4 hours are recommended for on-site activities; remote activity blocks may vary.

Internship Support Roles

Field Instructor (FI)

- Supervisor who has a BSW or MSW degree (depending on level of student) and at least 2 years of practice experience post degree
- Provides a minimum of 1 hour per week of learning focused supervision
- Often works at the agency where student is placed, but is sometimes external to the site

Site Supervisor (optional role)

- Supervisor who works at the agency where student is placed and oversees day to day tasks

Faculty Field Liaison (FFL)

- WVU faculty who instructs the student's field seminar course and is a main point of contact and support for the field placement

Field Team

- Field director, and field coordinators who oversee placement process and field education policies

Supervision Requirements

- Social Work field instruction
 - Social Work interns must have a minimum of 1 hour per week of field supervision from a social worker
 - BSW field instructors must have a BSW or MSW degree from a CSWE accredited program and at least 2 years of post degree practice experience
 - MSW field instructors must have an MSW degree from a CSWE accredited program and at least 2 years of post MSW degree practice experience
- Site supervision
 - A site supervisor may provide general oversight and supervision to the student, be involved in evaluating the student and assigning their workload
 - Site supervisors may have a different professional background but should be familiar with the agency's work and have the authority and support of the agency to supervise a student
 - If a site supervision will be supplemented with a field instructor who provides the 1 hour per week of social work supervision
 - Model can be used if there is not a social worker at the agency, or if the social worker is not the person who will be working most directly with the student

External Field Instructors

- Any social worker with 2 years of experience can fill this role (MSW degree for MSW/BSW students, BSW degree for BSW students)
- Great way to give back to the profession, shape future social workers, and gain supervisory experience
- External supervision will have a focus on connecting student activities to social work competencies and helping to orient students to the social work profession, without direct oversight over the day-to-day activities

Please reach out to the field office if this is something you might be interested in!

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What Can a Social Work Intern Do?

Activities that connect with Social Work Core Competencies

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

What Can a Social Work Intern Do?

The WVU SSW has a generalist practice curriculum, meaning students should gain practice with micro, mezzo, macro skills.

Students should both learn AND contribute while in their placement

Students create a learning contract with input from their supervisors that connect agency needs to student learning needs

What Can a Social Work Intern Do?

Examples:

- Direct client support
- Group facilitation
- Community outreach
- Policy updates
- Develop training materials
- Assess an agency practice
- Audit files
- Complete documentation
- Plan an event
- Research and assist with grant applications

What Can a Social Work Intern NOT do?

- Transport a client in their own vehicle
- Engage in activities without adequate training or supervision
- Take the place of staff roles to the detriment of student learning

Curriculum Overview - BSW

- BSW students complete the majority of their social work foundation courses in their junior and senior years
- Field experiences take place during their final year, while completing other course work
- Other required social work courses include:
 - **Social Welfare Policy**
 - **Social Work Methods 1,2, and 3 (focus on micro, mezzo, and macro)**
 - **Human Behavior in the Social Environment**
 - **Social Work Research and Statistics**
 - **Interprofessional Social Justice Practice**

Curriculum Overview – MSW Regular Standing

- MSW students with undergraduate degrees in fields other than social work are considered regular standing and complete foundation level courses and internships prior to moving to the advanced level
- Foundation level courses in addition to field seminar include:
 - Professional Identity and Social Justice
 - Human Behavior in the Social Environment
 - Generalist Practice I: Individuals, Families, & Groups
 - Research Methods
 - Social Welfare Policy and Programs
 - Generalist Practice II: Rural Community Macro Practice

Curriculum Overview – MSW Advanced Standing

- MSW students who earned BSW degrees may apply to the advanced standing program where they go directly into the advanced level courses
- Advanced level courses in addition to field seminar include:
 - Assessment and Diagnosis
 - Practice with Individuals
 - Organizational Administration and Leadership
 - Practice with Families & Groups
 - Social Work Policy Analysis, Advocacy, & Deliberation
 - Financial Management and Grant Writing
 - Evaluation Research in Social Work

Evaluation Research Project (SOWK 616)

- Student completing MSW advanced placements must complete an evaluation project during the spring semester of their internship
- This project is in conjunction with their Evaluation Research course taken that spring
- Students will identify evaluation opportunities with input from field instructor
- Examples have included community needs assessments, staff self care assessment, specific intervention evaluations, etc
- Support is provided by the research course instructor

Tevera (Experiential Learning Cloud)

- Tevera is our online field management platform
- It serves as a database of agencies. Agencies complete profile forms that are visible for students when searching for placement preferences
- Field Instructors are required complete a field instructor profile form
- All student field documents and hours are submitted through Tevera
- Messages can be sent through Tevera and the field office and FFLs will sometimes use this to communicate with supervisors

Field Documents

- There are specific documents students are required to complete as part of their field experience
- All field documents must be completed and submitted through Tevera
- Field documents are the responsibility of the student, but they will need involvement and approvals from the supervisor to complete
- At the beginning of the semester, supervisors should receive a welcome email from the FFL with due dates of field documents for reference

Field Documents: Time Sheets



Students track their field time in Tevera

Students should log time each day they are in placement

Once a month, they are required to run a monthly timesheet report and submit it for signatures

Timesheets should be signed by site supervisors first if applicable, then field instructors

Timesheets are due by the 5th of each month to the FFL

Field Documents: Learning Contract

Learning Contract

- Completed within the first 3-4 weeks of placement, outlines what the student is expected to do throughout the internship, and what they will be evaluated on.
- Each of the 9 social work competencies is broken into practice behaviors. Students fill in specific activities they will complete to demonstrate developing competency in the practice behaviors.
- Students are sometimes overwhelmed by the learning contract, it is helpful to brainstorm a list of activities they might engage in. They can break activities into specific action items and plug them into the learning contract.
- All practice behaviors should be specific and observable. As a supervisor, these activities will help you evaluate competence.
- The learning contract is completed by the student in Tevera with collaboration from supervisors, it is reviewed by the FFL, and ultimately signed by student, supervisor(s), and FFL.
- See detailed instructions and examples in [Field Handbook](#).

Field Documents: Reflection Logs

Reflection and Activity Logs

- Completed monthly, students identify activities they engaged in and reflect on them
- Students identify feelings, values, connection to theory, room for growth, connection to diversity and self care strategies
- These are only reviewed by Field Faculty Liaisons, but students may wish to review some in supervision

Field Assignments

- You can assign reflections, memos, presentations, article reviews, genograms, process recordings, etc.
- These can be deliverables that will help you evaluate student progress
- Do what makes sense in your setting

Field Documents: Midterm Field Assessment

Midterm Assessment

- Midterm assessments will be due midway through the placement
- Students complete a self assessment component, indicating tasks they have completed and how they have been developing/demonstrating competency
- Site supervisors if applicable, will work with field instructors to complete the supervisor portion, **supervisors will evaluate the level of competence they are seeing from students**, based on learning contract tasks or otherwise
- Midterm assessments are an important gauge to see where students have progressed and where they need to focus for the remainder of the placement
- It is to be expected that there are areas students have not worked on by the midterm assessment, or areas where significant growth is still expected in the second half, however if there are concerns at the midterm assessment that a student might not achieve satisfactory ratings by the final, it is important to notify the FFL

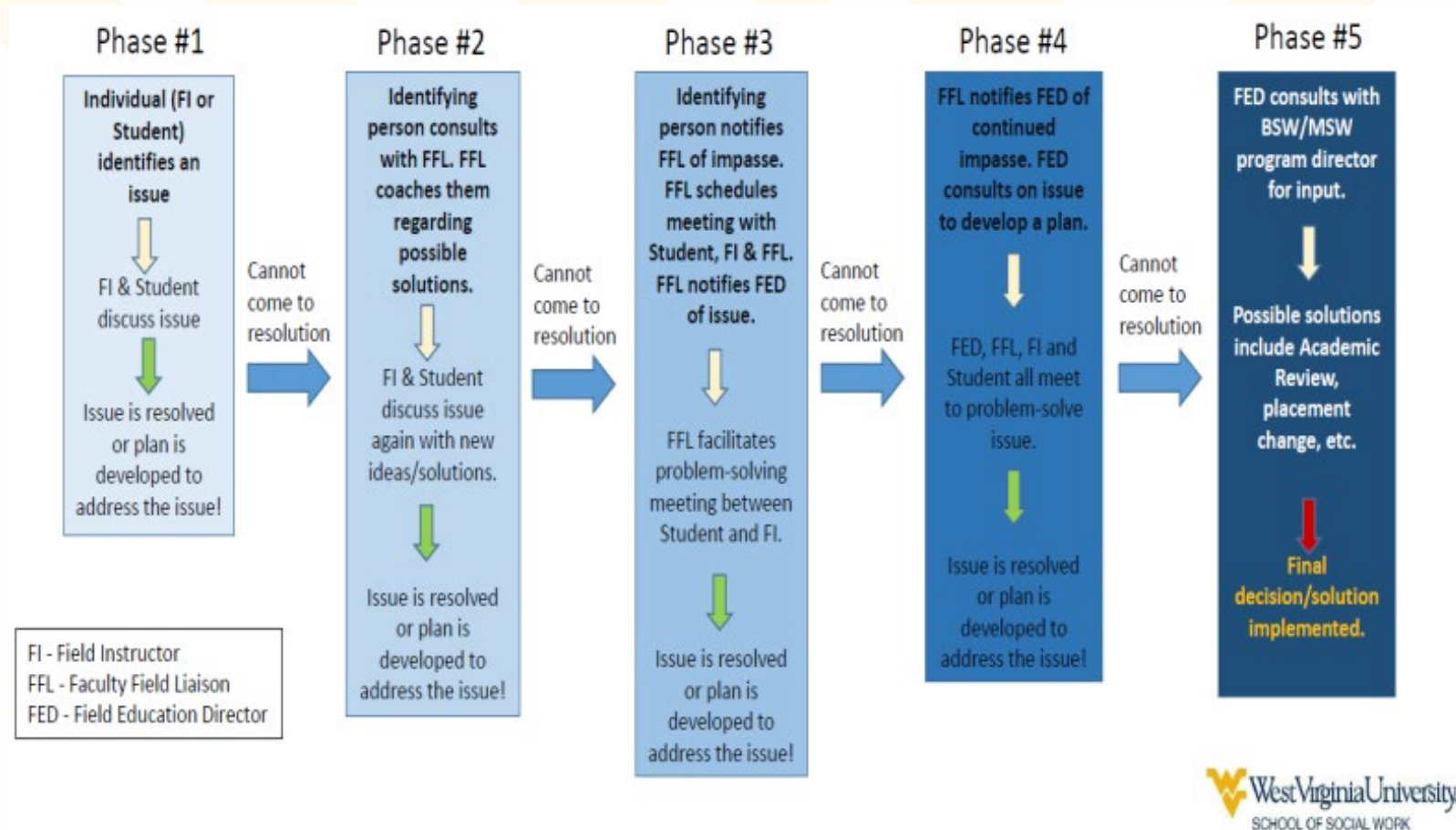
Field Documents: Final Field Assessment

- Final field assessments are due at the end of the placement, but can be conducted during the last few weeks as students are concluding
- Students must have a signed and completed final field assessment with satisfactory ratings in order to pass their field experience
- Final assessments follow the same process as midterm assessments. Students complete a self assessment component first, then site supervisors if applicable, will work with field instructors to complete the supervisor portion
- Assessments focus on development and demonstration of competency
- Students must achieve a rating of 3 or higher in each practice behavior to pass; if leading up to the final assessment, you have concerns about students not meeting this benchmark, it is critical that you notify the FFL

Problem Solving

- Sometimes challenges arise in placements, we are committed to providing support to work through issues whenever possible.
- It is helpful to know sooner rather than later if you are having concerns.
- We have developed a 5-phase problem solving process that escalates as necessary.
- Effort made to avoid terminating a placement unless absolutely necessary

Problem Solving



Pre-Internship Supervisory Considerations

- Interview
 - Consider what a student needs to know about you, your agency, your expectations, etc. to make an informed decision
 - What skills, interests, learning styles are you looking for?
- Clearances/Pre-internship trainings
 - Communicate in advance any trainings, documents, or clearances needed for student to begin placement



Agency Orientation

- Consider how students will be oriented to your setting
 - Policy/procedure manual
 - Orientation sessions
 - Scheduled meetings with relevant staff
 - Reading assignments
 - Website review
- Setup in advance
 - Physical space
 - Agency email address
 - Access to keys or technology

Field Supervision Best Practices

- Regularly scheduled meetings
 - Students should prepare for supervision by preparing an agenda
 - Clarify specific expectations
 - How should the student communicate with you?
- Clear and consistent feedback
- Exploring why things are done a certain way – linking theory to practice

Considerations in Supervisory Relationship

- What would you like your student to know about you?
 - Professional background
 - Your current role within the agency
 - Supervision style and preferences
- What can you learn about your student?
 - Prior experiences
 - Learning styles
 - Professional goals
 - Development of professional identity

Virtual Considerations

- Placements may allow some work to be done remotely
 - Discuss with this would look like, assignments, frequency, accountability
 - Agree upon a structured schedule
- Virtual supervision
 - Virtual supervision is allowable
 - Video enabled supervision is strongly recommended rather than phone
 - Share expectations for interaction in virtual space
- Discuss boundaries
 - When is student expected to respond to emails?
 - How will students communicate with clients via phone or email to ensure confidentiality?

Adult Learners

Learner-centered

Collaboration

Openness for feedback

Authenticity

Curiosity

Culturally Sensitive Supervision

“Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility” - NASW Code of Ethics Standard 1.05

- How do you address cultural differences between yourself and your students?
- What strategies do you need for your own development?
- How open are you to being educated by your staff and students about cultural injustice?
- How do you assess your agency efforts around anti-racism, diversity, equity, and inclusion?

Trauma Informed Supervision

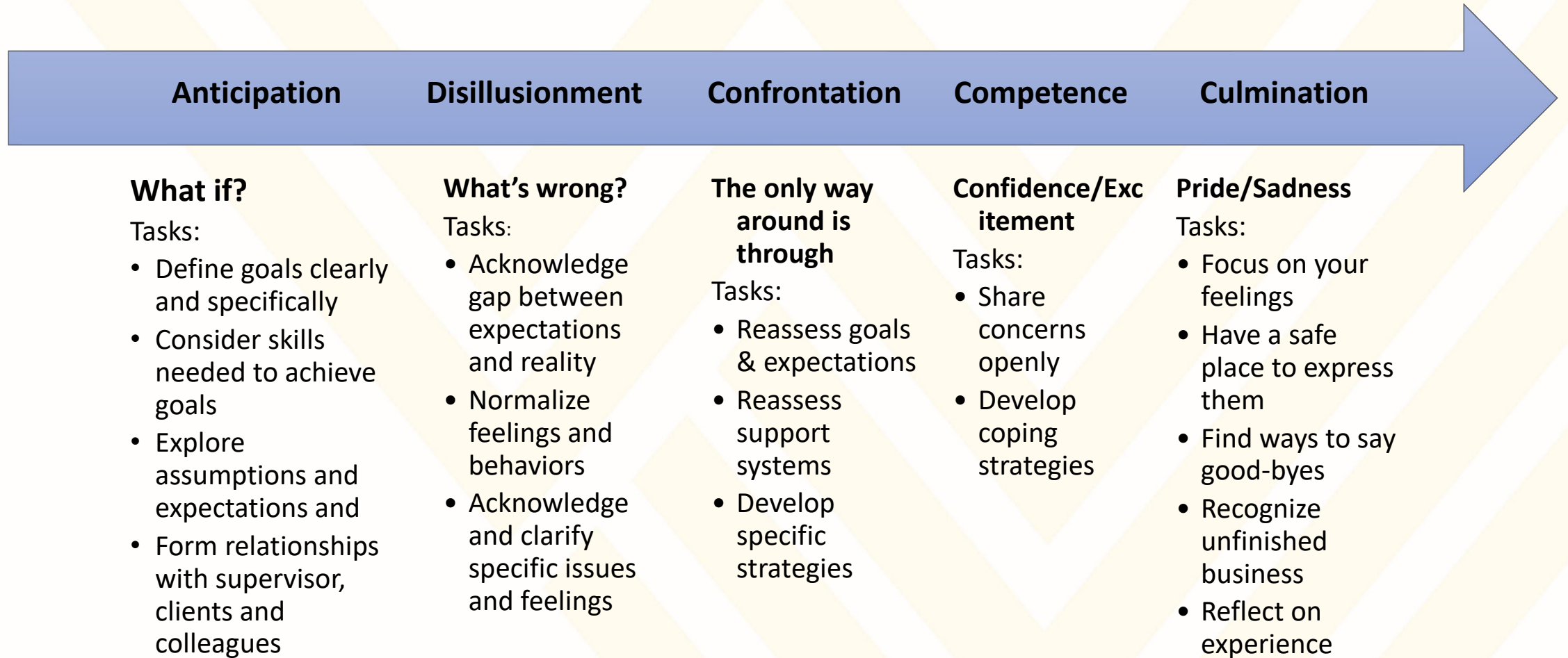
Trauma-Informed Care Principle	Meaning	How It Applies to the Supervisory Relationship
Safety	Ensure physical and psychological safety in the environment and relationships. Persons served (not the organization) determine whether safety is achieved.	Focus on a sense of safety for staff. Defer to supervisees to define it.
Trustworthiness and Transparency	Make decisions transparently to ensure survivors feel included in the process.	Share transparently with staff about why and how decisions are made. Communicate regularly, openly, and honestly.
Peer Support	Other individuals with lived experiences of trauma are valuable resources for support and hope. Create opportunities for peer support and connection.	Make time and space for staff members experiencing traumatic stress to support each other.
Collaboration and Mutuality	Level power differences between staff and clients AND among different staff members.	Rather than tell supervisees what to do, collaborate with them to determine and meet goals.
Empowerment, Voice, and Choice	Acknowledge trauma survivors' strengths by ensuring they have a voice within the organization and treatment plan.	Listen to feedback from supervisees. Offer positive support, encouragement, and tools. Facilitate rather than dictate.
Cultural, Historic, and Gender Issues	Recognize and address biases. Ensure policies and practices respond to the unique cultural, racial, and ethnic needs of the community you serve.	Recognize how factors such as historical trauma , racial trauma , discrimination, and culture impact supervisees' experiences of their work.

Self-Care

“Professional self-care is paramount for competent and ethical social work practice.” NASW Code of Ethics

- Personal
- Professional
- Reflect on your own self-care practice
- Reflect on your agency’s self-care culture
- How can you guide new social workers in establishing healthy habits?
- [NASW CoE 2021 Updates regarding self-care](#)

Developmental Stages of an Internship



Self Reflection

What was your own field experience like?

Consider your relationship with your field instructor and their supervision style.

What will you do similarly?

What will you do differently?

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