Field Instructor Orientation

BSW Fall 2010
MSW 1st year Spring 2011
Introduction

- Manuals and forms can also be found on-line ssw.missouri.edu

- Hours of practicum:
  - BSW: Held during the Fall semester, 3 days per week, for 400 clock hours total, 6 credit hours
  - MSW: Held in the spring and/or summer semester, 3 days per week, 6 credit hours
Competencies/Course Objectives
Objective 1

To prepare students for entry level professional Social Practice within the context of the values and ethics described in the NASW Code of Ethics. (Competency 1 and 2)
Objective 1 Practice Behaviors

- Demonstrates professional communication skills in all written and verbal communications with clients, professional staff, other agencies and the community.
- Practices personal reflection and self-correction to assure continual professional development.
- Demonstrates openness to learning and feedback.
- Demonstrates professional demeanor in behavior, appearance, and communication.
- Engages in career-long learning.
- Actively and appropriately seeks supervision and consultation.
- Identifies and discusses strengths and limitations in knowledge and skills.
- Demonstrates appropriate professional boundaries with coworkers and clients.
- Manages time and assignments effectively and efficiently.
Objective 2

To prepare students for leadership in social and economic justice. (Competency 5).
Objective 2 Practice Behaviors

- Demonstrates an understanding of the forms and mechanisms of oppression and discrimination.
- Advocates for human rights and social and economic justice.
- Engages in practices that advance social and economic practice.
Objective 3

To prepare the student to utilize critical thinking skills, research methods and policy practice while working with diverse populations. (Competency 3, 4, 6 and 8)
Objective 3 Practice Behaviors

- Able to distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Able to analyze models of assessment, prevention, intervention and evaluation.
- Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
- Demonstrates good problem-solving skills.
- Demonstrates an understanding of human diversity and a sensitivity to client needs and situations.
- Demonstrates self-awareness of personal issues, biases, and values and how they impact work with clients.
- Recognizes and communicates an understanding of the importance of difference in shaping life experiences.
- Able to view self as a learner and engage clients as informants
- Uses research evidence to inform practice.
Obj 3 Practice Behaviors (Cont’d)

- Demonstrates an understanding of the history and current structures of social policies and services within the agency, the role of agency policy in service delivery and the role of practice in policy development.
- Demonstrates understanding that policy affects service delivery by analyzing, formulating and advocating for polices that advance social well-being.
- Actively engages in policy practice through collaboration with colleagues and clients for effective policy action.
Objective 4

To prepare students to utilize knowledge of human behavior and the social environment to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (Competency 7 and 10)
Objective 4 Practice Behaviors

- Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Demonstrates the ability to critique and apply knowledge to understand person and environment.
- Demonstrates knowledge about human behavior across the life course.
Objective 4 Indiv/Family Practice Behaviors

- Is skilled at engaging (developing a positive relationship) with individuals and families.
- Is skilled at completing assessments (data collection, assessment skills, selecting goals) with individuals and families.
- Is skilled at working with individuals and families in identifying and implementing interventions to achieve the goals of the individual and the family.
- Is skilled at working with individuals and families in evaluating the effectiveness of the interventions.
- Demonstrates effective terminations skills with individuals and families.
Objective 4 Group Practice Behaviors

- Demonstrates an understanding of group process and dynamics; an understanding of group developmental stages; an understanding of group structure; and the skills of group facilitator.
- Demonstrates an ability to initiate group treatment; an ability to facilitate group treatment; an ability to build a positive group culture; ability to incorporate group interventions; and ability to effectively terminate with a group.
- Demonstrates an ability to evaluate a group’s progress
Objective 4 Organizational Practice Behaviors

- Demonstrates an ability to apply social work knowledge, skills and values in assessing, planning and intervening at the organizational level.
- Demonstrates an ability to evaluate program outcomes.
- Demonstrates an ability to collaborate with other professionals within the agency in the planned change process.
Objective 4 Community Practice Behaviors

- Demonstrates and ability to apply social work knowledge, skills and values in assessing, planning and intervening at the community level.
- Demonstrates the ability to complete a community assessment.
- Demonstrates an ability to collaborate with other professionals, agencies and community leaders in the planned change process.
Objective 5

To prepare students to vary practice and approaches in response to changing environmental contexts. (Competency 9)
Objective 5 Practice Behaviors

- Demonstrates ability to use knowledge and skills to respond proactively to evolving organizational, community, and societal contexts at all levels of practice.
- Continuously discovers, appraises and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
- Provides leadership in promoting sustainable changes in service delivery and practice to improve quality of services.
Responsibilities
Student responsibilities

- Complete all required paperwork
- Play an active role in the completion and monitoring of the Learning Plan
- Dress in an appropriate manner for the agency
- Working in a collegial manner with fellow students using the group as a medium for learning
- Efficiently use time spent in the agency
- Participate openly and actively in the assessment of student performance
- Submit completed evaluations before the end of the semester.
- Treat Field Instructors and other agency staff in a respectful manner
- Students should not miss class for field
• Going directly to the FI with any problems and if the problem cannot be resolved, contact your faculty Liaison. If the issues persist, seek assistance from the Director of Field. A Special Advising Meeting may be called if the issue cannot be resolved by the Field Director

• If there are problems, they need to be reported immediately so there are no surprises for anyone toward the end of the semester.
Field Instructor Responsibilities

- Assume responsibility for student
- Complete all necessary paperwork
- Assist with integration of practice and theory
- Assist in development and completion of learning plan
- Review journals and provide feedback
- Meet with Faculty Liaison when needed
- Provide regularly scheduled supervision meetings of at least 1 hour per week
- Complete mid-term and final evaluations
- Inform Faculty Liaison immediately of concerns
Agency Orientation
Orientation

- Orientation Checklist is designed as a reminder for students and FI regarding the importance of orientation and specific items that should be addressed.
- Orientation should occur as soon as the student begins. Should be thorough, but shouldn’t last beyond a couple of weeks.
- Common orientation topics/tasks: tour, discussion of agency structure, introductions, dress code, necessary pass codes, etc.
- During orientation is when expectations should begin to be reviewed. The more attention given to this topic early in the practicum, the better the learning experience.
Safety

- Workplace violence checklist in the manual and needs to be completed by the student and Field Instructor during orientation
- Risk levels vary between agencies and between specific populations and settings within agencies
- Students, agency staff, and faculty are encouraged to take seriously the potentials risks and to take preventive measures
Safety - Agencies should:

- Inform students of potential safety or health risks
- Provide safety training including de-escalation
- Notify Field office immediately of any safety or health incidents
- Provide agency safety guidelines and policies
- Where appropriate, educate students re universal precautions
- Take steps to improve the safety of the work environment
Safety – Students should:

- Request training on infection control and safety
- Follow agency guidelines
- Report any incidents of safety and/or Infection exposure to the Field Office
Safety Tips

- Know agency protocol
- Do not bring valuables to the office
- Know a client’s history (violence, coping, etc) prior to the interaction and plan accordingly
- Safety planning for home visits including traveling in pairs, notifying someone where you will be and when you will return, carry cell phone, know directions to the home)
Using Supervision Wisely
4 key Elements of Effective Supervision

- Agency
- Tasks and Assignments
- Supervisory Skills
- Supervisory Meetings
Agency

- Provide orientation
  - Discuss safety
  - Confidentiality and when is it appropriate to break confidentiality
- Help student feel he/she belongs
- Help student understand the agency
Tasks and Assignments

- Use learning plan as a road map
- Review agency documentation
- Review student’s workload regularly
  - Provide early opportunity for client contact or macro assignments
  - Provide variety of learning experiences of increasing difficulty
  - Provide opportunities to teach student how to prioritize workload
Supervisory Skills

- Clarify your role and student role - Boundaries
- Discuss student’s concerns as they arise
  - Normalize concerns as appropriate
  - Help student feel valued as person and colleague
- Validate Student’s feelings
- Give feedback from strengths perspective
  - Clear, consistent and supportive
  - Critical, challenging and constructive
Supervisory meetings

- Work for good “fit” of communication styles
- Meet Weekly
  - At least 1 hour per week
  - More availability early in the year
- Do you want an agenda?
- Who else can student go to with questions?
Suggestions for Supervision Topics

- Practice techniques or skills that are new (role play, discussion, etc)
- Review learning plan to be sure both you and the student have the same ideas for the remainder of the practicum
- Assist student in making connections between field and classroom work
- Review competencies and experiences in practicum that relate to each competency.
- Discussion of clients, projects, and assignments
Suggestions for Supervision Topics (Cont’d)

- On-going feedback on performance
- Discuss difficult issues such as ethics or boundaries
- Re-visit to determine if the Field Instructor-student relationship is working effectively for both parties
Foundational Curriculum
Foundational Curriculum BSW

- 2220 – Human Behavior and the Environment
- 4710 – Social Justice and Social Policy
- 4711 – Social Justice and Policy II
- 4720 – Variations in Human Behavior
- 4730 – Introduction to SW Practice
- 4740 – Introduction to Community and Organizational process
- 4750 – Interaction Skills workshop
- 4760 – Theory and Practice of Social Group Work
- 4770 – Strategies of Direct Practice
- 4951 & 4952 – Research I and II
Foundational Curriculum MSW

- 7710: Social Policy and Service Delivery in Social Work
- 7720: Foundations in Human Behavior
- 7730: Direct Practice
- 7740: Community and Organization Dynamics
- 7760: Foundations of Social Justice
- 7952: Research Methods and Design in Social Work
Concerns about Student Performance
Concerns?

- Identify and address immediately
- Remember that client needs are the priority
- Provide support and plan corrective action
- Special attention must be given to boundaries
- Provide evaluation and feedback and discuss deficits
- Students may share personal information when discussing their deficits – this personal information is confidential (FERPA)
Common Problem Areas

1. Inadequate performance
   - poor professional behavior
   - unsuccessful achievement of competence
   - Ethical issues

2. Environmental
   - Personality conflicts
   - Agency not offering opportunity

3. Situational
   - Illness or personal crisis
Student and Field Instructor need to create a contract or action plan outlining how they will address each issue or concern. Faculty Liaison available for assistance.

Manual has suggestions for problem resolution.
Assignments
Learning Plan

- SW 4971/7971 should have their learning plans completed by the first liaison visit which is the first 2-3 weeks of the practicum.
- Student must have an approved learning plan to pass field
- Should be discussed and negotiated between student and Field Instructor
- This is the student’s road map for the entire semester of learning. Be ACTIVE in this process and encourage student to be ACTIVE in the process
- Should routinely be re-visited during supervision and changed as needed
Completing a Learning Plan

- Goals – Provided based on CSWE competencies
- Objectives/Learning Experiences – Specific observable behaviors (Identify, define, interview, attend, observe)
- Evaluation – How will the Field Instructor be able to determine if the student has completed the goal? (Interactions, observation, documentation, practice outcomes)
Completing a Learning Plan (cont’d)

- Remember the SW 4971/7971 students are supposed to approach practicum with a generalists perspective
- Develop objectives that include micro, mezzo, and macro
- Develop objectives that include the mission “developing leadership for social and economic justice”
Example Learning Plan

Handout
Group Exercise
Orientation Assignments

- These are due at the **first liaison visit which is the first 2-3 weeks of the practicum**
- In the manual or on-line
- **4 tools:**
  1) Workplace Violence Checklist
  2) Workplace Confidentiality and Security
  3) Agency orientation
  4) Student expectations
- **Student expectations** – there are a couple of general examples. Review these with the student and review and add your own expectations to the list. Examples
Journal Purpose

- Develop ability to critically evaluate self in relation to professional practice behavior
- A tool to help students relate theory to practice
- A tool for Field Instructors and Faculty Liaisons to evaluate the students’ experiences and progress
- Monitor number of hours worked at practicum agency
- Evaluate progress toward intervention goals
- Demonstrate ability to communicate in written form
Journals

- Complete journals during agency practicum time
- Approximately every 2 weeks, Faculty Liaison will set due dates. Students should inform FI of due dates
- Each Journal or e-mail with journal has to show some evidence that your Field Instructor has reviewed and approved. Student should turn in early enough to get your feedback and still turn in by the deadline (discuss in expectations worksheet)
- Can be submitted electronically, by fax, or in faculty mailbox
Journal Content

- 3 parts to every journal
  a. Topics – Each topic for the eight required journals are provided. This requires some critical thinking and discussion with the FI, so important to be familiar with the topics.
  b. Structured outline – Choose one key experience and relate that experience to all sections of the outline including significant information, personal reaction, relevant SW values, integration of theory and practice, etc
  c. Time and Activities report – must be completed in the format outlined in the manual
Journal example: Handout

• 1st part Topic: Orientation
• 2nd part: Structured: very organized and structure is clear, Field Instructor comments are clear, addresses all areas outlined in manual
• 3rd part: In the correct format as outlined in manual, concise

• Grammar, structure, spelling, and content will be considered when graded by Faculty Liaison. Field Instructors are also welcome to provide feedback in all of these areas.
Mid-term and Final Evaluations

- Your Faculty liaison will make a site visit for mid-terms. The mid-term should be completed by the student and the Field Instructor prior to the meeting with the Field Liaison. The mid-term will then be reviewed during the site visit. The mid-term is based on CSWE competencies.

- The Final evaluation is to be completed by the Field Instructor and the Faculty Liaison assigns a grade. It is the student’s responsibility to deliver the final evaluation to Clark Hall the last day of classes. A delay in submitting this paperwork could cause an incomplete and/or a delay of graduation.

- Mid-term and Final evaluations are in the manual and online.
Midterm/Final (Continued)

- Deficient performance is usually a pattern and the student should be made aware of problems in performance immediately. Therefore, all parties should be aware of issues prior to the midterm and finals
- Notify Faculty Liaison of concerns immediately
- If student disagrees with the evaluation, they are permitted to attach an addendum
Course Evaluations

- Course evaluations are in the back of the manual and are to be completed and turned in with the final evaluation.
- In addition, Field Instructors will be sent a survey by e-mail (Survey Monkey) to assess how well you were able to address specific competencies.