Field Instructor Orientation
Introduction

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

- Hours of practicum:
  
  **MSW Practicum II**: Held in the spring and/or summer semester, 5 days per week, 12 credit hours. Some students will apply for an extension and complete practicum over 2 semesters, but ALL students are required to do a minimum of 24 hours per week.
Competencies/
Course Objectives
Advanced Clinical
Objective 1

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

- Readily identify as social work professionals;
- Demonstrate professional use of self with client(s);
- Understand and identify professional strengths, limitations and challenges;
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.
- Apply ethical decision-making skills to issues specific to clinical social work;
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- Identify and use knowledge of relationship dynamics, including power differentials;
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients’ well-being.
Objective 2

To advance human rights and social and economic justice. (Competency 5).
Objective 2 Practice Behaviors

- use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention;
- advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.
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

- engage in reflective practice;
- identify and articulate clients’ strengths and vulnerabilities;
- evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations;
- communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format;
- communicate to stakeholders the implication of policies and policy change in the lives of clients;
- use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being;
- advocate with and inform administrators and legislators to influence policies that impact clients and service.
Obj 3 Practice Behaviors (Cont’d)

- research and apply knowledge of diverse populations to enhance client wellbeing;
- work effectively with diverse populations;
- identify and use practitioner/client differences from a strengths perspective;
- use the evidence-based practice process in clinical assessment and intervention with clients;
- participate in the generation of new clinical knowledge, through research and practice;
- use research methodology to evaluate clinical practice effectiveness and/or outcomes.
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

- synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments;
- consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.
Objective 4 Practice Behaviors (Cont’d)

Engagement

- develop a culturally responsive therapeutic relationship;
- attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance;
- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.
Objective 4 Practice Behaviors (Cont’d)

Assessment

- use multidimensional bio-psycho-social spiritual assessment tools;
- assess clients’ readiness for change;
- assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- select and modify appropriate intervention strategies based on continuous clinical assessment; and
- use differential and multiaxial diagnoses.
Objective 4 Practice Behaviors (Cont’d)

Intervention

• critically evaluate, select, and apply best practices and evidence-based interventions;

• demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed;

• collaborate with other professionals to coordinate treatment interventions.
Objective 4 Practice Behaviors (Cont’d)

Evaluation

- contribute to the theoretical knowledge base of the social work profession through practice-based research;
- use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
Objective 5

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

- assess the quality of clients’ interactions within their social contexts;
- develop intervention plans to accomplish systemic change;
- work collaboratively with others to effect systemic change that is sustainable.
Program Planning and Administration
Objective 1

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

- Readily identify as social work professionals
- Demonstrate professional use of self with client systems
- Understand and identify professional strengths, limitations and challenges
- Develop, manage, and maintain relationships within the person-in-environment and strengths perspective
- Apply ethical decision-making skills to issues specific to micro and macro social work
- Employ strategies of ethical reasoning to address the use of technology and its effect on client rights
- Identify and use knowledge of relationship dynamics, including power differentials
- Recognize and manage personal biases as they affect organizational relationships
- Employ strategies of ethical reasoning to address deployment and supervision issues
Objective 2

To advance human rights and social and economic justice. (Competency 5).
Objective 2 Practice Behaviors

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide program planning and interventions
- Advocate at multiple levels for reduction of social, economic, and health disparities for diverse populations
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

- Engage in reflective practice
- Identify and articulate client/system strengths and vulnerabilities
- Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations
- Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format
Objective 3 Practice Behaviors (Cont’d)

- Research and apply knowledge of diverse populations to enhance client wellbeing
- Work effectively with diverse populations
- Identify and use diversity from a strengths perspective
- Use the evidence-based practice process in practice/program assessment and intervention
- Participate in the generation of new knowledge, through research and practice
- Use research methodology to evaluate practice/program effectiveness and/or outcomes
Objective 3 Practice Behaviors (Cont’d)

- Communicate to stakeholders the implication of policies and policy change in the lives of clients
- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being
- Advocate with and inform administrators and legislators to influence policies that impact clients and service
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

- Synthesize and differentially apply theories of human behavior and the social environment to guide macro practice
- Use macro theories in formulation of comprehensive assessments
- Use supervision and consultation with other professionals, as needed, to guide macro practice
Objective 4 Practice Behaviors (Cont’d)

Engagement

- Develop culturally responsive relationships
- Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten alliances
- Establish a relationally based process that encourages individuals/groups to be equal participants in the establishment of intervention goals and expected outcomes
Objective 4 Practice Behaviors (Cont’d)

Assessment

- Use multidimensional sources of data and assessment tools
- Assess system readiness for change
- Assess system functioning/strategies that reinforce and improve adaptation to social contexts
- Select and modify appropriate intervention strategies based on continuous macro assessment
Objective 4 Practice Behaviors (Cont’d)

Intervention

- Critically evaluate, select, and apply best practices and evidence-based interventions
- Demonstrate the use of appropriate micro and macro techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed
- Collaborate with other professionals to coordinate programs/interventions

Evaluation

- Contribute to the theoretical knowledge base of the social work profession through research
- Use macro evaluation of the process and/or outcomes to develop best practice interventions
Objective 5

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

- Assess the quality of client interactions within the social context
- Develop program/interventions to accomplish systemic change
- Work collaboratively with others to effect systemic change that is sustainable
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.
- 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
Student Responsibilities (Cont’d)

- 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 you pay to this early on, the better the learning experience.
Safety Issues
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 potential 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
- 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
- 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
Curriculum
Foundational Courses
(taken in undergraduate or 1st year MSW)

- Foundations of Human Behavior
- Direct Practice
- Community and Organization Dynamics
- Social Policy
- Foundations of Social Justice
- Research methods
Clinical Curriculum

- Strategies of Clinical Social Work Intervention
- DSM IV and Psychopathology
- Evaluative research
- Clinical Selective (Narrative Approaches to SW Practice, Resiliency and Solution Focused Practice, Cognitive Behavioral Practice)
- Advanced Policy Elective (Disability Rights Advocacy, Women, Poverty and Mental health, Organizational Issues in SW Practices in Child Welfare)
- Advanced Diversity Elective (Working with Minority Youth, Deaf Culture, Helping Strategies with Children and Adol, Domestic Violence)
- Elective
PP&A Curriculum

- Fundamental of SW Administration
- Advanced Foundations of Human Behavior for Admin
- Management of a Social Agency
- Evaluative Research
- Advanced Policy Elective (Disability Rights Advocacy, Women, Poverty and Mental health, Organizational Issues in SW Practices in Child Welfare)
- Advanced Diversity Elective (Working with Minority Youth, Deaf Culture, Helping Strategies with Children and Adol, Domestic Violence)
- Elective
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
Field Instructor Response

- 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

- Completed and submitted in the first 2-3 weeks. Faculty Liaison will set the due date
- 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

- Goals – Provided based on CSWE Advanced Competencies
- Objectives/Learning Experiences – Specific observable behaviors (Identify, define, interview, attend, observe)
- Evaluation – How will your Field Instructor be able to tell you have completed the goal? (Interactions, observation, documentation, practice outcomes)
Learning Plan

- Typed
- There are different learning Plans for Clinical and PP&A. Choose the right one.
- The categories in the Learning Plan are the same as the categories of the mid-term and final evaluation
Example Learning Plans

packets
Orientation Assignments

- These are due in the first 2-3 weeks of practicum and at the same time as the learning Plan
- In the manual or on-line
- 4 assignments:
  1) Workplace Violence Checklist
  2) Workplace Confidentiality and Security
  3) Agency orientation
  4) Student expectations
- Student expectations – there are some already written in. Review these with the student and change or delete and add some new ones. Encourage the student to use critical thinking.
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 – Specific list in packet, must complete in this order. This requires some critical thinking and discussion with the student, 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
- This is an assignment and should be treated as such. Proofread for spelling and grammar, professionally written, and turned in on time
Journal example: Handout

- See examples in packet
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 Final evaluation is to be completed by the Student and Field Instructor and the Faculty Liaison assigns a grade. It is the student’s responsibility to deliver the final evaluation to Clark Hall by the due date. 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.

- Mid-term and final grade sheets also need to be completed and submitted.
Mid-term and final (Cont’d)

- 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.