Field Instructor Orientation

7971/8971
Introduction

- Welcome and Thank you!!
- T-shirt drawing
- Materials and agenda
- Manuals can be found on-line ssw.missouri.edu
- Ice breaker
Definitions

**MSW Practicum I:**
- 400 Hours
- Held in the spring and/or summer semester
- 3 days per week, 6 credit hours.
- Students may apply for an extension but must do a minimum of 16 hours per week.

**MSW Practicum II:**
- 680 Hours
- Held in the spring and/or summer semester
- 5 days per week, 12 credit hours.
- Students may apply for an extension and complete practicum over 2 semesters, but ALL students are required to do a minimum of 24 hours per week.
7971 DATES TO REMEMBER:

*All dates are dependent on start and end dates of individual students

May 1 
Begin placement – Deadline to start is June 13

May 23–June 30 
Initial field visit – Learning plan and orientation worksheet done in Taskstream PRIOR to visit

July 1–August 19 
Liaison midterm site visits: Midterm evaluation and signature page due in Taskstream PRIOR to visit

October 31 
All field hours completed; Final Evaluation and Signature page due in Taskstream
## 8971 Dates to remember

*All dates are dependent on start and end dates of individual students*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>May 1</td>
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<td>August 19</td>
<td>PRIOR to visit</td>
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<tr>
<td>December 9</td>
<td>All field hours completed; Final Evaluation and Signature page due in Taskstream</td>
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Responsibilities
Student responsibilities

- Taskstream
- Assignments
- Time Management
  - Participate openly and actively in the assessment of student performance
  - Treat Field Instructors and other agency staff in a respectful, professional manner
  - Students should not miss class for field
  - Communicating with FI---FL---FD about any issues.
Field Instructor Responsibilities

- Taskstream
- Orient Student and Welcome Student to Agency
- Help with formulation of Learning Plan, Checklist
- Review journals and provide feedback
- Assist with integration of practice and theory
- 1 hour per week of formal supervision
- Mid-term and Final evaluations
- Meet with faculty liaison when needed
- Inform student–FL of concerns
Safety Issues
Safety

- Complete orientation checklist and discuss during agency 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
- Notify Field office immediately of any safety or health incidents
# Safety

## Students
- Know agency protocol
- Always keep cell phone with you, especially when outside of office
- 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

## Agencies
- Inform students of potential safety or health risks
- Provide safety training including de-escalation
- Provide agency safety guidelines and policies
- Where appropriate, educate students re universal precautions
- Take steps to improve the safety of the work environment
- Ensure the student is aware of the agency harassment policies
Using Supervision Wisely
Initial

- Set expectations:
  - Agenda, day and time, come with questions, etc.
- Clarify boundaries/roles
- Who does student seek guidance from if you are not available
- What can they do in the agency/what can’t they do
- More supervision time early on in practicum

Continuous

- Discussion of social work principles
  - Ethics, diversity, social and economic justice
  - Classroom integration
- Ongoing assessment of growth
- Constructive criticism and guidance
- Review learning plan
- Role play
- Discussion of all clients and projects
- Assessment of supervision relationship
Supervision Tips

- You are a supervisor AND a teacher
- All students learn at their own pace
- They are student learners, not employees

Discuss concerns in the moment:
  - Strengths perspective
  - Clear, consistent and supportive
  - Critical, challenging and constructive
  - Validate and Normalize concerns as appropriate
  - Help student feel valued as person and colleague
Students without MSW supervision...

- Student will continue to meet with the agency Task Supervisor 1 hour per week and will also meet with a MSW Field Instructor an average of 1 hour per week.

- This time counts toward total field hours and will be recorded in the journal.
Curriculum
# MSW Curriculum

## Foundation
- 7000 Professional Practice
- 7710 Social Policy and Service Delivery in Social Work
- 7720 Foundations of Human Behavior
- 7730 Social Work Skills
- 7740 Large Group Theory
- 7760 Social Justice Seminar
- 7952 Research Methods and Design in Social Work
- 7971 Graduate Field Practicum I

## Concentration Courses
- 7780 Fundamentals of Social Work Administration
- 7820 DSM V & Psychopathology: A Social Work Perspective
- 8953 Evaluative Research
- 8970 Integrative Professional Practice Seminar
- 8971 Graduate Field Practicum II
- **Clinical**
- 7770 Strategies of Clinical Social Work Intervention
- Advanced Clinical Selective
- 3 electives (2 electives for Adv standing)

## PP&A
- 7920 Advanced Foundations of Human Behavior for Admin.
- 8350 Management of a Social Agency
- 3 electives (2 electives for Adv standing)
Concerns about Student Performance
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
Concerns & Responses

- Identify and address immediately
- Remember that client needs are the priority
- Provide support and plan corrective action
- Provide evaluation and feedback and discuss deficits
- Students may share personal information when discussing their deficits – this personal information is confidential (FERPA). Maintain boundaries!
- 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 and manual has suggestions.
- All problems and action plans must be documented and shared with Faculty Liaison
Assignments and Taskstream
Assignments Overview & Taskstream

- Taskstream is a new Field Education document management system.
- It helped streamline communication between the student, FI, and FL.
- The 4 primary tasks/assignments in Taskstream are:
  1. Learning Plan & Checklist
  2. Journals
  3. Midterm Evaluation
  4. Final Evaluation

Course evaluations are now deployed to students through Taskstream.
Learning Agreement

- Completed and submitted in the first 3–4 weeks.
  - 7971 – LP to be completed PRIOR to 1st mtg
  - 8971 – Must be submitted in Taskstream by 5pm May 30

- 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
- Remember the SW 7971 students are supposed to approach practicum with a generalist perspective and the 8971 students need more advanced learning objectives
Completing a Learning Agreement

- Learning Goals/Competencies – Provided based on CSWE Advanced Competencies

- Behavioral 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)
Quick Overview of competencies

LG1: Identify as a Professional Social Worker

**Foundational**
- Advocate for client access to the services for social work
- Effectively use personal reflection and self-correction to continue to grow as a professional social worker
- Learn to identify, develop and maintain professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning through continuing education
- Use supervision and consultation to develop as a social worker

**Advanced**
- Readily identify as social work professionals;
- Demonstrate professional use of self with client(s); **Demonstrate professional use of self with client systems**
- Understand and identify professional strengths, limitations and challenges;
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.
Competency 2

LG2: Apply social work ethical principles to guide professional practice

**Foundational**
- Recognize and manages personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.
- Identify ethical conflicts and select best case outcome despite possible multiple strategies of intervention
- Apply strategies of ethical reasoning to arrive at professional decisions

**Advanced**
- Apply ethical decision-making skills to issues specific to clinical social work; Apply ethical decision-making skills to issues specific to micro, mezzo, and macro 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.
- Recognize and manage personal biases as they affect organizational relationships
- Employ strategies of ethical reasoning to address employment and supervision issues
Competency 3

LG3: Apply critical thinking to inform and communicate professional judgments

**Foundational**
- Evaluate and integrate multiple sources of knowledge, including research-based knowledge, to inform practice
- Analyze models of assessment, prevention, intervention and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**Advanced**
- Engage in reflective practice;
- Identify and articulate clients’ strengths and vulnerabilities; Identify and articulate client/system strengths and vulnerabilities
- Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools; Evaluate, select, and implement appropriate assessment, intervention, and evaluation tools
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and apply them differently to client situations;
- Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format;
Competency 4
LG4: Engages diversity and difference in practice

Foundational

- Recognize and understand the extent to which a culture's structures and values may marginalize or enhance privilege and power
- Recognize and communicate your understanding of the importance of difference in shaping life experiences
- Use colleagues as a resource for information and professional support

Advanced

- 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;
- Identify and use diversity from a strengths perspective
Competency 5

LG5: Committed to advancing human rights and social and economic justice

**Foundational**
- Understand and can identify and articulate the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic practice

**Advanced**
- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; 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 mental health parity and reduction of health disparities for diverse populations; Advocate at multiple levels for reduction of social, economic, and health disparities for diverse populations
Competency 6


**Foundational**
- Use research findings to guide and inform beginning practice

**Advanced**
- Use the evidence–based practice process in clinical assessment and intervention with clients; Use the evidence–based practice process in practice/program assessment and intervention

- Participate in the generation of new clinical knowledge, through research and practice; Participate in the generation of new knowledge, through research and practice

- Use research methodology to evaluate clinical practice effectiveness and/or outcomes; Use research methodology to evaluate practice/program effectiveness and/or outcomes
Competency 7
LG 7: Applies knowledge of human behavior and the social environment

**Foundational**
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Demonstrate the ability to critique and apply knowledge to understand person and environment
- Able to practice professional social work from a generalist perspective

**Advanced**
- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice; Synthesize and differentially apply theories of human behavior and the social environment to guide macro practice
- Use bio–psycho–social–spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; Use macro theories in formulation of comprehensive assessments
- Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process; Use supervision and consultation with other professionals, as needed, to guide macro practice
Competency 8

LG 8: Engages in policy practice to advance social and Economic well-being and to deliver effective social work services

**Foundational**
- Identify, analyze and advocate for policies and programs that advance social well-being
- Collaborate with colleagues and clients for effective policy action

**Advanced**
- 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;
- Educate administrators and legislators to advocate for policies that influence clients and service.
Competency 9

LG 9: Respond to contexts that shape practice

**Foundational**
- Engage in promoting sustainable changes in service delivery and practice to improve the quality of social services

**Advanced**
- Assess the quality of clients’ interactions within their social contexts;
- Develop intervention plans to accomplish systemic change; Develop program/interventions to accomplish systemic change
- Work collaboratively with others to effect systemic change that is sustainable.
Competency 10

LG 10: Demonstrate the ability to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

Foundational Engagement:
- Substantively & effectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills

Advanced Engagement:
- Develop a culturally responsive therapeutic relationship; Develop culturally responsive relationships
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance;
- Establish a process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes; Establish a process that encourages individuals/groups to be equal participants in the establishment of intervention goals and expected outcomes
Competency 10 (Continued)

LG 10: Demonstrate the ability to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities

Foundational Assessment:
- Collect, organize, and interpret client information
- Assess client strengths and limitations in order to be able to effectively intervene
- Demonstrate initiative in asking questions, listening to responses and effectively using client information to intervene

Advanced Assessment
- Use multidimensional bio-psycho-social-spiritual assessment tools; Use multidimensional sources of data and assessment tools
- Assess clients’ readiness for change; Assess system readiness for change
- Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events; Assess system functioning/strategies that reinforce and improve adaptation to social contexts
- Select and modify appropriate intervention strategies based on continuous clinical assessment; Select and modify appropriate intervention strategies based on continuous macro assessment
- Use differential and multiaxial diagnoses. Absent for PP&A
## Competency 10 (Continued)

**LG 10: Demonstrate the ability to engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities**

<table>
<thead>
<tr>
<th>Foundational</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Intervention:</strong></td>
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</tr>
<tr>
<td>• Initiate and develop mutually agreed-upon intervention goals &amp; objectives with the client</td>
<td>• Critically evaluate, select, and apply best practices and evidence-based interventions;</td>
</tr>
<tr>
<td>• Select and implement appropriate interventions and prevention strategies that enhance client capacities</td>
<td>• Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; <strong>Demonstrate the use of appropriate micro, mezzo, and macro techniques as needed for a range of presenting concerns identified in the assessment, including crisis intervention strategies</strong></td>
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<tr>
<td>• Identify if intervention strategies helped clients resolve problems</td>
<td>• Collaborate with other professionals to coordinate treatment interventions; <strong>Collaborate with other professionals to coordinate programs/interventions</strong></td>
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<tr>
<td>• Negotiate, mediate, and advocate for clients</td>
<td>• Collaborate with other professionals to coordinate treatment interventions; <strong>Collaborate with other professionals to coordinate programs/interventions</strong></td>
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<td>• Facilitate transitions and terminations to ensure client’s success</td>
<td>• Collaborate with other professionals to coordinate treatment interventions; <strong>Collaborate with other professionals to coordinate programs/interventions</strong></td>
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<tr>
<td><strong>Evaluation:</strong></td>
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<tr>
<td>• Critically analyze, monitor, and evaluate interventions.</td>
<td>• Contribute to the theoretical knowledge base of the social work profession through practice-based research; <strong>Contribute to the theoretical knowledge base of the social work profession through research</strong></td>
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<tr>
<td></td>
<td>• Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions; <strong>Use macro evaluation of the process and/or outcomes to develop best practice interventions</strong></td>
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Learning Plan & Checklist (in Taskstream)

- You will complete LP and checklist duties under the **REVIEWER** tab

- Both due in Taskstream PRIOR to initial site visit with FL for 7971 or by established due date for 8971 students

- Student completes LP and sends to you for comment and then after making your suggested changes, send to FL for comments

- **NEW CHANGE:** LP’s will now stay open for additional revisions and changes until midterm (when FL instructs student to submit for grading)

- Checklist will be completed with you and student together, under STUDENT’s login credentials/account
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 toward goals
- Monitor number of hours worked at practicum agency
- Demonstrate ability to communicate in written form
Journals

- Complete journals during agency practicum time

- Five Journals are due during the semester. Faculty Liaison will set due dates. Students should inform FI of the due dates.

- When the student submits the journal on Taskstream, he/she will Request Comments from you and you will be alerted via email.

- Journals are an assignment just like in any other class and is therefore subject to plagiarism rules, including self-plagiarism.
Journal Content

- **Structure**
  - Key Experience and Reflection – Choose one key experience and relate that experience to all sections of the outline.
  - Time and Activities report

- Student should proofread for spelling and grammar and use professional language.

- Student should provide Journal to Field Instructor with plenty of lead time. The Field Instructor needs to be able to review and give feedback and return to student before the journal is due to your Faculty Liaison.

- Students want and need feedback throughout the journal. The number 1 request students make of FIs is “more journal comments.”
Journals (in Taskstream)

- You will complete all journal duties under the REVIEWER tab

- Student responsible for letting you know the due dates, per their FL

- Student completes journal, sends to you for comments (but makes no changes), and then submits for grading to FL
Mid-term and Final Evaluations

- Faculty Liaison will make a site visit for mid-terms but not for Final.

- 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 (computer access is helpful).

- Final Evaluations due October 31 (7971)/December 9 (8971) at 5pm.

- When completing evaluations, remember:
  - Not a reflection of your relationship with the student
  - Leave room for growth
  - Should not be a surprise
Deficient performance is usually a pattern and the student should be made aware of problems in performance immediately and/or at least weekly. I strongly recommend you document this via email to the liaison and/or keep a record that you share with the student and have the student sign.

If there is deficient performance at midterm, this needs to be documented in Taskstream on the midterm comments along with the action plan for improvement. If the student earns a “U” at midterm, the comments should include specific bullet points outlining the requirements the student must meet to progress to an “S” grade. Likewise, if you feel the student needs an action plan or is deficient in any way in any LG/practice behavior, an “Unsatisfactory” grade must be given.

Therefore, all parties should be aware of issues prior to the midterm and finals.

If student disagrees with the evaluation, they have the opportunity to state this information in the comments section on the student signature page in Taskstream.

The final midterm grade and final grade, as outlined in the manual, will be determined by the faculty liaison.
Conclusion

- Questions
- Evaluation
- Certificates

Thank You!!!!