7971/8971
MU
School of Social Work Field Instructor Orientation
Welcome and Thank you!!

Gift cards

Materials and agenda

7971 and 8971 Field Manuals
  ◦ Can be found on-line at www.ssw.missouri.edu
Field Program Update

- Decrease advanced practicum hours from 680 to 600 (~35/week) beginning fall 2020
- New database
- Reaffirmation
MSW Field Program Details

**MSW Practicum I:**
- 400 Hours
- Held in the spring and/or summer semester
- 3 days per week, 4 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Begin placement – full time, Can begin as early as January 2</td>
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<tr>
<td>January 20/21</td>
<td>Begin regular 24 hour/week practicum schedule</td>
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<tr>
<td>January 27-</td>
<td>Initial field visit – Learning Plan and</td>
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<tr>
<td>February 7</td>
<td>Orientation Worksheet done in Taskstream PRIOR to visit</td>
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<tr>
<td>March 2-20</td>
<td>Liaison midterm site visits: Midterm evaluation and signature page due in Taskstream PRIOR to visit</td>
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<tr>
<td>May 8</td>
<td>Field Appreciation Breakfast; All field hours completed; Final Evaluation and Signature page due in Taskstream</td>
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8971 Dates to Remember

January 2: Begin placement

January 27: Learning plan and Orientation
Worksheet due in Taskstream

March 2-20: Liaison midterm site visits: Midterm evaluation and signature page due in Taskstream PRIOR to visit

May 8: Field Appreciation Breakfast; All field hours completed; Final Evaluation and Signature page due in Taskstream
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
- Communication with FI---FL---FD about any issues.
Field Instructor Responsibilities

- Taskstream
- Orient student and welcome student to agency
- Help with formulation of Learning Plan/Orientation 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 in group supervision with a faculty member.

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

**Foundation/Generalist**
- 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

**Advanced 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

**PP&A**
- 7920 Advanced Foundations of Human Behavior for Admin.
- 8350 Management of a Social Agency
Concerns about Student Performance
Common Problem Areas

Inadequate performance
- Poor professional behavior
- Unsuccessful achievement of competence
- Ethical issues

Environmental
- Personality conflicts
- Agency not offering opportunity

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 is available for assistance and Field Manual has suggestions.
- All problems and action plans must be documented and shared with Faculty Liaison.
Assignments and Taskstream
Assignments Overview & Taskstream

- Taskstream is new Field Education document management system
- Helps to streamline communication between student, FI, and FL
- 4 Primary Tasks/Assignments in Taskstream
  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 2-3 weeks.
  - 7971 – LP to be completed PRIOR to 1st mtg (January 27-February 7)
  - 8971 – January 27

- 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 generalists perspective and the 8971 students need more advanced learning objectives
Completing a Learning Agreement

- Learning Goals/Competencies – Provided and are 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)
Competency 1

LG 1: Demonstrate Ethical and Professional Behavior

Foundational

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.
Competency 1

ADVANCED

- Readily identify as a social work professional
- Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values
- Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations
- Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances
- Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice
- Exhibit an anti-oppressive stance incorporating social work values when engaging with client systems
- Utilize critical thinking and foundational and advanced clinical practice theories in discussions of clinical case material
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights

PP&A

- Identify as a social work macro practitioner with communities and organizations using PP&A specific theory, traditional techniques and new technologies;
- Synthesize multiple frameworks and sources of information to make professional judgements built on best research evidence available, social work expertise, and input from client system, be that an individual, organization or community; and
- Use ethical reasoning to promote human rights and social justice in organizational and community settings where structures, processes and policies oppress staff and/or clients.
LG2: Engage Diversity and Difference in Practice

**Foundational**

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
**ADVANCED**

- Use clinical supervision to address personal and cultural biases and increase self-awareness
- Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups
- Acknowledge the impact of clients’ intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being
- Reflect on their own issues of power and privilege and how they impact the therapeutic process

**PP&A**

- Identify, inform and engage diverse constituents in all critical community and organizational processes;
- Engage with and ensure participation of diverse and marginalized communities and organizational constituents in assessing, planning, implementing and monitoring interventions; and
- Apply an equity lens to planning, decision-making, and resource allocation to ensure equitable policies and programs that address disparity, inequity, and privilege in services and systems.
Competency 3

LG 3: Advance Human Rights and Social, Economic, and Environmental Justice

**Foundational**

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.
Competency 3

ADVANCED

- Utilize lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources
- Use knowledge of the historical and current effects of oppression, discrimination, and trauma on client systems to guide treatment planning and intervention
- Critically assess the availability of basic environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources
- Advocate at multiple levels for equitable distribution of all social/economic resources, social services, mental health parity, and reduction of health disparities for diverse populations

PP&A

- Utilize specific principles drawn from local, state, national and/or international professional standards to eliminate social, economic and environmental injustice within communities, organizations, institutions and society;
- Advocate for policies that promote social and economic justice via more equitable distribution of resources and for sufficient resources to effectively implement such policies; and
- Pursue effective and efficient delivery of social services in organizations to ensure marginalized populations have adequate access to sufficient resources.
Foundational

- use practice experience and theory to inform scientific inquiry and research;

- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.
**ADVANCED**

- Seek and critically appraise current advances in clinical theory, evidence-informed practice, and evidence-based practice in social work and related helping professions
- Discern among various assessments, interventions, and evaluation tools for use with diverse populations
- Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)
- Utilize research methodologies and practice theories to generate and disseminate clinical knowledge

**PP&A**

- Utilize theories of community and organizational behavior in assessment and analysis of macro interventions;
- Critically assess multiple research sources to develop, implement, and evaluate practices likely to improve community and organizational well-being;
- Integrate constituents and stakeholders in evaluation of macro-system interventions;
- Advance research that is participatory and inclusive of the community and organizational constituencies with whom they practice; and
- Advocate for the advancement of evidence-based social work practice and/or evaluate current practice to inform future practice.
LG5: Engage in Policy Practice

Foundational

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
# Competency 5

## ADVANCED
- Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders.
- Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve.

## PP&A
- Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful groups;
- Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to advance policies that improve the effectiveness of social services and the well-being of people, especially for the most vulnerable;
- Advocate for policy change within organizations to improve client well-being and better serve community interests;
- Engage in education, negotiation, and/or mediation to promote policies that improve the social, economic, political and environmental conditions of individuals, families and communities; and
- Support organizations that ethically and effectively work for the improved well-being of individuals, families and communities.
LG 6: Engage with Individuals, Families, Groups, Organizations, and Communities:

**Foundational**

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
ADVANCED

- Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement
- Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement
- Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

PP&A

- Engage with community constituencies and stakeholders, as well as the organizations that serve them to assess and analyze capacities, strengths, and needs;
- Demonstrate leadership in working with organizations, communities and community-based organizations;
- Engage in collaborative strategies among nonprofit, public, and private organizations;
- Engage in organizational development; and
- Use appropriate technologies to overcome geographic and other barriers to full participation.
Competency 7

LG 7: Assess Individuals, Families, Groups, Organizations, and Communities

**Foundational**

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
**ADVANCED**

- Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment.
- Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence.
- Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process.
- Reflect on their own issues of power and privilege and how they impact the assessment process.
- Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and communicate diagnostic impressions with appropriate audiences.

**PP&A**

- Use multiple data sources to assess population needs, recognize power dynamics, map assets, and review existing program outcomes to identify service gaps or overlaps, including gaps in relevant data.
- Apply theoretical frameworks to assess and analyze the task domain of organizations and communities.
- Analyze organizational and/or community budgets and financing mechanisms to assess monetary resources; and
- Make use of technologies that allow easy collection of data for basic organizational or community asset mapping and needs assessment.
LG 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

**Foundational**

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.
**ADVANCED**

- Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention
- Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions
- Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

**PP&A**

- Provide leadership for effective, ethical interventions and/or positive cultural climates to improve the well-being of individuals, families, organizations, and communities; and
- Collaborate to strategically plan and prioritize organizational and community change to improve social, economic, political and environmental well-being.
Competency 9

LG9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Foundational

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
ADVANCED
• Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client evaluation
• Select and use appropriate methods for evaluation of intervention outcomes
• Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation
• Demonstrate cultural responsiveness to evaluation

PP&A
• Demonstrate understanding of indicators measuring well-being in communities and organizations, including their limitations;
• Disseminate all outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human well-being;
• Make use of technological and scientific advancements that contribute to efficient and current evaluation practices; and
• Facilitate the work of community members as they outline clear goals, process and outcome objectives, strategies, and tactics that make ongoing evaluation an easy and integral part of their planning process.
Competency 10 if only for HRSA BHWET grant recipients

- Observe and conduct, under supervision, a comprehensive integrated biopsychosocial screening and assessment process that addresses behavioral health, health, and substance use domains.
- The ability to use information technology to support and improve integration or team based care.
- Discuss care plans with team members including physical healthcare representatives.
- Work with clients individually to address the treatment plan goals including behavioral health, trauma, and chronic physical health conditions using brief solution focused interventions.
Competency 10 Integrated Health (Cont’d)

- Participate in co-leading a health promotion group that is focused on one or more of the following topics.
  - Nutrition and/or exercise
  - Behavioral Health
  - Substance use condition (e.g., smoking cessation)
  - Disease self-management of a specific health condition (e.g. diabetes, asthma, cardiovascular difficulties, obesity, behavioral health)
  - Healthy lifestyle (focused on illness prevention)
  - Addressing the role of trauma in managing behavioral and physical health and accessing healthcare

- Have the experience of working alongside a team member to access and make the best use of healthcare services. This may involve reaching out to other helpers/professionals/providers and/or family members to address health related needs.

- Participate in at least one of the extended learning opportunities.
  - Tele-medicine
  - Training in use of an electronic record
  - Accessing and using population based data to guide practice
  - Opportunity to work with a physical healthcare team member such as nursing
  - Opportunity to work with a peer specialist
Learning Plan Discussion
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 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
- LP’s will 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, with YOUR initials verifying completion
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. Three longer traditional and two shorter new versions. 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 ask for feedback/comments 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
  - Traditional
    - Key Experience and Reflection – Choose one key experience and relate that experience to all sections of the outline.
    - Time and Activities report
  - New Version
    - Connection of assignment and field experience
    - Time recoding remains the same
    - Attendance report requires additional entries and only requires the competency and practice behavior, no description
    - Supervision Summary

- 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.”
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

- Your 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 **May 8** 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.

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

If students disagree with the evaluation, they are permitted to enter comments on their signature page in Taskstream.
Closing

- Thank you!!
- Final Gift Card
- Evaluation
- Certificates
- Don’t forget to reach out to faculty liaison if there are any variations from the typical student path, even small ones.