Field Instructor Orientation
BASW/MSW Students
Training Objectives

• Understand roles & responsibilities for stakeholders in field education
• Identify 3-5 ways to orient student to organization
• Identify developmental stages of internship experience
• Identify at least 2 ways to help students integrate theory into practice
• Develop skills to respond to challenging student situations
• Know the paperwork requirements (process recording, Learning and Evaluation Tool (LET))
Purpose of Field Education

• Students will develop:
  – Professional identity
  – Self-understanding
  – Integration of theory and practice
  – Skills toward competent practice

• Field Education is 28% of graduate degree requirements

• First placement intended to be generalist practice, with both micro and macro experiences

• Second placement or advanced standing are concentration focused
Roles & Responsibilities
Field Instructor Qualifications

- For BASW students: A baccalaureate degree in social work or BA degree with extensive social service practice experience
- For MSW students: An MSW degree with two years of post-master’s experience, license preferred
Field Instructor Responsibilities

To the Student

• Provide orientation to the agency and agency paperwork
• Assist in developing learning activities on LET
• Coordinate educational opportunities
• Provide weekly, 1hr supervision
• Provide ongoing feedback
• Assist student with challenging situations (with clients & organizational)

To the School

• Participate in field trainings
• Complete mid-semester verbal evaluation
• Consult with liaison re: issues/concerns
• Report any changes that affect field placement:
  – If FI leaves agency/change is supervisor to student
  – If learning activities drastically change
  – If there are concerns about student performance
• Complete, sign, and return all field related forms/documents
Benefits of Field Instruction

- $5 CEUs for appointment year 7/1-6/30
- Appointment as Clinical Faculty with MSU
  - Library privileges
  - Use of intramural facilities and Forest Akers Golf Courses
  - Purchase of athletic tickets at faculty rate
  - MSU identification card
  - Eligibility for faculty membership in University Club
  - Parking privileges (must purchase permit)
  - MSU Net ID/Email
Student Responsibilities to FI/Agency

- Participate in development of learning activities
- Prepare for supervision & take active role in learning
- Follow rules/policies
- Maintain professional behavior
- Adhere to NASW code of ethics
- Report safety issues to FI
- Address concerns appropriately

School Responsibilities to FI/Agency

- Assign field liaisons
- Provide consultation, mediation, problem solving
- Monitor internship progress
- Review LET
- Assign final grades
- Address any concerns that arise
- Facilitate field seminar
- Conduct agency site visit
Orientation & Safety
Getting Students Started

- History
- Mission
- Goals
- Services Provided
- Populations Served
- Role of Social Workers
- Organizational Structure
- Policies & Procedures

- Have student review agency website and provide summary/list of questions for FI
- Assist student to set up interviews with other staff members & prepare questions
- Highlight key areas, meet with HR, group training
Safety

• Students have the right to remain safe at all times

• Communicate any concerns to your field instructor and/or field liaison

• Tips to keeping students safe:
  – Know the agency policies!!!
  – Use supervision to discuss concerns
  – Hone “social work gut”

SAFETY FIRST
Stages of Student Internships & Field Instructor Role

## Developmental Stages of an Internship

<table>
<thead>
<tr>
<th>Stages</th>
<th>Description</th>
<th>Field Instructor Role</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Anticipation</strong></td>
<td>Common Feelings and Questions student may ask themselves:</td>
<td>• Review and discuss orientation checklist</td>
</tr>
<tr>
<td></td>
<td>• Anxiety</td>
<td>• Clarify student responsibilities with student and staff</td>
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<td></td>
<td>• Excitement</td>
<td>• Give the student immediate constructive feedback if they say or do something inappropriate</td>
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<td></td>
<td>• The “what if” stage</td>
<td>• Share “unwritten rules” of the agency</td>
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<td></td>
<td>• Can I really do this?</td>
<td>• Provide positive feedback to develop self confidence</td>
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<tr>
<td></td>
<td>• How will I juggle my life with field/internship?</td>
<td>• Open dialogue around student fears</td>
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<tr>
<td></td>
<td></td>
<td>• Complete learning activities</td>
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# Developmental Stages of an Internship

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<td>2. Disillusionment</td>
<td>• May feel some disappointment in the internship (The honeymoon is over)</td>
<td>• Consistently meet for supervision and address issues as they arise</td>
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<tr>
<td></td>
<td>• Difference between student expectation and reality becomes more apparent</td>
<td>• Recognize this is an important part of the internship and not a reflection of the agency or supervisor/FI skills</td>
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<tr>
<td></td>
<td>• Unexpected issues may arise</td>
<td>• Listen and help student gain perspective on the situation. Be mindful that it is not a therapeutic relationship</td>
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<td></td>
<td>• Student may be challenged by relationships, or policies/procedures in the agency</td>
<td>• Challenge and encourage student to learn from experiences</td>
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<td></td>
<td></td>
<td>• Discuss ethical implications</td>
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<td>3. Confrontation</td>
<td>Offers opportunity for growth—personally and professionally:</td>
<td>• Same suggestions for stage 2/disillusionment</td>
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<tr>
<td></td>
<td>• Understand the mismatch between perception and reality</td>
<td>• Support student as they address concern</td>
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<td></td>
<td>• Clarify what the concerns are and how to address them</td>
<td>• Role model appropriate behavior for confronting professional issues</td>
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<tr>
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<td>• Reassess goals, expectation and support systems</td>
<td>• Address inappropriate or unprofessional behaviors ASAP (including informing field liaison)</td>
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<td>4. Competence</td>
<td>Confidence begins to grow:</td>
<td>• Acknowledge growth to increase confidence</td>
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<tr>
<td></td>
<td>• Begins seeing self as less of a student</td>
<td>• Begin to treat student as professional colleague</td>
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<tr>
<td></td>
<td>• Begins to take challenges independently</td>
<td>• Allow student room to apply decision making skills while providing guidance and support as needed</td>
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<tr>
<td></td>
<td>• Increased confidence and comfort making decisions</td>
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<td>5. Culmination</td>
<td>Occurs as the internship is nearing the end:</td>
<td>• Make plans for termination of clients/systems with the student</td>
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<tr>
<td></td>
<td>• Termination/transition with clients begins</td>
<td>• Help student understand the implications of termination as the client and as a professional SW</td>
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<tr>
<td></td>
<td>• Begin to think about “what is next”</td>
<td>• Offer to assistant student with networking</td>
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<tr>
<td></td>
<td>• May have fear, anxiety, or sadness over things not yet accomplished</td>
<td>• Review LET activities and evaluate progress together</td>
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<tr>
<td></td>
<td>• Sadness about leaving the agency</td>
<td>• Plan a goodbye activity with student/staff</td>
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</table>
Integrating Course Content in Field

Shifting from *acquisition* of knowledge to *application* of knowledge
Students often don’t critically analyze their action. When one task is completed, they move on to the next task. They must be prompted to make the connections between the tasks, and the reasons behind the tasks. The process of making connections is the process of integrating theory and practice. It is the role of the field instructor to assist the student in making these connections. For every client interaction, students should be given opportunities to understand the social work skills that were necessary during the interaction, the social work knowledge that informed these actions, and the social work values that influenced the interactions. (CSWE, 2003)
## Integrating Course Content in Field

### Examples of Knowledge, Values, and Skills

#### Social Work Knowledge
- Diversity
- At Risk Populations/Social and Economic Justice
- Human Behavior/Social Environment
- Research

#### Social Work Values
- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

#### Social Work Skills
- Attending
- Building Rapport
- Clarifying
- Paraphrasing
- Reflecting Feelings
- Summarizing
- Stating Where the Client Is
- Probing
- Focusing
- Verbal Following
- Empathic Communication
- Confrontation
- Establishing Goals
- Identifying Tasks
- Contracting
- Educating
- Reframing
- Reviewing and Evaluating
- Termination
Integrating Course Content in Field

Questions to help students process their work:

• What was the purpose of the work involved?
• What were the knowledge, values, skills used in the situation?
• How were these elements used and why were they necessary for effective practice?

*Please also see supervision agenda template on our website: https://socialwork.msu.edu/Programs/Field-Education/Agency-Field-Instructor-Resources
Challenges in the Field Placement
Challenges in Field Education

Professionalism

• **Student dress and grooming**
  Student dress and grooming should conform to agency expectations, and should not interfere with ability to intervene with client/systems.

• **Attendance**
  Student should arrive on time, stay the duration of the work day, avoid excessive absences.

• **Behavior and attitude**
  Student should have a positive attitude about the agency, field instructor, co-workers, fellow interns, and clients. Misuse of personal cell phone and/or social media.

• **Identify with social work as a profession**
  Student should embody the 6 values of the social work profession and demonstrate commitment to values through performance and attitude.

• **Use of time**
  Student should make good use of time by managing it in a manner that is conducive to completing tasks and assignments on time and by established deadlines.

• **Adherence to NASW Code of Ethics**
  Student should understand standards outlined in the NASW Code of Ethics and demonstrate knowledge through conduct and performance.
Challenges in Field Education

Personal Circumstances

• **Past Personal Experiences**
  Student should be aware of how past experiences may impact relationships at field placement site (clients, staff, community).

• **Current Family Issues**
  Student should be aware of how current family situations may impact performance at placement site (divorce, births, etc.).

• **Other Commitments**
  Student should ensure that other commitments outside of the internship do not interfere with commitment to the clients/agency.

• **Ability to Balance School and Work**
  Student should make necessary arrangements to ensure ability to effectively handle school and work so neither is adversely impacted.
Challenges in Field Education

Performance

• Professional Etiquette
  Student should communicate in a professional manner, demonstrate office etiquette and manage self in a professional manner in all agency representation.

• Time Management
  Student should manage time wisely to ensure work is done timely, meetings are attended promptly, deadlines are met while maintaining flexibility for unforeseen circumstances.

• Quality of Work Product
  Student should produce quality work reflective of guidelines set forth by agency demonstrating knowledge, values, skills of social work practice.

• Work Place Behavior
  Student should maintain behavior in alignment with social work value promote dignity and worth of the person while carrying out duties of the agency.

• Skill Level
  Student should demonstrate knowledge, values, skills of the social work profession through behavior, actions, and work produce.
Challenges in Field Education
Managing Relationships

Field Instructor Relationship

Teaching Style v Learning Style
Student should work with FI to ensure FI’s teaching style and student learning style are complimentary. Identify and discuss differences, concerns, issues.

Supervisory Meetings
Student should work with FI to insure supervision meeting occur on a regular and consistent basis, prepare for meetings (case presentation, organizational concerns, client issues, etc.)

Client Relationships

• Establishing Rapport
Student should work with FI to gain knowledge/skills necessary to build rapport.

• Maintaining Professional Relationships
Student should work with FI to build knowledge/skills necessary to manage healthy professional relationships with clients.

• Utilizing Appropriate Treatment Techniques
Students should work with FI to build knowledge/skills necessary to intervene with clients effectively.

• Managing Cases Effectively
Student should work with FI to build knowledge/skills to effectively manage a case from intake through termination.
How to Manage Student Issues

• Provide student with immediate feedback
• Be clear and concise
• Inform student of required behavior change
• Set a time frame
• Follow up re: time frame, provide additional feedback, adjust as necessary
• Document interventions using supervision tool
• Address areas of growth and learning opportunities in LET

Notify LIAISON/FIELD COORDINATOR immediately of any recurring issues, NASW violations, unprofessional behavior, harassment, discrimination or illegal behavior (HIPPA).
Paperwork
Process Recording

• Required 1x/semester of all students
• Gain insight into what occurred with a client or system
• Used to establish
  – Learning needs
  – Knowledge gaps
  – Ability to address issues which may influence clinical or organizational decisions
  – Ability to work with individuals, teams, groups, etc.
  – Knowledge of social work values, ethics, and human variability
Learning & Evaluation Tools

• 1 tool completed in 2 parts
  – Student responsibility to initiate beginning of semester
  – FI responsibility to complete at end of semester

• Activities must be
  – Specific
  – Measurable
  – Achievable
  – Realistic
  – Time-bound
### School of Social Work

#### Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice

<table>
<thead>
<tr>
<th>Behavior: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</th>
<th>Needs Improvement</th>
<th>Meets Standards</th>
<th>Outstanding</th>
<th>Dimension S, K, V, C-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Fails to identify or discuss the extent to which a culture’s values, structures, and policies may oppress, marginalize, alienate, discriminate or increase/decrease privilege and power</td>
<td>Identifies and discusses the extent to which a culture’s values, structures, and policies may oppress, marginalize, alienate, discriminate or increase/decrease privilege and power</td>
<td>Highly aware of and initiates conversations about relevant social, economic, and environmental justice factors at the individual and system levels (e.g., micro-aggressions)</td>
<td>S K</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior: Engage in practices that advance social, economic, and environmental justice</th>
<th>Needs Improvement</th>
<th>Meets Standards</th>
<th>Outstanding</th>
<th>Dimension S, K, V, C-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Does not engage in practice that advances social, economic, or environmental justice at any system level</td>
<td>Participates in discussions and advocacy efforts to promote social, economic, or environmental justice at any system level</td>
<td>Contributes to changing systems and policies through collaboration with others to promote social, economic, or environmental changes, actively develops and works with partners</td>
<td>S</td>
</tr>
</tbody>
</table>

**Considering category boxes checked above and other relevant factors, rate the student’s overall skill level of skill related to human rights and social, economic, and environmental justice.**

<table>
<thead>
<tr>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>2.5</th>
<th>3.0</th>
<th>3.5</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable Skill</td>
<td>Skill Needs Improvement</td>
<td>Skill Meets Standard</td>
<td>Skill Outstanding</td>
<td></td>
<td></td>
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</table>

**Student’s additional accomplishments:**

**Specific ways the student could improve:**
Evaluation and Grading

- Semester evaluation based on learning agreement (signatures, date, grade, number of hours), attendance and participation in integrative field seminars, and input from field instructor and liaison.
- Grading is pass/no grade.
- Field instructor recommends a grade to liaison who reviews and submits recommended grade to coordinator.
Competency 1: Demonstrate Ethical & Professional Behavior

What does it look like in practice?

- Review NASW code of ethics and apply to case/scenario.
- Follow agency policies and procedures.
- Maintain confidentiality and informed consent.
- Engage in reflective discussions with FI.
- Maintain professional boundaries.
- Dress appropriately for activity/setting.
- Use professional language in all communication.
- Be prompt/punctual/organized for client and agency interactions.
- Practice appropriate, healthy, safe self care.
- Maintain appropriate/professional social media presence and boundaries.
- Prepare and participate in supervision regularly.
Competency 2: Engage in Diversity and Difference in Practice

What does it look like in practice?

• Make appropriate community referrals.
• Accurately consider systemic issues in assessment phase.
• Utilize trauma informed approach with clients.
• Adapt interview to audience (various identities).
• Engage in activities that further teach on diverse issues of community.
• Report out on knowledge gained.
• Participate in professional development.
• Treat all clients with respect and dignity.
• Use appropriate/professional language with clients.
• Recognize when/how personal biases/privileges impact services to client (systems).
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

What does it look like in practice?

• Articulate/present knowledge of the impact of systemic oppression and discrimination of clients.
• Educate client, agency, community on client rights.
• Inform and provide access to resources for clients.
• Promote self determination.
• Participate in agency staff meetings, board meetings, policy reviews, community meetings, etc.
• Prepare and present case consultations with colleagues/FI.
• Advocate on behalf of client with other organizations (case advocacy).
• Advocate for social cause important to agency, clients, community (cause advocacy).
• Participate in fund raising efforts.
Competency 4: Engage in Practice Informed Research and Research Informed Practice

What does it look like in practice?

• Review client records/notes looking for trends/patterns.
• Gather multiple sources of information before making decision or recommendations.
• Articulate variables that impact services.
• Understand and apply evidence-based practices utilized within the agency.
• Engage in evaluation of client progress.
• Explore agency policy/practices and align with literature on evidence based practices.
• Assist with grant securing process.
• Describe an agency program using logic model.
Competency 5: Engage in Policy Practice

What does it look like in practice?

- Review and apply federal, state, local policies to agency practice.
- Make appropriate community referrals.
- Participate in review/revision process of agency policies/procedures.
- Provide agency outreach services.
- Engage in discussions/activities that improve service delivery.
- Participate on multi-disciplinary teams or community coalitions.
- Participate in agency accreditation activities.
- Analyze policy & draft policy brief.
Competency 6: Engage with Individuals, Families, Groups, Organizations, Communities

What does it look like in practice?
• Articulate micro-mezzo-macro levels of influence on clients.
• Apply and discuss ecological systems theory on case(s).
• Complete home visits.
• Conduct client centered interviews.
• Articulate how socioeconomic factors influence client functioning.
• Utilize different techniques to engage clients.
• Review client file/data prior to meeting.
• Make follow up contacts with clients.
• Engage in intake processes.
• Participate in interagency/interdisciplinary meetings.
Competency 7: Assess Individuals, Families, Groups, Organizations, Communities

What does it look like in practice?

• Correctly use agency tools/documentation.
• Complete biopsychosocial assessments.
• Correctly interpret data gathered from assessment tools.
• Use agency data base to complete forms correctly.
• Complete client interviews.
• Interview family/community members.
• Align data results with appropriate interventions.
• Review agency quality improvement practices.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, Communities

What does it look like in practice?

- Implement agency interventions and supports with clear timelines and measurable outcomes.
- Supervise implementation of treatment plan.
- Implement case management services.
- Make appropriate referrals.
- Co-facilitate skill building, psycho-ed, group sessions.
- Participate in agency meetings (case consults, staff meetings).
- Advocate for clients during meetings.
- Engage in progress review meetings.
- Modify goals and interventions appropriately.
- Network with other organizations.
Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations, Communities

What does it look like in practice?

• Report on agency data regarding clients served, services provided, and outcomes.
• Articulate uniqueness of each client in evaluative processes.
• Analyze client data to make appropriate recommendations.
• Appropriately engage in termination/transition processes with clients.
• Create agency action plan based on data collected.
• Participate in program evaluation project.
• Represent agency (with data) at community meeting.
Remember to Check the Field Education Calendar at

http://www.socialwork.msu.edu/field_education/calendar.php

for Important Dates!
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We CANNOT do it without YOU!!!!!!