

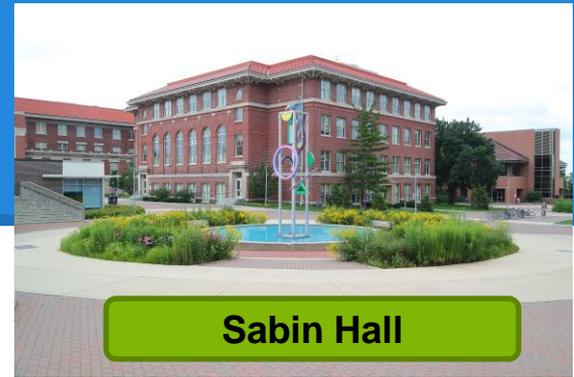


Agency Instructor Orientation Training

Module 1: UNI Social Work Program

UNI Social Work Program

- Undergraduate Program (BA)
- Graduate Program (MSW): Foundation & Specialization
- Located in Cedar Falls, Iowa
- College of Social and Behavioral Sciences
- Accredited by the Council on Social Work Education
- Website: www.uni.edu/csbs/socialwork



Field Education

Signature Pedagogy for Social Work

- Integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting.
- Classroom and Field—each contributes to the development of the competencies of professional practice.
- Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.

Council on Social Work Education (CSWE)

2015 Educational Policy and Accreditation Standards

Competency 1

Demonstrate Ethical and Professional Behavior

Competency 2

Engage Diversity and Difference in Practice

Competency 3

Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4

Engage In Practice-informed Research and Research-informed Practice

Competency 5

Engage in Policy Practice

Competency 6

Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7

Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8

Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9

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

CSWE Educational Policy and Accreditation Standards

- Learning Plan
- Summary of Learning
- Supervisory Meetings
- Midterm and Final Evaluations

Competency 1: Demonstrate Ethical and Professional Behavior

What does it look like in practice?

- Review Social Work Code of Ethics and apply it to a case.
- Follow agency policies and procedures.
- Maintain confidentiality and obtain consent.
- Practice "do no harm"
- Demonstrate empathy.
- Engage in reflective discussions with supervisor regarding personal conduct with client, group, family, or professional group.
- Maintain boundaries by keeping personal life and professional life separate from each other.
- Dresses appropriately for activity/setting.
- Uses appropriate/professional language in oral and written communication.
- Punctual/prompt/organized/prepared for client and agency activities.
- Maintain client records/files in accordance with agency standards.
- Practice self-care.
- Proper use of email, online agency procedures, social media and documentation.
- Participate in regularly scheduled supervisory sessions to process experiences.

Competency 2: Engage Diversity and Difference in Practice

What does it look like in practice?

- Matching diversity issues and needs to assessments and treatment planning.
- Make appropriate community referrals.
- Utilize trauma sensitive interventions with client.
- Adapt interviewing methods to assess client's pertinent area of diversity.
- Engage in activities that assist with learning about diverse issues of client and community.
- Share knowledge learned of diverse populations.
- Participate in professional development to learn more about diversity issues, needs and supports, and summarize learnings to supervisor.
- Provide for client needs at the micro, mezzo and macro levels.
- Respect the wishes and practices of clients.
- Treat clients with respect, dignity and fairness.
- Use appropriate language/terminology with client base.
- Recognize and make adjustments when personal biases/privilege may impact/influence ability to serve client.

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

What does it look like in practice?

- Articulate knowledge of the impact of oppression and discrimination on client base.
- Follow agency, local, state and federal guidelines for addressing oppression and discrimination.
- Educate client, agency and community members of client rights.
- Implement entitlement programs.
- Inform of and provide access to resources for all clients.
- Promote self-determination.
- Provide prevention education.
- Participate in board meetings.
- Participate in policy reviews and changes.
- Attend and actively participate in agency staff meetings.
- Participate in case consultations.
- Apply classroom learning to real cases/situations.
- Advocate on behalf of client with agencies and other professionals to obtain quality services.
- Advocate for social cause important to the agency and client base.
- Participate in public relations and fundraising efforts.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

What does it look like in practice?

- Review case notes and look for trends in the data.
- Gather multiple sources of information prior to making decisions and/or recommendations.
- Articulate variables that may impact services.
- Understand and seek out evidence based practices.
- Complete literature review on an agency intervention.
- Articulate how an agency chooses what services to deliver.
- Engage in evaluation of client progress.
- Explore agency practices and how they align with evidence-informed research.
- Share with agency staff/community partners evidence-informed practice(s)/programs.
- Assist with exploring, obtaining and/or maintaining grants.
- Describe specific agency program using logical model format (theory of change).

Competency 5: Engage in Policy Practice

What does it look like in practice?

- Apply federal, state and local policies to agency practice.
- Participate in reviewing and revising agency policies and procedures.
- Make appropriate community referrals.
- Provide outreach services to reach client base.
- Implement entitlement programs.
- Contract services for clients.
- Adapt services to meet client needs.
- Practice various assessments (gender, age, disability area, etc.).
- Engage in discussions/activities that improve service delivery.
- Participate on multi-disciplinary teams and/or community coalitions.
- Participate in agency accreditation activities.
- Analyze policy and draft a policy briefing.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

What does it look like in practice?

- Articulate micro-mezzo-macro levels of influence on client needs and treatment planning.
- Identify, engage in and document indirect services on behalf of clients (brokering, advocacy, systems change, planning).
- Utilize ecological system theory and apply it to a case.
- Participate in community meetings with stakeholders.
- Conduct home visits.
- Conduct interviews in client-centered environments.
- Articulate how socioeconomic factors impacting functioning.
- Utilize different techniques to engage clients.
- Review client files prior to meeting them.
- Interview clients for social histories.
- Make follow up contacts with client and family.
- Engage in intake activities.
- Participate in crisis management supports and services.
- Participate in interagency/interdisciplinary meetings.

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

What does it look like in practice?

- Correct use of agency assessment tools.
- Conduct initial intakes, screening and assessment interviews with client.
- Correct interpretation of data gathered from assessment tools (client, program, community).
- Write social histories.
- Conduct child studies.
- Collect data from multiple sources.
- Document correctly.
- Interview clients and families.
- Interview community partners.
- Engage appropriately with clients or stakeholders to reach consensus on goal(s).
- Align results of assessment data to appropriate interventions and/or referrals.
- Review agency quality improvement/assurance practices.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

What does it look like in practice?

- Implement agency/community interventions and supports with clear timelines and measurable objectives.
- Engage in joint planning with the client or stakeholders.
- Supervise implementation of treatment plan.
- Implement case management services.
- Make appropriate referrals.
- Co-facilitate skill building/psychoeducational sessions.
- Co-facilitate group sessions.
- Participate in agency and client staffings.
- Participate in case consultations.
- Provide crisis management services.
- Advocate for clients during meetings.
- Engage in progress reviews.
- Modify goals and interventions as needed.
- Participate in closing out of services.
- Network with other agencies and professionals.
- Apply theories of intervention to treatment planning.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

What does it look like in practice?

- Report out on agency statistics regarding clients served, services provided and/or outcomes.
- Correct use of agency evaluation tools.
- Articulate uniqueness of each client when evaluating progress.
- Collect data to determine progress.
- Review client progress and make recommendations.
- Review components of treatment plan.
- Seek least restrictive options when appropriate.
- Collection of agency data.
- Correct interpretation of agency data.
- Sharing out of agency data.
- Create action plans based on agency data.
- Participate in a program evaluation project.

Social Work Roles

Roles defined:

Counselor - provides support, encouragement, suggestions and assistance

Educator - provides information and teaches with the client system

Broker - makes appropriate referrals

Case manager - coordinates and oversees appropriate services

Mobilizer - brings together resources and individuals to address a need

Mediator - resolves conflicts and disputes between system members

Facilitator - leads groups

Advocate - represents the needs of a client/client base to get needed resources

Lens:

Micro – individuals and families

Mezzo – group tasks and treatments

Macro – organizational practice, community policy and legislature and research



Agency Instructor Orientation Training

Module 2: Roles and Responsibilities

Key Partners

- Field Director
- Student
- Agency Instructor
- Faculty Liaison

Partner - Field Director

- Approve field site
- Orient agency instructor
- Orient student and faculty liaison
- Assist student in securing appropriate field site
- IPT administrator
- Consult on issues in the field as they arise



“Approving” a field placement site

Agency Profile

- Demographics
- Supervision
- Field Experiences



UnityPoint Health
Allen Hospital



Waterloo SCHOOLS



Family & Children's Council
OF BLACK HAWK COUNTY INC.
Preventing Child Abuse & Strengthening Families



Wheaton
Franciscan
Healthcare

Partner - Student

- Attend field orientation
- Participate in pre-field activities
- Make contact and interview with agencies
- Complete learning plan within first 3 weeks of field
- Complete summaries of learning
- Attend seminars as scheduled and complete all field assignments
- Participate in field evaluation meetings

Partner - Agency Instructor

- Have a BA in Social Work (or MSW for Graduate students) from a CSWE-Accredited Institution **PLUS** two (2) years of practice post degree
- View Agency Instructor orientation video
- Provide a safe work setting
- Orient student to agency
- Collaborate on Learning Plan and revisit periodically
- Provide scheduled supervisory sessions
- Evaluate the student at mid-term and end of field
- Let Faculty Liaison know of any concerns

Partner - Faculty Liaison

- Communicate with agency during field placement
- Facilitate student field seminars
- Monitor student progress
- Address learning and/or placement issues





Agency Instructor Orientation Training

Module 3: Undergraduate Program

Undergraduate Program in Social Work

Academic Program

- 120 credits hours for a Bachelor of Arts degree
- Combination of liberal arts core and social work major courses.

Field placement

- 440 hours minimum
- Summer semester (12 weeks) or
- Fall semester (16 weeks) or
- Spring semester (16 weeks)

BASW Coursework

In addition to the Liberal Arts Core:

Introduction to Social Services and Social Work (30 volunteer hour requirement)

Practice with Individuals

Practice with Groups and Families

Practice with Community and Organizations

Diversity & Difference

Social Work Research and Statistics

Human Behavior and the Social Environment

Social Policies and Issues

Electives:

American Racial and Ethnic Minorities

Conflict Resolution

Social Work in Mental Health Settings

Self-Care and Stress Management in Helping Professionals

Addictions Treatment

Social Services for Older Adults

Child Welfare Policy and Practice

Models of Social Work Practice

BA Field Experience

- ***Experience in Interviewing*** - planning and conducting interviews for a variety of purposes (intake, treatment, etc.), a variety of client systems (individual, family) in a variety of places (home, agency, community agency, school, etc)
- ***Experiences in developing interventive relationships*** - planning for and participating in relationships requiring a variety of interventive modes with a variety of client systems
- ***Experiences in using the problem-solving process with a client or client system.***
- ***Experiences with groups*** - observing and participating in groups which are a part of the social service delivery system in order to develop some understanding of group processes and some skill in relating in groups as a member or a facilitator (i.e. staff meetings, client groups organized for various purposes, large community groups)
- ***Experiences in community activities*** - observing and/or participating in assignments which facilitate understanding of the agency role in the community, which draw attention to unmet community needs, and/or which provide the opportunity for community planning; (i.e. network with other agencies; participate in planning public education display or program)
- ***Experiences in understanding administrative process*** - observing and/or participating in staff meetings, and/or staff scheduling, funding and budget planning, board meetings
- ***Experiences with written work*** - preparing and using various types of written work such as summaries, letters, psychosocial histories and assessments, recording for service needs and for own learning needs

BA Field Assignments

1. Learning Plan (collaborate with student)
2. Summary of Learning (review submissions)
3. Field Seminars (allow to attend)
4. Seminar Presentation on Agency (student may ask for assistance from you)
5. Intervention Analysis Paper (collaborate with student)

BA Evaluations

- Midterm and Final Evaluation completed using nine (9) competency areas.
- The standard by which the student is to be compared, by the end of the placement, is that of a new beginning-level social worker
- Provide a rating for 31 practice behaviors under those 9 core competency areas.

For Example: **Competency 1–Demonstrate Ethical and Professional Behavior**

Practice Behaviors

- 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.

Additional Components

Student Social Work Association (SSWA)

Substance Abuse Counseling Certificate

Conflict Resolution Certificate

Child Welfare Certificate





Agency Instructor Orientation Training

Module 4: MSW Foundation Program

MSW Foundation Program

For students who do not have a degree in Social Work, they enter the **Foundation** Program

- Onsite Program (5 semesters)
- Distance Education/Online Program
(10 semesters)
- Field placement (400 hours either in the Spring or over 2 semesters, Fall and Spring)

Trauma Informed Care

Defined: Organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. TIC is grounded in and directed by a thorough understanding of the neurological, biological, psychological, moral and social effects of trauma and violence on humans and is informed by knowledge of the prevalence of these experiences in persons, especially those with complex needs.

Emphasis: Physical, psychological, emotional, social and moral safety for both service recipients and providers and helps people rebuild a sense of control and empowerment. It is a process as well as an outcome.

MSW Foundation Coursework

- Human Behavior and the Social Environment Micro
- Social Work Practice I and II
- Social Work Practice with Organizations and Communities
- Social Intervention: Policies and Services
- Introduction to Social Work Research
- Field and Seminar

Field Experience MSW Foundation Program

- Experience in Interviewing** - planning and conducting interviews for a variety of purposes (intake, treatment, etc.), a variety of client systems (individual, family) in a variety of places (home, agency, community agency, school, etc)
- Experiences in developing interventive relationships** - planning for and participating in relationships requiring a variety of interventive modes with a variety of client systems
- Experiences in using the problem-solving process with a client or client system.**
- Experiences with groups** - observing and participating in groups which are a part of the social service delivery system in order to develop some understanding of group processes and some skill in relating in groups as a member or a facilitator (i.e. staff meetings, client groups organized for various purposes, large community groups)
- Experiences in community activities** - observing and/or participating in assignments which facilitate understanding of the agency role in the community, which draw attention to unmet community needs, and/or which provide the opportunity for community planning; (i.e. network with other agencies; participate in planning public education display or program)
- Experiences in understanding administrative process** - observing and/or participating in staff meetings, and/or staff scheduling, funding and budget planning, board meetings
- Experiences with written work** - preparing and using various types of written work such as summaries, letters, psychosocial histories and assessments, recording for service needs and for own learning needs

MSW Foundation Field Assignments

1. Learning Plan (collaborate with student)
2. Summary of Learning (review submissions)
3. Field Seminars (allow to attend)
4. Seminar Presentation on Agency describing the program's "theory of change" using the logic model. (student may ask for assistance from you)

MSW Foundation Evaluation

- Midterm and Final Evaluation completed using nine (9) competency areas.
- The standard by which the student is to be compared, by the end of the placement, is that of a new beginning-level social worker
- Provide a rating for 31 practice behaviors under those 9 core competency areas.

For Example: **Competency 1–Demonstrate Ethical and Professional Behavior**

Practice Behaviors

- 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.

Additional Components

- MSW Student Association
- Extended-enrollment option
- Graduate Assistantships
(general, research or teaching)



Agency Instructor Orientation Training

Module 5: MSW Specialization Program

MSW Trauma Informed Care Specialization Program

For students who have a degree in Social Work, they enter the **MSW Trauma Informed Specialization** program

- Onsite 1 year program (3 semesters)
- Distance Education/Online Program (7 semesters)
- 1 field placement for 500 hours (Fall and Spring)

Trauma Informed Care

Defined: Organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. TIC is grounded in and directed by a thorough understanding of the neurological, biological, psychological, moral and social effects of trauma and violence on humans and is informed by knowledge of the prevalence of these experiences in persons, especially those with complex needs.

Emphasis: Physical, psychological, emotional, social and moral safety for both service recipients and providers and helps people rebuild a sense of control and empowerment. It is a process as well as an outcome.

Trauma Informed Specialization Coursework

Introduction to Social Work Research
Primary and Secondary Trauma
Systems Redesign & Community Collaboration
Advanced Trauma Practice I
Advanced Social Work Research
Advanced Trauma Practice II
Grant Writing & Fund Raising
Electives
Field and Seminar

Field Experience MSW Trauma Informed Care

- Professional practice with individuals, families, and small groups.
- Practice with client system engagement, assessment procedures, interventive strategies, and evaluation skills.
- Develop knowledge about and identify the special needs of diverse populations (culture, ethnicity, economic status, gender, sexual orientation, persons with disabilities, oppression, and social justice).
- Trauma Informed efforts impacting issues related to mezzo and macro practice.
- Professional activities designed to empower individuals, families, and small groups faced with personal and societal challenges.

MSW Specialization Field Assignments

1. Learning Plan (collaborate with student)
2. Summary of Learning (review submissions)
3. Field Seminars (allow to attend)
4. Seminar Presentation on Agency to compare/contrast interventions with the characteristics of a trauma informed care organization (student may ask for assistance from you)

MSW Specialization Evaluation

- Midterm and Final Evaluation completed using nine (9) competency areas.
- The standard by which the student is to be compared is that of a social work professional with advanced practice skills to work with socioculturally diverse populations of individuals, families and small groups.
- Provide a rating for 24 practice behaviors under those 9 core competency areas.

For Example: **Competency 1–Demonstrate Ethical and Professional Behavior**

Practice Behaviors

- Identify and demonstrate ethical practices, including maintaining physical, interpersonal, spiritual, emotional, and psychological boundaries for clients and client systems, face-to-face and virtual, and demonstrate the ability to assess and address barriers to safety for clients across the lifespan.
- Practice in self-reflection, self-regulation strategies, and self-care practice including reflective trauma-responsive supervision to prevent and address secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout in self and organization to enhance effective practice, policies, and research that considers ethical decision making related to trauma.
- Demonstrate understanding of personal trauma-related history and their positionality as well as clients' experience of trauma as it relates to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Additional Components

- MSW Student Association
- Graduate Assistantships
(general, research or teaching)
- Extended-enrollment option



Agency Instructor Orientation Training

Module 6: Social Work Supervision

Direct and Indirect Field Experiences

Direct

- Engage, assess and/or intervene directly with client, client groups, & family

Indirect

- Orientations, trainings, staffings, readings/policy reviews, documentation, written work, task group work, evaluations, research activities, shadowing/observing

Three Main Functions of Supervision

Administrative

- Responsible for overall management of field experience
- Examples: Orientation, training, task assignment, paperwork, evaluations

Educational

- Assist in the learning process
- Examples: Integrate learning to practice, ethical issues, skill, thinking skills, training needs

Supportive

- Develop a relationship with the student and create an atmosphere of safety and trust
- Examples: Welcome, educational goals, advocate, problem solve, self-care.

Key Components of Good Supervision - Onset

➤ Thorough Agency Orientation

- Tour of the Facility and Staff Introductions
- Intern Desk/Work Area
- Work Schedule including Start Times, End Times, Break Times, etc
- Day and Time of Supervisory Meetings
- Email, Mail, Internet, Telephone System (and etiquette)
- Cell Phone, Texting and Social Media Policy
- Access to Policy and Procedure Manual
- Organizational Chart/Phone Tree
- Agency forms and office supplies
- Parking Guidelines
- Agency Key/Card Key Guidelines
- Agency Dress Code Policy
- Agency ID Badge
- Procedure for Calling in Sick or Needing Days Off
- Address Personal Safety Issues
- Start Drafting up Learning Plan

Key Components of Good Supervision - Ongoing

- Create supervisory agendas for sessions
- Review/revisit learning plan components
- Review summary of learning reflections
- Application of the NASW Code of Ethics
- Positive feedback, constructive criticism, clear expectations
- Other: cultural diversity, colleague relationships, agency processes in place, transference/countertransference

Key Components of Good Supervision - End

- Appropriate termination with clients and co-workers
- Review Learning Plan
- Process overall learning experiences
- Recommendations for future professional development
- Final weeks: final evaluation

Common Field Issues that Disrupt the Field Experience

- Over-eagerness - Student doesn't know what they don't know; Student doesn't want to appear incompetent
- Professionalism – Attendance, Demeanor, Communication (verbal & written), Attire
- Personal circumstances - Transference; Projection; Unresolved issues
- Performance - Skill based issues; Performance based issues; Not feeling challenged
- Relationships with others - Field Instructor, Clients, Co-workers, Fellow Interns
- Agency stress - Lack of time/resources to support social work interns appropriately

Placement Disruptions

Process for Resolving Issues Related to the Internship



Step 1:
Student



Step 2:
Faculty Liaison



Step 3:
Field Director

What Social Work Interns Want From Their Agency Instructor

- Recognize it's normal to be nervous and unsure in the beginning.
- Student needs to begin with a learner's stance.
- Practice, practice, practice in a safe, learning environment.
- Review learning plan often.
- Assist them in establishing themselves as a professional.
- Frequent communication and feedback.
- Provide resources (Students are eager to learn).
- Model a positive life-work balance.



Agency Instructor Orientation Training

Module 7: Social Work Ethics

National Association of Social Work

Code of Ethics: Values and Principles

- **Service** – help people in need and address social problems
- **Social Justice** - pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people
- **Dignity and Worth of the Person** – treat each person in a caring and respectful fashion
- **Importance of Human Relationships** – relationships between people is the vehicle for change
- **Integrity** – behave in a trustworthy manner
- **Competence** – practice within areas of competence

Social Work Ethical Standards

- Ethical Responsibilities To Client
- Ethical Responsibilities To Colleagues
- Ethical Responsibilities In Practice Settings
- Ethical Responsibilities As Professionals
- Ethical Responsibilities to the Social Work Profession
- Ethical Responsibilities to the Broader Society

Ethical Responsibilities To Client

Commitment to Clients

Self-Determination

Informed Consent

Competence

Cultural Awareness and
Social Diversity

Conflicts of Interest

Privacy and Confidentiality

Access to Records

Sexual Relationships

Physical Contact

Sexual Harassment

Derogatory Language

Payment for Services

Clients Who Lack Decision-Making
Capacity

Interruption of Services

Referral for Services

Termination of Services

Ethical Responsibilities To Colleagues

- Respect
- Confidentiality
- Interdisciplinary Collaboration
- Disputes involving Colleagues
- Consultation
- Sexual Relationships
- Sexual Harassment
- Impairment of Colleagues
- Incompetence of Colleagues
- Unethical conduct of Colleagues

Ethical Responsibilities In Practice Settings

- Supervision and Consultation
- Education and Training
- Performance Evaluation
- Client Records
- Billing
- Client Transfer
- Administration
- Continuing Education and Staff Development
- Commitments to Employers
- Labor-Management Disputes

Ethical Responsibilities As Professionals

- Competence
- Discrimination
- Private Conduct
- Dishonesty, Fraud and Deception
- Impairment
- Misrepresentation
- Solicitations
- Acknowledging Credit

Ethical Responsibilities to the Social Work Profession

- Integrity of the Profession
- Evaluation and Research

Ethical Responsibilities to the Broader Society

- Social Welfare
- Public Participation
- Public Emergencies
- Social and Political Action

Questions/Comments/Feedback

Jenny Becker, LISW
UNI Department of Social Work
Director of Field Instruction
(319) 273-7881
jennifer.becker@uni.edu

