



Agency Instructor Orientation Training

Module 1: UNI Social Work Program

UNI Social Work Program

- Located in Cedar Falls, Iowa
- College of Social and Behavioral Sciences
- Accredited by the Council on Social Work Education
 - Undergraduate Program (BSW) since 1971
 - Graduate Program (MSW) since 2002
- 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 social work practice.
- Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate social work competencies.

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards

Competency 1

Demonstrate Ethical and Professional Behavior

Competency 2

Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3

Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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?

- Apply social work code of ethics to professional practice.
- Follow agency policies and procedures.
- Maintain confidentiality and obtain consent.
- Maintain appropriate boundaries with clients and professionals.
- Dress appropriately for activity/setting.
- Engage in professional oral, written and electronic communication.
- Punctual, prompt, organized, and prepared for client and agency activities.
- Appropriate use of technology.
- Practice self-care.
- Participate in professional development offerings to update skills
- Participate in regularly scheduled supervisory sessions.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

What does it look like in practice?

- Engage in practice that reducing inequities.
- Ensure dignity and respect for clients and communities served
- 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.
- Evaluate policies to ensure social resources, rights, and responsibilities are distributed equitably.
- Advocate on behalf of client with agencies and other professionals to obtain quality services.
- Advocate for social causes important to the client base, community and agency.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

What does it look like in practice?

- Match diversity issues and needs to assessments and treatment planning.
- Make appropriate community referrals.
- Utilize trauma sensitive interventions with client.
- Engage in activities that assist with learning about diverse issues of client and community.
- Share knowledge learned of diverse populations.
- Provide for client needs at the individual, family, group, agency and community level.
- Engage in cultural humility.
- Honor client narratives.
- Use appropriate language/terminology with client base.
- Recognize and make adjustments when personal biases/privilege may impact/influence ability to serve client.

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 recommendations.
- Articulate variables that may impact services.
- Understand and seek out evidence based practices.
- 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.

Competency 5: Engage in Policy Practice

What does it look like in practice?

- Apply federal, state and local policies to agency practice.
- Advocate for rights-based, anti-oppressive, and anti-racist policies.
- Implement entitlement programs.
- Contract services for clients.
- Adapt services to meet client needs.
- Engage in discussions/activities that improve service delivery.
- Participate on multi-disciplinary teams and community coalitions.
- Participate in agency accreditation activities.
- Engage in legislative outreach to influence policy formulation.
- Review agency quality improvement/assurance practices.

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

What does it look like in practice?

- Demonstrate empathy.
- Engage in joint planning with stakeholders.
- Conduct home visits.
- Prepare for interviews and intake services.
- Utilize different techniques to engage clients.
- Review client files prior to meeting them.
- Plan for group sessions.
- Make follow up contacts with clients, families, groups and community partners.
- 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 or group.
- 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, families, groups, and community stakeholders.
- Reach consensus on goals.
- Align results of assessment data to appropriate interventions and/or referrals.

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.
- Supervise implementation of treatment plan.
- Implement case management services.
- Co-facilitate skill building/psychoeducational sessions.
- Co-facilitate group sessions.
- Participate in agency and client staffings.
- Participate in case consultations.
- Provide crisis management services.
- Modify goals and interventions as needed.
- Participate in closing out of services.
- Network with other agencies and professionals.

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

What does it look like in practice?

- Report out on agency outcome data.
- Correct use of agency evaluation tools.
- Collect data to determine progress.
- Correct interpretation of agency data.
- Review client and program progress and make recommendations.
- Review components of treatment plan.
- Seek least restrictive options when appropriate.
- Create action plans based on agency data.
- Participate in a program evaluation projects.

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, research



Agency Instructor Orientation Training

Module 2: Roles and Responsibilities

Key Partners

- Program Field Director
- Social Work Student
- Agency Instructor
- Faculty Liaison

Partner - Field Director

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



Approve a Field Site

Agency Profile

- Demographics
- Supervision
- Field Experiences



UnityPoint Health
Allen Hospital



FRIENDS
of the **FAMILY**
Everyone Has A Home



Waterloo SCHOOLS

eliminating racism
empowering women
ywca



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



Friendship Village

Partner - Student

- Attend field orientation
- Participate in pre-field activities
- Contact and interview with agencies
- Adhere to agency policies and procedures
- Actively engage in all field tasks assigned
- Attend course seminars 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 and orient student to agency
- Collaborate on Learning Plan and revisit periodically
- Provide scheduled supervisory sessions
- Provide learning experiences
- Evaluate the student at mid-term and end of field

Learning Plan

- Collaborative effort between student and agency instructor
- Due within the first 2-3 weeks of placement
- Located on the Intern Placement Tracking system (IPT)
- May take 1-2 sessions to complete
- Draft is approved by faculty liaison prior to signing
- Reviewed at midterm
- Tools
 - Agency profile on file
 - Templates – program provided, agency created
 - Base it off a previous student's experience (program or agency provided)
 - Employment description

Partner - Faculty Liaison

- Communicate with agency during field placement
- Facilitate meetings/site visits
- Facilitate student field seminars
- Monitor student progress
- Address learning and/or placement issues
- Assign credit for field experience



Agency Instructor Orientation Training

Module 3: Undergraduate Program

Undergraduate Program in Social Work

Academic Program

- Bachelor of Social Work degree (BSW)

Field placement

- 400 hours minimum
- Summer semester (400-480 hours over 12 weeks)
- Spring semester (400-600 hours over 16 weeks)

BSW Coursework

Foundations:

- Human Biology
- Introduction to Psychology
- Introduction to Sociology

Core:

- Introduction to Social Work and Social Services
- Social Policies and Issues
- Diversity and Difference
- Human Behavior and the Social Environment
- Field Instruction

Practice:

- Practice with Individuals
- Practice with Groups and Families
- Practice with Communities and Organizations

Research:

- Social Sciences Statistics
- Social Work Research

Other:

Social Work Electives
Minors/Certificates (optional)
Student Social Work Association (SSWA) (optional)

BSW Field Experience

- 1. Experiences with individuals** - engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 2. Experiences with families** - engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 3. Experiences with client groups** - engage, assess, intervene, evaluate; facilitate client groups organized for various purposes
- 4. Experiences with organization** - engage, assess, intervene, evaluate; staffings; agency level meetings; agency committee work; policy work; board meetings; program assessment; strategic planning; grant writing; fund raising
- 5. Experiences with community** - engage, assess, intervene, evaluate; participate in community groups organized for various purposes; community coalitions; public planning and events; educational displays; advocacy at the local and state level; community needs assessment
- 6. Experiences with technology and written work** - summaries, letters, psychosocial histories, assessments, treatment notes
- 7. Experiences with human rights practices around diversity, equity and inclusion** - advocate, educate, create inclusive environments, knowledge and celebrate differences, provide access, promote least restrictive environments, opportunity for all, eliminate discriminatory practices

BSW Field Assignments

Field Assignment	How to Support Your Intern
Learning Plan	Collaborate with your student
Summary of Learning	Review submissions
Field Seminars	Support student's attendance
Agency Presentation	Provide information as requested
Intervention Analysis Paper	Provide information as requested

BSW Evaluations

- Midterm and Final Evaluation using social work 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 practice behaviors under those core competency areas.

EXAMPLE

Competency #1: Demonstrate Ethical and Professional Behavior
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
c. Use technology ethically and appropriately to facilitate practice outcomes.
d. Use supervision and consultation to guide professional judgment and behavior.



Agency Instructor Orientation Training

Module 4: MSW Foundation Program

MSW Foundation

Academic Program

- Prepares students for advanced practice and leadership in their specialization program.

Field placement

- 400 hours
- Fall and Spring semesters (approx 12-13 hours/week)

MSW Foundation Coursework

- Social Work Practice I
- Social Work Practice II
- Social Work Practice with Organizations and Communities
- Social Intervention: Policies and Services
- Human Behavior and the Social Environment
- Foundation Practicum and Seminar

MSW Foundation Field Experience

- 1. Experiences with individuals** - engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 2. Experiences with families** - engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 3. Experiences with client groups** - engage, assess, intervene, evaluate; facilitate client groups organized for various purposes
- 4. Experiences with organization** - engage, assess, intervene, evaluate; staffings; agency level meetings; agency committee work; policy work; board meetings; program assessment; strategic planning; grant writing; fund raising
- 5. Experiences with community** - engage, assess, intervene, evaluate; participate in community groups organized for various purposes; community coalitions; public planning and events; educational displays; advocacy at the local and state level; community needs assessment
- 6. Experiences with technology and written work** - summaries, letters, psychosocial histories, assessments, treatment notes
- 7. Experiences with human rights practices around diversity, equity and inclusion** - advocate, educate, create inclusive environments, knowledge and celebrate differences, provide access, promote least restrictive environments, opportunity for all, eliminate discriminatory practices

MSW Foundation Field Assignments

Field Assignment	How to Support Your Intern
Learning Plan	Collaborate with your student
Summary of Learning	Review submissions
Field Seminars	Support student's attendance
Agency Presentation	Provide information as requested

MSW Foundation Evaluations

- Midterm and Final Evaluation using social work 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 practice behaviors under those core competency areas.

EXAMPLE

Competency #1: Demonstrate Ethical and Professional Behavior
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
c. Use technology ethically and appropriately to facilitate practice outcomes.
d. Use supervision and consultation to guide professional judgment and behavior.



Agency Instructor Orientation Training

**Module 5: MSW Specialization Program
Trauma Informed Care**

MSW Specialization Program

Trauma Informed Care

Academic Program

- Masters Degree in Social Work (MSW)

Field placement

- 500 hours
- Fall and Spring semesters (approx. 15-16 hours/week)
- OR
- Fall Semester (approx. 32 hours/week)

MSW Specialization Coursework

Trauma Informed Care

- Introduction to Social Work Research
- Primary and Secondary Trauma
- Diversity & Human Rights
- Trauma Informed Practice I
- Advocacy & Social Justice
- DSM: Balancing Strengths and Differential Diagnosis
- Advanced Social Work Research
- Advanced Practicum and Seminar
- Electives (2)
- Optional: School Social Work Endorsement Pathway

MSW Specialization Program

Trauma Informed Care Field Experience

- 1. Experiences with individuals** – trauma informed care practices involving engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 2. Experiences with families** – trauma informed care practices involving engagement, assessment, treatment planning, interventive strategies, case management, evaluation
- 3. Experiences with client groups** – trauma informed care practices involving engage, assess, intervene, evaluate; facilitate client groups organized for various purposes
- 4. Experiences with organization** – trauma informed care practices involving engage, assess, intervene, evaluate; staffings; agency level meetings; agency committee work; policy work; board meetings; program assessment; strategic planning; grant writing; fund raising
- 5. Experiences with community** – trauma informed care practices involving engage, assess, intervene, evaluate; participate in community groups organized for various purposes; community coalitions; public planning and events; educational displays; advocacy at the local and state level; community needs assessment
- 6. Experiences with technology and written work** - summaries, letters, psychosocial histories, assessments, treatment notes
- 7. Experiences with human rights practices around diversity, equity and inclusion** – trauma informed care efforts to advocate, educate, and create inclusive environments; knowledge and celebrate differences, provide access, promote least restrictive environments, opportunity for all, eliminate discriminatory practices

MSW Specialization

Trauma Informed Care Field Assignments

Field Assignment	How to Support Your Intern
Learning Plan	Collaborate with your student
Summary of Learning	Review submissions
Field Seminars	Support student's attendance
Agency Presentation regarding trauma informed practices	Provide information as requested

MSW Specialization

Trauma Informed Care Evaluations

- Midterm and Final Evaluation using social work 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 practice behaviors under those core competency areas.

EXAMPLE

Competency #1: Demonstrate Ethical and Professional Behavior
a. Apply ethical framework to practice to ensure client, client systems and systems of care advance human rights and support trauma recovery.
b. Engage in reflective supervision to explore self-exploration, bias awareness and self-care to prevent secondary traumatic stress, compassion fatigue, vicarious trauma, and burnout.



Agency Instructor Orientation Training

Module 6: Social Work Supervision

Direct and Indirect Field Experiences

Direct

- Engage, assess and/or intervene directly with individuals, families, groups, organization and community

Indirect

- Orientations, field seminars, shadowing/observing, trainings, staffings, program development, policy work, documentation, task group work, evaluations, research, outreach, education, presentations

Three Main Functions of Supervision

Task Support (provide stability and foster engagement)

- **Administrative:** Responsible for overall management of field experience

Looks like: Orientation, training, task assignment, paperwork, evaluations

- **Educational:** Develop social work skills through the learning process

Looks like: intentional build to autonomy, link learning to practice, process ethical issues, develop skills, critical thinking, provide feedback, address training needs

Developmental Support (nurture)

- **Supportive:** Develop a relationship with the student, create an atmosphere of safety and trust

Looks like: Welcome, process experience, address educational goals, advocate for training needs, help problem solve, promote balance and self-care

Key Components of Good Supervision - Onset

- 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 (strive for consistency)
- 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

- Be available, accessible and open
- Create supervisory agendas for sessions
- Review/revisit learning plan components
- Review summary of learning reflections
- Apply of the NASW Code of Ethics
- Provide positive feedback, constructive criticism, clear expectations
- Promote diversity
- Foster positive colleague relationships
- Revisit agency processes in place
- Address transference/countertransference
- Model effective, efficient and positive work habits & self care
- Increase the challenge of tasks

Key Components of Good Supervision - End

- Guide appropriate termination/transition with clients and colleagues
- Provide time to process overall learning experiences
- Be open to intern feedback
- Highlights skill development and successes
- Make recommendations for future skill development
- Consider organizing a farewell event for intern

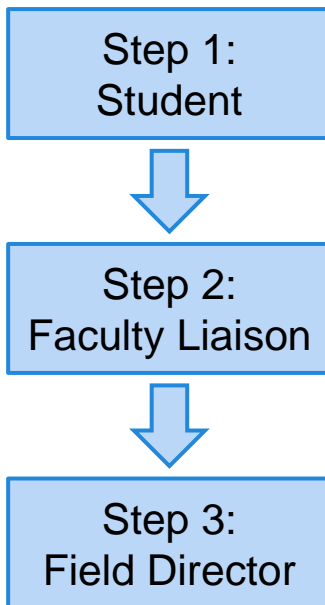
Issues that can be disruptive.....

- Being unavailable
- Lack of appropriate and positive communication
- Being disorganized
- Not providing enough or the right type of experiences
- Hesitate to allow intern to be independent or do more challenging skill work
- Interference of personal circumstances
- Not understanding performance issues versus skill issues
- Assuming intern knows all formal and informal rules of the office
- Allowing intern to see agency stress
- Speaking poorly about clients, colleagues and collaborators
- Lack of time/resources to support interns appropriately

CREDIT: Coohy, C., French, L & Dickinson, R. (Spring 2017). *Student Self Report of Core Field Instructor Behaviors that Facilitate Their Learning*. Field Educator, Volume 7.1

Placement Disruptions

Process for Resolving Issues Related to the Internship



What Interns Want From Their Supervisor

- Recognize it's normal to be nervous and unsure in the beginning.
- Student embrace a learner's stance:
 Observe...question...practice....perform....feedback
- Practice skills 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 & Principles

Value: Service

- Ethical Principle: Social workers' primary goal is to help people in need and to address social problems

Value: Social Justice

- Ethical Principle: Social workers challenge social injustice. Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

Value: Dignity and Worth of the Person

- Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships

- Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity

- Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence

- Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Ethical Responsibilities To Client

Commitment to Clients

Informed Consent

Cultural Competence

Privacy and Confidentiality

Sexual Relationships

Sexual Harassment

Payment for Services

Referral for Services

Clients Who Lack Decision-Making Capacity

Self-Determination

Competence

Conflicts of Interest

Access to Records

Physical Contact

Derogatory Language

Interruption of 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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Ethical Responsibilities to the Broader Society

Social Welfare

Public Participation

Public Emergencies

Social and Political Action

Questions/Comments/Feedback



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