

**VIRGINIA STATE
UNIVERSITY**
**DEPARTMENT OF SOCIAL
WORK**
**MASTER OF SOCIAL WORK
PROGRAM**



**FIELD
INSTRUCTOR
ORIENTATION
TRAINING**

Online Module 3
Training 2022+



FIELD INSTRUCTORS TRAINING

MODULE 3

Getting ready for the Student and
their Orientation

REASONS TO PROVIDE THE STUDENT WITH A COMPLETE ORIENTATION TO THE FIELD AGENCY.

The Council of Social Work Education (CSWE) requires that all placement sites [provide the student with an orientation to the agency.

The orientation acquaints students with the orientation of the organizational structure, as well as programs and services offered by the organization.

It allows students to understand the context in which tasks are accomplished within the organization.

It provides students with an understanding of the culture of the organization,

It provides students with an understanding of the culture of the organizations, the expectations such as dress code, and approved uses .of technology

The orientation the student is provided with information that will ground them, and sets the stage for a successful internship experience for both the student and the field instructor.

WHERE TO BEGIN...HOW TO GET READY FOR A STUDENT?

- A good place to start is..

- Circulate a memo or email to agency staff introducing them prior to the start date. This reduces the awkwardness of the student with staff and vice-versa.

- Arrange for them to attend agency orientations. Many agencies will have students attend “new employee” orientation. This ensures awareness of agency policies and subsequent adherence to the policies

- Make physical space available for the student, arrange for a place for the student to keep their personal belongings, files, etc. Share information on safety in the agency and outside the agency during internship hours.

LEVELS OF ORIENTATION

Micro-level of Orientation-Reinforced by student Learning Plan

- Supervision
- Expectations
- Integration of theory and work assignments

Mezzo-level of Orientation-Reinforced by Agency paper

- Agency Structure
- Physical Plant
- Documentation

Macro-level of Orientation

- Community, Systems, and Policy

SOME INITIAL TASKS TO HELP STUDENTS ORIENT IN THE ORGANIZATION & BE MORE COMFORTABLE WITH THEIR ROLES.

- Review security and safety procedures.
- Review office procedures/policies – dress code, work hours, phone and computer use
- Discuss the procedure for reporting an absence and who the student should contact in this situation.
- Provide information about the history and mission of the organization.
- Review the role of the organization in relation to the community and its resources.
- Discuss confidentiality and HIPAA procedures/policies of the organization.
- Discuss the student's role within the organization.
- Define expectations for the practicum in conjunction with the Learning Plan development
- Clearly define the roles of the task (day-to-day) supervisor and the Field Instructor.
- Provide reading material for the student related to the organization and the services provided.
- Discuss the learning style of the student and the teaching style of the Field Instructor.
- Create a designated area for the student to work – desk, computer (when available), telephone.
- Educate the student on where to access office supplies.
- Introduce the student to administrators and colleagues.
- Provide a tour of the organization.
- Provide an overview of the organization and the work of the different departments.
- Review the organizational structure-Org chart

Activities That Can Help The Student Become Oriented To The Agency

- Review Agency Policies
- Review case records-identify a variety of cases or program files for the student to review
- Read organization information on the intake process and procedures.
- Arrange for the student to observe a group or other activity within the organizations
- Observe another section/unit that is different from their assigned section/unit.
- Allow students to read about the agency's assessment process and observe agency staff completing an assessment.
- Attend training, meetings with clients, parents, staff, etc.
- Attend staff development meetings, board meetings, committee meetings, team, and departmental meetings
- Have the student accompany staff completing home visits.

WHAT DO STUDENTS WANT?

- Availability of Field Instructor
- Opportunities to think through concerns
- Clear explanations of role and purpose
- Open discussion, including “difficult conversations”
- Honest and clear feedback
- Variety of learning opportunities
- Flexible approaches to problem-solving
- Team atmosphere
- Opportunity to work with and observe different professionals
- Links fieldwork to classroom
- Conditions that do not interfere with learning
- Agencies/instructors do not need to be perfect (help them to have a reality check)

ADULT LEARNING THEORY

- Unlike a classroom teacher, a Field Instructor's role is that of a facilitator and resource who guides the student through the process of self-discovery.
- Working with adults, maybe even students who are older than the Field Instructor, relies on a more egalitarian relationship than teacher/student and can foster openness and trust in the practicum. This results in a safe and ripe learning environment for the student.

CONCERNS OF SELF-DIRECTED LEARNING

- Beginning students often do not possess the knowledge to select appropriate goals and tasks. Often they will take on TOO much, thinking that all of their learning has to occur immediately as opposed to developmentally.
- Students still need didactic instruction (identified as central to student satisfaction in field placement). This can be through readings assigned, training, and webinars.
- Role and boundary confusion may exist for students who are not used to the collaborative teacher-student relationship.

PHASES OF LEARNING

Stage 1: Acute consciousness of self

- Feeling like a stranger, then a guest
- Feeling vulnerable and self-conscious
- Being enthusiastic about assignments, yet fearful

Stage II: Reality confirmation

- Stress: Often get the flu or a cold, becoming a bit depressed
- Becoming disillusioned with the agency, field instructor, and social work classes. Wondering if social work can do any good.
- Sometimes want to give up or change placements

Stage III: Relative Mastery

- Feeling more confident and competent
- Learning to leave worries at the agency
- Reaching a compromise between reality and expectations
- Willingness to discuss value dilemmas

PHASES OF LEARNING – CONT'D.

Stage IV:
Closure



- Feeling ambivalent about ending: sad, detached, relieved, withdrawn
- Looking forward with confidence to the next practicum Having clearer expectations for the next practicum
- Being concerned about meeting higher expectations for the next practicum

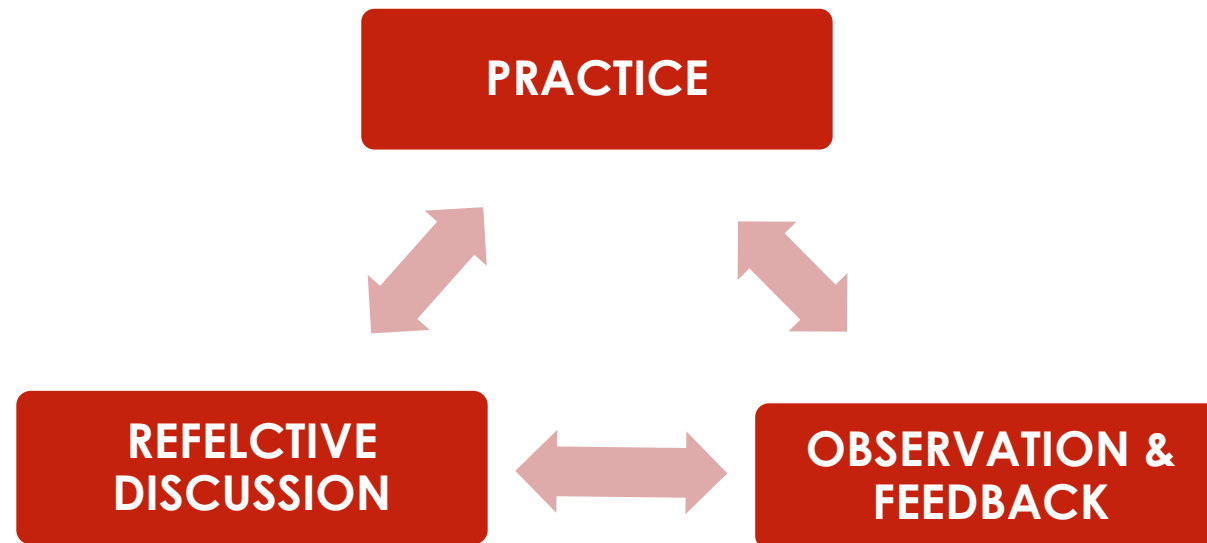
Stage V:
Teaching
what one has
mastered



May not be completed in years of a student (Field Instructor, Supervisor)

SUPERVISION IS KEY

- The opportunity to make mistakes, get feedback, self-reflect, and try again integrating knowledge from the classroom is an ever-circling process.





**THIS ENDS MODULE 3
YOU CAN PRINT THIS
INFORMATION TO REFER TO, AS
NEEDED**