



FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module Training 2020

A 3D rendering of a puzzle with one red piece standing out among white pieces. The red piece is in the center, and the white pieces are arranged around it. The puzzle is set against a dark background with a gradient from light to dark. The red piece is the focal point, symbolizing a solution or a key element in a complex problem.

Module 9: Resolution of problems in field



Objectives

- Identify typical issues and potential problems in Field
- Clarify roles in Field Education
- Identify resources for support and resolution of problems in field

Student issues in Field Education

When making the decision to become a Field Instructor, most individuals see an opportunity to impact and mentor the next generation of social workers. Agreeing to mentor a student is a great task and responsibility due to the time and effort involved in insuring that the student receives the best learning opportunity available in an agency setting. Usually, things go smoothly, but occasionally problems arise.

While dealing with problems in field can be difficult, the SSW and the Field Team are always available to support the process. Experience and research indicate problems are likely arise in a number of areas: professionalism, personal circumstances, performance, and relationships with others including the Field Instructor, clients, co-workers, or fellow interns.

Student Issues in Field: Professionalism

Student's dress and personal appearance

Students' dress and grooming should conform to agency expectations and should not interfere with their ability to intervene with clients or be taken seriously by clients and co-workers.

Attendance

Students should arrive to the placement site on time and should not have excessive absences.

Behavior and attitude

Students should have a positive attitude about the agency, field instructor, co-workers, fellow interns, and clients.

Identity with social work as a profession

Students should embody the 6 values of the social work profession and should demonstrate their commitment to those values through their performance and attitude.

Use of time

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

Adherence to the NASW Code of Ethics

Students should have knowledge of, and a complete understanding of the standards outlined in the NASW Code of Ethics, and should demonstrate their knowledge and understanding through their conduct and performance.



Photo by [Charles Forerunner](#) on [Unsplash](#)

Student Issues in Field: Personal Circumstances

Past Personal Experiences

Students should be aware of how their past personal experiences may impact their relationships at their placement site, as well as their interactions with clients.

Current Family Issues

Students should be aware of how their current family situation may impact their performance at their placement site.

Other Commitments

Students should ensure that any other commitments outside of the internship do not interfere with their commitment to the agency and clients at their placement site.

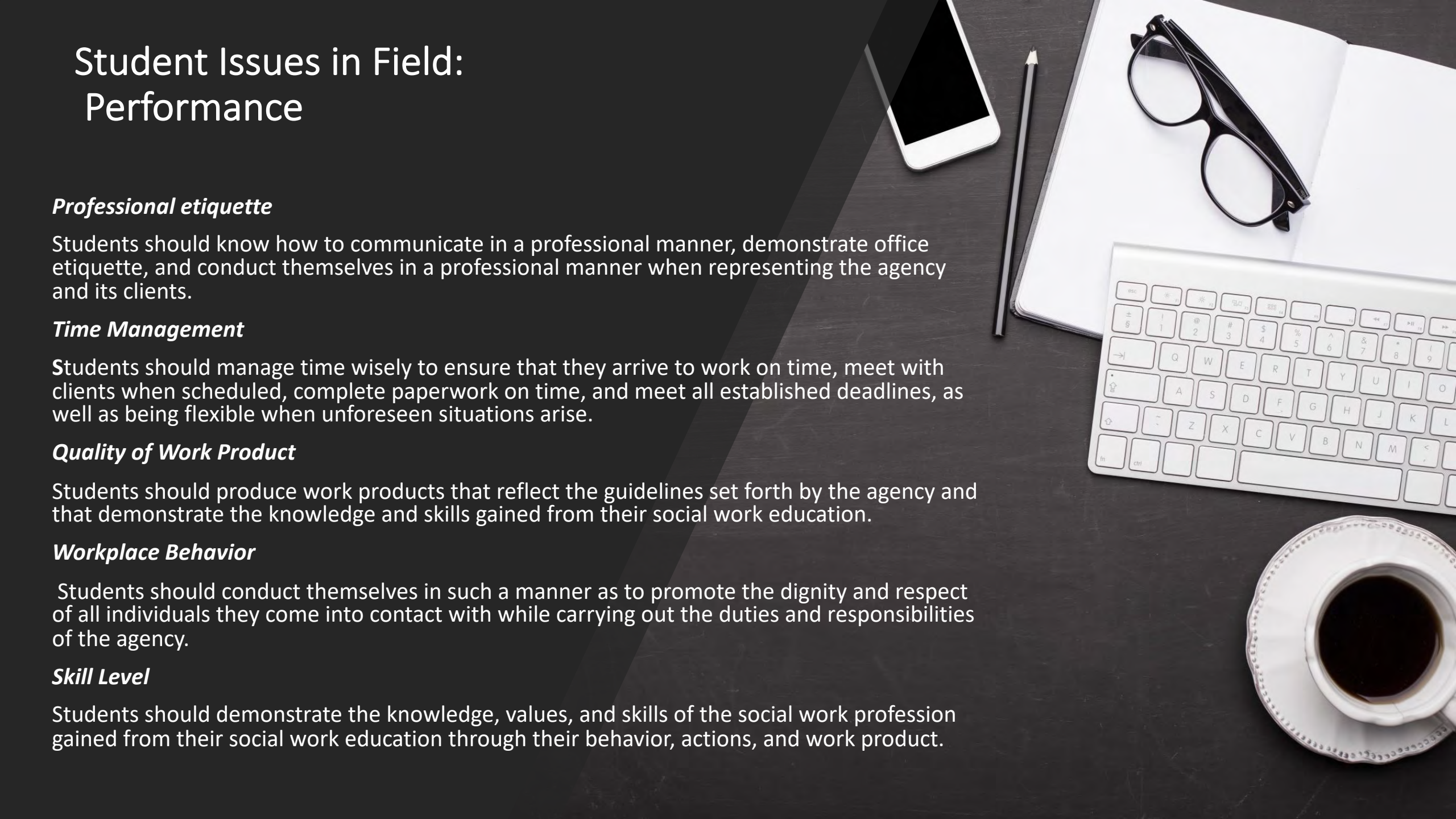
Ability to Balance School and Work

Students should make the necessary arrangements to ensure that they are able to effectively handle school and work in such a manner that neither is adversely affected by the other.



Photo by Richard Sagredo on Unsplash

Student Issues in Field: Performance



Professional etiquette

Students should know how to communicate in a professional manner, demonstrate office etiquette, and conduct themselves in a professional manner when representing the agency and its clients.

Time Management

Students should manage time wisely to ensure that they arrive to work on time, meet with clients when scheduled, complete paperwork on time, and meet all established deadlines, as well as being flexible when unforeseen situations arise.

Quality of Work Product

Students should produce work products that reflect the guidelines set forth by the agency and that demonstrate the knowledge and skills gained from their social work education.

Workplace Behavior

Students should conduct themselves in such a manner as to promote the dignity and respect of all individuals they come into contact with while carrying out the duties and responsibilities of the agency.

Skill Level

Students should demonstrate the knowledge, values, and skills of the social work profession gained from their social work education through their behavior, actions, and work product.

Student Issues in Field: Relationships with Others



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FIELD INSTRUCTOR

Teaching Style Versus Learning Style

Students should work with the Field Instructor to ensure that the Field Instructor's teaching style and their student learning style complement each other and should discuss any issues or concerns with the Field Instructor.

Supervisory Meetings

Students should work with Field instructor to ensure that the supervisory meetings occur on a consistent basis, and that they are prepared for the meetings with questions, client issues, and concerns.

CLIENT SYSTEMS

Establishing Rapport

Students should work with the Field Instructor to build on the knowledge and skills necessary to build and maintain rapport with clients.

Maintaining Therapeutic Relationship

Students should work with the Field Instructor to build on the knowledge and skills necessary to maintain a healthy, therapeutic relationship with clients.

Utilizing Appropriate Treatment Techniques

Students should work with the Field Instructor to build on the knowledge, skills, and tools necessary to effectively intervene with clients.

Managing Client Case Effectively

Students should work with the field instructor to build on the knowledge, skills, and tools to effectively manage clients from the initial intake to the termination of services.



Student Issues in Field: Relationships with Others

CO-WORKERS/FELLOW STUDENTS

Teamwork

Students should demonstrate an ability to work well with others.

Carrying own Weight

Students should demonstrate an ability to carry their own workload.

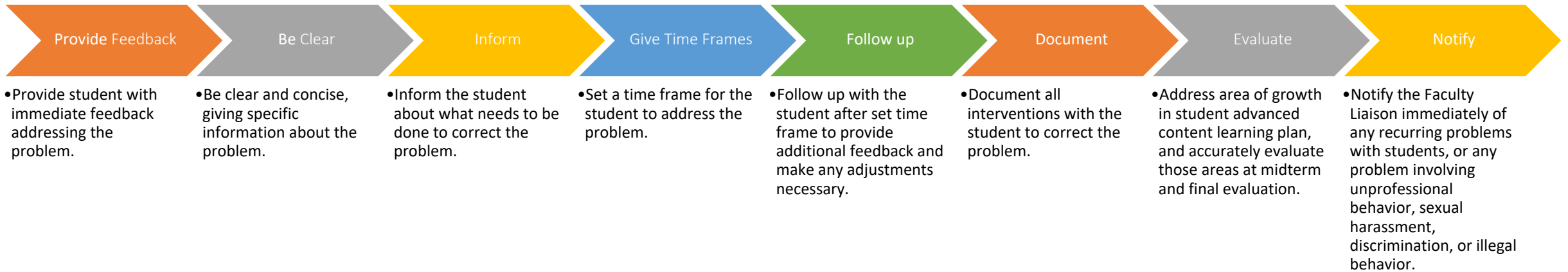
Consultation

Students should consult with their field instructor and others to insure they receive proper supervision and support during their internship.

Collaboration

Students should collaborate with their field instructor and others to insure they receive relevant information, appropriate instructions, and necessary resources to work with clients.

Process for Addressing Student issues



Review of Roles in SSW/Field Education

- **Field Liaison:** Seminar instructor, meets weekly with students; reviews all logs and assignments; conducts site visits each semester; assigns final grades.
- **Field Team and Coordinator:** The Coordinator oversees the Field Program, Team members assist with coordination of placements and Field Instructor training.
- **MSW or BSW Coordinator:** Oversees curriculum and tracks student progress through either the MSW or BSW program.
- **Director, SSW:** Responsible for the leadership and organization of the School of Social Work.

Resolution to Problems in Field: Faculty Liaison and Field Coordinator

- The NASW Code of Ethics directs social workers to address conflicts openly and directly: the first intervention is to share any concerns with the student. The SSW also directs students to share any concerns THEY might have with their field instructor.
- Questions about expectations, concerns or resources can be directed to the Faculty Liaison (Seminar Instructor), anytime. They should be proactive and check in with you; as well as planning individual site visits for each student, each semester. They can provide consultation and resources to address a problem, as well as meeting with you and the student to support the resolution process.
- While available for any consultation about Field, the Field Coordinator must be consulted for any lingering concerns, serious conflicts, or behaviors threatening the field placement.

When to Intervene?

- The Field Team is always available for consultation, on any questions or concerns. It is important to address serious problems as soon, and as directly as possible.
- Site visits should occur between the middle and end of each semester, while formal evaluation of the students' progress takes place at the end of each semester. Unless the SSW is aware of significant concerns, we cannot intervene or support the resolution. Early intervention increases the possibility that appropriate resources or changes can be made. It is very rare to terminate or change placements, but the Academic and Professional Review Committee works with students, faculty, and field instructors to resolve academic or professional issues.



BSW & MSW Field Manuals

- Detailed information about Field Education, our programs, and our policies can be found in the online Field Manuals located at:
- <https://umaine.edu/socialwork/field/field-forms-and-policies/>
- The manuals are your resource for any questions about policies expectations, and assignments. The Academic and Professional Review Committee process is also outlined.

Thanks

- This program was derived from numerous readings and texts from Field programs throughout the country including California State University LA and Illinois SSWs.
- In addition, some of the training is taken from the University of Hawaii Pacific University School of Social Work Field Instruction Training program.