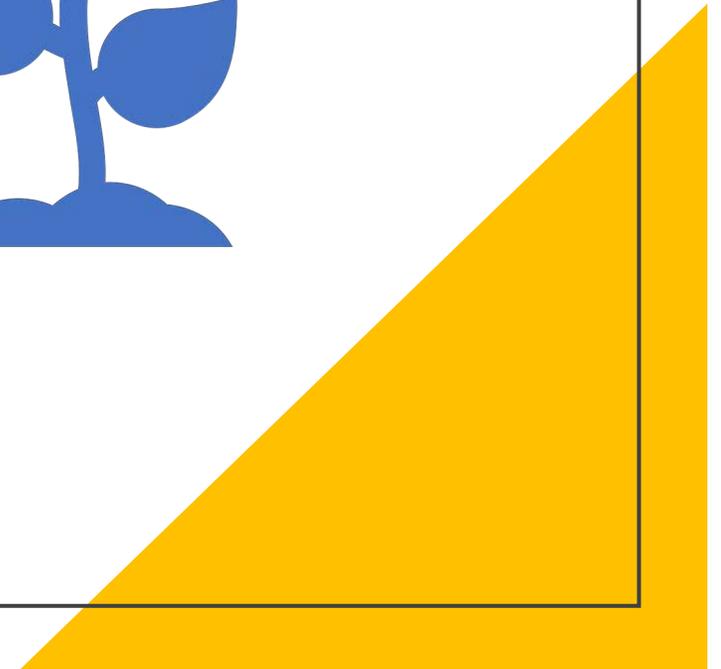
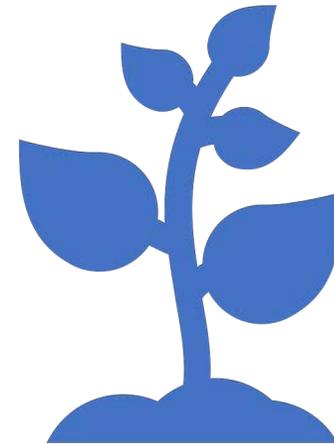


FIELD INSTRUCTOR ORIENTATION TRAINING

Online Module Training 2020

Module 3

How to get started/ Orientations/ Adult
Learning Theory



Reasons to provide the student with a complete orientation to the Field Agency.

The Council on Social Work Education (CSWE) requires that all field placement sites provide the student with an orientation to the organization.

The orientation acquaints students with 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, the expectations such as dress code, approved uses of technology, etc.

Through 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 to prepare for the student's arrival:

- Circulate a memo or email to agency staff introducing them prior to the start date.

- Arrange for them to attend agency orientations
Many agencies will have students attend "new employee" orientation.

- Make physical space available for the student, arrange for a place for the student to keep their personal belongings, files, etc.

For an extensive checklist for student orientation click on

<https://umaine.edu/socialwork/wp-content/uploads/sites/148/2017/07/Orientation-Plan-for-Students.pdf>

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 that have assisted students orient to the organization and become comfortable with their roles. We would love to hear what else you have done in your agency.

- 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 learning style of the student and teaching style of the Field Instructor
- Create a designated area for the student to work – desk, computer (when available), telephone
- Educate student on where to access office supplies
- Introduce student to administrators, colleagues,
- Provide a tour of the organization
- Provide an overview of the organization and the work of the different departments
- Review the organizational structure

Activities that can help the student become oriented to the agency.

- Review case records—identify a variety of case or program files for the student to review.
- Read organization information on intake processes and procedures for the
- Arrange for the student to observe a group, or other activity within the organizational setting.
- Read about the agency's assessment process and observe agency staff completing an assessment.
- Attend meetings with clients, parents, staff.
- Attend staff, staff development, board, committee, department and team meetings.
- Have the student accompany staff completing home visits.

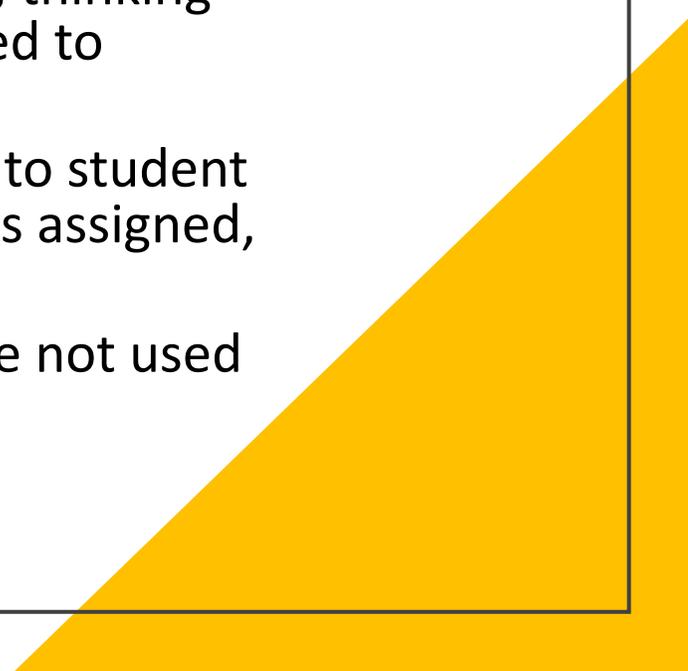
What do students want?

- 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 opportunities
- Flexible approaches
- Team atmosphere
- Opportunity to work with and observe different professionals
- Links to the classroom
- Conditions that do not interfere with learning.
- Agencies/instructors do not need to be perfect (help them to learn reality)

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.

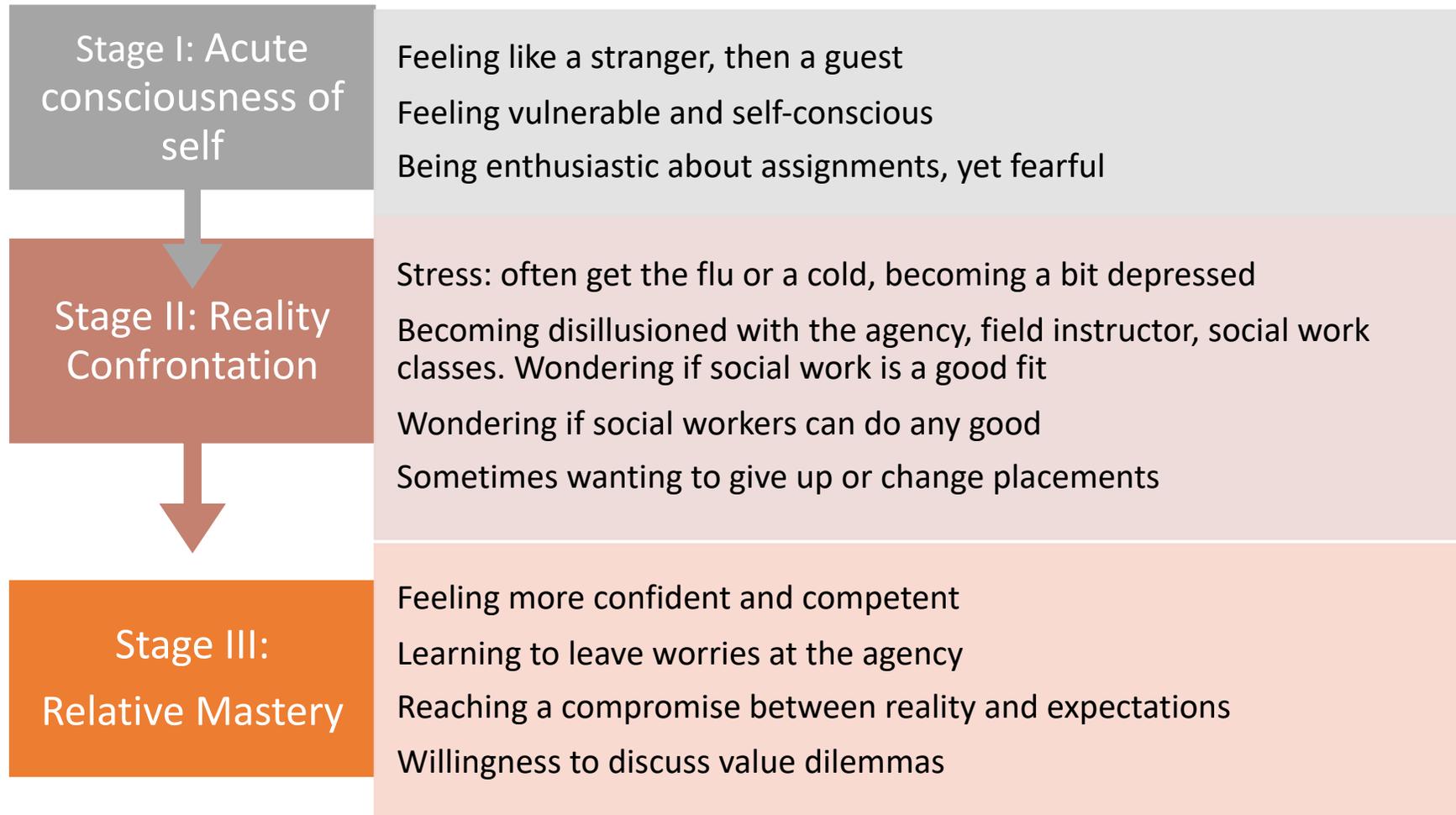
CONCERNS OF SELF-DIRECTED LEARNING

- Beginning students often do not possess the knowledge to select appropriate goals, 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, trainings, webinars.
 - Role and boundary confusion may exist for students who are not used to collaborative teacher-student relationship
- 
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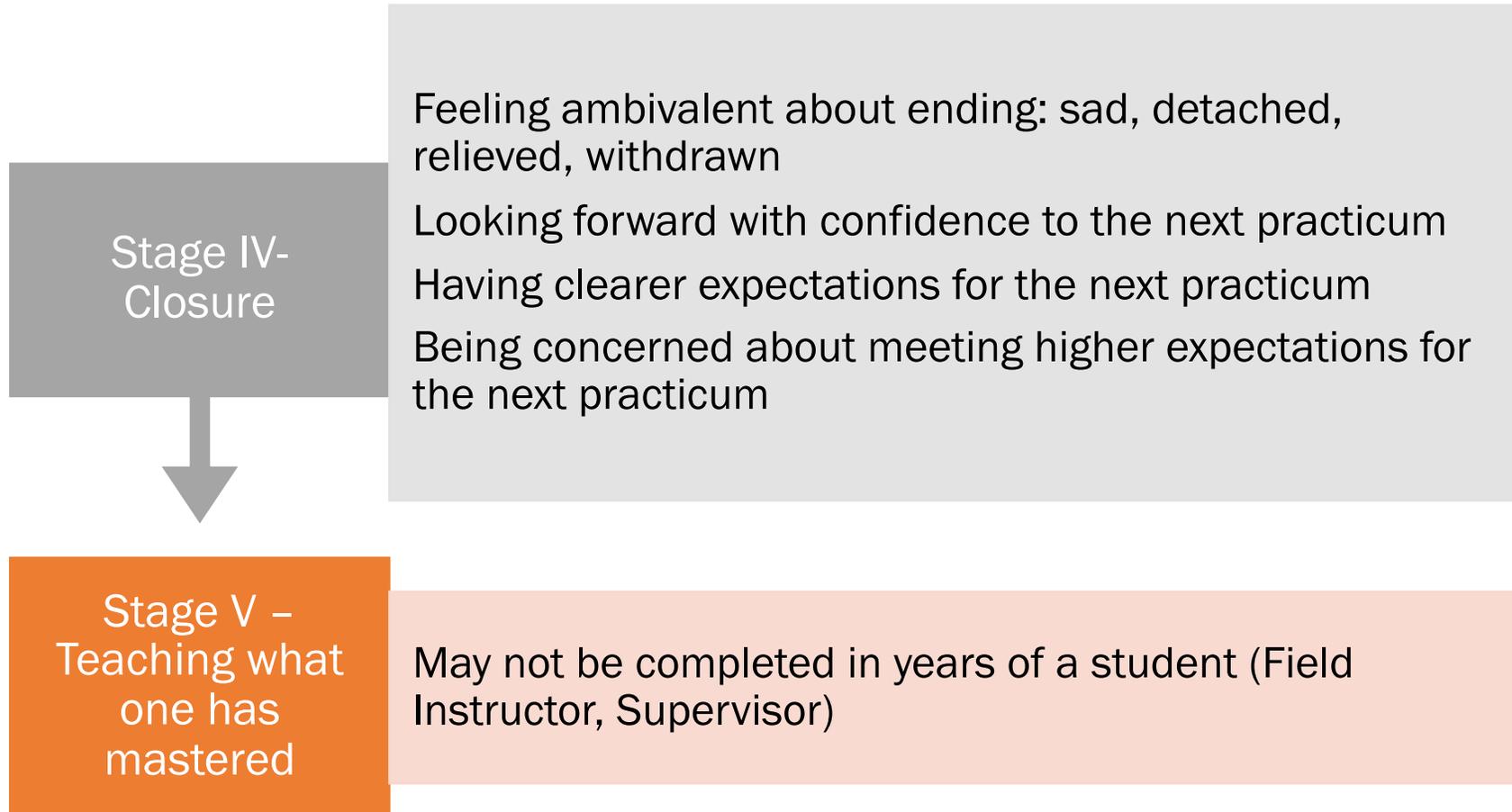
Phases of Learning

To see complete list go to

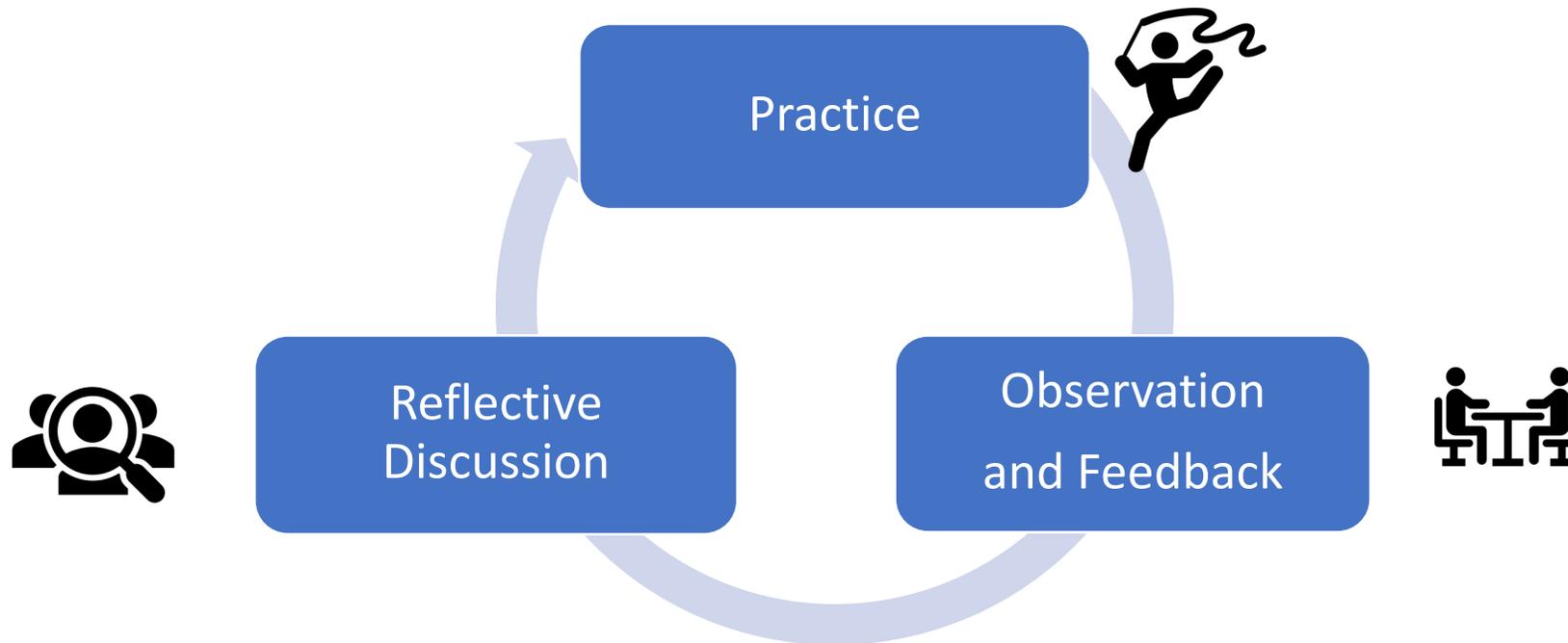
<https://umaine.edu/socialwork/wp-content/uploads/sites/148/2017/07/Developmental-Stages-in-Field.pdf>



Phases of Learning continued



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



Field Summit , April 29, 2016, Boston College,
Boston, Mass. Presentation by Marian Bogo