



Field Orientation for Agency Field Instructors

Lewis-Clark State College: Social Work Program

How to get started in field education

- Qualifications for an Agency Field Instructor
- Weekly supervision
- Orientation to Agency
- Learning Agreement

Agency Field Instructor (AFI) Qualifications

- LC State Agency Field Instructors need to meet the following qualifications:
 - Graduation from a CSWE accredited School of Social Work with a BSW or MSW;
 - Two or more years of professional social work practice;
 - Employment at your current agency for at least 6 months;



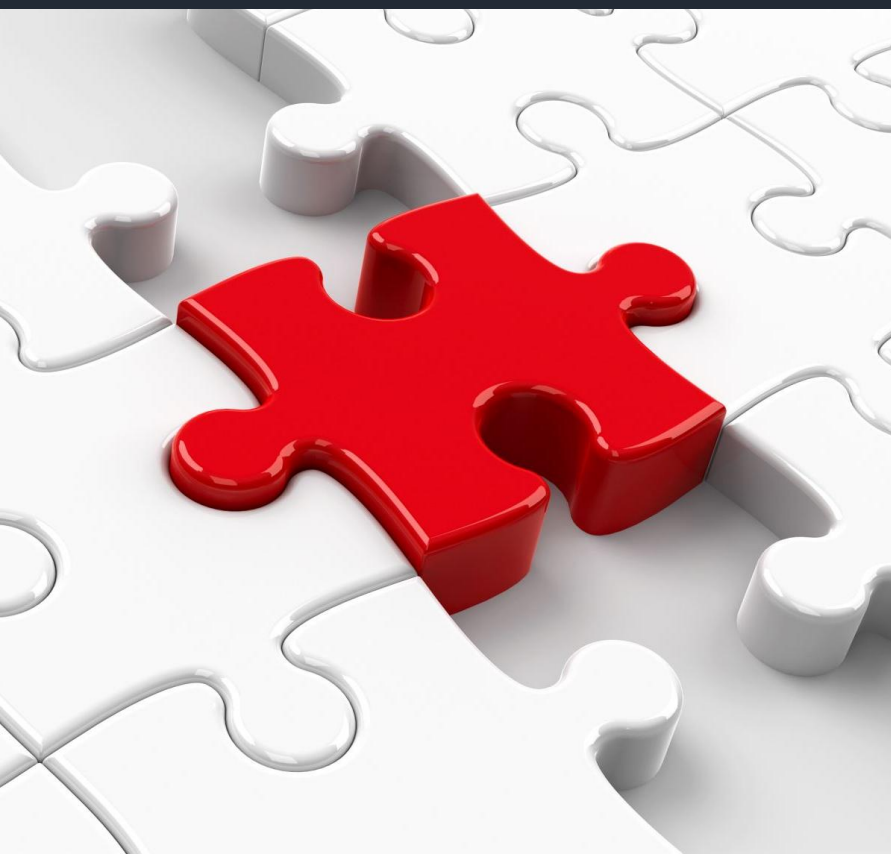
Task Instructor Qualifications

- At times, an agency does not have a social worker on staff. In these cases someone else at the agency may act as the intern's supervisor.
- Task Instructor Qualifications:
 - Has a bachelor degree in a related field;
 - Has worked for at least two years at the agency;
 - Has the knowledge of social work ethics, values and skills needed for your intern.

The background features several concentric circles of varying radii, some solid and some dashed, creating a ripple effect. A bright blue callout box is centered on the page, containing the text 'Reporting Role & Qualifications'.

Reporting Role & Qualifications

Agency Field Instructor Responsibilities



- Interviewing the student prior to placement and approving the student placement for the agency;
- Providing or arranging for an orientation to the agency, which explains policies, procedures, administrative structure and responsibilities of the social work student;
- Providing direct supervision and coordinating other educational opportunities for the intern;
- Assisting the intern in the development of a clear and realistic learning agreement that will outline the activities for the intern within the agency;



- Outlining agency expectations of the intern's work, including what they can and cannot do, safety, how to report daily activities, how to report case contacts, and so forth;
- Providing an educational climate that challenges the student to expand generalist practice professional skills, knowledge and values;
- Providing an hour per week of regular supervision with the intern and allowing adequate time for discussion of intern's concerns and progress;
- Working with the Field Liaison and intern to ensure the objectives of the Field Education are being met;



- Evaluating the intern's performance based on the CSWE Core Competencies and Learning Agreement at the end of each semester;
- Discussing problems relating to performance with the intern as they arise and contacting the Field Liaison if those problems are not resolved;
- Immediately notifying the Field Liaison when more serious issues and/or concerns arise.
 - For example, if intern: disregards agency regulations; violates NASW Code of Ethics; fails to appear for work without prior notice; is consistently late; neglects the learning agreement; or in other ways is disruptive to agency functioning;
- Notifying, as soon as possible, the Field Liaison if significant changes occur in the nature of the field placement which will affect the opportunities and quality of learning for students.

1 Hour Weekly Supervision

Administrative

Educational

Supportive



Who supports the
Agency Field/Task
Instructor (AFI)?

The role of the Field Liaison is:

To maintain a
connection
between
student and
AFI;

To act as a
mentor to the
student in
problem
solving;

To meet with
student of AFI
for
evaluations.

Your Intern's Responsibilities



To complete 200 hours of supervised experience in a social service agency each semester of field placement – for a total of 400 hours during the year;



To work with the AFI to develop a learning contract which outlines the activities of the field placement;



To maintain accurate time sheets submitted the month following the hours completed;



To renegotiate their contract with AFI in the event of difficulties regarding task assignments, prior to contacting the faculty field liaison;

Your Intern's Responsibilities Continued

To establish a schedule, be punctual, and keep all appointments. Students are expected to conform to agency working hours and holiday schedules. Scheduling should be based on client needs;

To keep confidential all information about clients served by the agency;

To understand and practice the *National Association of Social Workers (NASW) Code of Ethics*;

- The LC State Social Work Program also provides the AFIs and interns with a Field Manual which outlines in greater detail the requirements of Field. This should be provided to you, but may also be found on our [Field Education](#) web page.

Field Manual

Documents

Agency

Intern Edu.
Agreement

AFI/Task
Instructor

Mid-Point
Assessment

Exit
Assessment

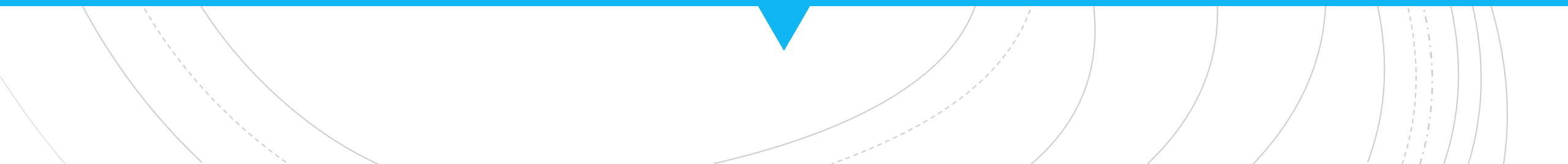
Student

Hours

Learning
Agreement



Thresholds for Professional Competence



- 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 (1a);
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication (1b);
- Use technology ethically and appropriately to facilitate practice outcomes (1c); and
- Use supervision and consultation to guide professional judgment and behavior (1d).

Demonstrate Ethical and Professional Behavior

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



Advocate for human rights at the individual, family, group, organization, and community system levels (2a); and



Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (2b).

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

Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (3a); and

Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (3b).



Apply research findings to inform and improve practice, policy, and programs (4a); and



Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work (4b).

Engage in Practice-Informed Research and Research-Informed Practice

Engage in Policy Practice

Assess

Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services (5a); and

Apply

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (5b).

Levels of Connection

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- Interns' skills in engagement, assessment, intervention and evaluation of practice (competencies 6, 7, 8, and 9) should, ideally, happen at all five levels of social work:
 - Work with individuals,
 - Work with families,
 - Work with groups,
 - Work with organizations, and
 - Work with communities.

In-Person Contact

- In-person client contact. This should include work with individuals, families, and groups. Interns should also work directly with members of organizations and communities.
 - Working with individuals – this may include providing direct services, providing case management services, or crisis management services.
 - Working with families – this may include attending family meetings, discussions with clients about their families, or attending functions developed for families.
 - Work with groups – these may be client groups or staff groups such as providing trainings to staff.
 - Work with organizations - such as meeting with organizations outside of your own agency.
 - Work with communities – this may include attending community wide meetings.

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



Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies (6a); and



Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (6b).

Assess Individuals, Families, Groups, Organizations, and Communities

Apply

Apply theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, when assessing clients and constituencies (7a); and

Demonstrate

Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-upon plan (7b).

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

Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (8a); and

Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (8b);

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

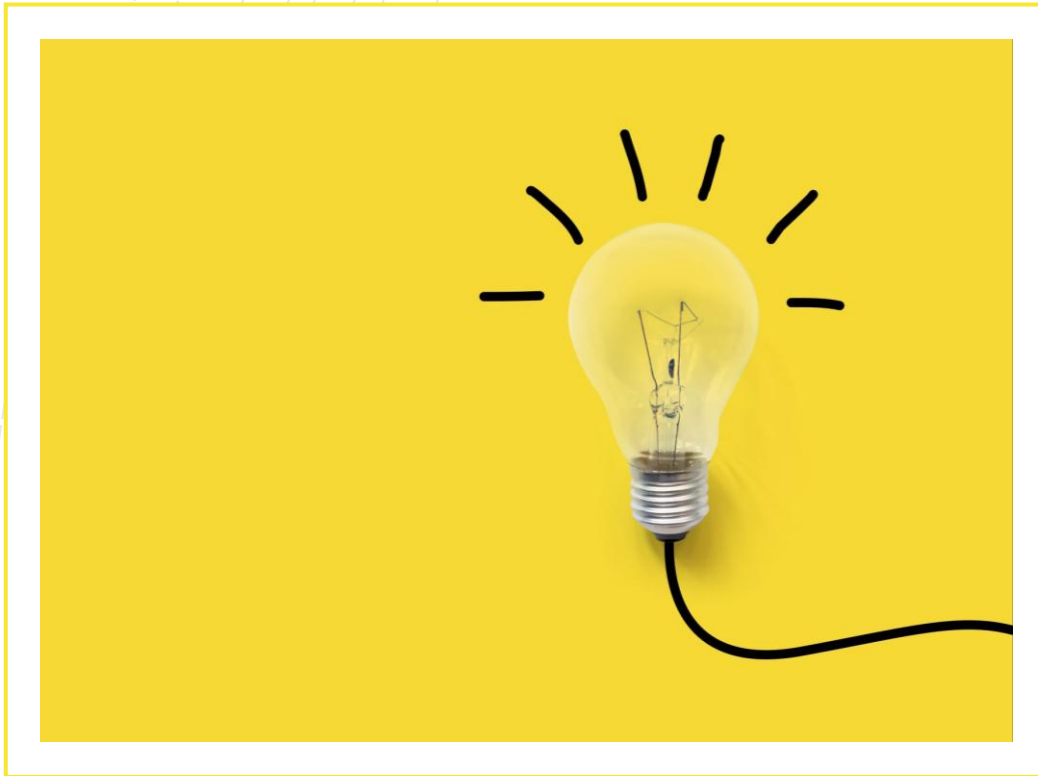
Select & Use

Select and use culturally responsive methods for evaluation of outcomes (9a); and

Analyze & Apply

Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (9b).

The Learning Agreement



- You and your student will be provided with a sample Learning Agreement at the beginning of the academic year that will help you and your intern to develop learning tasks.

- Building and office security;
- Agency protocols regarding emergency procedures;
- Safety plan when working with agitated clients, including the use of signal or code word to initiate help, de-escalation techniques, use of police or security, and evacuation;
- Policies regarding provision of services to clients who carry or have guns and weapons, if appropriate;
- Policies regarding provision of services to clients who are under the influence of alcohol or drugs; and
- Safety in transporting clients via agency vehicles.

CSWE Safety Expectations

Activities prohibited by the Social Work Program

- Physical restraint of clients – even in agencies where this is a practice for trained personnel;
- Providing client care at the agency at times when there are no other staff present;
- Distribution or handling of medication;
- Transportation of a client with a recent history of violent behavior;
- Any activities beyond the scope of BSW social work practice.

Evaluations

STUDENT EVALUATIONS

- AFIs evaluate students on the 9 core competencies as demonstrated in the agency at Midpoint (December) and Exit

AFI & FIELD AGENCY EVALUATION

- Students evaluate Field Agency's ability to provide learning opportunities across all 9 core competencies within Field Agency Evaluation at the end of their internship in May

Order of Getting Started

- The AFI will provide the intern with an orientation to their agency.
- The intern may attend planned personnel trainings or may be informally oriented to the agency during supervision with you.
- Intern shadows AFI in their job responsibilities, AFI shadows intern at activities within learning contract, and then intern is launched to work with clients on their own.

Questions?

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- The Field Liaison connected with your intern
- The Program Director
- The Social Work Program
 - socialwork@lcsc.edu

