

Strategies for a Successful Internship Program



Presented by the AU Field Team

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Learning Objectives

- Field instructors will understand the CSWE requirements for social work internships
- Field instructors will strengthen strategies for hiring and onboarding social work interns
- Field instructors will understand how to develop a robust learning agreement for social work students
- Field instructors will create strategies to support the supervision and assessment of social work students



Who's Here?

Introduction to Field Education

- Signature Pedagogy
- Where "the rubber meets the road"
- All students required to complete internships for social work education
 - BSW students: 450 hours over two semesters
 - 1st YR MSW students: 450 hours over two semesters
 - 2nd YR MSW students: 600 hours over two semesters

Growth is uncomfortable because
you've never been here before.
You've never seen this version
of you. So give yourself a little
grace and breathe through it.

-Kristin Lohr



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Aurora Campus MSW students: Alli Schuck, Field Director (aschuck@aurora.edu)



Online BSW and Aurora Campus BSW students: Rita Wiermanski, Assistant Field Director (rwiermanski@aurora.edu)



Online MSW students: Joanna Vanlear, **MSW Online Field Coordinator** (jvanlear@aurora.edu)



Woodstock/GWC BSW/MSW students: Amy Ceshker, GWC/Woodstock Field Coordinator (aceshker@aurora.edu)



Affiliation Agreement: Cindy Korso, Field Affiliation Coordinator (ckorso@aurora.edu)

Field Team

Field Roles

Field Coordinator: Full time employee of the AU. Manages the field process for students from pre-application to completion of internship.

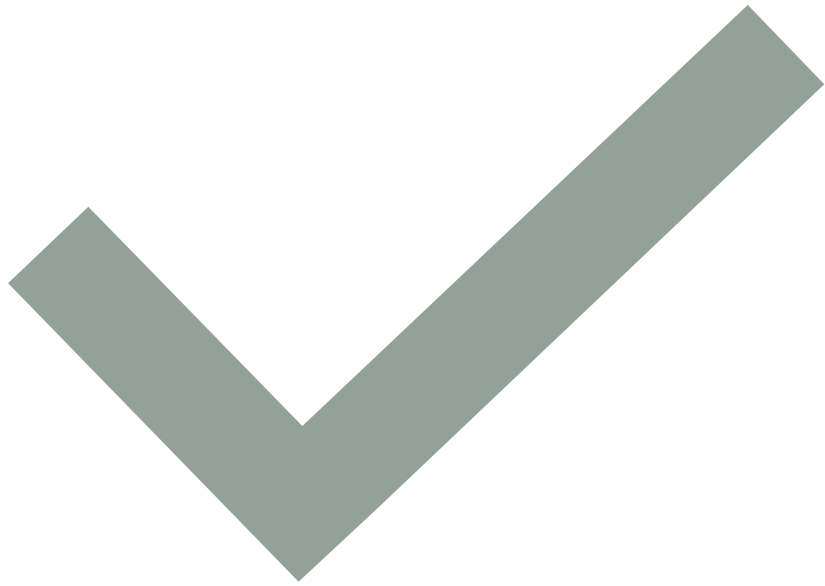
Field Liaison: Adjunct faculty of AU who is hired to manage a case load of students while they are completing their internship. They are the **LINK** between Student/Field Instructor/site and the Field Coordinator. They communicate with students on a regular basis, conduct a site visit, monitor internship hours and assignment completion. Grades.

Field Workshop Facilitator: Adjunct faculty of AU who is hired to **TEACH(ER)** the Workshop course that accompanies the internship.

Field Instructor: This is the site supervisor, YOU.



Hiring an Intern



Recruitment Strategies

- Choose Wisely!
- Job Descriptions
- Field Fair
- BSW vs. MSW students
- Ask Questions

Interview Questions

- What are you wanting to learn during this internship?
 - What kind of supervision allows you to thrive?
 - How do you handle ambiguous situations?
 - Describe yourself the way your most recent instructor would describe you.
-
- Using the chat, what are your favorite interview questions to ask?

Orientation



Role of Orientation

- Orientation allows for an opportunity to "get on the same page"
- Orientation should have clear goals and provide clarity around important expectations
 - Pay attention to "hidden" curriculum
 - Look for opportunities to learn more about the students and their learning needs

Common Onboarding Mistakes

- Delayed onboarding
- No pre-boarding
- Lack of structure, preparation and organization
- Unclear goals/expectations
- Information overload
- Lack of goal setting
- No feedback loop
- Not taking into consideration cultural/generational differences
- No measurement/evaluation

Orientation Breakout Session

- What do you as a supervisor want to achieve during orientation/onboarding?
- What do you want your supervisee to achieve during orientation/onboarding?
- What activities can be included during orientation to help you reach these goals?
- What supports do you need from your agency and/or AU to meet your orientation goals?

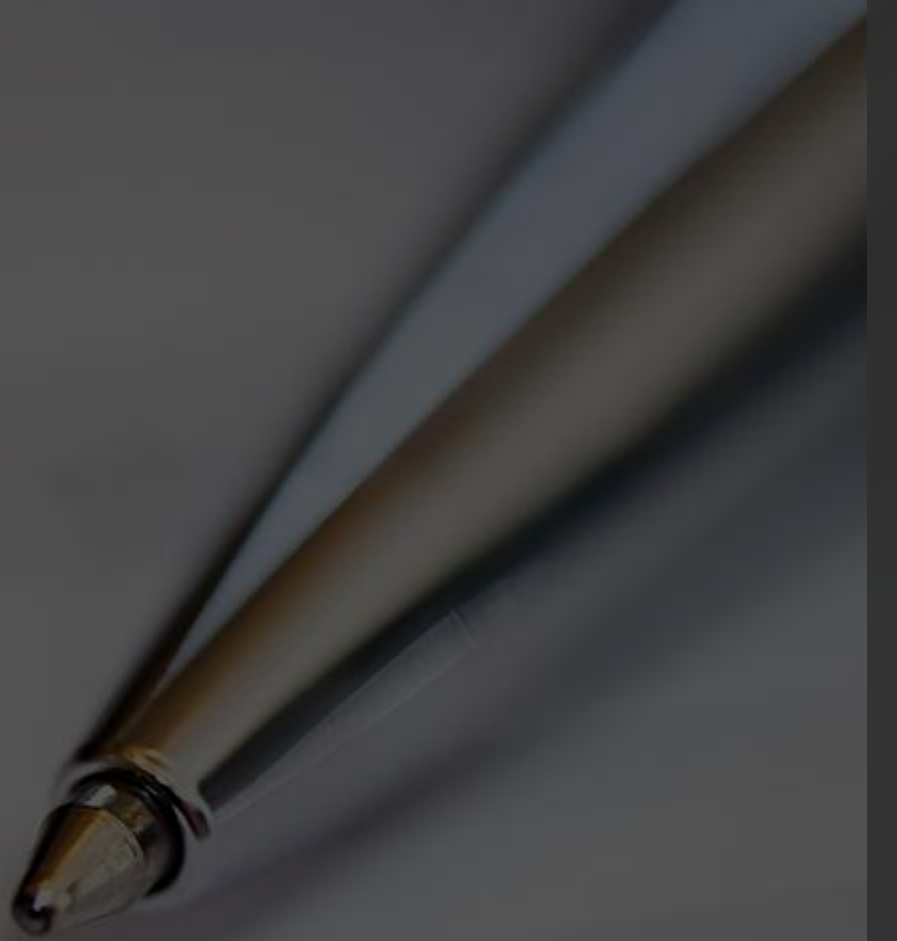
A photograph of a breakfast table. In the foreground, a white cup of coffee sits on a saucer. To its right is a white plate with several golden-brown pastries. In the background, a newspaper is rolled up on the table. The scene is softly lit, and the background is blurred, showing a window with flowers.

Break

The Learning Agreement

Signature _____

Date _____



Learning Agreement Overview

- Provides a concrete description of how the internship will allow for the achievement of all 9 CSWE Core Competencies
- Competency areas vs. Practice behaviors
- Learning agreement = roadmap
 - Should be fluid
 - Should address ALL practice behaviors
 - Is a useful tool in ongoing supervision

9 CSWE Competencies

Ethical and Professional	Competency 1: Demonstrate Ethical and Professional Behavior
Diversity	Competency 2: Engage Diversity and Difference in Practice
Justice	Competency 3: Advance Human Rights and Social, Economic and Environmental Justice
Research	Competency 4: Engage in Practice Informed Research and Research Informed Practice
Policy	Competency 5: Engage in Policy Practice
Engage	Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities
Assess	Competency 7: Assess Individuals, Families, Groups, Organizations and Communities
Intervene	Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities
Evaluate	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Making it Work for Everyone

Learning agreements should meet the learning goals of both students and sites

Learning agreement activities should take into consideration the unique learning styles of students

Learning Styles Breakout

- Take a few minutes to complete the Learning Styles questionnaire:

<https://vark-learn.com/the-vark-questionnaire/>

- Take some time to share the following with your small group:
 - How do you think your learning style will impact the way you support students?
 - How could you support a student with a different learning style than yours?

Learning Agreement Breakout

3 Working Groups

- Advance Human Rights and Social, Emotional and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- ☐ Engage in Policy Practice

Using the shared document, work with your small group to develop learning activities that would fall into the practice behaviors for these 3 competencies.

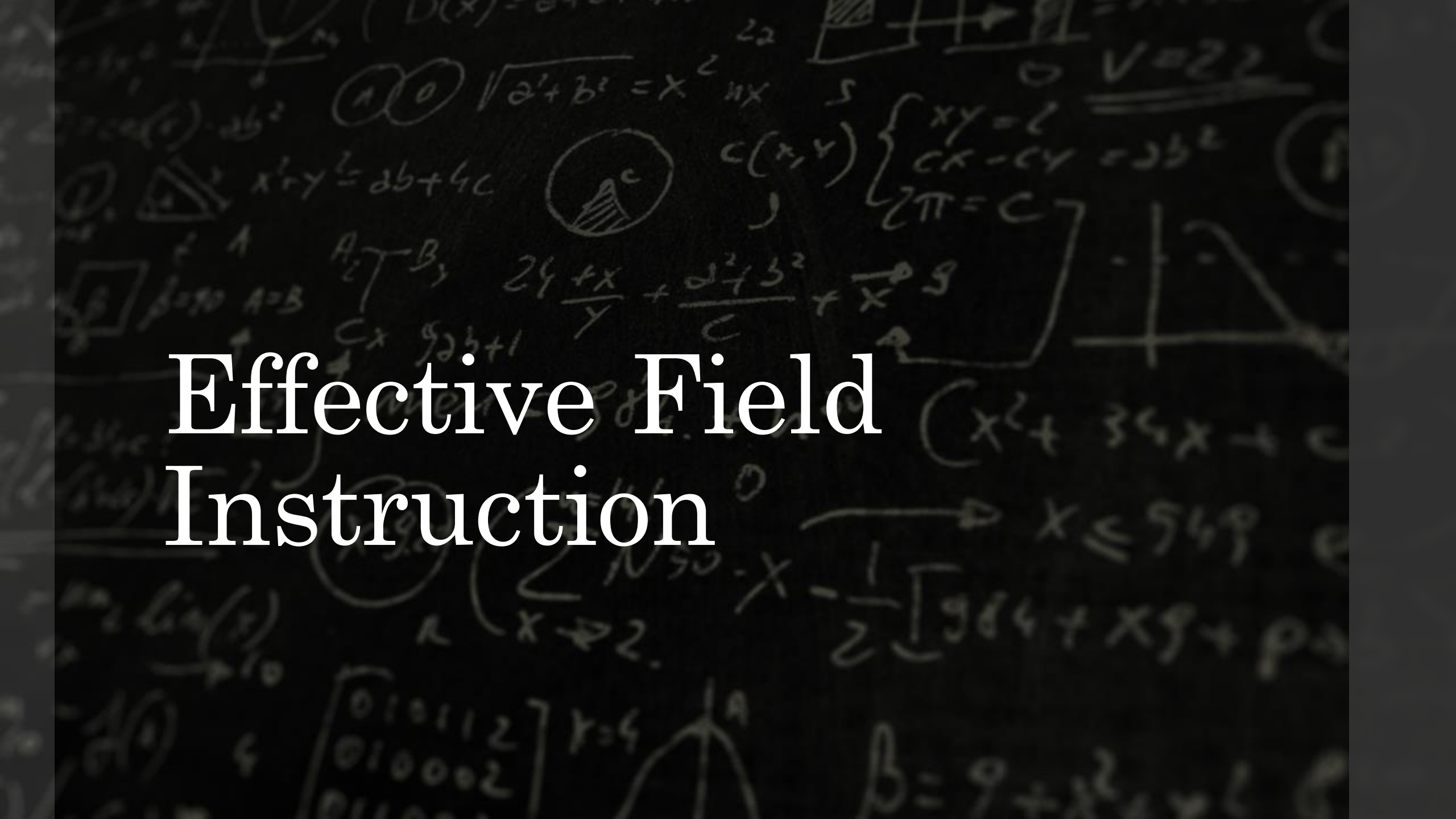
****Remember to include a variety of activities to accommodate different learning styles.**

Field Instructor Website

- <https://sites.google.com/view/aufieldresources/home>

A photograph of a breakfast table. On the left, a white cup of coffee sits on a saucer. Next to it is a folded newspaper. On the right, a white plate holds several golden-brown pastries. The background is blurred, showing a window with flowers. The word "Break" is overlaid in white serif font on the left side of the image.

Break

The background is a dark, textured surface resembling a chalkboard, filled with various handwritten mathematical notations and diagrams in a light color. These include algebraic equations like $\sqrt{a^2+b^2} = x^2 + y^2$, $x^2 + y^2 = ab + 4c$, $xy = -2$, $2\pi = C$, and $x \leq 549$. There are also geometric diagrams such as a circle with a shaded sector, a triangle, and a coordinate system with a curve. Some text includes $C(x, y)$, $A \cap B$, and $A = B$.

Effective Field Instruction

What makes for an
effective supervisor?

—

Supervision Breakout Session

- What have you done during intern supervision that has helped create a supervisory relationship with your students?
- What can/has gotten in the way of creating a positive supervisory experience?
- How can you/have you use the supervisory experience to address concerns with students that may come up?
- How do you/can you incorporate the learning agreement into supervision?

When Things Aren't Going Well

- Internships are a place where vulnerability runs deep
- Student/site matches sometimes don't work
- Students don't always meet site expectations

What can you do??

- Reach out to the field liaison to share concerns and do some problem-solving
- If the concerns are significant enough, a remediation plan should be put in place to concretely document concerns, expectations for improvement, and consequences
- In extreme circumstances, termination may be required.

DEVELOPMENTAL STAGES OF FIELD

STUDENT

SUPERVISOR

ANTICIPATION

- “What if...” is the question in the student’s mind throughout this stage.
- Student often feel both excitement and anxiety at the same time.
- Student gather information about their agency.
- Build a foundation of rapport and trust.
- Supervisor should identify realistic, clear, specific goals and expectations for the student to help reduce anxiety.
- Learning your students learning style will be beneficial

DISILLUSIONMENT

- Student feels overwhelmed
- Student experience disappointment related to unmet expectations and concerns about their performance.
- Supervisor should acknowledge, clarify, and normalize the gaps between student expectations and reality.

CONFRONTATION

- Student must confront themselves and their feelings towards the placement (asking for help, being an adult learner, or tempering pieces of their personality, etc.).
- Supervisor can support students in confronting themselves by recognizing that this is a normal developmental stage and initiating discussion about what the student may be experiencing.

COMPETENCE

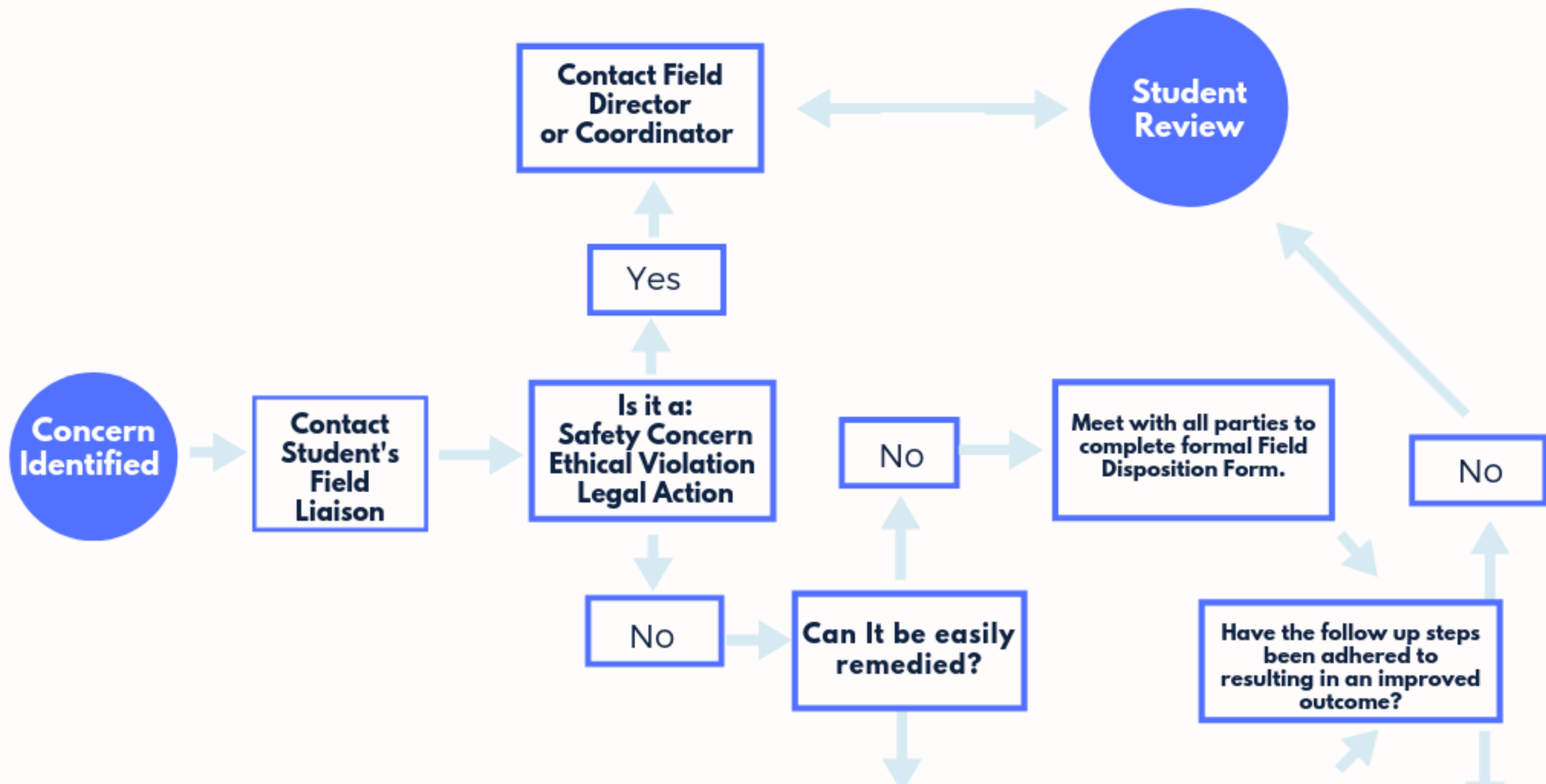
- Student begin to feel capable, can accept greater responsibilities, have a sense of autonomy and purpose.
- Student feel acknowledged and respected by their field instructor, coworkers, and clients.
- Student experience self-determination and self-actualization.
- Supervision becomes more of a mentoring relationship, leading to a more interpersonal and consultative relationship.
- The supervisor can focus on coaching the student for general professional success at this point, as opposed to strictly task management and basic skill development.

CULMINATION

- Termination
- Student redefine their relationships with clients, supervisors, and coworkers.
- Student could disengage early as they plan for the future.
- Goodbyes in general are difficult, but students may need support in terminating with clients in an appropriate manner.
- Open dialog about preparation for the placement concluding is the best support a supervisor can provide a student during this

Developmental Stages of Field

SSW FIELD PROBLEM SOLVING PROCESS





Student Assessment

Student Assessment

- Evaluate progress towards competency, based on the student's developmental stage (ie, BSW vs. MSW)
- Evaluation should never be a surprise to a student
- Create evaluation and feedback opportunities throughout the internship, not just when midterm/finals are due
- Midterm offers a built-in opportunity to formally address areas of concern

Student Assessment

- AU Rating Scale:
 - ☐ **Advanced:** Candidate has demonstrated the competency component in a consistent and exceptional manner.
 - ☐ **Established:** The student demonstrates sufficient competency and is approaching consistent demonstration of/engagement in practice behavior.
 - ☐ **Developing:** The student has begun to demonstrate the development of the practice behavior.
 - ☐ **Not Demonstrated:** The student has not demonstrated this practice behavior.
 - ☐ **N/A:** Not applicable as the student has not had the opportunity to demonstrate competence in this area.

Termination

Being a Model for Termination

Agency Traditions

Unplanned Termination

Supervisory Activities for Termination