**AGENCY ORIENTATION**

**CHECK LIST**

**Objective:** To relieve student anxiety about beginning a field placement, to orient the student to the requirements, policies, working conditions, client needs, and internal organization of the agency, and to help students begin to focus on self to increase higher own self-awareness. The Office of Field Education has created a suggested checklist to be completed by field agency supervisor and student.

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|  | Develop written orientation schedule |
|  | Circulate memo to staff introducing student interns |
|  | Introduce student to clerical and receptionist staff |
|  | Arrange for key supervisory staff or administrators to meet with student |
|  | Tour the agency |
|  | Provide map of agency, city and county (if relevant) |
|  | Meet the staff |
|  | Establish a physical work space for each student |
|  | Provide instructions for completing agency statistical reports and sample forms, outlines for use in recording, dictating equipment, etc. |
|  | Specify to the student, agency expectations on rules of behavior and appropriate dress, and use of technology in the workplace |
|  | Provide student with current job description detailing the functions of the intern and the responsibilities of the agency |
|  | Make a check list of tasks to be completed during orientation |
|  | Focus on exact role of social work student at your agency |
|  | Provide student with information on history of agency, organizational structure,  funding sources, policies, programs, etc. |
|  | Provide organizational charts |
|  | Arrange for student to observe each step of process (intake-termination), seeing what each staff person does and how each relates to the other |
|  | Arrange for student to spend time in the field visiting key agencies and people the student will be working with (if relevant) |
|  | Develop bibliography of suggested readings |
|  | Develop list of abbreviations, symbols, and technical terminology peculiar to the setting; library rules and regulations; list of agency holidays |
|  | Arrange for the student to directly observe you in your work with clients and other social workers |
|  | Set specific learning goals, educational learning plan |
|  | Discuss the supervision process and schedule weekly supervision times |
|  | Discuss the human element of social work practice |
|  | Help student to begin to focus on self to increase his/her/their self-awareness |
|  | Help student to identity problems and fears about fulfilling his/her/their and your expectations |
|  | Review with student his/her field seminar syllabi and assignments |
|  | Schedule specific supervision session to evaluate training orientation |
|  | Negotiate beginning contract with students and complete form together |
|  | Provide supervisor or agency designee with malpractice insurance copy |

OTHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted from "Designing an Effective Orientation Session," SYNERGIST "Job Descriptions, Matching Volunteer Skills with Agency Needs," SYNERGIST and "An Instructor's Study Guide for Student Perception of off-Campus Learning."