

### **SOCIAL WORK'S FUTURE LEADERS**

### SUPPORTING & GROWING A CLINICAL INTERNSHIP PROGRAM

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## **Learning Objectives**



1) Identify and review the Council on Social Work Education's (CSWE) requirements and core competencies for social work students;



2) Identify role of the NASW Code of Ethics around supporting learner programs;



3) Be able to identify benefits and challenges related to facilitating learner programs in a multi-disciplinary pediatric medical setting; and



4) Identify tools to support learner engagement, enhance feedback, and support equity and inclusion within an internship program.



### Two hospitals serving patients ages 0–25



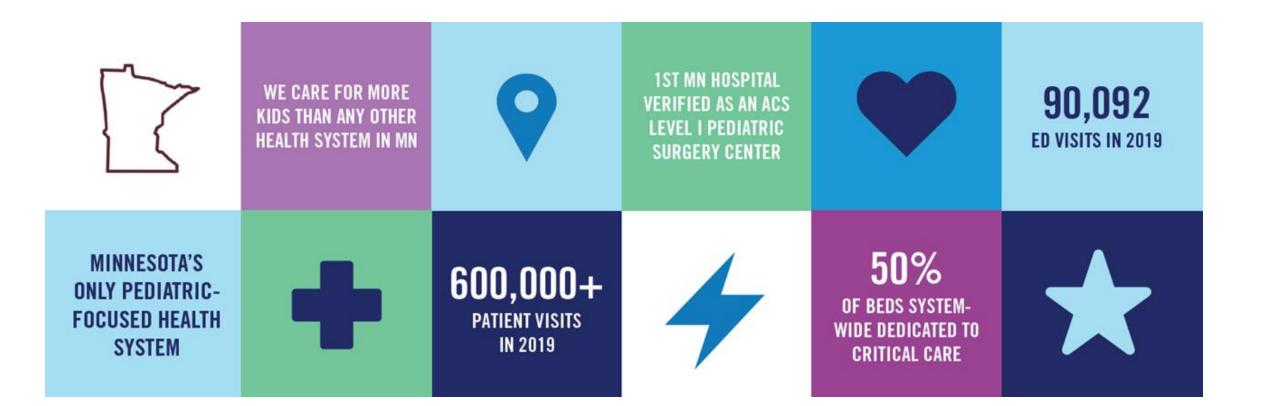
Children's Minnesota St. Paul campus



Children's Minnesota Minneapolis campus



### **Specialized in kids health**

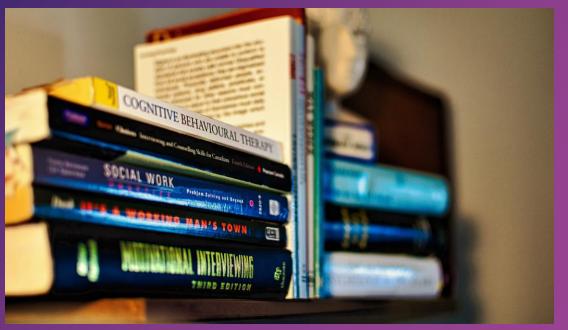




## **Social Work Team**

24/7 coverage across two campuses, 58 Social workers.





# Let's think back...

- What was the most important lesson you recall from your own clinical internship?
- What is one thing you wish you had during your clinical internship?
- What is are some of the learnings/takeaways from your internship that you still use to this day?

# What does the code of ethics say about Field Instruction?

NASW Core Values:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence



# NASW Ethical Standards

Social Workers' Ethical responsibilities to Clients

Social Workers' Ethical Responsibilities to Colleagues

Social Workers' Ethical Responsibilities in Practice Settings

Social Workers' Ethical Responsibility as Professionals

Social Workers' Ethical Responsibilities to the Social Work Profession

Social Workers' Ethical Responsibilities to the Broader Society



Council on Social Work Education (CSWE)

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- 1)Demonstrate Ethical and Professional Behavior
- 2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- 3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 4) Engage in Practice-Informed Research and Research Informed Practice
- 5) Engage in Policy Practice
- 6) Engage with Individuals, Families, Groups, Organizations and Communities
- 7) Assess Individuals, Families, Groups, Organizations, and Communities
- 8) Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

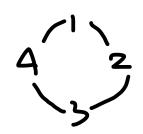
# **Stages of Student Development**

- Stage One: Beginning (Feeling like a stranger, then a guest; feeling vulnerable and self-conscious; being enthusiastic about assignments, yet fearful; feeling anxious about meeting other staff; feeling overwhelmed)
- Stage Two: Reality Confrontation (Feeling stress; often gets the flu or a cold, becomes a bit depressed; becoming disillusioned with agency, field instructor, social work classes; wondering if social work is a good fit for them; wondering if social workers can do any good; sometimes wanting to give up or change placements)
- Stage Three: Relative Mastery (Feeling more confident and competent; learning to leave worries at the agency; continued anxiety about new assignments, working with clients; reaching a compromise between reality and expectations; willingness to discuss value dilemmas)
- Stage Four: Closure (Feeling ambivalent about ending... sad, detached, relieved, withdrawn; looking forward with confidence to the next practicum, having clearer expectations for next practicum and being concerned about meeting higher expectations for next practicum; reappearance of self doubt, being distracted by new demands such as relocating, job search, license exam, etc)

Cochrane, S.F., & Hanley, M.M.

### Stages of Student Development

It's not a linear process!





# Where we started...



Collaboration w/Metro Universities

**Unpaid internships** 



Social work coordinating > Partnership with CPDP (paid
parking as a win!)

### Paid Internship Programming

	Social Work	Child Life	Music Therapy
# of hrs per intern	• 600	• 640	• 1040
Undergrad/graduate ?	<ul> <li>Graduate, Clinical (vs Foundation) level Placement</li> </ul>	• Either	Graduate
# of interns annually	<ul> <li>Up to 10</li> </ul>	• 4	• 4
Internship design	<ul><li>September-May</li><li>Option for June-August</li></ul>	<ul> <li>2 interns January – May</li> <li>2 interns August-December</li> </ul>	<ul> <li>Rolling internships</li> <li>Onboarding occurs every 3 months for the <u>6 month</u> internship         <ul> <li>Junior + Senior intern <u>at all times</u></li> </ul> </li> </ul>
Field considerations	<ul> <li>Specific criteria set by CSWE around 9 core standards of practice which are integrated into learning contract and practice</li> <li>Currently have contracts with 4 metro University's (also U of MN Duluth)</li> <li>Other Considerations:         <ul> <li>Supervision</li> <li>Clinical Hours</li> <li>Research/Final projects</li> </ul> </li> </ul>	<ul> <li>Application and offer dates are set by ACLP</li> <li>Specific criteria have to be met to for internship to count for certification eligibility         <ul> <li>Supervision</li> <li>Rotations</li> <li>Projects/internship capstone</li> </ul> </li> <li>Academic requirements for child life certification will still need to be required for each intern to ensure they are eligible post internship completion</li> <li>Children's MN is currently an accredited internship site through ACLP</li> </ul>	<ul> <li>Specific criteria have to be met to for internship to count for board certification eligibility         <ul> <li>Supervision</li> <li>Patient facing experiences</li> <li>Projects/internship capstone</li> </ul> </li> <li>Children's MN is currently a national roster accredited site through AMTA</li> </ul>
Rationale to transition to paid vs. unpaid internships	<ul> <li>Field and workforce diversity         <ul> <li>Goals are to hire Children's trained staff &amp; increase diversity in Children's workforce</li> <li>Advancement of career for students or individuals otherwise unable to complete unpaid internships</li> <li>Opportunity to expand our reach beyond local school systems</li> </ul> </li> <li>Larger draw to Children's Minnesota enhances candidate pool</li> </ul>	<ul> <li>Field and workforce diversity         <ul> <li>Goals are to hire Children's trained staff &amp; increase diversity in Children's workforce</li> </ul> </li> <li>Opportunity for unaffiliated candidates eliminates university contract/other onboarding challenges + addresses some limitations through a DEI lens for some candidates             <ul></ul></li></ul>	<ul> <li>Field and workforce diversity         <ul> <li>Goals are to hire Children's trained staff &amp; increase diversity in Children's workforce</li> </ul> </li> <li>Opportunity for unaffiliated candidates eliminates university contract/other onboarding challenges + addresses some limitations through a DEI lens for some candidates             <ul></ul></li></ul>





# Current programming...

- Paid Internships
- Partnership with Talent
   Acquisition
- Flexible Internships Schedules
- Ability to partner with schools outside of our metro area

# Tools

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- Structured interview questions
- Intern manual
- Quarterly feedback/survey's
- Group Supervision
- Clinical supervision/consultation group
- Field liaison site visits
- Student bios

#### Supervision Guide

#### Date:

#### Ongoing orientation

What do you need/want to know about Children's/our department/or your patient population? What other support do you need? Are you getting what you need?

#### Observation

Staff/team interactions? What is going well this week? What is not going well? Where are you finding Joy in your work? What are you prioritizing in your work this week (what is meaningful for you Right Now)?

#### Discussion

What situations/cases do you need to debrief/process? Where have you experienced discomfort this week? Ethical dilemma's Safety observations, questions, concerns, etc. Cultural observations, questions, challenges, etc. Agency politics/dynamics Equity/Diversity/inclusion

#### Check-In

<u>Self care</u>/stress management/sustainability: How are you managing stress? How are you making your practice sustainable? Use of supervision/supervisor relationship What do you need from your supervisor? What are some areas for personal/professional development?

#### Follow up:

Supervision Guide

### Field Supervisors

Assessment

Intervention

**Reflective practice** 

Connecting theory to practice

Supervision

Modeling

# Benefits to Field Instructors

Provides clinical support	Increases diversity
Increases retention of interns as staff once graduated	Increases support to staffing structure
Culture of Growth/support - coursework keeps staff current	Challenge our own implicit biases
Ongoing professional development/free CEU's for supervision	University affiliation and Privileges (library's, gym access, etc.)

# Benefits to Students

Ability to network	Mentorship and modeling of clinical skills	Increases confidence
Humility	Sharing of ideas/knowledge	Connection to course work/theory/learning
Get to test effectiveness of interventions in learning environment	Gain knowledge about the realities of social, political, and economic injustices	Develop sense of self in practice
	Build connection to and identify with the profession	

# Challenges

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- Still not enough diversity
- Balancing promoting learning for student with staffing/dept needs
- Dealing with microaggressions/racism
- Space/equipment
- Students anxiety/lack of professional behaviors
- Concerns about liability/accountability
- Requests that don't match timeline/criteria
- Negative experiences with students impacting future willingness/staff not having capacity to host a student

### Numbers (since 2015)

- Hired 23 of 41 clinical interns' (56% retention rate).
- 20 started soon after their internship
- 3 returned to Children's MN after some time within the field





# Learnings

- Internships benefit all
- Growth takes time and advocacy
- Need to engage executive leadership with data
- Benefit of flexibility with internship schedules
- Humility with partners in academia
- Staff need to see incentive/benefits



# **Next Steps**



### FELLOWSHIP

### **BSW PROGRAM**

RESEARCH



### Wrap Up





## **THANK-YOU!**

### **QUESTIONS?**

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### References

- Cochrane, S.F., & Hanley, M.M. (1999). Learning through Field: A developmental approach. Needham heights: Allyn and Bacon.
- Council on Social Work Education. (2022) 2022 Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. <u>https://www.cswe.org</u>.
- National Association of Social Workers. (2021) Code of Ethics of the National Association of Social Workers. <u>www.socialworkers.org</u>.
- (Homonoff, 2008)??
- Photo by Ryan Gagnon on Unsplash (p. 7)

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