HIGHLIGHTS OF
SONIA

INDIANA STATE UNIVERSITY

CONTENTS

How - to's
How to use Sonia for success as both a student and Field Instructor or Task Supervisor.

Frequently Asked Questions
A compilation of your most often asked questions about the system.

Contact Us
Contact information for your ISU Sonia team.

A Note from Your Field Team

Welcome to Field!! No matter what role you are joining us in, we hope that this short guide helps to answer all of your questions about the Sonia interface. We have received helpful feedback up to this point and there are subsequent alterations that have been made to improve our system. For example, after previous feedback, we updated forms to make that aspect more user friendly. Another addition we incorporated was the input of all the on-boarding and orientation requirements for each placement, so that the students can have this information prior to starting at their sites. We will consistently assess what has been working and what could still be adjusted. We will continue to reach out and ask for your input as our experts. Please do not hesitate to reach out with your suggestions or concerns!

Your Field Team

Look for the footprints to find a step-by-step guide

Let's Get Started!

To streamline the Sonia account process, our Indiana State University Department of Social Work Sonia Support Team will create an account for all users and will e-mail you a link to Sonia Online to create a password.

WHO WILL USE SONIA AS A BSW LEVEL FIELD INSTRUCTOR?

Qualified Field Instructors for BSW students must hold a baccalaureate degree in social work from a CSWE-accredited program and have at least two years of experience or a master's degree in social work from a CSWE-accredited program and at least one year of experience.

WHO WILL USE SONIA AS A MSW LEVEL FIELD INSTUCTOR?

Qualified supervisors for MSW students must hold a master's degree in social work from a CSWE-accredited program and at least two years of clinical experience.

WHAT ABOUT TASK SUPERVISORS?

Task Supervisors are agency workers that can provide agency specific training, guidance, shadow opportunities, etc. They do not need to be a Social Worker.

START

Schedule of Hours:

The schedule of hours will be completed in a joint session with the student and their supervisor. It will establish the projected hourly schedule, per week, that the student will meet to accomplish their overall hour goals.

Student 1st Step-by-Step:

Click the '*Forms*' tab. Find the appropriate term's '*Schedule of Hours'* and click '*Edit*'. Identify within the columns the projected weekly schedule at the internship, supervision, and overall hours per week.
Click '*Save*' when finished

Supervisor Step-by-Step:

Review/approve the '*Schedule of Hours'* document by selecting the radial button '*Yes*' and '*Save*'. If there are corrections, return the schedule to students by selecting '*No*' and adding a note in the text box explaining why.

Student 2nd Step-by-Step:

Once the projected hours are approved, submit the form to the course instructor using the button at the bottom of the page.

Timesheets 101:

Timesheets should be completed daily, when hours are completed by a student. This allows for an accounting of their time in Field and ensures that they meet all hourly requirements. Timesheets should generally follow the schedule of hours established but can deviate as changes occur. The Faculty Field Liaison will approve the hours.

Students

Timesheets are an integral part of your field experience. These help, not only you, keep track of your time spent at your placement, but your Instructor and Supervisor as well. They are mandatory and will be monitored by the ISU Faculty Field Liaisons within the department, to ensure that you are successful. Sonia will keep a tally of the number of hours entered, as well as a breakdown of the number of hours spent on each specified Activity.

Student Step-by-Step:

Click the 'Placements' tab, find applicable term, and click 'Timesheets'.
Select 'Add new timesheet' to add an entry.
Input date, time-in/out, type of activity, and a comment.
Click 'Save' when finished.

(Note: Timesheet entries can be modified if saved. Once approved by the Faculty Field Liaison, however, it cannot be edited. If something needs to be changed, email ISU Sonia Support to receive help.

Supervisor Step-by-Step:

Bulk approvals are done by clicking the blue 'Timesheets' button at the top right of the student's page.
Select all entries desired by clicking on each box on the left side and respond using the appropriate status at the bottom right (Approve or Disapprove)
To approve individually, select the appropriate status at the end of the row.

We often get asked.....
How do I know which activity applies?

Direct Client Contact
Face-to-face engagement with a client. This can be leading a group, meeting one-on-one with a client, or meeting with a client with other coworkers supervision/observing.

Shadowing
Following and observing a coworker in an office setting for the purpose of learning generalist or clinical skills.

Planning/Preparation
Prior to meeting with clients, students may be asked to prepare or plan for the session (individual or group). This needs to be agency driven planning and preparation for agency specific needs, directed by your supervisor. This does not include any planning or preparation for classes.

Documentation
Any time students are documenting official information or evidence that serves as a record. This includes any notes on clients, filling out paperwork for the client, or case management in health records.

Research
The systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions. This is not only doing a research study, this includes researching a medical illness a client has that you are not familiar with or looking up a resource to see if your client fits criteria.

Professional Development
The process of identifying goals and learning new skills that help students grow and succeed in the profession. This will be agency driven with a specific generalist/clinical application. This can include webinars, in-person general training, or seminars that contribute to your professional social work skills.

Onboarding Training
The process by which new employees acquire the skills, knowledge, and behaviors to become effective contributors to an organization. Each agency will have some amount of onboarding and training but only up to 16 hours can be counted towards your field hours. The goal of the field placement is for you to learn on the job skills and hands on training not organization specific information.

Ex.1 During orientation you learn company policies/ procedures for an hour and do an hour of trauma informed training. The hour of policies and procedures is On-boarding/Training but the hour of trauma informed training is Professional Development. Policies and procedures are agency specific but trauma informed training you can take with you to a different agency.

Ex.2 You watch a webinar over the weekend. If your agency requested you watch this webinar it would count towards Professional Development since it was agency driven, but if you decided to watch it to catch up on hours it would not count as it is not agency driven.

Ex.3 Sitting with a coworker while they meet with a client would be considered Direct Client Contact not Shadowing because you have the opportunity to engage with a client not just observe client engagement.

Learning Plans 101

Learning Plans are the way to track competencies that the student completes throughout the internship under the mentorship of their Field Instructor/Task Supervisor. Each competency is broken out into core behaviors. The Learning Plan must be approved at the beginning of the placement. It should be updated regularly, throughout the semester, as competencies are demonstrated.

Students

In the first week of the term you will fill out the Learning Plan assignments or activities alongside your supervisor. This Learning Plan identifies the specific tasks that you will complete under the supervision of your FI/TS to meet competencies. There are suggested assignments and activities available on the ISU Field Education website under the Field Forms Button. Your supervisor will then grade you on those tasks, providing an overall grade for each competency. Update the Learning Plan often!

Supervisor

At the end of the semester, please rate the student's core behaviors and demonstrated competencies. Do not select "submit" until the end of the term, when all items are completed.

Student- Preparing the LP Step-by-Step:

Select the '*Forms*' tab and navigate to the appropriate term's '*Learning Plan*' or '*LP*' and click '*Edit*'.
Enter tasks in the '*Assignments*' boxes that will help demonstrate skills and knowledge in a competency.
Select '*Save*' and the plan will go to the Field Team for approval.

Student- Completing the LP Step-by-Step:

Student annotate '*Evidence of Completion*' for each assignment/activity. This must include a specific and detailed summary of how the assignment/activity was completed, who verified it (including their name and credentials), and the date it was completed/verified.
'*Save Draft*' throughout the semester as the Learning Plan is updated with details.
'*Submit*' when learning plan is complete and ready for scoring at the end of the semester.

Supervisor- Completing the LP Step-by-Step:

Score student's performance/demonstration of the practice behavior, as indicated by the correlated assignment/activity in the '*Enter Percentage Here*' column.
Scoring will be completed using the assessment scale, located at the top of the learning plan.
Additional comments are optional but can be annotated in the designated text boxes.

Journals

Students

Journals serve many roles during field placements. They are utilized by you to document the experiences that you have and feelings regarding new and different opportunities. They are also a learning tool that helps expand professional writing style. Journals do not simply cover the hour-by-hour events of placements, but also allow you to document time spent working in your field agency and core competencies. Finally, journals provide you with the opportunity to document your professional reflection and feelings about field experiences, communicate any stressors, identify concerns, and share successes with your Faculty Field Liaison. Supervisors cannot see this part of Sonia. No one but the Faculty Field Liaison can see these journals and they will provide feedback, questions, and grading related to the journals each week.

Student Step-by-Step :

1. Click on the '*Forms*' tab. Locate applicable Journal row and click far right notepad.
2. Input the *start date* for each week (Sunday) and select *competencies* addressed.

3. In the *Summary* section, document each day of internship in a separate paragraph for the applicable week *(i.e. 31 May: Intern observed..... 02 June: Intern staffed....)*. Describe in-detail the tasks accomplished during the week through a professional, third person narrative *(i.e. "BSW Intern attended a staff meeting where....")*. This may include classes, events, seminars, on site hours, etc. Competencies checked in the first column should be described in the narrative.

4. In the 'A*nalysis'* section, correlate a personal reflection/analysis to each daily entry from the previous column. Professional language is still required.

5. Input the date of supervision and an explanation of what occurred in the bottom left '*Weekly Supervision'* section.

6. '*Save Draft'* to save progress and return later. '*Action entry'* to submit to course instructor by the due date, as identified in the course syllabus.

Mid-Terms:

Mid-terms provide information about student competency at the field agency and their progress towards competion of practice behaviors. This information can be used to make modifications for the student moving forward, to help them succeed. Mid-term evaluations also provide the FI/TS with an opportunity to provide performance feedback and strengths that are specific to their student. Students will action this document to their FI/TS two weeks prior to the due date of the Mid-Term, as indicated on the course calendar. This provides the FI/TS appropriate lead time for completion of the document prior to submitting it back to the student. Then, the student and FI/TS will have an opportunity to discuss any potential concerns the students may have with identified areas for improvement. Finally, this window allows the student time to agree or disagree with the documentation provided by the FI/TS and submit the Mid-term to the course instructor for grading purposes.

Student 1st Step-by-Step :

Click the '*Forms'* tab and the appropriate Mid-Term evaluation '*Edit'* button.
Complete student demographics, hours completed, supervision received, Learning Plan items documented, and reflections on the first half of the internship.
Click '*Student Submit to FI/TS for Completion'* when you are done.

Supervisor 1st Step-by-Step :

Click the '*Forms'* tab and the Mid-Term evaluation '*Edit'* button.
Review the student's demographics and hours for accuracy and provide your reflections/responses in the designated boxes for the FI/TS.
If you are a TS without LCSW, select '*Save Draft'.*
FI (LCSW) must be the individual to '*Submit'* to the student for their response.

Student 2nd Step-by-Step :

Return to your Mid-Term and review FI/TS remarks. Using the drop down boxes, identify: "*I agree/disagree with my evaluation". "My supervisor discussed/didn't discuss my evaluation with me", "I believe my performance in field is satisfactory/unsatisfactory".*
When it is complete, click '*Student Submit Final Mid-Term Evaluation to Course Instructor'*

WHAT IF I STILL HAVE QUESTIONS?

Not a problem.

Below you will find an ordered contact listing for the ISU staff experts that can help you work through any Sonia issues.

1

ISU Sonia Support Team

ISUsoniasupport@indstate.edu

2

ISU Sonia Lead

Alivia Vaillancourt (she/her), Administrative Assistant

alivia.vaillancourt@indstate.edu
Office Number: 812.237.3611

3

ISU Field Director

JoEllen Henson, MSW, LSW, M.S.Ed. (she/her), Program Director

joellen.henson@indstate.edu
Office Number: 812.237.4536