EXPECTATIONS FOR THE AGENCY and FIELD INSTRUCTOR

Expectations for the Agency:

1. The agency’s director should be committed to the agency’s participation in professional social work education, and there should be a commitment to enter into a long-term relationship with the University involving the training of numerous students over time.

2. An employee of the agency should be designated to serve as the contact person to work with the school.

3. The agency and the School will enter into an agreement regarding the mutual expectations for affiliation prior to a student being accepted for placement.

4. The agency should provide the variety, quality and quantity of learning experiences appropriate for the level of field education: Generalist year (BSW and 1st year MSW) and/or Specialization year (Clinical or Social Change).

5. The agency will be expected to assure the availability of case material and work activities for instructional use by students. This material would be subject to the guidelines of confidentiality.

6. The agency will provide reasonable physical facilities necessary to accommodate the student.

7. The agency will reimburse students for agency-related travel expenses from the agency to home visits, etc.

8. The agency should provide the opportunity for students to attend staff meetings and participate in other collaborative and professional exchanges.

9. In the case of working with a faith-based agency, the agency may provide the opportunity for students to attend and participate in spiritually-oriented activities; however they must respect the student’s decision as to whether or not to participate.

10. The agency should allow its field instructors adequate time for student supervision and for attendance at seminars and other meetings pertinent to this role.

11. Agencies should have formal safety policies and procedures. (see below)
Expectations for the Field Instructor

1. The Field Instructor must have an MSW and a minimum of two years’ related practice experience beyond the Master’s degree. Exceptions must be approved by the Director of Field Education.

   The Field Instructor must have a BSW and a minimum of two years’ related practice experience beyond the Bachelor’s degree to supervise a BSW students. Exceptions must be approved by the Director of Field Education.

2. New Field Instructors are **required** to attend a Field Instructor’s Orientation that will be held before the start of the academic field semester. Continuing Education Credit will be awarded for attendance. Annual Continuing Education programs are made available to all Field Instructors affiliated with the George Mason University Department of Social Work.

3. Field Instructors should become familiar with and consistently use the appropriate field instruction curriculum in developing clear expectations of student performance. Program goals and field learning objectives are detailed in this Field Manual.

4. The Field Instructor will develop learning opportunities that focus on areas of social work skill development related to theory and evidence based practice, and will create specific educational assignments in consultation with the Faculty Field Liaison as needed.

5. The Field Instructor is required to provide weekly one hour of individual educational supervision as a minimum standard. Assessment materials must be prepared by the student and reviewed weekly by the Field Instructor (i.e. process recordings, audio or video tapes, case presentations, special projects, policy analysis, legislative tracking, agency documentation and reports).

6. **The Field Instructor is responsible for having the student prepare no less than one process recording a month.** The Field Instructor will provide clear written feedback to the student regarding their performance using the process recording as an assessment tool. **Student process recordings with Field Instructor comments must be submitted to the Field Liaison as scheduled in the Field Seminar syllabus.**

7. The Field Instructor will develop with the student an individualized Education Contract within the first month of the practicum. The student and Field Instructor are responsible for submitting the Education Contract through the Field Education software by the due date listed in the Field Seminar syllabus.

8. **The Field Instructor’s evaluation of the student must reflect actual performance and not effort or potential.** The Field Instructor’s written evaluations of student performance should be consistent, with clear examples of student strengths and/or areas of improvement. Narrative documentation of student performance should be consistent with any numerical ratings given.

9. The Field Instructor should confer with the student in the preparation of the mid-semester assessment and the end-of-semester evaluations. The student is expected to electronically sign the evaluation and their signature indicates that they have read the evaluation.

10. The assessment and evaluations must be submitted through the Field Education software e on the
required dates listed in the MSW Field Education Calendar. The Faculty Field Liaison is responsible for interpreting the evaluations and submitting the student’s grade.

11. Field Instructors should provide timely feedback on the student’s progress to the Faculty Field Liaison. It is expected that the Field Instructor promptly notify the Liaison of any problem with the student’s performance or difficulty in the agency’s ability to meet the educational expectations of the student.
BSW Senior Supervisory Requirements
BSW plus minimum of 2 years practice and experience in supervision
BSW must provide regular weekly supervisory conferences and sign off on student hours, direct supervision by others acceptable
One hour of documented individual supervision per week, using planning agenda is recommended
Use online field education software in the completion of forms and the mid-term and final evaluations
Meet with Field Liaison twice per school year
Provide a current resume to GMU School of Social Work

MSW Generalist Supervisory Requirements
MSW plus 2 years post-MSW experience
Develop learning opportunities for students consistent with generalist practice learning goals
Must provide regular weekly supervisory conferences and sign off on student hours, direct supervision by others acceptable
One hour of documented individual supervision per week, using planning agenda is recommended
Use online field education software in the completion of forms and the mid-term and final evaluations
Meet with Field Liaison twice per school year
Provide a current resume to GMU School of Social Work

MSW Social Change Supervisory Requirements
MSW plus 2 years post-MSW experience
Develop learning opportunities for students consistent with social change Specialization learning goals
Must provide regular weekly supervisory conferences and sign off on student hours, direct supervision by others acceptable
One hour of documented individual supervision per week, using planning agenda is recommended
Use online field education software in the completion of forms and the mid-term and final evaluations
Meet with Field Liaison twice per school year
Provide a current resume to GMU School of Social Work

MSW Clinical Supervisory Requirements
MSW plus 3 years post-MSW experience or LCSW
Develop learning opportunities for students consistent with clinical Specialization learning goals
Must provide regular weekly supervisory conferences and sign off on student hours, direct supervision by others acceptable
One hour of documented individual supervision per week, using planning agenda is recommended
Use online field education software in the completion of forms and the mid-term and final evaluations
Meet with Field Liaison twice per school year
Provide a current resume to GMU School of Social Work

For more information on Field Education, please contact the Field Director Sharolyn Dugger, LMSW sdugger@gmu.edu
Field Education Program AGENCY DATA FORM

Date: _______________________________________________________

Agency Providing Field Instruction: _______________________________________

Contact Name: ______________________________________________________

Title: ______________________________________________________________

Address: ____________________________________________________________

Telephone: __________________________________________________________

Fax: ________________________________________________________________

Website: _____________________________________________________________

Email: ______________________________________________________________

What are the usual business hours of your agency?

Do you have an established internship program?

Do you have staff with a Bachelor’s Degree in Social Work available for supervision of a student?

☐ Yes
☐ No

Do you have staff with a Master’s Degree in Social Work available for supervision of a student?

☐ Yes
☐ No

**Designated Field Instructor Information:**

(1) NAME ________________ (2) NAME ____________________________

Phone: ___________________________ Phone: ____________________________

Email: ___________________________ ____________________________

**Credential held by prospective field instructor (Mark “X” to all that apply)**

☐ LBSW, LGSW, LSW        ☐ LCSW, LCSW-C, LICSW
☐ Bachelors in Social Work     ☐ Masters in Social Work
☐ Masters in                ☐ Masters in
☐ Bachelors in             ☐ Bachelors in
☐ Additional license(s) __________        ☐ Additional license(s) __________
Number of student field placements available at each of the following levels:

BSW #: _______  1st Year MSW #: _______  □ Clinical  □ Social Change

Is this location handicapped accessible?  □ Yes  □ No

Is public transportation available for this location?  □ Yes  □ No

Do you have computer access with internet capability?  □ Yes  □ No

Are there specific requirements for student interns?
☐ Child protective check
☐ Criminal background check
☐ Finger printing
☐ Physical exams
☐ References
☐ Specialized training:
☐ Language other than English:

BSW and 1st year MSW students are considered to be in their generalist year and their field practicum should be generalist practice. Students in the MSW program chose from either Clinical or Social Change as their concentration area. Please mark an “X” by the areas your agency can support.

Population Served:

☐ Children  ☐ African American  □ Physical disabilities
☐ Adolescents  ☐ Hispanic/Latino  □ Developmental disability
☐ Adults  ☐ Asian  □ College Students
☐ Couples  ☐ Native American  □ Elderly
☐ Families  ☐ Immigrant/Refugee  □ Gay/Lesbian

Type of Setting (Check all that apply):

☐ Hospital/Healthcare  □ Other  □ Private Non-profit
☐ School System  ☐ Nursing/Home Health  □ Legal
☐ Crisis Center  ☐ Counseling Center  □ Government agency
☐ Criminal Justice  ☐ Outreach Center  □ Homeless Shelter
☐ Mental Health  ☐ Hospice  □ Substance & Recovery
Problem Areas Addressed:

☐ Abuse/Neglect
☐ Adoption/Foster Care
☐ Aging
☐ AIDS/HIV
☐ Delinquency
☐ Development Disability
☐ Physical Disabilities
☐ Domestic Violence
☐ Early Intervention
☐ Family Development
☐ Forensics
☐ Grief/Loss
☐ Health
☐ Homelessness
☐ Mental Health
☐ Poverty
☐ Teen Pregnancy
☐ Terminally ill
☐ Welfare Reform/Policy
☐ School Related Issues
☐ Substance Abuse
☐ Sexual Violence (incest, rape)
☐ Other (Specify)

Field Practicum Opportunities:

Generalist MSW/BSW
☐ Interagency Experience
☐ Client Advocacy
☐ Group Work w/ Clients
☐ Case Management
☐ Intake Assessment
☐ Resource Linkage/Brokering
☐ Individual Counseling
☐ Treatment Team Planning
☐ Group Counseling
☐ Needs Assessment

Clinical
☐ Group Work with Clients
☐ Group Counseling
☐ Resource Linkage/Brokering
☐ Individual Counseling
☐ Couples Counseling
☐ Needs Assessment
☐ Research
☐ Treatment Team Planning
☐ Family Therapy
☐ Play Therapy
☐ Psychoed Groups

Social Change
☐ Resource Linkage/Brokering
☐ Committee Leadership
☐ Research
☐ Supervision
☐ Needs Assessment
☐ Budgeting
☐ Program Development
☐ Program Planning
☐ Program Evaluation
☐ Grant Writing
☐ Staff Development
☐ Community Organization
☐ Volunteer Recruitment
☐ Legislative Advocacy
☐ Policy analysis

☐ Other Experiences (unique services, population served, etc.)
Please either attach an intern position description or describe intern duties and responsibilities below:

Please see attached description of the Expectations for the Agency and Field Instructor(s) and the Agency Safety Guidelines (pages 5 – 7 of this document).

Signature: ______________________________ Date: __________________________

Printed Name: _____________________________
Title: ________________________________

Please complete and return this form with updated Field Instructor resumes to swfield@gmu.edu.
**Please keep the following pages for your reference Expectations for the Field Instructor**

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11. Field Instructors should provide timely feedback on the student’s progress to the Faculty Field Liaison. It is expected that the Field Instructor promptly notify the Liaison of any problem with the student’s performance or difficulty in the agency’s ability to meet the educational expectations of the student.

AGENCY SAFETY GUIDELINES

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed. Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The School recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues. Appendix D on Personal Safety should be carefully reviewed by Field Instructors and students. However, we also need to make a serious effort to try to reduce risk in field settings.

The following guidelines are designed to supplement the School’s agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student’s educational agreement with the explicit approval of the Faculty Liaison to the agency and the Field Education Office. Moreover, it is recognized that the implementation of these guidelines may take some time. A liaison may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so and current conditions are sufficiently safe to proceed with a field placement.

1. A field agency should have a policy and/or procedures on safety covering the following matters:
   (a) Building and office security
   (b) Emergency procedures, including when and how to summon security or police assistance.
   (c) Staff responsibilities and procedures governing the management of violent clients.
   (d) Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided (see four and five below).
   (e) Alcohol and drug use policy formulated and posted.
   (f) Guns and other weapons policy formulated and posted.
   (g) Procedures for logging and communicating with staff and students all incidents or threats of violence.
   (h) Policy for aftermath of assault and threat of assault. Provision of support services for victim’s family and/or staff and clients who may have witnessed the assault.
   (i) Relationship with police should be established.

2. The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration
should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

3. Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the Field Instructor, and the Faculty Liaison. The following types of activities should be discussed with either the Faculty Liaison to the agency to determine if these activities should be assigned to a student:
   (a) Physical restraint of clients.
   (b) Transportation of a client in the student’s private car; only if student has insurance.
   (c) Transportation of a client with a recent history of violent behavior.
   (d) Treatment of a client with a history of violence.
   (e) Work in the agency at times when and/or in areas where other staff are not present.

4. The student’s Field Instructor should know, or be able to easily ascertain the student’s location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

5. Thorough preparation should be made for student home visits with consideration given to the following elements:
   (a) Selection of clients and home environments that are not assessed to be dangerous to the student. Provision of a safe means of transportation, whether by agency vehicle, the student’s car, or public transportation.