UGA SSW Field Office

- Sandra Murphy, Ph.D., M.S.W.
  - Director of Field Education

- Denise Davison, Ph.D., M.S.W.
  - Coordinator of MSW Field Education Gwinnett Campus

- Jeff Skinner, M.Div, M.S.S.W., L.C.S.W.
  - Coordinator of BSW Field Education

- Jackie Ellis, Ph.D., L.C.S.W.
  - Coordinator of MSW Field Education

- Katheryn Davis, M.S.W., L.C.S.W., BCD Coordinator of MSW Field Education

- Cindy Roberts
  - Administrative Associate
Welcome New Field Instructors

Thank you for partnering with us to prepare the next generation of social work professionals.
Both Field Manuals can be located online at ssw.uga.edu

Select Academics at the top of the page, then Field Education
Mission of the School of Social Work

- The School of Social Work at the University of Georgia prepares culturally competent practitioners and scholars to be leaders in addressing persistent and emerging social problems through practice, research, and policy.
Field Office

- Recruits and approves new field sites
- Provides field instructor orientation and ongoing training
- Matches students to agencies based on interest and learning needs
- Facilitates communication between student, the agency and the faculty field liaison
Key Roles

- **Field instructor** – agency MSW staff member who supervises the student’s fieldwork
- **Task supervisor** – directs the student in some activities within the agency (not used in all placement situations)
- **Faculty liaison** – faculty member who oversees the academic portion of the placement and conducts site visits (first point of contact for student and field instructor if concerns arise); reviews learning plan, assignments, evaluations, and assigns final grade
- **Student** – responsible for demonstrating required competencies and practice behaviors specified in learning plan
Role of the Field Instructor

- Interviews prospective interns
- Adheres to NASW Code of Ethics - responsibilities pertaining to education and training in practice settings (NASW Code of Ethics, section 3.02)
- Orient the student to the agency’s policies, procedures, ethical standards, and safety precautions
- Serves as primary teacher, professional role model, and facilitator of student’s learning within the agency
- Socializes the student into the profession
- Develops learning opportunities in relation to the curriculum and identifies/assigns duties to the student
Role of the Field Instructor continued

- Assists student in development of the learning plan
- Provides at least one hour per week of face-to-face supervision and is available for consultation as needed
- Communicates any problems in meeting learning competencies to student first, then to liaison if necessary
- Provides students feedback on assignments
- Monitors student’s performance and provides continuous feedback
- Evaluates the student’s performance on competencies and recommends semester grade
Placement Process

- Field placement coordinators contact agencies to inquire about current ability to accept students
- Students should NOT contact agencies to inquire about placements
Placement Process

- If this happens, please refer the student back to the Field Office
Placement Process

- Students complete field application and submit it to field office with their resumes
- Field faculty meets to discuss matching students to open placements
- Potential field instructors receive student’s field application and resume
- Students receive letter directing them to contact field instructor to schedule interview
- Field instructor interviews student
- Both field instructor and student must agree that placement is a “match” and will proceed
UGA SSW Programs

- BSW Program – Students complete social work coursework during two years

- MSW Program – Foundation & Concentration
  - MSW Foundation – Generalist practice and basic social work skills are emphasized; some micro, mezzo, and macro experiences should be included
MSW Concentration Year: Students Choose One Area of Focus

- Clinical Practice – prepares students to provide direct services to individuals, groups, and families; this includes the continuum of services from case management through psychotherapy

- Community Empowerment and Program Development – prepares students to work with community programs, community advocacy, and administrative positions
Required Clock Hours for Field

- BSW – 560 hours, over 2 semesters
- MSW Foundation – 240 hours, 1 semester
- MSW Concentration – 720 hours, over 2 semesters
Agency Orientation

- Student’s work area including access to telephones, computers, office equipment and policies around the use of these
- Student’s hours of work
- Appropriate attire for workdays
- Parking and use of agency vehicles
- Procedures for work time not completed in the agency (home visits, conferences, etc.)
- Procedures for illness or unplanned absences
- Policies around confidentiality and case records
- Safety
Agency Safety

- Building and office security
- Emergency procedures
- Staff responsibilities and procedures around management of violent clients
- Safety procedures on home visits
- Alcohol and drug policy
- Policy on guns and other weapons
- Policy on sexual harassment
- Procedures for documenting and communicating with agency staff any incidents or threats of violence
- Policy for aftermath of assault or threat of assault
Sexual Harassment

- All agencies serving as field sites for the UGA School of Social Work are required to follow the university’s NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

- The full policy can be found at: http://eoo.uga.edu/policies/NDAH-Policy.html
Professionalism

- Students need to be taught professional attire, professional greetings, professional behavior with clients, co-workers, and superiors, and professional writing.
- These things are discussed in the classroom but are integrated in the field.
- Students learn best by being given direct feedback after field instructor observation.
- Do not hesitate to give students positive verbal reinforcement and constructive criticism.
Coaching Professionalism

- Invite students to participate in professional activities (conferences, meetings, trainings, workshops)
- Assign student relevant readings
- Model professional behavior (maintaining confidentiality, respect for co-workers and clients, etc.)
- Discuss the student’s professional growth and his/her perception of their growth overtime
More Strategies

- Raise issues related to the profession of social work – take supervision beyond the technical/clinical realm and help students integrate thinking from the social work perspective*
- Frequently discuss how to maintain appropriate professional boundaries
- Discuss issues of self-care

Supervisor’s Liability

- Students do have malpractice insurance, but as the student’s field instructor and agency employee, you can be held liable for your student’s behavior.
Supervisor’s Liability continued

- Students should not be independently responsible for clients’ services or decisions about clients services
- Students should not be asked to transport agency clients, respond to clients’ phone calls after agency hours, or give out their personal phone numbers to agency clients
Council on Social Work Education

- UGA School of Social Work is fully accredited by CSWE
- CSWE provides all accredited schools with a set of standards – Educational Policy and Accreditation Standards
- Students must meet a set of ten “competencies” in their programs
- Field is identified as the “signature pedagogy” of social work education
Foundation Competencies

- #1 – Student identifies as a professional social worker and conducts himself/herself accordingly
- #2 – Student applies social work ethical principles to guide his or her professional practice
- #3 – Student applies critical thinking to inform and communicate professional judgments
Competencies continued

- #4 – Student engages diversity and difference in practice
- #5 – Student advances human rights and social and economic justice
- #6 – Student engages in research-informed practice and practice-informed research
- #7 – Student applies knowledge of human behavior and the social environment
Even More Competencies

- #8 – Student engages in policy practice to advance social and economic well-being and to deliver effective social work services
- #9 – Student responds to contexts that shape practice
- #10 – Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities
Learning Plans

- A road map for the student’s journey which identifies tasks/activities the student will perform
- Provides a basis for accountability and demonstration of competencies
- Field Instructor provides guidance regarding available learning opportunities in the agency
- See Attachment 1 for examples of activities
Stages of Student Development in Field Education

Initially, students may feel vulnerable, self-conscious and anxious.

In the beginning stage, students need a safe place to share concerns and discuss feelings, permission to be a learner, and to build self awareness of strengths and limitations.

See Attachment 2 for more information.
Beginning Stage of Student Development

Please reflect on:

- Your initial experiences as a social work intern
- Steps you will take to insure your intern gets off to a good start
Adult Learning Theory

- Learner’s need to know (why, what, how)
- Self-concept of the Learner (self-directing)
- Prior experience of the Learner
- Readiness to Learn
- Orientation to Learning (problem-centered, contextual)
- Motivation to Learn (intrinsic value)
Using Adult Learning Theory

- Stimulate the Learner’s “need to know” by pointing out the gaps in their knowledge between what they know and what they will need to know (future client contacts, licensure exam)
- Point out when/how they will use the new knowledge in the future
- Relate new information/skills to experiences the student has already had
- Utilize experiential techniques: group discussions, simulations, problem-solving activities
Effective Feedback

- Discuss issues of concern as soon as possible after the occurrence
- Be specific about what the student did or failed to do that could have been done better
- Talk about alternatives and possible consequences of the alternatives
- Normalize the feedback process as part of learning and include identification of the student’s strengths whenever possible
Gate Keeping Function of Field Instruction

- Field is “where the rubber hits the road”
- Just because a student can write a paper for a class, doesn’t mean he/she is going to be able to perform all the complex functions of a social worker in the field especially when on-the-spot decision-making is required
When problems occur......

- Talk first with the student about performance issues
- If the problem does not get resolved or is serious in nature (ethical issue), the faculty liaison should be notified immediately
- If the problem cannot be resolved, the appropriate field coordinator should be notified
- If the problem is still not resolved, the field director should be notified
- The MSW program director is typically notified by the field director when a problem reaches this level
Inadequate Performance in Field

- Students receiving a B- or lower must complete another field placement.
- The School typically conducts an Academic Review if a student fails a course, is terminated from a field placement, or violates the NASW Code of Ethics.
- Field instructor will be asked to provide information to the chair of the Academic Review Committee.
Academic and Professional Review Process

- Usually occurs when student is terminated from their field placement due to his/her inappropriate action or lack of action
- Field instructor is asked for details of situation/events both verbally and in writing
- Field instructor will be asked about his/her efforts to correct any problematic behavior
- Field instructor may be asked to attend the hearing to provide verbal input about the situation and attempted resolutions
- Decisions made by the APR Committee will not be communicated back to the field instructor due to FERPA regulations
Worksite Field Placements

- Students may complete one of their field placements at their place of employment if:
  - Agency is an approved field site
  - Student will have release time from their normal job duties
  - Field placement is new learning and clearly separate activities from work responsibilities
  - Field instructor and work supervisor are different persons
Evaluation Students

Field Instructors play a key role in evaluating students’ progress toward CSWE required competencies and practice behavior.

See Attachment 3 for Methods of Evaluation.
End of Semester Evaluations

- Evaluation forms can be downloaded from the UGA SSW Field Education website.
- Rate the student’s progress toward competency in each area based on his/her activities specific to the Learning Plan.
- Add detailed comments for student and field faculty consideration.
- Recommend a grade based on the student’s progress toward a beginning-level practitioner (not a seasoned practitioner).
Questions

- Sandra Murphy
  - smurph@uga.edu
  - 706-542-5419

- Denise Davison
  - davison@uga.edu
  - 678-985-6792

- Jeff Skinner
  - jskinn@uga.edu
  - 706-542-5474

- Jackie Ellis
  - jie10@uga.edu
  - 706-542-5466

- Katheryn Davis
  - cmcservices@charter.net
  - 706-542-3949

- Cindy Roberts
  - croberts@uga.edu
  - 706-542-5423