FIELD INSTRUCTOR ROLE

Planning role: The field instructor carries an important planning function for the student’s internship. In some agencies, some or all of these activities may be carried out by the agency’s administrator or a coordinator for social work student placements. These planning functions include:

1. Communicate information to the Field Education Office about potential practicum openings and any information that may impact the nature or quality of the practicum.

2. Following receipt of the student’s practicum application from the Field Education Office, the field instructor confirms that the referral appears to be an appropriate one and responds to the student’s request for scheduling an interview.

3. Should the field instructor learn information in the interview that leads her/him to question the viability of the practicum, s/he is responsible to discuss the concerns with the Field Education Office for immediate appropriate action.

4. After the interview, the field instructor should complete the interview tracking form indicating whether or not the student is accepted for placement. This form is signed by the student and then forwarded by the student or the field instructor to the Field Education Office. Chapter 4 (Foundation Field) and Chapter 5 (Concentration Field) provide more detailed information on the placement process.

Teaching Role: Throughout the field placement, the field instructor’s primary role is as a teacher and facilitator of student learning. To this end the field instructor:

1. Provides for the student’s orientation to the agency’s policies and procedures, ethical standards, and safety precautions (see appendix E)

2. Negotiates and plans student assignments in accordance with the competencies/practice behaviors identified in each practicum syllabus (see appendices A and B)

3. Provides educational supervision/field instruction for each student at least one hour per week (see appendix E)

4. Serves as an advocate for the student within the agency, by facilitating the student’s access to productive learning experiences and other learning activities/resources (for example, student participation in activities outside the agency such as professional conferences, relevant library work or field visits to other programs) during the practicum
5. Evaluates the student’s performance in the agency with regard to the specified practicum competencies/practice behaviors

**OFF-SITE MSW FIELD INSTRUCTOR/ON-SITE PRECEPTOR MODEL**

In selected situations and with prior approval from the director of field education, an off-site MSW field instructor/on-site Preceptor Model of field instruction may be utilized by a field agency which does not have an M.S.W. employee available for field instruction. These situations usually occur in new, “cutting edge” areas of practice where social work is just beginning its impact and which the School of Social Work wants to develop. Off-site M.S.W. field instructors are selected jointly by the targeted agency and the director of field education in consultation with the field education faculty. Responsibilities for field education using this model are outlined below.

**Off-Site M.S.W. Field Instructor**

1. Must meet criteria for field instructors (page 9)

2. Collaborates with the on-site supervisor in assisting the student with the development of the Learning Plan

3. Meets weekly with the student in a supervisory session to review progress of student toward demonstration of competencies/practice behaviors and to assist student with the integration of practice realities and theoretical concepts from a social work perspective

4. Meets periodically with student and on-site supervisor to evaluate student performance and modify the Learning Plan if necessary

5. Assumes primary responsibility for submitting to the School the written evaluation and grade recommendation for the student at the end of each semester

6. Assumes primary responsibility for meeting with the assigned faculty liaison and student during the semester to review student progress, and for alerting the liaison in a timely manner of any problems or potential problems which might interfere with a successful educational outcome.

**On-Site Task Supervisor**

1. Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects; Appendix E provides additional information to assist with orientation planning
2. Works with the off-site MSW field instructor and student to create the Learning Plan, which includes competencies/practice behaviors and practice tasks

3. Assumes primary responsibility for supervising the daily work of the student as described in the Learning Plan; Appendix E provides some supervision ideas

4. Meets periodically with the student and the off-site MSW field instructor to evaluate student performance and modify the Learning Plan, if necessary; the on-site supervisor may meet with the faculty liaison to review student progress, at the request of the student, the off-site MSW field instructor or the liaison