

SELECTION OF SETTINGS AND INSTRUCTORS FOR FIELD PLACEMENT

AGENCY CRITERIA

The School draws on the following criteria for field site selection:

1. Administrative policies regarding service to clients, to other agencies, and to the community should be consistent with the sound standards of practice appropriate to the particular type of agency.
2. The agency should show stability of program and of financial support. Alternatively, it may be at the cutting edge of innovative programming or practice.
3. The agency should show ability to respond to the changing needs of the community.
4. The agency should show capability for accommodating students.
5. Preference is given to agencies that can provide stipends to financially needy students. Please see section titled "Financial Support/Stipends."
2. The agency must be endeavoring to meet progressive standards of practice.
7. Agency should have formal safety policies and procedures (pages 8-11).
8. Potential for School/agency cooperative efforts (joint research projects, consultation, and in-service training).
9. Commitment on the part of the agency to enter into a long-term relationship with the School involving the training of numerous students over time.
10. The agency and school will enter into a contractual agreement regarding the mutual expectations for affiliation (appendix H).

FIELD INSTRUCTION CRITERIA

1. The agency must offer a favorable setting and atmosphere conducive for learning.
2. The agency must provide training opportunities in general practice methods and/or in concentrations applicable to the School's curriculum.
3. The agency must have one or more staff members who qualify as field instructors.

4. Adequate facilities must be available. These include provision of office space, work materials, and equipment as needed for the student. The student's use of agency cars must be included in the agency's insurance policy if driving is expected of students (pages 15-16).
5. The agency must allow all Field Instructors time for attending field instructor training offered by the School of Social Work.
6. The agency must allow all Field Instructors time for preparation for student instruction, for regular conferences with the student, consultation with School faculty, and, if needed, attendance at meetings held at the School.
7. The agency must be willing to reimburse the student for costs (such as travel expenses) incurred while conducting agency business. If the student needs additional car insurance to transport clients, make home visits, or other activities part of the placement assignments, the agency should reimburse the student for the amount of the additional coverage.
8. The agency agrees that no student trainees accepted by the agency will be discriminated against on the basis of race/ethnicity, sex, color, religion, national origin or ancestry, age, marital status, disability, Vietnam-era veteran status, or sexual orientation.
9. As required by federal and state law and by University of Georgia policy, field placements, as a whole, must be accessible to students with disabilities. The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities—including field placements in particular kinds of settings—as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Field Instruction Program in consultation with the Office of Disability Services to ensure equal access to practicum opportunities.

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.
 - (b) Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged to be normally safe.

- (c) Discussion of the neighborhood, including any potentially dangerous areas.
 - (d) Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home.
 - (e) Clarification of the purpose and development of a specific plan for the visit.
 - (f) Discussion of what to do should the client or anyone else present a threat to the student.
 - (g) Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The student's Field Instructor should know when a visit is to take place and at a minimum, telephone consultation must be available.
 - (h) In some situations, the student should be given permission not to make the home visit.
6. Consideration should be given to the following features pertaining to the agency facilities:
- (a) Adequate lighting inside and outside the agency.
 - (b) Adequate phone system for signaling emergencies.
 - (c) Arrange office furniture for an easy exit of client and worker.
 - (d) Minimize amount of unescorted traffic within the agency.

If a student is threatened or injured while in placement, or involved in an incident where his/her safety is or could be compromised, the incident should be reported immediately to the Faculty Liaison to the agency, to the Field Education Office (706) 542-5419, or to the Office of the Dean (706) 542-5424.

*Source: University of Michigan School of Social Work Field Manual, 1997.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Field Instructors are nominated by the agency and approved by the School to provide practicum instruction to students. Field Instructors select specific student assignments

and instruct students in the skills necessary to fulfill these assignments in relation to the student's course work.

Field Instructors for foundation students should have an M.S.W. However, Field Instructors with a B.S.W. and several years of human services experience may be approved. Field Instructors for concentration students must have an M.S.W. and two years post-M.S.W. human service experience. It is expected that Field Instructors have had formal training and experience in one of the school's concentration areas. Typically, the student is assigned to a Field Instructor on the basis of the student's major concentration choice. The instruction of students can be shared between various agency personnel, but the School-appointed Field Instructor assumes overall responsibility for field instruction.

Field Instructors must be on site and on duty for at least 10 hours per week for foundation students and 16 hours per week for concentration students. During those periods when Field Instructor availability is not possible, other qualified staff members must be available for backup or consultation to the students.

Field Instructors are strongly encouraged to participate in Field Instructor training provided by the Clark Atlanta University, Georgia State University and University of Georgia Field Education Collaborative. Detailed information about Field Instructor training workshops will be provided on a regular basis to all agencies that have a student assigned to them.

Persons nominated to be Field Instructors should be members of an agency staff who show:

1. evidence of competence in the practice of social work.
2. concern for continuing professional development.
3. commitment to the teaching function of social work education.
4. possess the interest in and have the time available for the regular instruction of students.

AGENCY APPLICATION FOR FIELD PRACTICUM SITE

(PLEASE PRINT)

Agency: _____

Contact Person: _____

Address: _____

Address: _____

Phone Number: _____ E-mail address: _____

BSW and 1st year MSW students are considered to be in their foundation year and their field practicum should be generalist practice. Students in the MSW program chose from either Community Empowerment & Program Development (CEPD) or Family Centered Practice (FPC) as their concentration area. Please check the areas your agency can support.

___ Generalist

___ FCP

___ CEPD

1. Population Served:

___ Children
___ Adolescents
___ Adults
___ Couples
___ Families

___ African American
___ Hispanic /Latino
___ Asian (specify _____)
___ Native American
___ Appalachia

___ Developmentally Disabled
___ Physically Disabled
___ College Students
___ Elderly
___ Immigrant/Refugee
___ Gay/Lesbian

2. Type of Setting (Check all that apply):

___ Hospital
___ Health Care
___ School System
___ Homeless Shelter
___ Corrections/Crim. Justice
___ Substance Abuse /Recovery
___ Private Non-Profit
___ Mental Health

___ Nursing/Personal Care Home
___ Counseling Center
___ Outreach center
___ Crisis Center
___ Hospice
___ Community Based
___ Other (please specify _____)
___ Legal

___ Public Agency/County,
State, Federal

3. Problem Areas Addressed:

___ Health
___ Adoption/Foster Care
___ Abuse/Neglect
___ Teen Pregnancy
___ Welfare Reform/Policy
___ Domestic Violence
___ Terminally ill
___ Forensics

___ Mental Health
___ Family Development
___ Poverty
___ School Related Issues
___ Delinquency
___ Homelessness
___ Grief/Loss
___ Other (please specify _____)

___ Development Disability
___ AIDS/HIV
___ Aging/Alzheimer's
___ Substance Abuse
___ Sexual Violence (incest, rape)
___ Physical handicaps
___ Early Intervention

4. Field Practicum Opportunities:

Generalist

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

FCP

- Group Work with Clients
- Group Counseling
- Resource Linkage/Brokering
- Individual Counseling
- Couples
- Needs Assessment
- Research
- Treatment Team Planning
- Family Therapy
- Play Therapy
- Treatment Evaluation

CEPD

- Resource Linkage/Brokering
- Committee Leadership
- Research
- Supervision
- Needs Assessment
- Budgeting
- Program Development
- Grant Writing
- Staff Development
- Program Planning
- Community Organization
- Volunteer Recruitment/Training
- Program Evaluation
- Legislative Advocacy

Other Experiences (unique services, populations served, etc.)

5. Would students be asked to transport clients? Yes No

6. Would students be asked to go on home visits? Yes No

7. Describe safety procedures in place for agency personnel.

8. Special skills required by students placed at agency:

9. Describe work space provided for student.

10. Do you offer a stipend? If yes, how much? Yes No \$ _____

11. Do you reimburse for mileage? Yes No

Other reimbursements (i.e. parking, conference fees, etc.) _____

PLEASE ATTACH RESUME AND STUDENT JOB DESCRIPTION

