

WEST VIRGINIA UNIVERSITY

SCHOOL OF SOCIAL WORK

**INFORMATION AND APPLICATION PACKET FOR CONSIDERATION AS AN
APPROVED FIELD SITE
(BSW AND/OR MSW)**

**PLEASE COMPLETE ALL FORMS IN THEIR ENTIRETY AND FAX TO
FIELD OFC, 304-293-5936 OR RETURN VIA MAIL TO:**

**SAMUEL J. LEIZEAR, MSW
FIELD INSTRUCTION COORDINATOR
WVU SCHOOL OF SOCIAL WORK
P.O. BOX 6830
MORGANTOWN, WV 26506-6830**

QUESTIONS? CALL 304-293-3501, EXT. 3118

SJLeizear@mail.wvu.edu

**FIELD SITE APPLICATION AND REVIEW PROCESS FOR THE WVU
SCHOOL OF SOCIAL WORK FIELD INSTRUCTION PROGRAM**

Thank you for your interest in providing a quality field instruction experience for our undergraduate and graduate social work students. In accordance with the Council of Social Work Education accreditation standards, we have implemented a field site application and review process, which is outlined below.

The Field Site Approval process is as follows

- 1) All persons wishing to submit an agency, organization or program for consideration for approval as an approved field site for social work students, must complete a formal application (see attached).
- 2) Upon receipt of the completed application packet, the Field Coordinator schedules and conducts an on-site visit which typically takes 1-2 hours, dependent upon the size of the agency, number of programs seeking approval, etc.
- 3) Once the site visit is completed, and if the Field Coordinator feels the agency or program is appropriate for consideration as a social work field site, s/he then submits a concise description of the agency, which included the learning opportunities available for social work students, the plan for field supervision, and other pertinent information, to the appropriate academic committee (BSW, MSW or both) for review and approval. (Note-if the agency is only seeking a one-year contract with the University, then approval at the academic committee level is sufficient. However, agencies seeking a multi-year contract with the University must also be approved by the full Division faculty).
- 4) Once the appropriate approvals have been obtained, the Field Coordinator then sends 2 original Memorandums of Affiliation (MOA) to the Agency Director for review and signature. As appropriate, the Field Coordinator may also send a copy of the MOA letter to the field instructor of record, so that s/he can consult with the agency director if needed. (A sample copy of the MOA can be found in Attachment A-please read carefully)
- 5) Upon return of both copies of the MOA, signed by the Agency Director, the Field Coordinator then obtains the appropriate signatures from University administrators, and then mails one original MOA to the agency, and retains the other original in the Agency File in the Morgantown office.

Please note, as per University policy and liability insurance guidelines, **no student may begin logging field placement hours, until a fully-signed Memorandum of Affiliation is received at the Morgantown field office AND the student is enrolled in the appropriate field course.**

WEST VIRGINIA UNIVERSITY SCHOOL OF SOCIAL WORK
UNDERGRADUATE AND GRADUATE STUDENT
FIELD EXPERIENCE SCHEDULE

(Effective for students entering the program in August 2008-reflects 08-09 Curriculum changes)

<u>Time of Year</u>	<u>Hrly Schedule</u>	<u>Length of Time/Total Hrs</u>	<u>Seminar Hrs</u>	<u>Student Level</u>
Fall or Spring Only	30-32 hrs/wk	15 wks/ 1 semester/441 hrs	3 hrs/wk	BSW (Generalist Placement)
Fall-Spring or Spring-Summer	16 hrs/wk	30-32 wks 2 semesters /441 hrs	3 hrs/wk	BSW (2 semester-Generalist Placement)
Yr I-Mid Oct. (Fall)-Mid March (Spring)	16 hrs/wk	18 wks 288 hrs on site	12 hrs	MSW Full time; Regular standing FOUNDATION PLACEMENT
Yr I-Summer (May-August)	16-24hrs/wk	12-18 wks 288 hrs on site	12 hrs	MSW Part-time Regular standing & MSW/MPA Full-time regular-standing FOUNDATION PLACEMENT
Yr III Fall through Spring (August-May)	16-19 hrs/wk	32-38 wks 612 hrs on site	12 hrs	Second Year MSW Full-time-Regular standing, Third Year MSW Part-time Regular-standing, Third Year MSW/MPA Full-time-Advanced standing Second Year MSW Full time & Part-time-Advanced Standing; ADVANCED PLACEMENT

***Dual Degree option currently only available in Morgantown & Charleston Programs: this info only pertains to the MSW placement, the Public Administration Dept. has their own guidelines for placement.**

MISSION STATEMENT OF THE SCHOOL OF SOCIAL WORK

The mission of the School of Social Work at West Virginia University is to reduce human suffering.

To this end, we are committed to improving the lives and living conditions of individuals, groups, communities and the larger society, with particular emphasis on vulnerable and oppressed populations in predominantly rural areas.

We demonstrate this commitment through an emphasis on:

- Student-centered professional education at the baccalaureate and graduate levels (including off-campus delivery of graduate education for place-bound practitioners) that prepares graduates for effective social work practice.
- Research and scholarship in areas relevant to this mission.
- Community engagement that recognizes and demonstrates the reciprocal nature of the scholar-practitioner relationship and provides leadership for the delivery of human services in the state and region.

THE BSW PROGRAM

BSW Program Goals and Objectives (Revised 5/13/04)

- 1. Prepare undergraduate students for competent entry-level generalist practice, with an emphasis on rural and small town settings, through a curriculum including liberal arts, social work foundations, and professional social work knowledge and skills.**
 - 1.1. Apply critical thinking skills within the context of professional social work practice. (CSWE 3.0.1)
 - 1.2. Understand and interpret the history of the social work profession and its contemporary structures and issues. (CSWE 3.0.2)
 - 1.3 Apply the knowledge and skills of generalist social work practice with human and social systems of all sizes (CSWE 3.0.B6)
 - 1.4 Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (CSWE 3.0.7)
 - 1.5 Analyze, formulate, and influence social policies. (CSWE 3.0.8)
 - 1.6 Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (CSWE 3.0.9)
 - 1.7 Use communication skills differentially across client populations, colleagues, and communities. (CSWE 3.0.10)
 - 1.8. Use supervision and consultation appropriate to social work practice (CSWE 3.0.11)
 - 1.9. Function within the structure of organizations and service delivery systems and seek necessary organizational change. (CSWE 3.0.12)
 - 1.10 Acquire a working knowledge of service delivery to rural and small town populations (WVU)

2. Prepare students to engage in effective, responsible and creative practice within the value base and ethical standards of the social work profession;

- 2.1. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (CSWE 3.0.2)
- 2.2. Internalize the profession's value base and gain skill in its application to resolving ethical dilemmas (WVU)
- 2.3. Gain recognition of how one's own personal values can impact service delivery and reconcile value conflicts that will prevent effective service provision (WVU)

3. Prepare students for practice with diverse, and at-risk populations and further social and economic justice;

- 3.1. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation (CSWE 3.0.3)
- 3.2. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice. (CSWE 3.0.4)

4. Enrich the liberal arts curriculum of West Virginia University by providing opportunities for the undergraduate student body in general to increase their sensitivity, knowledge, and understanding of human needs, social problems, social welfare issues, and approaches and alternatives toward resolving social problems ;

- 4.1. Provide undergraduate courses available to non-social work majors that contribute to student understanding of human diversity, social problems, social welfare programs and alternatives for the resolution of problems. (WVU)
- 4.2 Provide extra-curricular programming available to the general student body that contributes to understanding of human diversity, social problems, social welfare programs and alternatives for the resolution of problems. (WVU)

5. Provide a foundation for continuing professional development.

- 5.1. Recognize the need for and commit to participate in activities that foster ongoing, post- graduation professional growth and development (WVU)
- 5.2. Provide a sound educational foundation for the student who may be appropriately interested in future graduate-level education within the School of Social Work, in other graduate social work programs, or in other allied graduate programs of study (WVU)
- 5.3. Encourage participation in continuing social work education to lay the foundation for career-long-learning and professional growth. (WVU)

BSW CURRICULUM

Defining Generalist Practice

As stated above in the goal statement, the focus of the BSW Curriculum is to prepare students for generalist, or entry-level practice in social work. The faculty have defined generalist practice as follows:

Generalist practice in the West Virginia University BSW Program serves diverse client systems using an ecosystems approach as an organizing theoretical base in understanding the rural and small town environment. Client systems may be communities, organizations, groups, families or individuals. Generalist practice is flexible and creative enough to support problem interventions that draw upon strengths, capacities and resources to determine the practice approach. Generalist practice:

- Is multi-level to include individuals, families, groups, organization and communities.
- Is multi-theory, including such theories as cognitive-behavioral, person-centered, empowerment theories, but allows for the selection of the theory deemed most appropriate by the practitioner.
- Is multi-method, including casework, group work, community organization, administration, research and policy-practice, but allows the use of any method deemed most appropriate by the practitioner for the practice situation.
- Utilizes the problem-solving process (assessment of needs and problems, development of a service plan, direct and indirect services, monitoring and evaluation).
- Addresses the complexity of individual, family, group, organizational and community systems interactions.
- Requires an integration of awareness, competence and professional response to issues of values, ethics, diversity, culture, social and economic justice and populations-at-risk.
- Requires critical thinking and self-reflection in the assessment of one's own practice.

THE BSW FIELD INTERNSHIP

General Guidelines and Requirements

BSW students engage in an educational experience that capstones the professional foundation of the curriculum via SOWK 494, Senior Seminar (3 credit hours, graded with a letter grade) and SOWK 491, Field Internship (12 credit hours, graded Pass/Fail). These two courses are inextricably intertwined in providing the educational opportunity and direction necessary to prepare the entry level generalist practitioner.

The block pattern is used predominantly for placement. The concurrent model remains available to students who, because of any number of life circumstances, find it necessary to complete their baccalaureate education on a part-time basis. Students who must work to support themselves more than 15 or 20 hours per week are strongly encouraged to utilize the concurrent pattern.

Under the block placement option, students are involved in field activities and service provision over a **single semester** which must include at least a **minimum** of 441 hours and will usually include 63 days. This is the same number of clock hours students complete under the concurrent option, which may also be used, but the days are spread over two semesters, with students completing field work two days (16 hours) per week each semester

Students follow the university calendar in terms of holidays. If the agency observes additional holidays, students are able to take advantage of those also--as long as they complete at least a 15 week length and a minimum of 441 hours. During week-long WVU recesses (i.e., Thanksgiving and Spring Break), students are expected to maintain continuity of services for their clients, and some students often opt to work some or all of these days in order to give themselves ample time to make up any absences due to illness.

The field instructor and the student may jointly modify the field instruction schedule to make accommodations for holidays and recesses sanctioned by the agency or by the University, compensatory time for over-time or tasks performed during vacation periods and for absences caused by illness or other significant personal situations, as long as the 15 week, 441 minimum hours and other mandated field experience requirements are met. ***Given these requirements, students must make up any absences from field placement, whether or not they are "excused" absences (e.g., illness, malfunctioning vehicle, etc.).***

The student's schedule may reflect variations in daily hours, such as fulfilling evening, weekend or "on call" responsibilities. However, it is important to note that the School requires a significant overlap of time for the field instructor and student to work during the same hours. Appropriate access to field instruction must be available so that the field supervisor may directly observe the work of the student and provide feedback and direction. Any decision to use evening and weekend hours must meet this requirement.

When students enroll for SOWK 491, the field placement experience, they must also enroll for SOWK 494, the senior seminar. As noted previously, SOWK 494 and 491 are inextricably linked by design, and both courses together build a bridge between the student and practitioner roles. Through SOWK 494, which gives primary attention to the application of theory to practice activities and use of research to evaluate practice and program effectiveness, students receive faculty-based field instruction during the internship in addition to instruction provided at the agency site. Field supervision/field instruction, therefore, is the joint responsibility of the seminar instructor and the agency task supervisor or field instructor. Consequently, supervision totals a minimum of more than 3 hours per week. The linkage between the class and the field is further enhanced by having the seminar instructor serve as the faculty liaison to all the BSW field sites. This dual assignment allows the seminar instructor to follow up on class discussions about the placement experience when making visits to the agency site and, further, gives a more in-depth and multi-dimensional view of the student's practice abilities.

Because the School has a commitment to enhancing the human service network in the state of West Virginia and the Appalachian region, its primary focus is on utilizing field instruction resources in this region.

THE MSW PROGRAM

MSW Program Goals and Objectives

1. Apply advanced practice knowledge, skills, and professional values and ethics in a variety of social welfare settings, in particular rural areas and small towns.

- 1.1. Demonstrate knowledge of the generalist foundation that supports social work practice. (CSWE 3.0.M6)
- 1.2. Demonstrate knowledge of and skill in the use of advanced social work practice theory and techniques in either direct practice settings or community organization and social administration contexts. (CSWE 5.0)
- 1.3. Develop and apply critical thinking skills for conscious selection of appropriate interventions. (CSWE 3.0.1)
- 1.4. Understand human behavior in social environments, including bio-psycho-social variables and the patterns of relationships within and among various components of the environment. (CSWE 3.0.7)
- 1.5. Demonstrate the professional use of self and commitment to practice within the values and ethics of the social work profession. (CSWE 3.0.2)

2. Appreciate the strengths of human diversity in working toward the ends of social and economic justice and full participation in a democratic society.

- 2.1 Demonstrate knowledge and respect for the positive contributions of diversity and diverse cultures. (CSWE 3.0.3)
- 2.2 Demonstrate the differential use of communication skills with diverse individuals, groups and communities. (CSWE 3.0.10)
- 2.3 Recognize the dynamics of oppression and discrimination in its many forms and apply strategies of advocacy and social change that advance social and economic justice." (CSWE 3.0.4)

3. Actively participate in programs and activities directed toward the improvement of the political, economic, and social environment of communities in which they practice.

- 3.1 Demonstrate knowledge of social welfare history and social policy processes as they relate to analyzing, influencing, and seeking appropriate change consistent with social justice and human empowerment. (CSWE 3.0.5 and 3.0.8)
- 3.2. Identify and implement ways to create a more just society in both social and economic terms. (CSWE 3.0.4)
- 3.3 Understand and interpret the appropriate use of professional knowledge, values and skills for effective practice in small town and rural contexts. (CSWE 5.0)

4. Assume leadership roles within the human services arena, whether through direct practice, community organization, or social administration.

- 4.1 Demonstrate knowledge of organization theory and its application in shaping social work practice, including the professional's role in influencing organizational change. (CSWE 3.0.12)
- 4.2 Demonstrate knowledge of the role and use of professional supervision and consultation in supporting social work practice. (CSWE 3.0.11)

5. Contribute to the knowledge base of the profession through research roles, including the exercise of effective evidenced-based practice.

- 5.1 Apply knowledge of the research process and research methods to evaluate social work practice. (CSWE 3.0.9)
- 5.2 Demonstrate commitment and ability to engage in professional knowledge validation and dissemination. (CSWE 5.0)

6. Commit to continuing professional growth and development in their own specific careers.

- 6.1 Understand licensing requirements and continual need to update knowledge and skills through attendance at continuing education activities. (CSWE 5.0)
- 6.2 Participate in continuing education activities as presenter, convener, or organizer. (CSWE 5.0)

MSW PROGRAM FOUNDATION AND ADVANCED INTERNSHIPS
(see "Field Experience Schedule for specific time frames of placement")

FOUNDATION PLACEMENT- Generalist Experience- 300 (288 on-site, 12 seminar) hours
(required of all regular-standing MSW & Dual Degree students)

- Provides students with opportunities to engage in generalist social work practice that is applicable across settings, population groups, problem areas, and systems of all sizes
- Professional comportment reflects adherence to NASW Code of Ethics
- Practice reflects understanding of the internal community of the agency and its relationship to the external community it serves
- Develops an appreciation of the role of gender, age, race, ethnicity, culture, sexual orientation, handicapping condition
- Demonstrates the ability to conceptualize unmet needs and social conditions and, utilizing client strengths, engage in appropriate service planning
- Understands the importance of knowledgeable and disciplined use of self

***ADVANCED PLACEMENT- 624 (612 on-site, 12 seminar) hours
(required of all Regular and Advanced-standing MSW and Dual Degree students)***

- Area of concentration provides all students with opportunities to engage in progressively differentiated and sophisticated social work practice that is applicable to specific settings, population groups, problem areas, and systems
- Professional comportment reflects integration of NASW Code of Ethics
- Practice reflects progressive appreciation of the agency's role in advancing the values of the profession and in its relationship to those it serves; ongoing critical evaluation and innovation
- Assessment and intervention at the individual, family, group, community and policy level reflects thoughtful integration of factors such as gender, race, etc.
- Synthesizes and integrates advanced socio-behavioral theory, policy, research and methods into practice
- Demonstrates knowledgeable and disciplined use of self
- Evidences increasing capacity to function autonomously

Ref: Adapted from Case Western Reserve, Field Education Program

FIELD INSTRUCTION WITHIN THE MSW CURRICULUM

The purpose of field instruction, as an integral part of the total curriculum, is to provide opportunities for students to apply the concepts and theories taught in the classroom to actual practice situations, thus incorporating the knowledge, values, and skills that they have studied in class in their work with actual clients and client systems. The program goals and objectives identified above are incorporated into the field syllabi and related field curriculum documents with the purpose of guiding field instructors and students in accomplishing these objectives within the field experiences. As students apply themselves to practice tasks and processes with the guidance of experienced practice teachers, they gradually grow into professional practitioners. They gain a growing sense of professional competence and confidence and begin to integrate theory with practice.

Providing Ongoing Field Instruction and Supervision

Setting aside one hour of protected time per week for supervisory conferences is required throughout the semester. The focus and content of the instructional and supervisory conferences will change, however, as the semester unfolds.

Responsibilities of the Field Instructor or Task Supervisor

The process of field instruction is expected to foster the student's acquisition, application, and progressive development of professional knowledge, skills, and ethical behavior. The field instructor is a teacher and a role model. Specific professional educational responsibilities include:

- Assist students in the pre-placement and selection process by providing an overview of the agency's program, goals, service delivery system, and other important information.
- Provide on-site orientation for the student when the placement begins.
- Provide assistance in the development of the student's learning contract and instruction related to the student's classroom assignments.
- Work with the student to develop and implement the learning contract for field instruction.

- Provide appropriate learning experiences that enable the student to develop and integrate theoretical concepts with practice skills.
- Set and convey clear to the student clear performance and task expectations.
- Set aside at least one hour of protected time per week for supervisory conferences; this time is in addition to informal interaction throughout the week. Provide access to other staff as appropriate.
- Provide initial and continuing assessment of the student's level of knowledge, educational needs and interest, in cooperation with the faculty liaison.
- Complete a mid-term and final evaluation of the student's progress using the evaluation form provided by the Division.
- Discuss with the faculty field liaison any serious problems that may arise.
- Participate with the School of Social Work in an interdependent relationship in order to enrich and enhance the School's educational goals. This may be accomplished through service in the Field Faculty Association, on task groups or committees of the School, and through guest lectures or other mechanisms. Assist the School in periodic evaluations of the appropriateness of the setting for providing sound educational learning/practice experiences for placement students.
- Attend and participate in the semi-annual Field Faculty meetings, orientation and training opportunities offered by the School for field instructors.
- Provide feedback to the School on the effectiveness of the faculty liaison and the field instruction office by completing the appropriate forms.

Responsibilities of the Student

The student, with the support of the liaison and the field instructor, has major responsibility for his/her own learning and is expected to actively participate in the formulation and implementation of the field instruction experience. While in field instruction the student is expected to maintain the same ethical standards and practices as the professional staff.

Specific requirements include the following:

- Attend the required pre-placement orientation session and follow all pre-placement instructions in a timely fashion. This includes discussion with the advisor or field coordinator any individual circumstances that will affect the placement selection process.
- Make the field instructor or task supervisor aware of any pertinent information that may affect the student's ability to learn.
- Maintain the work schedule expectations of the agency.
- Advocate for self in pursuit of learning. The student is responsible for the initial drafting of the learning contract and discussion with field supervisor in order to finalize the contract by the specified deadline date.
- The student is required to adhere to the expectations agreed upon in the learning contract, including required reports, task assignments, etc. The student is required to participate in conferences with the faculty liaison during the placement.
- Clarify with the agency any expectations related to transportation of clients and insurance coverage for these purposes.
- Engage in self-assessment via mid-term and final evaluation conferences.
- Respect client/agency confidentiality and abide by the NASW Code of Ethics.

- Engage in appropriate termination activities with clients and the agency as the internship draws to a close.
- Provide feedback to the School on the effectiveness of the faculty liaison, field placement site, field instructor, and the field instruction office by completing the appropriate forms.
- Use of Supervision: The student is expected to prepare for and participate in regular conferences with the field supervisor, focusing on the student's learning and application of social work concepts. In an effort to foster the integration of class and field, the student is expected to share with the field instructor course materials and syllabi, as well as appropriate classroom discussions and experiences. The student should use this professional tutorial relationship as a constructive tool in his/her total educational program.
- Use of Agency Material: The student should take responsibility for a clear understanding among the agency, the student, and the School about the student's use of agency material in the classroom.
- The Student as Member of the Agency: The student must take responsibility for becoming a part of the field instruction setting and participate as a responsible member of the staff. Attendance at meetings and conferences in the agency and community are encouraged. The student should take advantage of appropriate opportunities to broaden the learning experience within the field instruction placement consistent with educational and service obligations.

Criteria for Selection of Agencies

In selecting agencies as potential settings for field instruction the School looks for evidence of commitment to social work principles and values as well as a commitment by the setting to the learning needs of the student. The following represent criteria utilized in the selection process:

1. The agency accepts professional education for social work as part of the philosophy and practice of the agency and is willing to work collaboratively with the School to maximize the educational nature of the field placement.
2. The agency has available employees who are interested in providing field instruction and who meet the criteria and standards of the School.
3. The agency is willing to accept the student as a learner and to provide appropriate learning experiences. It will maximize the student's opportunity to have assignments which include work with clients of different races, genders, ethnic backgrounds, sexual orientations, income levels, and physical/mental abilities.
4. The student is accepted as a participant in the overall agency program and activities as appropriate. A supportive learning environment would include opportunities to participate in staff meetings, interagency meetings, in-service training, and other opportunities for professional learning.
5. Students should be provided with the proper physical environment and equipment, i.e., phone, desk, and a private space for interviewing clients, office supplies, clerical services, etc. The student is reimbursed for expenses incurred in the performance of agency responsibilities; i.e., travel, telephone, special agency activities.
6. The agency must agree to treat all information, including evaluations of students, as confidential. According to the provision of the Buckley Amendment to the 1974 Family Rights and Privacy Act, the student must give written permission for the School or agency to release data concerning her/his attendance history or performance record.
7. The agency must be willing to allow students to use case records and other appropriate material, with confidentiality protected, in classroom discussions and assignments.
8. The agency must be willing to adjust the field supervisor's schedule to permit time to plan student's program, attend field seminars, prepare for and hold supervisory conferences, and generally supervise the student's field placement progress.

Criteria for Selection of Field Instructors

The field instructor, as a teacher and a role model, is responsible for delivering a significant portion of the educational curriculum. They are to be competent in their chosen field of practice, have an ability to consciously discuss the concepts and principles that underlie that practice, and have an interest and desire to be involved in teaching students. Further it is required that the field instructor:

1. Possess a graduate degree in social work (MSW) from an accredited social work program and have two years of post-degree experience.
2. Has knowledge and competence within the setting's field of practice.
3. Will adhere to the highest standards of professional ethics and values.
4. Will attend orientation, training, and other seminars offered by the School regarding the field instruction process.
5. Meets the requirements of the licensure law in the state in which the site is located.

Criteria for Selection of Task Supervisors

Task supervisors may provide the primary supervision of **BSW and/or MSW students**. The task supervisor must be knowledgeable about the setting, its programs, policies, intervention strategies and tactics; social work roles and functions; and must be willing to and have the time for undertaking the teaching role. **Assignment of a task supervisor for any social work student does not preclude the need for an appropriately-credentialed and trained BSW or MSW level field instructor to provide consistent, on-site, weekly supervision to students.**

To be accepted as a task supervisor for a BSW student, a task supervisor must meet the following criteria, in addition to criteria 2-5 for field instructors:

1. Have a bachelor's degree or a master's degree in an allied field such as psychology or counseling. (Other similar degrees may be considered.)
2. If located in WV, have a social work license (as required by WV state law), or if in a bordering state, the licensure or certification in social work as per the state law.
3. Have a minimum of 3 years of post-degree experience in the field.
4. Have a minimum of 6 months tenure as an employee in the agency.

To be accepted as a task supervisor for a MSW student, a task supervisor must meet the following criteria, in addition to criteria 2-5 for field instructors:

1. Have a masters degree in an allied field such as psychology or counseling. (Other similar degrees may be considered.)
2. Have a minimum of 2 years of post-degree experience in the field.
3. Have a minimum of 6 months tenure as an employee in the agency.

The policies for selection of field instructors and task supervisors serve to set the minimum expectations for supervision of students in the agency and thus strengthen the School's ability to maintain a high quality educational experience for students.

NOTE: PLEASE FAX OR MAIL THE APPLICATION & APPLICATION FOR FIELD INSTRUCTOR BACK TO FIELD OFFICE. RETAIN PRECEDING PAGES, AND SAMPLE OF MEMORANDUM OF AFFILIATION FOR YOUR FILES.

FIELD AFFILIATION APPLICATION FORM

DIRECTIONS: Please provide information about the field agency that describes what social work learning experiences are available at the agency site. This information will be used by the Field Instruction Coordinator to assess the appropriateness of the site.

1. DATE _____

2. Agency/Program and Instructional Staff Information

Agency Name

Address

City

State

Zip

(____) _____
Phone

(____) _____
Fax

Website address (as appropriate)

Agency Director/Dept Head or Program Coordinator (must have authority to commit agency to contractual arrangement with WVU)

BSW MSW Both

#Field Instructor No. 1 Level of Social Work Degree? School/Year Received?

BSW MSW Both

#Field Instructor No. 2 Level of Social Work Degree? School/Year Received?

#Task Instructor No. 1 Degree Level & Discipline (e.g BA-Psych) School/Year Received?

#Task Instructor No. 2 Degree Level & Discipline (e.g BA-Psych) School/Year Received?

Type of placement

Employer-Based only (will only accept agency employees)

General (will accept any students)

All potential Field Instructors and Task Supervisors must complete and submit the Field Instructor/Task Supervisor Application (included in this packet) and the requested verification materials to be considered for approval

WVU School of Social Work Field Placement Description Form

Level of Placement and Number of Students Agency can sponsor at one time:

____ BSW Placement (Generalist Practice-441 on-site hrs) # of students? ____
____ MSW Foundation Placement (Generalist Practice-288 on-site hrs) #? ____
____ MSW Advanced Placement (specializations-612 on-site hrs) #? ____

Length of commitment preferred? One year contract Six year contract
Other (specify _____)

Type of MSW Advanced Placement Provided by Agency: (Check all that apply)

____ Community Organization/Social Administration
____ Direct Practice

Agency Specializations: (MSW Advanced Placement; Check all that apply)

____ Administration/Planning Child & Family Services
____ Advocacy/Legal Criminal Justice
____ Aging Services/Gerontology Disability Services
____ Behavioral Health Domestic Violence
____ Chemical Dependency/Substance Abuse Health/Medical
____ Other (specify _____)

Attach the following on a separate page :

• **Agency Description:** (Please describe setting, indicating mission, programs, services, etc. briefly in one or two complete paragraphs-this will be provided to prospective field students). Include regional offices, if any, **where qualified field instructors are available.**

• **Description of typical services/activities and roles that students may participate in.** (Please be specific regarding what activities the student will be doing, and at what level, i.e. will the student be observing/shadowing at first and then allowed to be more independent as appropriate? For Advanced placements, please specify how the student will move into advanced practice, e.g will student have a caseload, lead a group, etc. If COSA, describe what types of Admin and/or Community Org projects student will have. Include the days and times services and/or learning opportunities are available, including evening and/or weekends. **Use a separate sheet to describe and provide as much detail as possible).**

- a. Generalist Practice (if offered)
- b. Advanced Placement (if offered)

II. PROGRAM INFORMATION

A. This agency is: ____ Public ____ Private ____ Non-Profit ____ For-profit

- 1) If private, does the agency receive grants or contracts from governmental resources to help support your program? Y N
- 2) Does the agency bill services for reimbursement to: ____ Medicaid/Medicare ____ private insurance
- 3) Does the agency accept persons without insurance coverage for service? Y N

B. The agency provides these types of services: (circle appropriate numbers)

- | | |
|---------------------------------|------------------------------|
| 1. Aging/Geriatrics | 12. Mental Health/Psychiatry |
| 2. Children's Services | 13. Planning/Organizing |
| 3. Adult Corrections | 14. Social Work Education |
| 4. Juvenile Corrections | 15. Volunteer Services |
| 5. Information & Referral | 16. Housing |
| 6. Substance Abuse | 17. Crisis Intervention |
| 7. Disability Services | 18. Special Education |
| 8. Family & Children's Services | 19. Rehabilitation Services |
| 9. Employment | 20. Research |
| 10. Vocational | 21. Other _____ |
| 11. Medical/Health | |

C. Which of the following titles best describe your setting? (circle all that apply)

- | | |
|---|--|
| 1. Institution of Higher Education | 13. Senior Center |
| 2. Funding Agency (eg United Way) | 14. Long-Term Care Facility |
| 3. Local Housing Authority | 15. Area Agency on Aging |
| 4. Hospital/Medical Clinic | 16. Administrative Office |
| 5. Dept. of Health & Human Resources | 17. Special Ed/Developmental Disabilities |
| 6. Transitional Program/Facility | 18. Rehabilitation Center/Skilled Nursing Care |
| 7. Community Behavioral Health Center | 19. Public Health Agency |
| 8. Correctional Facility | 20. Regional Planning Council |
| 9. Public School | 21. Recreational Facility |
| 10. Community Action Center | 22. Residential Care Facility |
| 11. Local Government
Planning Department | 23. Behavioral Health Facility |
| 12. Professional Organization
(e.g., FSAA, NASW, etc.) | 24. Legal/Advocacy Agency/Program |
| | 25. Other _____ |

D. The services are provided to: (circle all that apply)

- | | |
|---------------------------------------|---|
| 1. Adults | 9. Bisexual, Lesbian, Gay or Transgendered Persons . |
| 2. Children(ages?) _____ | 10. Persons with a specific Diagnosis or Condition?
Specify: _____ |
| 3. Youth (ages?) _____ | 11. Neighborhoods/Communities (specify) _____ |
| 4. All ages | 12. Institutions |
| 5. Families | 13. Regions |
| 7. Elderly (age range?, eg 55+) _____ | 14. Organizations |
| 8. _____Males only_____Females only | 15. State or National Level |

E. How are services provided to individuals? (circle all that apply)

- (1) Residential basis (long-term, 30+ days)
- (2) Inpatient basis (short-term, less than 30 days)
- (3) Outpatient basis (client or system comes to agency)
- (4) Outreach basis (practitioners or program taken to the client or client system)

F. The agency provides student learning opportunities utilizing these techniques, programs, or services. (circle all that apply)

Generalist Roles/Activities

1. Brokerage/Linkage
2. Outreach
3. Advocacy/Ombudsman
4. Goal Setting
5. Contracting
6. Mediation
7. Coordination/Case Management
8. Teaching
9. Behavior Changing
10. Supportive Counseling
11. Other (specify) _____

Programs & Services, General

1. Homemaker Services
2. Financial Assistance
3. Volunteer Activity
4. Medication and Medical Care
5. Remedial Education
6. Information and Referral
7. Occupational Therapy
8. Other _____

Advanced Practice Roles/Activities

1. Administration
2. Research
3. Financial/Budgeting
4. Strategic Planning
5. Supervision
6. Clinical Services (Specify below)
6. Policy Advocacy
7. Other (specify) _____

Programs & Services, Specialized

1. Psychological Testing
2. Legal Counseling
3. Vocational Counseling
4. Recreational Therapy
5. Speech Therapy
6. Physical Therapy
7. Occupational Therapy
8. Other _____

Group Work

1. Therapeutic Groups
2. Supportive Groups
3. Self-Help Groups
4. Educational Groups

Therapeutic Perspectives

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Client-Centered 2. Reality Therapy 3. Psychodynamic 4. Family Therapy <ol style="list-style-type: none"> a. Solution Focused Therapy. b. Strategic Therapy c. Structural Family Therapy <ol style="list-style-type: none"> d. Narrative Therapy e. Bowenian Family Therapy 5. Re-Education 6. Rational Emotive Therapy | <ol style="list-style-type: none"> 7. Gestalt Therapy 8. Psychodrama 9. Cognitive 10. Behavior Mod 11. Other _____ |
|---|---|

Community Organization

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Needs Assessment 2. Planning 3. Community Education 4. Public Relations 5. Fund Raising 6. Grant Seeking/Writing | <ol style="list-style-type: none"> 7. Policy Advocacy 8. Program Evaluation 9. Other (specify) _____ |
|--|---|

G. Student Needs and Opportunities

Please designate the opportunities and resource access available to the student

1. Does the agency have written job descriptions and educational/experiential qualifications? Y N
2. Is the agency affiliated with a national standard-setting organization? Y N

Will the student:

3. Have a formal orientation to duties, agencies expectations, program goals and resources? Y N
4. Have access to an adequate number of clients and/or client systems? Y N
5. Have access to office supplies and clerical services? Y N
6. Have adequate space to work? Y N
7. Have privacy for interviews and group meetings? Y N
8. Be reimbursed for required expenses such as mileage? Y N
9. Have the opportunity to consult with other MSW staff? Y N
10. Have the opportunity to consult with MDs, psychiatrists, psychologists, nurses, etc.?
Y N (If Yes, specify) _____
11. Have the opportunity to work as a member of a multi-disciplinary team? Y N
12. Have the opportunity to participate in or observe board meetings and other planning or decision-making groups? Y N
13. Have the opportunity for learning experiences regarding administration of agency program, joint program planning with other agencies, etc.? Y N
14. Have the opportunity to participate in ongoing research activities? Y N
15. Have the opportunity to participate in program evaluation, if this is an ongoing agency activity? Y N
16. If available, have access to the agency's professional library Y N
17. Be included in staff in-service training? Y N
18. Have the opportunity to participate in the process of community referrals? Y N
19. Be assisted in obtaining access to persons and resources necessary to complete school assignments? Y N

H. Memorandum of Affiliation Between the Division and the Field Placement Site

*A sample of the standard Memorandum of Affiliation is included in this packet. Please review carefully before sending the application. Once the completed application packet is received-it will then be reviewed by the Field Instruction Committee, and if approved, will be forwarded to the School faculty for approval. This process takes from 4-6 weeks upon receipt of the completed application. Should questions arise at any step in this process, the Field Instruction Coordinator will contact the site's representative to request additional information. Please note that completion of this application is not a guarantee of acceptance as a field site. Once the site has been approved, a final, individualized copy of the Memorandum of Affiliation will be forwarded to the site for signatures from the appropriate individuals. **Please note that the WVU School of Social Work cannot and does not require that students undergo criminal background checks, nor immunizations or proof of same as a condition for admission to the Social Work Program as a whole, or for entrance into field placement at this time. However, should a site require such reports, field office staff will inform the student of these conditions prior to assigning the student to the placement.***

21. Upon review of the sample form, is the agency willing to accept the Memorandum of Affiliation as a working contract with the School? Y N
22. Does the agency require the student to have individual malpractice/liability insurance at his/her own expense? Y N
23. Do any of the requirements of the Memorandum of Affiliation pose problems which should be separately negotiated with the School? Y N (If Yes, please list the item numbers here.)

NOTE: If the agency utilizes and/or prefers an agency-specific contract for educational internships, please attach a copy of same to this application, so that it may be reviewed by the appropriate University legal and/or risk management personnel.

I. Other Characteristics of the Agency or Program

24. Are there WVU graduates in the agency? Y N
25. Are there NASW Members in the agency? Y N

26. Are there other graduate students at the agency? Y N
 If yes, are they from programs other than the WVU School of Social Work? Y N
 (Number of Students) ____ Program) _____
 (University or College) _____
27. Staff social workers are licensed in the state where the agency is located? Y N, If No, what state(s)?

J. Priorities for Approving

28. Is the agency located in the Appalachian Region? Y N
29. Type of clientele: ____ Rural ____ Urban Both % of Rural _____ % of Urban _____
30. Distance from the WVU Morgantown campus? ____ mis. Wheeling? _____ Martinsburg : ____ mis
 From WVU Charleston campus? _____ mis;
31. Will the School of Social Work faculty consultant have access to reports or other materials prepared by the student upon request? Y N
32. Will the agency support designated field instructors' attendance at one full-day of initial training, and at least one half-day of per year of field related workshops, conferences or seminars at the WVU campus or nearest off-campus site? Y N (If No-then please do not continue with application)

K. Other Supports or Requirements for Students:

33. Are student stipends available? Y N
34. If yes, please provide information regarding the number of and amount of stipends available ?

35. Other forms of support, such as free room and board, available to the student? Y N
36. If yes, describe support, estimate the dollar value of this support, and indicate the number of students for which it is available. _____
37. Criminal background checks? Y N If yes, who covers the cost? Agency Student
 What specific charges/citations would result in the student not being accepted for placement?
 Specify: _____
38. Drug screening tests? Y N If yes, who covers the cost? Agency Student
39. Screenings/Immunizations? Y N Which ones? TB/Tine Test Hepatitis
 Other _____ Who covers the cost? Agency Student
40. Specialized Training? Y N Specify Type and when offered:

SUMMARY OF PROPOSED STUDENT PLACEMENT ACTIVITIES

On a separate sheet of paper, please provide a brief summary of the actual activities, programs, and services that the student will observe, participate in, facilitate, provide, etc. This will be included in the site description that is presented for review and approval by School faculty, as well as in the site description provided to prospective students.

APPLICATION FOR FIELD INSTRUCTOR/TASK SUPERVISOR

Name: _____

Agency: _____

Address: _____

Telephone: () _____ Fax: () _____

E-mail: _____

Position in Agency: _____

Graduate Degree Received: _____ School: _____ Yr: _____

Post-Master's Training/Education: _____

Licensed ? Y N If Y-Name on License: _____

State: _____ Number: _____ Date of Expiration: _____*

PROFESSIONAL EXPERIENCE (Please attach current resume)

Agency Name Job Title Dates

EXPERIENCE AS FIELD INSTRUCTOR? YES NO (If Yes, specify below)

School Agency Dates

Have you ever been subject to reprimand, censure or disciplinary action by a professional organization, or been subject to an ethics investigation or convicted of a felony?

Yes No If yes, please explain: _____

I hereby attest that all of the above is true to the best of my knowledge.

Signature: _____ Date: _____

Attach a copy of license and current resume and fax to 304-293-5936 or mail to: FIELD OFFICE/WVU SCHOOL OF SOCIAL WORK P. O. Box 6830 Morgantown, WV 26506-6830

FIELD OFFICE USE ONLY: APPROVED? YES NO COMMENTS: _____

ATTENDED NEW FIELD INSTRUCTOR TRAINING? Y DATE: _____

NOTE: The following is an example of the standard language used in this agreement. Upon approval of the agency as a field site, a formal, individualized Memorandum of Affiliation will be sent to the designated agency representative for review and signature, and upon receipt of same at the Field Office of the School of Social Work, the appropriate University representatives' signatures will be obtained.

MEMORANDUM OF AFFILIATION

**Between the
West Virginia University Board of Governors on behalf of
the School of Social Work,
Eberly College of Arts and Sciences, West Virginia University
(hereinafter referred to as "School of Social Work" or as "School")**

and

**(Agency Name, Address and Phone Number)
(hereinafter referred to as "Agency/Program")**

The above stated Parties agree upon the following:

- I. It is mutually agreed that field instruction educational experiences will be jointly offered by the aforementioned parties for MSW candidates as required for programs accredited by the Council on Social Work Education. The conditions for operationalizing this process are contained in this agreement and in the School of Social Work Field Instruction Manual. It is further understood that a newly approved site will be considered to have conditional approval until after the first student has completed an internship. At that time, a review will be conducted to determine the suitability of the setting for future social work students, and if the review supports continued use, the site will receive fully approved status.
- II. The School of Social Work agrees to refer qualified candidates to the Agency/Program for screening interviews by its designated representative. Such students shall provide a resume to assist the Agency/Program in its deliberations as to the student's suitability for placement in the identified setting. Neither the School of Social Work nor the students shall be required to violate federal privacy laws regarding release of grades or G.P.A. (The student, however, may elect to volunteer such information.)
- III. To the extent that Agency/Program receives from the School of Social Work personally identifiable information from education records as defined in The Family Educational Rights and Privacy Act (FERPA), Agency/Program agrees to abide by the limitations on re-disclosure set forth in FERPA (34 CFR § 99.33 (a)(2)) which states that the officers, employees and agents of a party that receives education record information from the School of Social Work may use the information, but only for the purposes for which the disclosure was made.
- III. The School of Social Work agrees to notify the Agency/Program of decisions reached concerning confirmed placement of students in the stipulated setting. Further, a Faculty Consultant (liaison) will be assigned to visit the Agency/Program to provide support, advice, approval of student activities, consultation and evaluation as indicated. The Consultant will also be a link between the School of Social Work and the Agency/Program for enhancement of the total learning/teaching experience by telephone or through written communication as well as by site visits as deemed necessary.
- IV. The Agency/Program agrees to offer or provide screening interviews for students submitting such requests within the setting, either individually or in groups. Such activities may be limited due to constraints of time or available personnel, however all candidates shall be afforded equitable opportunities for consideration for placements without regard to gender, race, color, age, religious beliefs, national origin, sexual orientation, or disability. In addition it is agreed that such interviews will not be conducted prior to the student's attendance at a field instruction orientation session. The Agency Program also accepts the condition that final decisions regarding placement of students will be jointly determined by the School, the Agency/Program, and the student. However, the Agency/Program and the School reserve the right to limit the number of students placed in this setting.
- V. The Agency/Program shall retain full responsibility for student task assignments consistent with the educational mission of field instruction. Such clients shall be appropriately informed of the "internship" status of the student. The student's Learning Contract shall be the determinant of all activities in which she/he will become involved.

This document shall be endorsed in writing by the designated Field Instructor and/or Task Supervisor, the Faculty Liaison and the student. One copy is retained by the Agency/Program, one copy is sent to the School of Social Work, and one copy retained by the student.

- VI. The Agency/Program agrees to assign staff members with sufficient time and expertise to provide supervision/teaching functions who meet or exceed the School of Social Work and/or the WV State Social Work Licensing Law mandates for such appointments. Those Agency/Programs located outside of West Virginia agree to be guided by the appointment standards as delineated in the current Field Instruction Manual of the School of Social Work. Those nominated for the designation of Field Instructor must submit up-to-date vitae for review and designation by the School of Social Work. All Agency/Programs agree to comply with other requirements as detailed in the current School of Social Work Field Instruction Manual.
- VII. The School of Social Work agrees to inform potential students that they are expected to meet the health requirements of the Agency/program and that failure to do so will result in a retraction of the placement offer. The Agency/Program agrees to inform the students of the specific health requirements related to the field placement. Any and all discussions and decisions related to the health requirements shall be communicated directly between the potential student and the Agency/Program.
- VIII. To the extent permitted under law, including, but not limited to FERPA, The School of Social Work will provide quality data and information related to services provided and will participate in the Agency/Program's PI programs.
- IX. Those "field faculty" initially accepted by the School of Social Work shall attend orientation/training sessions conducted by the School of Social Work to validate such appointments. All "field faculty" shall attend at least one of the semi-annual conferences with "campus faculty" to be kept abreast of curricular concerns and to share the perspectives of contemporary practitioners with the School of Social Work.
- X. Professional Liability Insurance coverage is provided by the West Virginia Board of Risk and Insurance Management, for students of West Virginia University in allied health fields (Social Work); post first professional degree program, and other fields of a professional nature; while acting within the scope of their curriculum as such.
- XI. This agreement shall not guarantee that the School of Social Work will be able to assign students to the Agency/Program during each placement period due to fluctuations in student populations. Further, the Agency/Program is not required to accept candidates if its resources contraindicate such action at any given time. The School of Social Work, through the Field Instruction Coordinator, must be promptly notified of such changed circumstances. This in no way voids the approved status of the Agency/Program for future utilization by School of Social Work students. Agency/Programs agree to keep the School of Social Work informed of programmatic and administrative changes or other significant modifications which might affect this agreement.
- XII. All Social Work professionals who are agents of the parties to this agreement shall abide by the current National Association of Social Workers Code of Ethics.
- XIII. Unless sooner terminated as hereinafter provided, this agreement is effective for the time period of (**contract time period negotiated between Agency/Program and School of Social Work**). This agreement may be modified at any time upon the mutual written agreement of both parties, but no such modification shall be effective to extend the agreement beyond the end of the two year period in which such modification is made. In addition, this agreement may be terminated by either party upon sixty (60) days written notice sent by registered mail to the other party.

This agreement may be terminated by either party after written notification has been submitted to become effective no earlier than 60 days following such notification if there is no student currently assigned to the setting. In instances where students are in placement termination may be effective at the conclusion of the placement period.
- XIV. All undersigned parties agree to abide by all applicable rules, regulations and policies of the Agency/program and the School of Social Work and to adhere to all applicable regulatory and accrediting agency standards. Any student violating any of said rules, regulations or policies may be denied access to the facility, upon written notification by City Hospital, Inc., to the School of Social Work; such written notification shall plainly state the reason that continued access to the facility has been denied and, specifically, the rules, regulations or policies which have been violated.