

SDSU School of Social Work

Field Instructor Criteria, Roles and Responsibilities:

1. MSW from an accredited school of Social Work; two years of experience post master's degree; employed by the agency for at least 9 months prior to becoming a Field Instructor. A state of California LCSW is preferred.
2. For specialized and optimal student learning experiences, non-MSW Master-level Professionals (MHP, Ph.D./Psy.D. Psychologists, LMFTs, MBA, JD) may at times be requested by the School and eligible to become Field Instructors. These professionals must also be from an accredited school in their discipline, have two years of experience post master's degree, and employed by the agency for at least 9 months prior to becoming a Field Instructor.
3. New Field Instructors and Task Supervisors are required to attend the Field Instructor Training Course to meet CSWE standards. The seminars are provided as in-vivo learning workshops (live, face-to-face) and on-line modules, beginning in August each year and continuing through February. Note: California Board of Behavioral Sciences (BBS) professional continuing education units (CEU's) are awarded for attendance.
4. Ability to provide a minimum of 1.0 hour(s) of formalized, individual, face-to-face, regularly scheduled supervision each week. Assessment materials shall be prepared by the student and reviewed by the Field Instructor (i.e., process recordings, audio/videotapes, case presentation, projects, educational learning plan, etc.) on an on-going basis.
5. Commitment of availability for the entire academic year field instruction period (end of August through mid-May) and the hours the students are in placement.
6. Being familiar with and following the policies and procedures set forth in the Field Education Manual. Familiarity with SSW mission, goals, program, and curriculum objectives.
7. Attendance at the Annual Field Instructor Orientation Meeting (held in mid-August each year) regarding school, program, and curriculum updates.
8. Potential for teaching as demonstrated in: an ability to conceptualize theory and practice; implementing school curriculum with the student; ability to provide the necessary time to the student in planning, preparation, and review for student's supervision; and an ability and willingness to evaluate the student's performance on an on-going, consistent basis and in the required formal written evaluations.
9. Field Instructors will become familiar with and consistently use the respective field education curriculum in developing clear expectations of student performance. Includes required course objectives and competencies, learning plans, process recordings, evaluations, agency site visits, etc. as outlined in the field course syllabi.
10. Identifies individualized learning opportunities, clients, projects, and tasks within and outside the agency setting in line with the needs and the school's curriculum and goals of the student. Knowledge of the community and its resources.
11. Provision of a comprehensive orientation to the agency and its services; provide on-going orientation and in-service training regarding pertinent issues, including review of risk management policies and procedures, e.g. office and community safety, harassment, transporting of clients, medical precautions, etc.
12. Upholds NASW Code of Ethics, identifies with the social work profession, demonstrates a strong commitment to social work values, and adhere to the laws that regulate social work practice.
13. Ongoing collaboration with the Field faculty/Liaison to enhance the student's educational experiences in the internship.
14. Notifies and consults with the student's assigned Field Faculty Instructor and/or Director of Field Education of any changes and/or difficulties encountered in the placement experience.