

UConn | SCHOOL OF SOCIAL WORK

FIELD EDUCATION MANUAL



2017 – 2018

(for incoming students new to the MSW program)

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The UConn SSW is in the process of transitioning to a new curriculum. This field manual lays out the new curriculum. There may be revisions to some sections of this manual in the future. We will alert students, field instructors, faculty advisors, and faculty when a revised version of the field manual is completed and available on the website (with a link).

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Campus Office Numbers

All numbers start with (959) 200-

Bursar TBD
Dean's Office 3649
Disability Support Services TBD
Financial Aid TBD
IT 3666
Library 3466
Security 3683
Office of Outreach (STEP) 3617
Office of Student & Academic Services 3687

Social Work Institutes, Centers, & Projects

All numbers start with (959) 200-

Center for International Social Work
Studies 3673
Nancy A. Humphreys Institute for Political
Social Work 3639
Puerto Rican & Latin@ Studies Project
3679

UConn School of Social Work

MISSION STATEMENT

The mission of UConn School of Social Work is to provide professional masters, doctoral and continuing professional social work education which will promote social and economic justice, and the improvement of human well-being. This mission derives from the University's commitment to excellence in teaching, research and scholarship, service and outreach, an expanding international role, and commitment to public service. The School is committed to helping students become professional social workers by developing professional values and ethics, judgment and skills that equip them for life-long critical analysis of their practice, of social welfare services and of the context of society's social, economic and political structures. The School is also committed to teaching advanced, research-informed practice methods, focusing on strengths of individuals and families, groups, communities, and organizations, and the practice of social policy. Graduates are prepared to lead in contexts that shape practice by valuing human diversity, working for human rights and against oppression and discrimination, preventing and alleviating the effects of violence and poverty, particularly in urban centers, and advocating for improved social policies and services, locally and globally.

NON-DISCRIMINATION POLICY

UConn does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, genetic information, sex, sexual orientation, gender identity or expression, age, veteran status, marital status or other legally protected characteristics in all programs and activities and supports all state and federal laws that promote equal opportunity and prohibit discrimination, including the provision of reasonable accommodations for persons with disabilities. The University engages in an interactive process with each person making a request for accommodations and reviews the requests on an individualized, case-by-case basis. To request an accommodation or for questions related to the University's non-discrimination policies, please contact: Elizabeth Conklin, J.D., Office of Diversity and Equity Email: ode@uconn.edu / Website: www.ode.uconn.edu

CURRICULUM REQUIREMENTS

Consonant with this mission, the School's comprehensive, 60 credit master's program is designed to prepare graduates who are competent to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ effective interventions designed to meet these needs and problems. Thus, the School prepares advanced practitioners, well grounded in social work values, knowledge and practice skills, who are specialized in: individual, group, and family practice; community organization; or policy practice.

For detailed information about the MSW curriculum, see the following resources on our UConn SSW website:

- ✓ Course selection guide: <http://ssw.uconn.edu/students/course-selection-guide/>
(includes course selection guides for the different concentrations and information about the co- and pre-requisites)
- ✓ Course Directory: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2017/06/2017-MSW-Course-Directory-6-13-17.pdf>

There are four key components to the 60-credit curriculum. These are:

- two 560-hour field placements (4 courses equaling 18 credits, including a one credit year-long field education seminar meeting twice per semester (in Sept., Nov., Jan. & March) offered in both years);
- eight required foundation classroom courses (21 credits);
- concentration courses (for IGFP concentration: 4 courses equaling 12 credits; for macro concentrations: 5 courses equaling 15 credits);
- elective courses including the option of clustering these into a focused area of study (for IGFP concentration: 3 electives equaling 9 credits; for macro concentrations: 2 electives equaling 6 credits).

The Advanced Standing program is an option for qualified students who have earned their BSW degree within the past 6 years. The 5 key components of the Advanced Standing 35 credit curriculum are:

- one 560-hour field placement (2 courses equaling 9 credits including a one credit year-long field education seminar);
- a practice skills laboratory (1 credit);
- a course in special populations (1 credit);
- concentration courses (for IGFP concentration: 4 courses equaling 12 credits; for macro concentrations: 5 courses equaling 15 credits);
- elective courses ((for IGFP concentration: 3 electives equaling 9 credits; for macro concentrations: 2 electives equaling 6 credits);
- additional research course (3 credits).

The curriculum and its intended outcomes are consonant with the School's mission and goals as well as the standards for graduate education in social work as set forth by the Council on Social Work Education which grants accreditation status to schools of social work.

VALUES AND ETHICS

UConn School of Social Work upholds the ethical standards of the social work profession, as expressed in the Code of Ethics of the National Association of Social Workers (NASW) (<https://www.socialworkers.org/pubs/code/code.asp>). It upholds the University's standards on ethical behavior in all aspects of the program, including activities in the School building as well as in classes and field.

The Code of Ethics supports policies of non-discrimination against members of diverse groups and the University specifically directs every member of the community to refrain from actions that “intimidate, violate, humiliate, or demean persons or groups; or that undermines or threatens other’s security or self-esteem”. All social workers and students need to become familiar with the values expressed in the Code and consider areas where personal beliefs might come into conflict with professional values and ethical precepts. Resolving such conflicts is essential to providing ethical professional practice with diverse clients and communities.

FIRST AMENDMENT RIGHTS

Students who believe that they are placed in a setting that potentially violates their First Amendment rights, should notify their faculty advisor for advice and possible replacement. The First Amendment states “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

AGENCY-BASED VOTER REGISTRATION

One of the important objectives of social work is the empowerment of clients. An important form of empowerment is the power each citizen has at the ballot box. UConn School of Social Work, through the Nancy A. Humphreys Institute for Political Social Work (NAHPSW), annually conducts an agency-based voter registration initiative in all field work placements.

Students are asked to organize a voter registration project as they begin their field work using materials provided to them by the Institute. With a very few exceptions, it is completely legal for social workers to register agency clients. If students encounter concerns at their field agency about the appropriateness of doing voter registration, the packet contains contact information for the Political Institute.

OVERVIEW OF FIELD EDUCATION

THE PLACE OF FIELD EDUCATION IN THE TOTAL CURRICULUM

Field education is an integral part of the curriculum and represents a significant portion of each student's educational experience. The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has designated field education as the signature pedagogy of social work education. Through working with client systems of many sizes and diverse backgrounds, students are helped to develop identification with the mission and values of the social work profession. Field education provides students with a supervised, educationally-directed experience which fosters integration of theoretical concepts and practice skills. Field education contributes to the development of a competent social work professional with foundation generalist competencies and practice behaviors and advanced competence in the practice of IGFP, Community Organization, and Policy Practice.

CSWE TEN CORE COMPETENCIES OF SOCIAL WORK PRACTICE (as per 2008 EPAS)

Field education provides an important opportunity to develop the ten core competencies of social work practice identified by CSWE:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.

5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

FIELD EDUCATION REQUIREMENTS AND PLACEMENT OPTIONS

The following structures are options for students who have two years of field education in our program for a total of 1120 hours (560 hours each year). **These hours do not include time off for lunch.** Each year is normally spent in a different agency/organization. This is intended to give students the opportunity to work with a variety of populations, presenting issues, and in different types of social work agencies/organizations. Specific weekly schedules for the practicum hours are arranged between the agencies and the students. In all cases, students are expected to spend **at least 8** daytime hours (between 9 am to 5 pm, Monday – Friday) in field placement. **The field education department cannot arrange placements that occur exclusively during evenings and weekends, nor can it guarantee the remaining hours will be evenings and weekends.**

Students may need to travel up to an hour for an appropriate field placement.

Required Supervision Hours: Required length per week of formal supervision is related to number of hours per week the student is in field.

20 hours per week – 1 ½ hours of supervision

15 hours per week – 1 hour of supervision

35 hours per week (block placement) – 2 hours of supervision

Concurrent Placements: This is the usual arrangement in which students spend 20 hours per week (normally three full days in field) for 28 weeks (May Graduate) or 15 hours per week (normally two full days in field) for 37 weeks (August Graduate) in their field setting. In this arrangement field and classroom courses are taken concurrently.

Please note that choosing a 15 hour/week schedule means that you will be an August graduate. You may still “walk” with your class in May but your MSW degree will not be conferred until August. **Please be advised that the date that your degree is conferred (May or August) will affect when you can take the LMSW exam and when you can start a job (as most jobs require that you have the LMSW and that your MSW degree is already conferred).**

Please note that first year students in 15 hour a week placements are ineligible for a second-year summer block placement. The summer block begins in May well before the first year of field will have been completed (see section on summer block). The one year field experience required of **Advanced Standing students must be** in a concurrent placement which cannot be in a place of employment.

Once a student has committed to either of these schedules, she/he cannot make a change without input from the Field Education Department and approval from their field instructor and faculty advisor. The schedule may only be changed in the event of extraordinary circumstances and not merely for convenience or because a student decides they wish to graduate earlier than originally planned. Field hours are designed to be concurrent with concentration classes. Therefore, in all circumstances, students cannot accelerate their hours to complete their field experience **more than two weeks** prior to the completion of required concurrent courses.

Block Placements: The School offers a summer block second-year placement for qualified IGFP students. In this arrangement, the student spends 35 hours per week for 16 weeks in a field setting. **Students must apply for this option and it must be approved by the Chair of their concentration. This special arrangement is not guaranteed.** (At present, there is no option for block placements for Policy Practice students. Community Organizing students interested in a Block Placement should consult with the Chair of their concentration.)

To be eligible for block placement, students must have completed all but the final concentration courses, to be taken concurrently with second year field and have no “I” (incomplete) grades. Students must also have a minimum GPA of 3.0, with greater weight given to concentration/practice courses, and demonstrate exceptional performance in the first-year field placement. Matriculated students may be able to get federal or UConn financial support for summer classes, although it is not guaranteed. Financial aid for these credits will have to be applied for independently. For further information about financial aid, see: <http://ssw.uconn.edu/financial-aid/>.

Summer block placement is only an option if there are enough qualified students to offer the session during the summer as a block second year placement.

The IGFP block application (available on-line) is to be submitted to the concentration chair following **the November Field Advising Seminar and no later than the January Seminar**. Students begin the application process with a discussion with their faculty advisors. The advisors’ recommendation will be an important component of the application. Students must then submit the following materials to their concentration chairperson:

- a signed block placement application face sheet;
- a statement explaining the educational rationale for the request;
- a statement from the faculty advisor either supporting or raising questions about the block placement request;
- a copy of the first semester field evaluation;
- a transcript; and
- two samples of field related written materials as requested by the concentration (e.g., process recordings, grant proposals, a strategic plan of action).

Employed Social Work Program (ESW): A student may apply to have one of their two placements in their place of employment. (This option is not available to Advanced Standing students). To be eligible to apply, the student must have been employed by the agency for at least six months. The proposed field instructor must have been employed by the agency for at least one year.

In these instances, the field instructor must be someone other than the student’s regular supervisor, and must meet the usual field instructor requirements (see section on Criteria of Field Instructors). It

is also required that the student's field work assignments be different than their work responsibilities. **Students must submit an employment/placement plan, to be approved by the Field Education Department, before this arrangement is confirmed.** Any agency/student wishing to explore this option should contact the School for further information and materials or visit our website to download the forms at <http://ssw.uconn.edu/field-education-2/field-education-forms/>

There are instances in which an agency permits an employee/student to add an additional unpaid 15 or 20 hours to their regular job. This does not constitute an employed placement. Students are advised against accepting any 55 or 60 hour per week work/placement commitment in addition to their classroom courses. Such a workload is extremely stressful at best, and for many students impossible to complete successfully. The School encourages agencies to participate in the ESW program which helps many students meet their employment and financial responsibilities.

In rare instances, a student may have had a first year ESW placement in a large agency that offers services varied enough to be able to provide a second ESW opportunity that meets the necessary criteria. As required for the first-year placement, the field instructor must be someone other than the student's regular supervisor **and other than the first-year field instructor.** The field work assignments must be different than the student's work responsibilities **and different than the first-year assignments.** Students must submit an employment/placement plan, along with a recommendation from the students' concentration, in order to be approved by the Field Education Department. The School reserves the right to deny any such application.

Although the Field Education Department will accept and review applications for a second ESW placement, the School urges students to avail themselves of the opportunity to experience, practice and study social work from the new perspective that would be offered by being placed in a totally different setting. It is a widely-accepted belief that a breadth of field experiences adds depth to the overall MSW program.

International Placements: The School offers an option for international field placement to MSW students from all concentrations during spring or summer semester of their *second year of field*. **Interested students should initiate their plans in the fall semester of their first-year placement.**

Students:

- will complete at least fifty percent of the field placement hours in a local field placement taken concurrently with concentration courses.
- must demonstrate an interest in international/cross-cultural work by showing that they have taken serious steps to prepare for an international experience and that the experience is part of a well thought-out educational/career plan.
- should assess the feasibility regarding time, coursework, financial and language capability.

In no circumstances will a student who experiences difficulties in the first year of class or field be permitted to pursue an international placement.

An International Field Placement Fund exists to help students afford the cost of a field placement in another country. There is no guarantee of an award to any one student, but every effort will be made to help students in need.

Contact Marilyn.Cardone@uconn.edu for more information on the application process for the international field placement and for the fund.

CRITERIA FOR ENTERING INTO AND CONTINUING IN THE FIELD

There are certain circumstances which will result in a student **not** being placed in field and not being allowed to enroll in the corresponding practice courses. These are as follows – if a student:

- who is going into the first year of field does not complete his/her field work paperwork by July 1 or, if a student who is going into the advanced year of field, does not complete his/her field work paperwork by the date of the final field seminar in March,
- does not respond to correspondence from the field office related to the placement process;
- is not able to meet field placement time requirement of being able to be at the field placement **at least eight normal agency business hours (i.e., between 9 to 5 pm, Monday through Friday) each week, typically during the week in field, and during the time the field instructor is at the agency;**
- based on interviews, is not accepted for a field placement by three agencies;
- does not accept a qualified placement following an interview and/or refuses three agencies that meet their educational objectives, and the school's expectations,
- has incompletes in BASC 5390, BASC 5391, or any concentration courses two weeks after the beginning of the following semester.
- has three active incompletes in any class (not permanent incompletes that have been or are being addressed) and/or Ns.

The following criteria are used to place students in field placements for the first and second year and as part of the replacement process if one becomes necessary during the academic year. These criteria are used to evaluate a student's readiness to enter or re-enter field. Reasonable accommodations will be made for students who are registered with Disability Support Services.

Students must demonstrate:

- a commitment to the social work profession and social work values;
- willingness to work with diverse populations and to show respect for differences;
- maintenance of a GPA of 3.0;
- the ability to communicate effectively with others in professional settings, both orally and in writing;
- the ability to think critically and conceptually;
- maturity and sound judgment;
- potential for self-awareness;
- motivation to successfully complete the program and to become a competent social work professional;
- the ability to meet field and class requirements in a timely manner;
- the ability to engage with clients or client systems in a respectful and appropriate manner;
- professional presentation of self-including language and demeanor; and
- professional presentation which takes into account variation in dress expectations of different agency settings.

Additionally, a student may be referred to the Educational Review Committee (ERC) for an academic/field consultation or an Educational Review (see MSW Student Handbook) if:

1. a student is terminated from their field placement based on unsatisfactory performance and/or professional social work misconduct; and/or
2. academic or field problems that raise the question of the student's ability to graduate.

The ERC recommends to the UConn SSW Associate Dean of Academic Affairs whether a new field placement should be found for the student or whether a recommendation should be made to the UConn Graduate School that a student should be required to leave the MSW program. Following a due process review as part of an ERC process, it may be recommended to the UConn Graduate School that a student be withdrawn from the MSW program. For details about the ERC process, see the MSW Student Handbook: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2016/09/Handbook-w-TOC-9-8-16.pdf>.

RESPONSIBILITIES FOR FIELD EDUCATION

Field education responsibilities are shared between the Field Education Department and the concentrations. The Field Education Representatives Committee is a subcommittee of the Educational Policy Committee (EPC) and is composed of the Field Education Department staff and a representative from each concentration. The Committee makes recommendations about educational and administrative aspects of the practicum and refers educational recommendations to EPC and administrative recommendations to the Faculty and Administrative Committee (FAAC).

Field Education Department's Educational Responsibilities include:

- placing all students in their first and second year setting;
- editing, contributing to, and overseeing publication of a continually updated Field Education Manual;
- providing a Seminar in Field Instruction (SIFI) for new field instructors;
- participating in the implementation of field education grants;
- organizing meetings for class and field faculty focusing on issues that impact on social work education;
- overseeing the curriculum development of the one credit Field Advising Seminar to be taken concurrently with each year in the field;
- collaborating with other organizations and schools for the development of programs and events to enhance the quality of field education in social work education; and
- providing training and consultation to adjunct faculty advisors.

Field Education Department's Administrative Responsibilities include:

- maintaining current Affiliation Agreement with all placement agencies;
- assigning faculty to advise students and serve as liaisons to agencies;
- confirming student placements with agencies;
- developing and maintaining files on all placement agencies in planning future placements;
- monitoring receipt of student field evaluations;
- monitoring receipt of evaluations of field placement experience;
- providing administrative supports to the concentrations for their field-related educational activities;

- organizing the Field Education Advisory Committee, composed of agency representatives selected by each concentration, a representative appointed by the Dean, members of the Field Representative Committee, and student representatives; and
- overseeing placement related immunizations.

Field Education Department and Concentration Shared Responsibilities include:

- monitoring the quality of each student's field education experience;
- seeking a solution to any problem that limits the student's ability to learn in the field setting; and
- referring problematic field related situations to the Educational Review Committee (ERC) for consultation and disposition.

FIELD EDUCATION POLICIES

No Credit for Life Experience or Work Experience: The School does not grant social work course credit for life experience or previous work experience.

Field Hours for Required Written Material: Twenty hour per week students should be allowed two hours per week of field time to complete required written material (e.g. process-recordings, meeting minutes, etc.). Fifteen hour per week students should be allowed one and one half hours per week for the same.

Process Recordings: All foundation year field students, regardless of their concentration, are required to write at least two process recordings in the first semester of their foundation field experience for the direct service component of their field practice. The IGFP concentration requires more process recordings (as described later in this manual).

Field Practicum Extension: Those students who are required to take an additional year of field must register for FED 5340.

FED 5340. Field Practicum Extension (by Advisor approval only)

- Variable credit course: 1-4 credits

The purpose of this course is to allow those students who are required to take an additional year of field to register for a course titled, Field Practicum Extension. It also is available for any other instance where a student is required to log field hours and the Incomplete grade is not appropriate. This course does not substitute for a required elective, nor does it substitute for the 4 credit field course.

Under special circumstances, on a case by case basis, and with **the agreement of the MSW Program Director, concentration chair, faculty advisor and Director of Field Education**, students who need to complete a field practicum extension, may be required to be in the field for more than the typical 14 weeks of a 20 hour per week arrangement. The emphasis is on the number of weeks in the field, rather than the number of hours each day. Therefore, a student could be asked to stretch out a 280-hour requirement by being in the field fewer than 20 hours per week for more than 14 weeks. As is currently the case, if a student has been identified as having performance problems, s/he may be also asked to add hours to his/her overall field experience. This would typically follow an Educational Review Meeting.

Excused Absences: Students serving as designated student representatives on School committees, or who serve in leadership positions in student organization, are to be given time off from their field placements without having to make up the hours to attend those meetings. In addition, any student may request of their field instructor to participate in a School sponsored event. If the field instructor agrees, he/she should determine if the hours are to be made up. Students and field instructors are expected to ensure that attendance at any School event does not interfere with professional obligations at the placement.

Each of the four sessions of the Field Advising Seminar are considered part of the field experience. Students are to be given time from their internship hours to attend the 4 field advising seminars. These hours do not need to be made up.

Holidays: The field education calendar lists the holidays and School recesses during which students are excused from field. Students are not expected to make up this time. In some instances, students are expected to follow the agency calendar rather than the field education calendar. These instances must be cleared with the faculty advisor. Students are permitted to observe religious holidays not on the School calendar. They should inform their field instructor in advance.

Absences Due to Special Circumstances: There are occasions when a student is absent from his/her field education setting on a regularly scheduled day, due to special circumstances. These include but are not limited to: illness, personal days, snow days, and agency holidays that are not school holidays. Any such absence beyond 20 hours a semester must be made up in a manner agreed upon by the student and field instructor. If the parties involved have difficulties in making mutually suitable arrangements, or if the field instructor considers a student's absences to be excessive, or if there are other special circumstances, the faculty advisor is to be involved.

Compensatory Time: On occasion, the number of field hours per week may need to be exceeded in order to meet client or agency needs. In such cases, it is expected that students will be given compensatory time as soon as possible.

Labor Strikes: Students who are in field placements at the time of a strike are considered to be learners rather than employees of the agency and should not be required to cross picket lines. If the strike action is of sufficient length, students may be transferred to another agency for placement. In the case of employed social workers, their employee status takes precedence and they will be required to make up the lost time required by the School. Other types of job actions, "sick outs" and similar issues will be discussed by the Director of Field Education, Concentration Chairs, and reviewed by the Dean.

Grades for Field Education: Students will receive an "S" (Satisfactory) or "U" (Unsatisfactory) for their field education courses. These grades are not computed as part of the GPA. Grades for students in the 20 hour a week program are submitted in December and May. Grades for students in the 15 hour a week program are submitted in January and June. All field education grades are assigned by the student's faculty advisor. An N grade means "No basis for grade" and should be issued when a student has completed few or no assignments, no make-up schedule has been agreed upon with the field instructor, and therefore the advisor has no basis for a grade. An "I" (incomplete) can mean field hours and/or field assignments have not been completed but there is a plan in place agreed upon by the field instructor, advisor, and student.

Field Related Expenses: Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Agencies are expected to reimburse students for travel expenses incurred through field assignments. Some agencies may require their student interns to have background checks and immunizations. The UConn School of Social Work does not pay for these. Students are required to pay for the cost of the background checks and immunizations. Agencies are expected to pay for any approved expenses related to client services (e.g. program expenses, client transportation).

Use of Student's Own Cars for Transporting Clients: UConn School of Social Work cannot offer any financial or other protection to students who use their own cars to transport clients as part of their field education assignment. Students should learn what coverage is available through the agency and contact their own insurance companies or agents to learn what coverage their own insurance offers for such circumstances.

The School discourages students from agreeing to use their own cars to transport clients as part of their field assignment.

Disclosure of Student Status: The NASW Code of Ethics states: "Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students."

In accordance with our profession's ethical stance, UConn School of Social Work requires that social work students identify their student status to clients/constituents either verbally or through the use of name tags. Students' status should be clearly designated in signing notes in records. The School further recommends disclosure of the length of student availability.

Liabilities: Liability coverage is provided by the State of Connecticut under Section 10-235 of the General Statutes entitled: "Indemnification of teachers, board members and employees in damage suits; expenses of litigation."

Home Visit Policy: The field agency should provide safety orientation to students engaging in home visits. Students should only be asked to make home visits to residences known to have a low-risk to personal safety. If there is any question or concern about safety, the student should only be asked to visit the home with another person qualified to handle any difficult situation that could arise.

Student Malpractice Policy: The University arranges for professional liability insurance for all matriculated students. This covers our students in the performance of duties as a student intern. This blanket coverage includes the \$1,000,000/\$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford.

Students who are not employees of the agency are not entitled to any Workers' Compensation benefits for any illness, accident or injury arising out of this placement. Coverage for these medical issues is provided through the individual student's health insurance policy. Agencies may deem it prudent to provide additional coverage for students. Any such arrangements are between agencies and students, and do not involve the School.

Disability Accommodations: UConn School of Social Work strives to assure that students with disabilities have access to the full range of programs and services it offers. The Office of Disabilities

Support Services works with students in the development and implementation of appropriate accommodations to allow access to facilities as well as educational and extracurricular programs. It is the responsibility of the student to identify him/herself to request accommodations. Requests should be made annually, prior to the beginning of the academic year or ideally within the first two weeks of the semester. Appropriate documentation is required before accommodations are made. For complete policies and procedures for students with disabilities, please access UConn website at www.csd.uconn.edu.

For questions, please contact Jacqueline Santiago at:
Center for Students with Disabilities
UConn - Hartford Campus
Office: HTB, room 140
E-mail: Hartford.disabilityservices@uconn.edu
Phone: TBD

Confidentiality of Student Information: In accordance with the Family Educational Rights and Privacy Act (FERPA) and with University policy, school officials with a legitimate educational interest in a student may share information with each other to further educational goals of the student or program. Information shared will be limited to the minimum needed to support the student's educational needs. School officials include, but are not limited to faculty, adjunct faculty, adjunct advisors, staff, and field educators.

Confidentiality of Patient Information and Agency Records: The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

CRITERIA FOR THE SELECTION OF FIELD SETTINGS

The following are the criteria used in the selection of field placement agencies:

- the agency philosophy must be compatible with the values and ethics of the social work profession;
- the administrator and staff must have knowledge and appreciation of the social work professional education process and goals, and be willing to undertake, both individually and collectively, the various responsibilities that a field education program entails;
- the agency's administrator and staff must be committed to a field education program as a significant function and responsibility of the agency;
- the agency must have good standing in the community and in the profession. It must qualify for membership or be moving toward membership in those standard-setting bodies, national and local, appropriate to its field of service;
- the social service department or unit operating in a non-social work host setting, such as a hospital, court, school, or institution should be fully integrated into the philosophy and structure of the organization;
- the agency's staff must be of such size as to maintain and develop the basic program of the agency without reliance on students;
- the hosting agency must be prepared to give the graduate level student appropriate assignments and must provide students access to the following materials and documentations

for their learning: budgets, annual reports, organizational charts as well as agency policies and procedures;

- the size and flow of the program of the agency should be such as to offer students a wide range of experiences; the selection of learning experiences for students must be based on their educational needs rather than upon the needs of the agency;
- the agency must be able to provide suitable space, telephones, and computers;
- the agency must free the field instructor to prepare for and provide one and a half hours per week for individual supervision of 20 hours a week students, one hour for 15 hours per week and two hours for students in the 35 hour per week summer block program;
- the agency must be willing to free the field instructor to attend the required Seminar in Field Instruction (SIFI) for first time field instructors and other School sponsored field education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the field.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Field instructors are selected from agency staff who have had an opportunity to develop professional competence through **two or more years of professional practice beyond the MSW degree.**

Field instructors are expected to demonstrate:

- sound identification with the social work profession and its mission;
- commitment to their own continuing professional development as a practitioner and field educator;
- positive orientation to the need for innovation and change within a developing profession;
- basic understanding and respect for the knowledge base of social work;
- ability to learn and teach conceptually, reflecting an attitude of scientific inquiry;
- mature personality with knowledge about and sensitivity to the emotional components of the professional education process;
- respect for and understanding of the individualized learning patterns of students;
- ability to integrate the goals of professional practice and professional education and use good judgment in addressing the balance between the needs of the client, the agency, and the educational needs of the student; and
- commitment to participate in school sponsored educational activities for beginning and experienced instructors.

Non-MSW Field Instructors: While it is generally required by the Council on Social Work Education (CSWE) that field instructors have an MSW, there are certain unique learning situations where CSWE may grant a waiver to this requirement. All such field instructors will:

- have an equivalent graduate degree in an associated field and practice experience relevant to student's education;
- demonstrate knowledge about the social work profession;
- attend School sponsored meetings and participate in the required Seminar in Field Instruction for field instructors who have never before supervised an MSW student.
- **Receive a waiver from the Council on Social Work Education (CSWE) granting them authorization to serve as a Field Instructor.**

Shared Task Supervisor/MSW Field Instruction:

There are instances in which a particular setting can offer valuable educational experiences for a student, but which does not have an MSW field instructor who can provide an hour and a half of weekly field instruction. In those instances, the student may be assigned both a qualified task supervisor for general oversight of field assignments, and an MSW field instructor who can provide supervision focused on the competencies and practice behaviors taught in the School's curriculum. Task supervisors generally will have a graduate degree. They are expected to have work experiences that prepare them to supervise social work students in their setting. They should have been employed by that setting for at least one year prior to the student's arrival.

Respective responsibilities of the task and MSW field instructors:

Following are guidelines for the areas to be addressed by each party in their collaborative educational efforts. The exact balance of the responsibilities described could be modified when the special skills and responsibilities of each party are taken into account. Students are expected to receive a combined total of 1 ½ hours of supervision each week. The amount of supervisory time offered by the task supervisor and MSW field instructor in each placement will be developed by the School and field setting during the placement process.

Shared responsibilities of the task supervisor and the field instructor:

- Develop the educational contract with the student – identifying the educational objectives, the planned assignments, and the respective roles and responsibilities of the student, the supervisor and the field instructor.
- Maintain on-going communication to share perceptions of the student's progress and to update and refine educational objectives as the year progresses.
- Discuss the student's progress and future educational objectives with each other when preparing the formal end of semester field evaluations. The task supervisor should contribute a brief narrative, but the MSW field instructor has final responsibility for the evaluation.
- Meet jointly with the faculty advisor and student during an advisor site visit.

Responsibilities of the task supervisor:

- Encouraged to attend the Seminar in Field Instruction (SIFI), but required to attend SIFI Orientation.
- Provide supervision around service delivery and areas identified below.
- Oversee the administrative aspects of the student's performance, e.g., orientation to the agency, attendance, time management, required agency record keeping, and usual reports for supervision required by the agency.
- Select specific assignments related to educational objectives (cases, groups, projects) throughout the year.
- Help the student develop a focused agenda for the meeting with the MSW field instructor. This agenda could include a review of materials produced especially for educational purposes and a focus on social work competencies and practice behaviors that the student needs to strengthen.

Responsibilities of the MSW field instructor:

- maintain major responsibility for approval of the educational contract, and sign it before the student submits it to his/her faculty advisor;
- maintain ongoing awareness and approval of the student's assignments;
- review materials written for educational purposes, e.g., process recording, logs, grant proposals;
- provide weekly supervision to the student intern (1.5 hours of supervision per week for 20 hours/week interns and 1 hour of supervision per week for 15 hours/week interns);
- focus supervision on social work competencies and practice behaviors;
- help student link social work values, research and theory to practice; and
- maintain final responsibility for the student's field evaluation each semester and **to complete and submit the evaluations online** when due.

FIELD PLACEMENT PROCESS & PROCEDURES

The Field Education Department (FED) is responsible for placing students in agencies that can provide the experiences and field instruction required by the School. **Under no circumstances should arrangements for a field placement be negotiated or made without the involvement of the field education staff.** The placement process is described below.

Incoming students

- Students are to complete the Field Education Incoming Placement Form. Advanced Standing students are to complete the Field Education Advanced Placement Form. (<http://ssw.uconn.edu/field-education-2/field-education-forms/>) no later than June 1st.
- All incoming students are to submit the correct placement form, placement contract, and an updated resume to the FED, **immediately** following their orientation to the program. Students may submit the placement by email or mail before the day of orientation. Placements will generally be made on a first-come, first-served basis, so it is in students' best interest to get their placement form in as soon as possible.
- **If placement forms are not submitted by the due date (June 1st), the student will not be placed in field for the upcoming year.** Any student who has not heard from a Field Coordinator by July 1st must contact Nancy.urchinas@uconn.edu to assure their materials have been received.
- Indicate any special circumstances (e.g., medical, public transportation, time constraints and/or geographic preference/s), which the School should consider in making field placement plans.
- Based on these materials, the assigned field coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a field coordinator to tell him/her about the agency and to provide information about who to contact for the interview. Field Coordinators also serve as advisors to incoming students and will address any questions and concerns they have.
- The student should contact the identified representative immediately to schedule an interview; and
- Report back to the field coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. **If a student does not report back, the**

department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.

- Should the placement not be acceptable to either of the parties, the placement process will continue as above.

Continuing students

- Students meet with their current faculty advisors to discuss the progress made in the year, and educational objectives and interests for the next year. Faculty advisors are to review and sign the completed Field Education Returning Placement Form (online at <http://ssw.uconn.edu/field-education-2/field-education-forms/>).
- **The completed Field Education Placement Form, placement contract and an updated resume are to be submitted to the FED following the November Field Advising Seminar and no later than the January Seminar.** Since placements are attended to in the order of receiving materials, it is in a student's best interest to submit materials as quickly as possible.
- Based on these materials, the assigned field coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a Field Coordinator to tell him/her about the agency and to provide information about who to contact for the interview.
- The student is immediately to schedule an appointment with the identified agency representative. The appointment for the interview should be scheduled if possible within one week; and
- Report back to the field coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. **If a student does not report back, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.**

Block Placement

For students planning a block placement for their second-year field experience, the Field Education Placement form and an updated resume must be submitted to the Field Education office. The block application (available on-line) is to be submitted to the concentration chair following **the November Field Advising Seminar and no later than the January Seminar**. Students who require further information or have any questions should contact their faculty advisor. **Summer block placement is only an option if there are enough qualified students to offer the session during the summer.**

Background Checks and Immunizations Required by Some Agencies: Some agencies require prospective student interns to have a background check and immunizations during the field placement process. If an agency requires a background check, students who do not comply with the required background check process will not be able to be placed with those agencies. Some agencies will facilitate a background check through a company they use. Other agencies tell students they need to arrange for their own background check. One option to complete the background checks is to go through American DataBank (ADB). Students are responsible for the cost of the background check. Please consult with the UConn SSW Field Education Department for more information.

All students

If a student is rejected by three or more agencies he/she will be referred for an Educational Review (see Student Handbook) in order to assess his/her readiness for entering into or continuing in the field (see section on Criteria for Entering into and Continuing Field). If a student does not accept multiple

qualified placements that are deemed able to meet their educational needs and the school's expectations, they too will be referred for an Educational Review.

FACULTY ADVISING

The purpose of faculty advising is to help students make maximum use of their educational experience. Students are assigned faculty advisors by the Field Education Department. The faculty advisor is expected to be familiar with the student's class and field performance and overall professional development. The relationship with the advisor is a flexible one, the degree of involvement being determined by both the student and the advisor.

The following section identifies the faculty advisors' responsibilities, tasks and activities as they relate to the field and academic components of the students' program.

The Field Component of Faculty Advising Responsibilities includes:

- assisting student with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);
- serving as an educational resource to the field instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
- ensuring that the School's standards for field education are met by field instructor and student (e.g., monitor quality of teaching, learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);
- mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes);
- taking leadership and serving as a trouble-shooter in dealing with problematic field placement situations, in consultation with the field department as needed (e.g., performance problems, insufficient assignments, inattentive field instructor, and school structures); and
- serving as a consultant on ethical issues and ensuring that ethical and professional standards in field education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice).

Tasks and Activities:

- **With students:**
 - conducts the Field Advising Seminar which meets four times each academic year;
 - strongly encouraged to initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or by Skype);
 - reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student's concentration);
 - reviews educational contract;
 - discusses student learning, informal and formal evaluations; and
 - jointly discusses options for next year's placement and submits required materials to Field Education Department.

- **With field instructors and field agencies:**
 - contacts each advisee's Field Instructor within the first month of field to introduce her/himself;
 - makes at least one site visit per academic year, in the first semester (more as needed);
 - ensures adherence to concentration expectations re: student supervision, assignments, use of written materials, etc.; and
 - discusses student learning, informal and formal evaluations.

- **In relation to the profession's and the School's standards and ethics:**
 - prepares reports for Educational Review Committee (ERC) as necessary;
 - attends school and/or agency meetings (as necessary, such as the adjunct faculty advisor meetings following each field seminar);
 - reviews end of semester and end of year formal student evaluations submitted by field instructor;
 - assigns grades and inputs grades into the PeopleSoft system at the end of each semester by the grade submission deadline for: (1) field practicum; and (2) field seminar;
 - evaluates agency setting and field instruction with student; and
 - evaluates agency setting and field instruction with field instructor.

The Academic Component of Faculty Advising Responsibilities follows:

- assists students with course planning, sequencing, and registration;
- identifies potential academic problems;
- monitors academic and program progress;
- ensures that ethical and academic standards are upheld; and
- assists in career and professional development and overall school performance.

Tasks and Activities:

- have at least two individual contacts with each advisee throughout the academic year to discuss academic plans and progress, identify potential problems, and to consult on professional and career development;
- consult as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the Associate Dean of Academic Affairs;
- make referrals to support services needed by students (e.g., disability support, writing clinic);
- review transcripts and plans of study;
- prepare requests for policy exceptions on behalf of students and follow up with the Registrar when necessary;
- make a referral to the Educational Review Committee (ERC) when one of your advisees is having serious problems in the field or in their coursework;
- accompany advisee to the Educational Review Committee if he or she is referred to the ERC to provide a summary report of the situation and act as the advisee's advocate; and
- write reference letters for scholarships, special honors, and potential employment when requested.

PROBLEMS IN THE FIELD

Problem situations that occur in the field with students and agencies can be significant and may require replacing a student. Thus, it is important that when problems arise with students and/or within the student's agency placement that faculty advisors are aware of a problem-solving process that will help attend to the situation and guide their review.

Problem-Solving Process:

- As a first step in the process, students are expected to attempt to directly resolve field difficulties with their field instructors. Also, students should inform their faculty advisor of those difficulties and the proposed solutions.
- When the difficulties are not solved at the student-field instructor level then the student should inform the faculty advisor of the need for intervention.
- The faculty advisor should contact the field instructor to attempt to resolve difficulties. (Sometimes one or more meetings of the faculty advisor, student and field instructor may be necessary to solve the problem[s]). A field education staff member assigned to the concentration will serve as Point of Contact and will be available to faculty advisors for consultation any time throughout the process.
- In situations when the difficulties are not solved at the faculty advisor-field instructor-student level the faculty advisor should notify the Director of Field Education and submit a brief summary report of the situation documenting the salient issues and recommendations.
- The Director of Field Education may call for an ERC consultation. Participants will include the Director of Field Education, the Concentration Chair or designee, the faculty advisor, the student, a field placement coordinator, and anyone else who may be helpful in the problem-solving process. This group serves as advisory only and does not have the authority to mandate any administrative actions.

Field Replacements:

One solution to the field difficulties could be field replacement. The process to follow is:

- The faculty advisor, student and field education placement coordinator will determine the best plan for notifying the agency that the placement will be terminated.
- The faculty advisor and student, in consultation with the field instructor, will determine the appropriate ways for the student to terminate with the agency, clients, and field instructor.
- The student will contact available placements sites identified by the field education office for interviews.
- The parties involved in the problem-solving process will identify educational objectives to be addressed in the new placement based on the previous field experience. These will be shared with the new field instructor.

Appeal Procedures: Any student wanting to appeal the placement process can do so by seeking out in the following order, the Director of Field Education, the Associate Dean and ultimately the Dean.

BENEFITS FOR CURRENT FIELD INSTRUCTORS

Special registration fee for continuing education seminars

- \$15.00 discount for full-day seminars offered by the Outreach Office. Attend as many programs as you want at the advertised special registration rate and earn CECs toward licensure.

No fee CECs for workshops sponsored by

- UConn/SSW Field Education Department, or
- New England Consortium of Field Education Directors (NECON)

UConn Library Card and privileges

- \$25.00 fee waived for current field instructors

ORIENTATION FOR FIELD INSTRUCTORS

All field instructors who have never supervised a UConn School of Social Work student before are expected to attend an orientation meeting that reviews the School's curriculum and field education expectations.

SEMINAR IN FIELD INSTRUCTION (SIFI)

The Seminar in Field Instruction (SIFI) is required of all field instructors who have never supervised an MSW student before. The Seminar provides a forum for the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching. The SIFI must be taken concurrently with the student's field placement. It is a 14-hour seminar offered in varied formats and time slots. It is possible to earn 14 free CECs for this seminar through the School's STEP Program (please note that there is a \$15.00 administration fee to process the CECs). The School has a reciprocal SIFI arrangement with the New York and New England schools of social work. If it is more convenient, this seminar may be taken at one of these other schools.

RECOMMENDED STUDENT ORIENTATION TO AGENCY

(What to cover with students on the first day/week of field placement)

Provide student with the agency's:

- Mission statement
- Organizational chart
- Annual report & budget
- Agency programs and services
- Staff directory

Inform student about policies and procedures regarding:

- lunch (**this is not counted toward placement hours**)
- holidays, snow days, and emergency closings
- use of phone, copier, fax machine, etc.
- use of personal cell phone and other technology
- mileage reimbursement – policy & forms
- dress code

- schedule of trainings & meetings
- expense reimbursement forms
- parking
- safety issues (see Safety and Security Procedures)
- physical restraints (students are not normally expected to participate in situations requiring physical restraints)
- emergency procedures
- policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items)
- mandated reporting
- confidentiality
- developing effective, professional relations with clients and staff

SAFETY AND SECURITY PROCEDURES

UConn, School of Social Work is concerned for the safety of all students during their field placement experiences. While serious threats to students' safety is rare, there is a growing need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.

Basic Principles of Personal Safety Risk Management Strategies for Social Work Interns:

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Field Educators should provide an orientation for interns to personal safety procedures in their field education Practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during sessions; or a specific set of procedures which should be followed if a staff member finds them in a potentially dangerous situation.
5. Develop a safety plan with supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
6. Interns should always inform their field educator and faculty liaison of incidents where their personal safety is threatened.
7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse.
8. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client's right to self-determination of their

goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.

9. Be alert to all parties in your immediate environment.
10. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
11. Carry yourself in a confident manner. Be purposeful in your actions.
12. Be friendly, however don't disclose a great deal of information about yourself or family.
13. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
14. Dress in a manner conducive to your professional Practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
15. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.
16. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.
17. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

FOUNDATION FIELD CURRICULUM

OVERVIEW OF FIELD REQUIREMENTS, CURRICULUM AND ACTIVITIES

In line with the standards for master level education in social work and with its mission and goals, the School aims to prepare social work professionals with competencies and practice behaviors that enable them to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ a variety of interventions designed to meet these needs and problems. Thus, the School seeks to prepare advanced practitioners with a strong foundation in social work values, ethics (<https://www.socialworkers.org/pubs/code/code.asp>), knowledge and practice skills, and who are specialized in: practice with individuals, groups and families; community organization; or policy practice.

Students are required to spend **560 hours a year for two years** in a field placement, for a **total of 1120 hours** (with the exception of Advanced Standing students who will have one 560-hour field placement). Each year is normally spent in a different setting. Specific weekly schedules for the practicum hours are arranged between the agencies and the students. (See section on Field Education Requirements and Structural Options)

In the **first year field placement**, students are expected to gain foundation skills for generalist practice. Generalist practice includes the range of competencies and practice behaviors that are common to all of social work practice including work with individuals, groups, families, communities and organizations. Therefore, **all students are required to have field assignments in their concentration and have additional field assignments in another concentration, such that they are exposed to both micro and macro practice.** A micro skills laboratory is offered to macro students who are placed in an agency that cannot provide micro experiences. The student is excused

for five hours per week from their field setting during the fall semester in order to meet the requirements of the laboratory. All students in first semester of field, regardless of their concentration, are required to write at least two process recordings in order to support education for the micro practice component of their field experience. Some concentrations require more process recordings. For example, IGFP students in 1st and 2nd year field internships are required to write 24 process recordings during the academic year.

In the **second semester of first year field**, students gradually **transition into their concentration and increase their focus on their concentration. Thus, the practice behaviors of CSWE Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities, are expanded to include practice behaviors of the student's concentration.** (See section on Competencies and Practice Behaviors.)

Pre- and co-requisites for field education

All students are required to take the following Basic courses either prior to or concurrent with 2nd semester of 1st year Foundation Field Education:

- HBSE Micro and Macro Theories (BASC 5362) 3 credits
- Analysis of Social Welfare Policy (BASC 5350) 3 credits
- Research Methods for Social Work Practice (BASC 5333) 3 credits

The following course must be taken any time prior to 2nd year Advanced Field Education:

- Human Oppression (BASC 5300) 3 credits

In order to strengthen the coherence of concepts taught in class and field, and to foster the development of skilled practice that is informed by knowledge and theory, field education must be taken concurrently with practice courses. **The following courses must be taken concurrently** with the first semester of field.

- “Micro Foundation Practice” (BASC-5391)
- “Macro Foundation Practice,” (BASC-5390)

The Field Advising Seminar must be taken concurrently with each year of field (1st year in field: FED-5301-5302 and/or 2nd year in field: FED-5310-5311)

Students are required to take their **first concentration course (5301) concurrently with their second semester of field.**

All these courses described above must be completed before a student can enter into second year field. The second year of field education focuses on advanced practice, and requires concurrency of field and concentration courses. (See sections on each concentration.)

For complete information about the MSW courses offered and co- and pre-requisites see the following sections of our SSW website:

- Course selection guide: <http://ssw.uconn.edu/students/course-selection-guide/>
- Course Directory: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2017/06/2017-MSW-Course-Directory-6-13-17.pdf>

To augment the learning which occurs through field instruction assignments, it is expected that students will take part in whatever in-service training programs are available in their field agency and

whenever possible, participate in agency seminars, teaching conferences, lectures or professional meetings. Concurrent with the provision of social work services through a range of social work modalities, students are to keep professional records and report directly to a field instructor for a minimum amount of supervision in concurrent placement (at least one and a half hours of supervision per week for those in a 20-hour/week internship and one hour of supervision per week for those in a 15-hour/week internship) and two hours per week in a block placement.

FIRST SEMESTER FOUNDATION YEAR (All Concentrations)

Field Education Foundation Curriculum:

Competencies and Practice Behaviors

The curriculum for all concentrations includes 10 competencies, each to be operationalized through specific practice behaviors. The educational contract should identify student assignments and activities that will help the student gain the competencies and practice behaviors identified below. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required.**

At the end of each semester first year field students will be evaluated on each practice behavior according to the scale below. The evaluation form will be forwarded to field instructors several weeks before it is due.

Rating Scale

Student's skill level in this practice behavior is/was:					
(5) Outstanding performs well above the standard	(4) Good meets performance standards	(3) Needs Improvement performs somewhat below the standard but shows potential for improvement	(2) Unsatisfactory performs far below the standard with minimal evidence of potential to improve	(1) Failing does not show potential for performing satisfactorily	n/a

The practice behaviors identified below are taught within the framework of social work concentrations. Identify student's concentration related assignments as indicated below.

Assignments in Student's Concentration: _____

Assignments in Additional Macro/Micro Concentrations:

Macro Assignment(s) (for IGFP students): _____

Micro Assignment(s) (for macro students): _____

NOTE: It is important for student interns to be given micro assignments to work with clients in the first 2 to 3 weeks of internship so that they will be able to complete their course assignment for the micro foundation class. For macro students, this may be fulfilled in the 5 hours per week micro work they are expected to do in the fall semester or in the micro skills lab.

Competencies, Practice Behaviors and Suggested Activities/Assignments

Competency 1: Intern identifies as a professional social worker and conducts him/herself accordingly.

Practice Behaviors:

- 1.1 Advocates for client access to the services of social work
- 1.2 Practices personal reflection and self-correction to assure continual professional development
- 1.3 Attends to professional roles and boundaries
- 1.4 Demonstrates professional demeanor in:
 - Behavior
 - Appearance
 - Communication
- 1.5 Shows evidence of interest and ability to engage in career-long learning, (e.g., takes initiative for learning beyond minimum requirements)
- 1.6 Uses supervision consultation (e.g., seeks information from others in addition to field instructor)

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 1

- Help a client gain access to appropriate services
- Serve on an agency and/or community committee related to improvement of access to social services
- Reflect in written material and supervision with Field Instructor on differences between personal and professional reactions and behaviors in exchanges with clients and colleagues
- Complete professional writing assignments such as grant applications, assessments, letters, memos, process recordings, reports, etc.
- Gain competency in using agency computer systems for managing information, searching for resources, research and communication
- Maintain documentation of practice in accordance with agency expectations.
- Participate in social work professional organizations, such as NASW
- Establish career development goals and plans.
- Take initiative for developing an agenda for supervisory meetings

Competency 2: Intern applies social work ethical principles to guide his/her professional practice.**Practice Behaviors:**

- 2.1 Recognizes and manages personal values in a way that allows professional values to guide practice
- 2.2 Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work Statement of Principles
- 2.3 Tolerates ambiguity in resolving ethical conflicts
- 2.4 Applies strategies of ethical reasoning to arrive at principled decisions

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2

- Use supervision, process recordings, meeting analysis and/or other instruments to identify the values that inform assessment, interventions, and the problem-solving process
- Critically examine the NASW Code of Ethics and identify the implication of any aspects that could create challenges in practice
- Review the Code of Ethics of other social work organizations
- Develop and conduct a personal values inventory
- Consider the challenges in working with clients/or agency staff who engage in unethical behaviors
- Identify agency policies that create ethical dilemmas and propose potential problem solving processes
- Use process recordings to reflect on personal communication style, values and biases

- Use supervision and process recordings to identify and explore issues of professional ethics
- Create a hierarchy of values in situations that pose ethical dilemmas.

Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

Practice Behaviors:

- 3.1 Distinguishes, appraises, and integrates multiple sources of knowledge, including research based knowledge and practice wisdom
- 3.2 Analyzes models of assessment, prevention, intervention and evaluation
- 3.3 Demonstrated effective communication in working with individuals, families, groups, organizations, and communities:
 - Oral
 - Written

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3

- Critically evaluate relevant practice literature
- Present an organizing and strategy plan around a community or policy issue
- Assess a best practice guideline for goodness of fit with a specific practice situation
- Review and critique agency intake and assessment tools
- Review and assess agency on multicultural and diversity issues
- Present a client assessment and intervention plan to instructor during individual or group supervisory sessions
- Identify the values and assumptions that influence judgments and decision making in professional situations
- Identify alternative solutions to problems and the consequences of each option.

Competency 4: Intern engages diversity and difference in practice.

Practice Behaviors:

- 4.1 Recognizes the extent to which a culture's structures and values may oppose, marginalize, alienate, or create or enhance privilege and power
- 4.2 Gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- 4.3 Recognizes and communicates their understanding of the importance of difference in shaping life experiences
- 4.4 Views themselves as learners and engage those with whom they work as informants

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4

- Use supervision to identify and explore issues in cultural competence
- Conduct a cultural competence assessment of the placement agency with reference to *NASW Standards and Indicators for Cultural Competence*
- Use supervision to discuss the effects of oppression on specific client groups
- Work with populations of diverse racial, ethnic, and social class background
- Identify instances in which his/her own cultural background results in personal biases and values.

Competency 5: Intern advances human rights and social and economic justice.

Practice Behaviors:

- 5.1 Understands, (i.e., "can identify and articulate") the forms and mechanisms of oppression and discrimination
- 5.2 Advocates for human rights and social and economic justice; and engage in practices that advance social and economic justice

5.3 Engages in practices that advance social and economic justice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5

- Advocate for a client
- Apply concept of human rights and social and economic justice during supervision and in written materials
- Research institutional challenges and constraints faced by client populations
- Consider the impact of restrictions on human rights and opportunities
- Serve on a committee that advances human rights and social and economic justice
- Testify at or attend a legislative public hearing related to human rights and economic justice
- Help a group engage in advocacy for themselves or for their community

Competency 6: Intern engages in research-informed practice and practice-informed research.

Practice Behaviors:

- 6.1 Uses practice experiences to inform scientific inquiry
- 6.2 Uses research evidence to inform practice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6

- Locate articles on a client or agency issue, and apply them to practice issues discussed in supervision
- Develop an intervention plan using an evidence-based process
- Develop a design to measure practice outcomes
- Participate in agency research projects
- Develop research questions that address practice problems.

Competency 7: Intern applies knowledge of human behavior and the social environment.

Practice Behaviors:

- 7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- 7.2 Critiques and applies knowledge to understand person and environment

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7

- Visit places that will increase understanding of the clients' environmental context
- Use eco maps and similar tools to facilitate assessment and intervention goals
- Read additional materials provided by the agency to supplement classroom knowledge
- Identify the theories and knowledge that informs interventions.

Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

- 8.1 Analyzes, formulates, and advocates for policies that advance social well-being;
- 8.2 Collaborates with colleagues and clients for effective policy action

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8

- Use supervision to identify and assess policy issues affecting clients
- Report on a policy issue to agency staff
- Assess the differential impact of policies on diverse populations
- Propose a policy initiative
- Plan for and participate in the implementation of a policy initiative

Competency 9: Intern responds to contexts that shape practice.

Practice Behaviors:

- 9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9

Participate in an advocacy group

- Engage in voter registration
- Assist in addressing political issues or a policy change
- Write letters on an issue of concern to client population
- Organize client participation in policies that affect them
- Research NASW legislative policy priorities

Competency 10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

10(a) 1.1 Substantively & effectively prepares for action with:

- Individuals
- Families
- Groups
- Organizations
- Communities

10(a) 2.1 Uses empathy and other interpersonal skills

10(a) 3.1 Develops mutually agreed-upon focus of work & desired outcomes

10(b) Assessment

10(b) 1.1 Collects, organizes, and interprets client data

10(b) 2.1 Assesses client strengths and limitations

10(b) 3.1 Develops mutually agreed-upon intervention goals & objectives

10(b) 4.1 Selects appropriate intervention strategies

10 (c) Intervention

10 (c) 1.1 Initiates actions to achieve organizational goals

10 (c) 2.1 Implements prevention interventions that enhance client capacities

10 (c) 3.1 Helps clients resolve problems

10 (c) 4.1 Negotiates, mediates, and advocates for clients

10 (c) 5.1 Facilitates transitions and endings

10 (d) Evaluation

10 (d) 1.1 Critically analyzes, monitors, and evaluates interventions

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10

- Be assigned to work with an individual, group, organization, community
- Articulate the working agreement and identify contributions of worker and of clients or client systems
- Identify plans and rationale for interventions
- Prepare a supervision agenda each week to review each assignment
- Compile a list of information or resources needed to achieve client goals
- Prepare assessment of case assignments to discuss in supervision

- Prepare ecomaps, genograms and other assessment tools
- Develop and implement a practice evaluation that measures goal achievement and or clinical significance
- Submit process recordings that include self-reflection on practice.

ADDITIONAL PRACTICE BEHAVIORS TO SECOND SEMESTER OF FIRST YEAR FIELD (By Concentration)

The following additional concentration specific practice behaviors for competency 10 are for your information only. **Students must be evaluated on all 10 competencies and their practice behaviors in the second semester of the first-year field.** Field instructors will receive their student’s concentration’s **evaluation form** before the end of the second semester. You will be emailed your concentration practice behaviors for competency 10 at the start of the second semester in order to help you plan the optimum activities/assignment for your student(s).

In the second semester of the foundation (first) year of field, the curriculum increases its focus to specialized concentrations. While the second semester educational objectives and practice behaviors for competencies 1-9 remain the same for the entire first year of field, the additional practice behaviors for competency 10 become more concentration specific. The second semester educational objectives for competency 10 are as follows for each concentration. These new practice behaviors **are added to** the foundation practice behaviors for competency 10 on the students’ first semester field evaluations.

Individual, Group, and Family Practice (IGFP)

<p>Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Practice Behaviors:</p> <p>10(a) Engagement</p> <p>10(a)1.1 Develop anticipatory empathy in preparation for practice with individuals, groups, and families, particularly as it pertains to their resiliency and vulnerabilities</p> <p>10(a)2.1 Engage in a mutual process with clients to define the problem, clarify the factors involved, and suggest next steps.</p> <p>10(a)3.1 Develop skills in planning and preparing for group within organizational context (need, purpose, type of group, structure, content, composition, agency context, social context)</p> <p>10(a)4.1 Develop clear purpose of group related to member needs and help individuals to integrate individual goals with purpose of group</p> <p>10(b) Assessment</p> <p>10(b)1.1 Infer from emerging information the client’s/group’s/family’s resiliency, vulnerabilities, coping and defense strategies to reinforce and improve adaptation to life situations, as well as readiness for change</p> <p>10(b)2.1 Engage in an ongoing and evolving process of developing mutually agreed-upon goals with individuals, groups, and families</p> <p>10(b)3.1 Identify individual member patterns of behavior in group and implications for worker intervention</p> <p>10(b)4.1 Identify member and group needs related to stage of group development, i.e., applying stages of group development theory</p> <p>10(c) Intervention</p> <p>10(c)1.1 Critically evaluate, and select from a range of approaches, including evidence-based interventions when available, to offer the best practices in dealing with individual client,</p>

- group members', and family members' concerns and to build resilience
- 10(c)2.1 Identify and respond to the full range of client (individual, group, and family) feelings and reactions
 - 10(c)3.1 Intervene and promote mutual aid and cohesion throughout life of group.
 - 10(c)4.1 Help group members resolve conflict

10(d) Evaluation

- 10(d)1.1 Critically analyze, monitor, and evaluate the interventions with individuals, groups, and families and use this information to modify and inform work
- 10(d)2.1 Review areas of accomplishment with the individual client, group and/or family members, facilitate identification of potential future challenges, and plan accordingly
- 10(d)3.1 Assess member satisfaction and goal attainment in the group
- 10(d)4.1 Recognize effectiveness of intervention in meeting group's purpose

Community Organization

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

- 10(a)1.1 Engage with communities, participants, and their constituencies to determine capacity and challenges for effective grassroots organizing and building powerful organizations and/or campaigns.
- 10(a)2.1 Explore specialized strategies and tactics that are useful in organizing people and consciously analyze their potential effectiveness and limitations.

10(b) Assessment

- 10(b)1.1 Assess the needs, appropriateness, and potential of applying intervention through a single model (Alinsky-style organizing) to local and regional challenges primarily but with an eye to broader contexts and social change initiatives
- 10(b)2.1 Understand the major social change strategies used in CO and be able to use the models in appropriate and effective ways

10 (c) Intervention

- 10 (c)1.1 Demonstrate skills in creating a social action campaign
- 10 (c)2.1 Incorporate knowledge essential in organizing oppressed population groups, and address coalition building with and for these groups.

10(d) Evaluation

- 10(d)1.1 Involve community participants and constituencies in evaluating the effectiveness of interventions in order to recommend future actions and strengthen collective capacity.
- 10(d)2.1 Process and analyze aspects of community organization.

Policy Practice

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

- 10(a)1.1 Use a systematic planning approach to work with client systems that demonstrate observation skills, data gathering, and respect for cultural and class diversity
- 10(a)2.1 View themselves as learners and engage those within the client systems as informants and experts

10(b) Assessment

- 10(b)1.1 Identify client system, relevant stakeholders, target of change efforts and establish appropriate relationship and boundaries with each group
- 10(b)2.1 Effectively engage with key informants and agency executives in a systematic analysis to understand the finance process as an agency resource that influences all phases of policy planning and program development

10 (c) Intervention

- 10 (c)1.1 Synthesize multiple frameworks and sources of information using analytical, political interactional and value clarification skills to make professional policy and program recommendations
- 10 (c)2.1 Involve organizational constituencies in measuring the effectiveness of policies and program interventions through strategic planning objectives

10(d) Evaluation

- 10(d)1.1 Define success and establish measurable outcomes including the use of a logic model
- 10(d)2.1 Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs, and publications

EDUCATIONAL CONTRACTS

Educational contracts are to be submitted to the student's faculty advisor by the 4th week of placement for review and suggestions. **Download the Educational Contract** from <http://ssw.uconn.edu/field-education-2/field-education-forms/> Please email to student's Faculty Advisor (not to Field Education Office). The purpose of the Educational Contract is to clarify roles and responsibilities regarding the student's field work experience and to allow all participants to develop educational goals for the student. The student and field instructor develop this portion of the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty advisor. There are a variety of approaches used to complete the Educational Contract. One popular strategy is to brainstorm a list of internship assignments and then insert them under the relevant competencies. Some assignments fulfill multiple competencies. Sample Activities/Assignments are included later in this manual related to each competency to promote the development and demonstration of practice behaviors across all competencies.

If changes in the Educational Contract are necessary, they will be agreed to by all parties involved. It is recognized that during the course of the year specific content may change in response to both student and agency needs. This contract, which is signed by the student, the field instructor and the advisor, provides the basis for evaluating progress in the field placement.

EVALUATIONS

Student Evaluation: Evaluations of student performances by field instructors **are to be completed and submitted online** at the end of each semester. The evaluation link and directions will be emailed to field instructors a few weeks before they are due. Evaluation forms will be emailed to field instructors before the end of each semester. In addition to the areas identified on the evaluation form, students should be evaluated on the educational objectives identified and agreed upon in the Educational Contract for Field Education.

Students should be aware of the following:

- criteria on which they are being evaluated;
- evaluation should be jointly completed by field instructor and student;
- student comments indicate that student has read the document;
- student has a right to submit an addendum if they disagree with their evaluation; and
- evaluations are to be submitted on-line using the link that was emailed to the field instructor.

The following two courses are required to be taken concurrently with first semester field:

MACRO FOUNDATION PRACTICE (BASC 5390)

COURSE DESCRIPTION

This course is one of two required foundation practice courses taken concurrently with the first semester of field education (FED 5351). HBSE 5362: Macro and Micro Theories is a pre- or co-requisite for this course. The focus of this course is on macro practice generalist knowledge and skills for working with communities, organizations and policy-making processes. Students will be introduced to the unique language and perspective of macro practice as a capacity building and strengths based intervention. Content includes definitions of and ways to assess and analyze communities, organizations, policy processes, and processes to create change through force field analysis. Emphasis will be given to strategies and tactics for achieving change in communities, organizations and policies to improve services for oppressed groups and populations at risk, including voter registration. The content will explore the multidimensional aspects of diversity and its intersection with macro practice to promote social, economic and distributive justice. The unique ethical dilemmas, value mandates and ethical decision making associated with macro practice will be addressed.

COURSE OBJECTIVES

At the conclusion of this course students will be able to:

- Advocate for client access to services by using force field analysis to design a change strategy that improves service delivery.
- Practice personal reflection and self-correction to assure continual professional development in assessing and intervening communities.
- Attend to professional roles and boundaries by delineating and describing social work roles in community practice.
- Use supervision and consultation to complete an organizational assessment of the field work agency.
- Recognize and manage personal values in a way that allow professional values to guide a geographic community assessment and practice in the field agency setting.
- Apply the National Association of Social Work Code of Ethics and the International Federation of Social Workers /International Association of Schools of Social Work ethics in Social Work –Statement of Principles when applicable in ethical decision- making when attending to issues of power, social, economic and distributive justice.
- Tolerate ambiguity in resolving ethical conflicts when creating a change strategy in the three distinct concentrations: community organization, administration, and policy practice.
- Apply strategies of ethical reasoning to understand diversity, oppression and structural discrimination in order to promote collaboration, cooperation and inclusiveness in communities and organizations.
- Demonstrate effective oral and written communications in engaging different constituents in all phases of macro practice: Preparation and engagement, assessment, intervention planning, intervention, termination and evaluation in community, administration and policy practice.
- Analyze, formulate, and advocate for policies that advance social well-being by understanding policy making processes: understanding the political environment, developing a political strategy, agenda building, and involving clients in the processes.

- Collaborate with colleagues and clients for effective policy action by applying strength-based and capacity building perspectives in working with communities, organizations and policy practice.
- Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes by conducting a geographic community assessment and organizational assessment.
- Provide leadership in promoting sustainable changes in service delivery by identifying practice strategies in organizations: strategic planning, program development, and culturally relevant social service programs.
- Engage with communities, constituencies, and organizations to assess and analyze community/organization capacities, strengths and needs.
- Use empathy and other interpersonal skills in all phases of macro practice.
- Develop a mutually agreed-on focus of work and desired outcomes in a simulation change strategy using force field analysis.
- Assess opportunities to engage in social and political action to achieve organizational goals.
- Implement prevention intervention that enhances client systems' capacities based on organizational assessment.
- Negotiate, mediate, and advocate to ensure that all people have equal access to resources and opportunities they require to meet basic needs.

Assignments: Students will complete three written assignments. The first is an assessment of the geographic community served by the agency. The second assignment guides the student in collecting and assessing information about the field placement agency. The third and final assignment is a force field analysis of a planned changed strategy that the student could envision carrying out at their field work agency.

MICRO FOUNDATION PRACTICE (BASC 5391)

COURSE DESCRIPTION

This course is one of two required foundation courses to be taken concurrently with the first semester of field education: HBSE 5362: Macro and Micro Theories is a pre- or co-requisite for this course. The course examines the mission, values and ethics of social work, including its commitment to diversity, populations-at-risk and social/economic justice. The course also provides the foundation for micro social work practice, knowledge, values and skills associated with generalist practice with individuals, families and groups within the context of organizations and communities.

COURSE OBJECTIVES

At the completion of this course, students will demonstrate through classroom participation and written assignments (including records of service in the field), their ability to:

- Understand and describe the historical development of micro practice within the social work profession;
- Identify and apply the values and ethics associated with generalist social work practice with individuals, families and groups;

- Identify and describe the relationship between agency/community context and micro practice;
- Identify the processes common to micro practice with individuals, families and groups including:
 - a) preparing for practice;
 - b) developing empathy and other interpersonal skills;
 - c) viewing self as a learner to be informed by the client(s);
 - d) developing mutual working agreements;
 - e) engaging;
 - f) assessing and formulating goals;
 - g) selecting and implementing interventions;
 - h) monitoring and evaluating progress; and
 - i) facilitating transitions and terminating services, as applied within the context of an ecological, strengths and capacity building perspective;
- Describe how you utilize the skills common to micro practice with individuals, families and groups including:
 - a) preparing for practice;
 - b) developing empathy and other interpersonal skills;
 - c) viewing self as a learner to be informed by the client(s);
 - d) developing mutual working agreements;
 - e) engaging;
 - f) assessing and formulating goals;
 - g) selecting and implementing interventions;
 - h) monitoring and evaluating progress; and
 - i) facilitating transitions and terminating services, as applied within the context of an ecological, strengths and capacity building perspective;
- Identify and describe how generalist micro practice principles are differentially applied with individuals, families, and groups;
- Identify and describe how generalist micro practice principles are differentially applied with a variety of client populations, perceived needs and/or type of service provided;
- Demonstrate the ability for self-reflective practice and self awareness;
- Demonstrate appropriate use of self in the helping process;
- Demonstrate the ability to use research evidence to inform practice;
- Demonstrate the appropriate use of supervision and consultation.

Assignments: Students will complete two written assignments. The first is a description and analysis of beginnings with an individual, group or family. The second is an in-depth assessment of an individual, group or family.

FIELD ADVISING SEMINARS

FED 5301-5302/FED 5310-5311

Seminar Description

This seminar must be taken concurrently with the foundation and advanced year of field education. FED 5301-5302 is a one credit course, as is FED 5310-5311. Though students register for courses numbered by their concurrency with either foundation or advanced year of field, classes are typically composed of both first and second year student advisees of the instructor. The seminar provides students with the opportunity to share and reflect on their experiences in their field placements and to find ways to maximize their value. Students are helped to deal with setting related issues through peer support and feedback from each other and the instructor. Class content includes professional demeanor and how it contributes to a successful field experience and future practice.

Course Objectives

Upon satisfactory completion of the Field Advising Seminar students will have

- gained knowledge and skill in negotiating and maximizing learning opportunities in agency settings;
- become better able to evaluate the quality of their experience and performance through learning about the experience of peers and
- strengthened professional demeanor through behavior, appearance and communications resulting from the support and critical feedback from their faculty advisor and peers. [1.1.6]

LEARNING/TEACHING FORMATS

Field Advising Seminars are taught by faculty advisors who meet with their advisees for four two-hour sessions over the course of an academic year. Faculty advisors introduce, present, and facilitate group discussion around a set of related topics and issues appropriate to field education. Students are encouraged to identify issues of importance to them. The eight hours of group sessions are included in the required 560 hours of field per year.

EVALUATION OF STUDENT LEARNING

Students receive an “S” (Satisfactory) or “U” (Unsatisfactory) for the field seminar courses.

100 % of the student’s grade is based on class participation.

Student attendance at field seminar sessions is mandatory. If an emergency or some unforeseen circumstance causes a student to miss a field advising seminar, he or she should be in immediate contact with his/her faculty advisor. In exceptional circumstances in the event that a student cannot attend 1 of the 4 seminar sessions, a make-up assignment is expected to be given by the faculty advisor.

In order to make up for the absence, students must write a paper.

1. The paper should be 3-5 pages in length.
2. Each concentration will determine the main focus of the paper for each of the 4 sessions.
3. The paper should be related to the students’ field experiences, and should be both

reflective and contain references to the field related material, e.g., The Field Manual, educational contract, competencies and practice behaviors.

4. The paper is due no later than 2 weeks after the missed session.

If a student misses more than one seminar session, the student will be in jeopardy of not earning the 1 credit for seminar which may affect the conferral of the student's degree.

REQUIRED READING

UConn School of Social Work Field Manual

Additional readings may be assigned by each faculty advisor

SUGGESTED THEMES

SESSION I: Beginnings in Field Instruction and Practice

A. Student, Field Instructor, and Faculty Advisor

- The role of the student vs. that of employee status
- What the student should expect from the agency, field instructor, and faculty advisor in terms of teaching and educational supports
- Roles and responsibilities of the student, field instructor, and faculty advisor
- Field instruction in social work: expectations of the student

B. Educational Contracts and Assignments

- Specifying content and process for development of the educational contract
- Review of competencies and practice behaviors
- The written work students are expected to do for educational and agency administrative purposes (e.g., process recordings, journals, logs)

SESSION II: Work Phases in Field Instruction and Practice

- Implementation of the educational contract and how it is going
- Expectations of professional demeanor in all aspects of the field experience
- Preparation for student field evaluations, i.e., evaluation purpose, processes
- Review of field student evaluation form
- Ongoing evaluation and processing of the agency experience, including field instruction

SESSION III: Work Phases and Diversity (This session follows a program on diversity)

A. Evaluation

- Reviewing and processing of student experiences with the evaluation process and outcomes
- Ongoing review and processing of the implementation of the educational contract

B. Diversity

- Processing of student practice examples in working with issues related to diversity
- Identification of challenges and successes in working with diverse clients, key

- stakeholders, and agency personnel
- Examination of strategies to address barriers related to the development of an environment that welcomes diversity

SESSION IV: Closures

A. Endings

- Discussion related to the process of endings/transitions
- Problem solving related to issues of closure with different client systems.

B. Evaluation of field experience

- Discussion & feedback regarding final field evaluations
- Problem solving related to the student evaluation process
- Evaluations of field placement experiences

C. Learning throughout one's career

Discussion of the importance of maintaining ongoing personal educational objectives and seeking out learning opportunities whether in the advanced year of placement or post graduation employment.

CONCENTRATIONS:

After successful completion of the macro and micro foundation practice courses (BASC 5390 and BASC 5391) in the fall semester, students begin their concentration courses and emphasis on specialized practice in the field. The following sections elaborate on the class and field curriculum requirements of each concentration. Each of the concentrations identifies its advanced practice behaviors for each of the ten competencies.

INDIVIDUAL, GROUP, AND FAMILY PRACTICE (IGFP)

IGFP EDUCATION IN THE FIELD

Individual, Group, and Family Practice (IGFP) is the advanced practice method through which individual clients, family and group members are helped to improve the level of fit between personal and environmental strengths and limitations; empower themselves personally and politically to meet their needs, ensure their rights and entitlements; maintain, restore or enhance their social functioning; or resolve life stressors as these arise at all points in the life course. This may be achieved through work with individuals, with groups, or with clients in families. The family and group are viewed as a mutual support system in which the social worker's role is to convey the belief that individuals have the potential for helping each other and to facilitate the group processes that create conditions in which mutual aid can occur. In all of these modalities, the social worker views the person and the social and physical environments as a unitary system within cultural contexts.

Individual, Group, and Family Practice teaches students knowledge and skills in mobilizing, sustaining and creating personal, interpersonal, and environmental resources. In all modalities, the use of a professional relationship to nurture and release the personal potential of those being served is emphasized. Clients are helped to understand and cope with specific life situations or stressors, to influence their physical and social environments, and to find effective forms of expression to influence large social systems. In the group and family modalities, students also learn to help members to support each other, to develop positive interpersonal relationships, and to utilize the group experiences to affiliate with others.

IGFP social workers are involved in preventive activity at practice and program levels, in both urban and rural settings, and in activity to improve access to social services and enhance their quality. IGFP social workers find career opportunities in child welfare agencies, family service agencies, schools, mental health clinics and hospitals, health care settings, youth and children's services agencies, community and neighborhood centers, criminal justice settings, senior citizen centers and facilities, neighborhood development and citizen action programs, and other private and public settings. Student field education experiences are within one of these settings with populations that include racial, ethnic and socioeconomically diverse people of all ages, religious backgrounds, and sexual orientations, with an emphasis on marginalized populations. We prepare students to work with diverse and oppressed populations including the poor; the elderly; women; children and youth; persons with lesbian, gay, bi-sexual and transgender orientations; refugees and migrants; and persons

with physical and developmental disabilities. IGFP students will learn to become scholarly, competent and skillful practitioners who imbed practice with individuals, groups, and families within the larger context of social change and social action, adhering to the Social Work Code of Ethics (<https://www.socialworkers.org/pubs/code/code.asp>) and to culturally competent practice. Field education allows students to integrate knowledge and theory with practice skills. The second semester of the first year of field education serves as a transition semester which bridges the foundation curriculum and practice with the beginning of the advanced specialist IGFP Concentration.

IGFP students are required to take a minimum of three concentration courses, one concurrently with each of the last three semesters of field education: Practice with Individuals, Groups and Families (IGFP 5301), Advanced Practice with Individuals, Groups and Families: Theoretical Approaches (IGFP 5302), and Advanced Practice with Individuals, Groups and Families across Settings and Populations (IGFP 5303). In addition to, and concurrent with, these method concentration courses, students are also required to take one of the following four courses: Clinical Conditions with Children and Adolescents, Clinical Conditions with Adults and Older Adults, Group Work in Clinical Settings, or Clinical Assessment and Interventions with Families.

COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

Over the course of both field placements, every student will gain knowledge and skills in the following competencies and advanced practice behaviors. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required.**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

- 1.1 Demonstrate professional use of self with individuals, groups, and families
- 1.2 Engage in constructive self-reflection and evaluation to improve practice with individuals, groups, and Families
- 1.3 Develop awareness of how you use self differently in relationship to group work types
- 1.4 Take initiative for agenda setting for supervision in relationship to group work challenges

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 1

- Identify during supervision differential use-of-self related to work with individuals, groups, and families
- Identify strengths and weaknesses in relation to differential use of self with individuals, groups, and families
- Identify personal values and how they may conflict with the values of the social work profession
- Demonstrate awareness of use-of-self related to group types e.g., task oriented versus therapeutic group
- Brings written agenda into supervision focusing on group work challenges
- Identifies strengths and weaknesses in relation to differential use of self in group work practice

Competency 2: Apply social work ethical principles to guide professional practice.

Practice Behaviors:

- 2.1 Identify and develop strategies to address ethical issues and/or dilemmas involving clients and/or agency personnel
- 2.2 Recognize and manage personal values as they influence the working relationship/helping process with individuals, groups, and families
- 2.3 Apply social work ethical principles in balancing needs of individual and group
- 2.4 Balance democratic principles of group work with context of agency practice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2

- Identify ethical dilemmas related to agency policies and practice
- Identify ethical dilemmas related to behavior of agency personnel
- Discuss the ethical principles that guided a discussion when there was a conflict between meeting the needs of an individual versus the needs of the group
- Resolve the issues of self-determination as it applies to agency versus members in determining group membership
- Skillfully handle the conflict between the agency imposed curriculum versus member's choice of topics

Competency 3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

- 3.1 Critically examine and select from the range of assessment, intervention, and evaluation approaches that could be used in a particular situation, such that the multidimensional nature of the work is addressed
- 3.2 Effectively generate and present professional information in verbal and written format to clients, and professional staff, synthesizing scholarly knowledge and practice wisdom
- 3.3 Identify and critique principles of group work practice as they relate to various types of groups within the agency context
- 3.4 Facilitate and enhance effective communication between and amongst group members

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3

- Present a report to staff on a social work issue or case study
- Apply critical thinking-including social work theory and knowledge-to assessment and treatment of clients
- Identify principals of group work practice that contradict or support agency expectations of group work practice
- Skillfully intervene when a member monopolizes the group discussion
- When appropriate, help other professionals understand group work principles that could improve the quality of the agency's group services

Competency 4: Engage diversity and difference in practice.

Practice Behaviors:

- 4.1 Be knowledgeable about the ways in which diversity affects explanations of well-being and help seeking behavior, and can apply the knowledge to practice
- 4.2 Identify and use client input to enhance client well-being
- 4.3 Develop an understanding of how societal oppression/discrimination influences group composition and interaction
- 4.4 Develop ability to reflect on personal biases/values as they relate to diverse membership in a group

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4

- Discuss in your process recording or supervision the influence of culture on your individual client's, group members', or family members' view of the presenting problem
- Identify the influence of one's own culture on one's practice with individuals, groups, and/or families
- Analyze how a member's community status e.g., being a member of an oppressed population, will affect their relationship patterns within the group
- Encourage group members to discuss their cultural differences.
- Identify cultural differences between self and group members.
- Recognize when culturally based behaviors are viewed judgmentally rather than objectively

Competency 5: Advance human rights and social and economic justice.

Practice Behaviors:

- 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma in working with individuals, groups, and families
- 5.2 Engage in practices that advance social and economic justice for individuals, groups, and families through focus on empowerment
- 5.3 Address the human rights that may be violated when considering the needs for service to diverse oppressed populations.
- 5.4 Understand how group members who have experienced violations of human rights (at home or abroad) can benefit from the mutual aid of a group.

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5

- Help client advocate for self in relation to benefits and entitlements that are due him or her
- Advocate on behalf of a client to have their basic human needs met
- Help a client navigate through large bureaucratic systems
- Form a task oriented group to help members with a particular concern about an aspect of the agency, take positive action to change it.
- Help members share their experiences of oppression and to find common denominators of their experiences.

Competency 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors:

- 6.1 Use practice experience to develop research questions to strengthen work with individuals, groups, and families
- 6.2 Use research evidence to select interventions in practice with individuals, groups, and families.
- 6.1 Identify and be knowledgeable about research approaches that are relevant to group work
- 6.2 Develop research question related to group work issues informed by group work literature and current practice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6

- Formulate a research question that emanates from one’s practice with individuals, groups, and families
- Effectively apply “best practices” to one’s work with individuals, groups, and families
- Apply evidence-based approaches to group work practice as appropriate
- Identify assumptions that influence group work interventions and formulate research questions to test them
- Formulate a hypothesis related to a challenging aspect of a particular group’s dynamics and design a research method that could test it.

Competency 7: Apply knowledge of human behavior and the social environment.

Practice Behaviors:

- 7.1 Apply bio-psycho-social-spiritual theories of human behavior and the social environment to guide work with individuals, groups, and families
- 7.2 Evaluate the strengths and weaknesses of various theoretical perspectives and apply them differentially to individual, group, and family situations
- 7.3 Recognize and develop group strategies for developmental tasks throughout the life span
- 7.4 Recognize the reciprocal impact of the individual within the group as a microcosm of the broader society

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7

- Identify the impact of the social environment on your clients’ presenting problems
- Identify the age-related factors that influence your work with individuals, groups, and families
- Plan group work activities for members that promote mastery of age-related developmental tasks
- Identify topics and themes for group discussion that could help members cope with the challenges they face from environmental factors
- Help members recognize the relatedness between their relationship patterns within the group and their experiences in the broader social environment

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

- 8.1 Identify and critique agency and/or macro-level policies as they affect client well-being
- 8.2 Collaborate with colleagues and/or clients for effective policy action on behalf of services delivered to individuals, groups, and families
- 8.3 Develop skills for helping groups to advocate
- 8.4 Develop skills for advocating in agencies for policies that support development of groups that are relevant and responsive to client needs.

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8

- Select an agency policy that you would like to change in order to better serve your clients
- Outline the steps that you would take to change an agency policy
- Help members identify areas in which they feel underserved
- Educate members about their sources of power that be used to bring about the changes in their host agency that they believe need to be addressed
- Identify colleagues who have similar concerns about the ways to improve services and service delivery systems, and develop alliances with them to bring about change

Competency 9: Respond to contexts that shape practice.

Practice Behaviors:

- 9.1 Analyze the context of practice and its implications for services to individuals, groups, and families
- 9.2 Work to influence the context of practice and its implications for services to individuals, groups, and families
- 9.3 Develop knowledge of current practice trends including technological development
- 9.4 Expand evidence based curricular group models to include attention to group processes and encouragement of mutual aid

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9

- Identify elements in the agency environment that influence service delivery
- Discuss your initial reaction to walking into the agency e.g., feelings of welcome, staff attitudes toward clients, etc.
- Keep field instructor informed about new trends in group work practice that are reviewed in classes
- Research the use of chat room groups and evaluate their applicability to agency practices
- When presenting an EB curriculum to group members, assess the impact of its content on personal feelings and interactional behaviors
- Identify opportunities to draw members' attention to the impact of their group processes related to their ability to use the information you are presenting

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

- 10(a)1.1 Develop anticipatory empathy in preparation for practice with individuals, groups, and families, particularly as it pertains to their resiliency and vulnerabilities
- 10(a)2.1 Engage in a mutual process with clients to define the problem, clarify the factors involved, and suggest next steps.
- 10(a)3.1 Develop skills in planning and preparing for group within organizational context (need, purpose, type of group, structure, content, composition, agency context, social context)
- 10(a)4.1 Develop clear purpose of group related to member needs and help individuals to integrate individual goals with purpose of group

10(b) Assessment

- 10(b)1.1 Infer from emerging information the client's/group's/family's resiliency, vulnerabilities, coping and defense strategies to reinforce and improve adaptation to life situations, as well as readiness for change
- 10(b)2.1 Engage in an ongoing and evolving process of developing mutually agreed-upon goals with individuals, groups, and families
- 10(b)3.1 Identify individual member patterns of behavior in group and implications for worker intervention
- 10(b)4.1 Identify member and group needs related to stage of group development, i.e., applying stages of group development theory

10(c) Intervention

- 10(c)1.1 Critically evaluate, and select from a range of approaches, including evidence-based interventions when available, to offer the best practices in dealing with individual client, group members', and family members' concerns and to build resilience
- 10(c)2.1 Identify and respond to the full range of client (individual, group, and family) feelings and reactions
- 10(c)3.1 Intervene and promote mutual aid and cohesion throughout life of group.
- 10(c)4.1 Help group members resolve conflict

10(d) Evaluation

- 10(d)1.1 Critically analyze, monitor, and evaluate the interventions with individuals, groups, and families and use this information to modify and inform work
- 10(d)2.1 Review with the individual client, group and/or family members areas of accomplishment, facilitate identification of potential future challenges, and plan accordingly
- 10(d)3.1 Assess member satisfaction and goal attainment in the group
- 10(d)4.1 Recognize effectiveness of intervention in meeting group's purpose

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10

- Anticipate what client might be feeling as they begin first session with you
- Explore effectively the client's view of the problem

- Identify the major coping/defense mechanisms that client has used to adapt to difficult life circumstances
- Help client identify one attainable goal upon which to build future success
- Select and evaluate one evidence-based intervention that best suits the client's needs
- Respond empathically to client feelings and reactions unfamiliar to one's life experiences
- Identify those interventions that were successful and describe your measure of success
- Identify an intervention that was not successful and describe your measure of lack of success
- Help client identify gains made in treatment.

All of the sample activities offered below could take place within the context of groups designed to offer either support, psycho education, socialization, therapy or the achievement of a task.

- Identify a type of group that would meet currently unmet client needs
- Provide the rationale for the group you are planning
- Help members identify their personal goals within the framework of the overarching group purposes
- Describe selected behaviors of a challenging member and the impact on the group of any intervention that might be used to meet the challenge
- Observe and describe the impact of the group's developmental phases on the behavior of individual group members
- Identify and help members recognize their commonalities as a means of strengthening mutual aid
- Help group conflicts to be openly addressed rather than remaining beneath the surface and unreachable for resolution
- Intersperse throughout the life of the group, opportunities for members to convey reactions to the group experience
- After each meeting, identify the most and least effective interventions that were used

FIELD ASSIGNMENTS

Recommended Case Assignments/Contact hours: There should be sufficient variety in case assignments across modality (individual, group, or family practice), problem areas, socio-economic status, gender, and cultural lines to offer students the opportunity to compare and use a variety of conceptual frameworks, intervening approaches, and worker-role functions, procedures and techniques. Ideally, students will have the opportunity to work with at least two of the three modalities during the internship (and, ideally, have the opportunity to practice all three modalities during the course of their MSW program).

In developing IGFP assignments, it is useful to think of numbers of contact hours rather than the number of cases. In intensive treatment settings where children and their families are seen by the same worker, the number of cases the student carries may be relatively low, but their contact hours high. In keeping with the expectations of foundation field, students are also encouraged, particularly in the first semester, to gain experience in the macro concentrations.

Students doing 20 hours per week internship:

- First year – 1st year field students should be engaging in at least 2 contact hours per week by the second week of field. By the middle to the end of the first semester, IGFP students are

expected to engage in 5 to 8 contact hours per week providing direct services to individuals, groups, and/or families.

Second year – 2nd year field students should be engaging in at least 3 contact hours per week by the second week of field. By the middle to the end of the first semester of their 2nd year internship, (advanced) IGFP students are expected to engage in 8 to 12 contact hours per week providing direct services to individuals, groups, and/or families.

Students doing 15 hours per week internship:

- First year – 1st year field students should be engaging in at least 2 contact hours per week by the second week of field. By the middle of the first semester, IGFP students are expected to engage in 5 to 6 contact hours per week providing direct services to individuals, groups, and/or families.
- Second year – 2nd year field students should be engaging in at least 3 contact hours per week by the second week of field. By the middle of the first semester of their 2nd year internship, (advanced) IGFP students are expected to engage in 6 to 8 contact hours per week providing direct services to individuals, groups, and/or families.

Students in summer block: Summer block students will generally engage in 14 to 18 contact hours per week providing direct services to individuals, groups, and/or families.

Case Assignments and Course Work: Some of the cases of individuals, groups, and families assigned to IGFP students need to be seen over a period of time, beyond the engagement and assessment phases of the helping process, to ensure integration of classroom material. All students are required to have multi-method assignments in the first semester of field placement. Since class discussions are frequently based on the field experience, students need to begin their assignments as quickly as possible. In addition to their IGFP assignments, students must have assignments in a macro area of practice. For those in the IGFP concentration, this would translate into work with a large social system, i.e., the agency or community.

In the second semester of first year field (FED 5352); students increasingly focus on their IGFP concentration practice. This serves as a transition field education semester into the second year of field placement, in which students focus primarily on their concentration.

Group work assignments should be designed to help students learn and practice group work skills. Simply observing a group experience or participating as a group member, e.g., serving on a committee, cannot be considered a group work assignment. Although the primary learning will come from solo leadership, students can also benefit from co-leadership experiences. Depending on the setting, students may enter into a group at different points of group life. They may be able to form their own group from the start, or may take over an already formed group from another worker. Each of these opportunities has its special learning benefits and challenges, and a wide range of group types and models will round out the student's education. Groups may be structured as:

- Closed groups - those in which most members begin and end at the same time.
- Open-ended groups - these may meet indefinitely, but with a changing membership. People enter and leave throughout the life of the group,
- Single-session groups - those that meet once for a specific, well defined purpose. While valuable for its members in themselves, single session groups can also provide valuable recruitment opportunities for longer-term groups.

Expectations of Supervision: Students who are in a 20 hour per week internship are expected to receive a minimum of 1 and 1/2 hours of formal supervision each week. At least one of these hours must be in the form of one-to-one supervision. The remaining time can occur in the form of group supervision. For those students doing a 15 hour per week internship, 1 hour of formal supervision is required each week (with 45 minutes of that as one-on-one supervision).

Expectations for Written Work:

Process Recordings: One of the most effective teaching tools is the process recording (see appendix for suggested guidelines). It is an excellent tool for the development of observational, assessment and intervention skills. Process recordings also play a major role in students' ability to evaluate their own practice. The School requires that IGFP students write process recordings regularly. All students, whether they are doing 20 or 15 hours per week placements or are students in summer block placements, will complete a total of 24 process recordings each academic year, with a minimum of 8 due at the end of the fall semester and the remainder due at the end of the spring semester. Students should have time each week during placement to work on the process-recordings (i.e., 2 hours for 20 hours/week students and 1.5 hours for 15 hours/week students). Students are to turn in their process recordings to their faculty advisor on a regular basis according to instructions provided them by their advisor. These process recordings should include written comments from their field instructor. While it is understood that some students may not have material for process recordings in the first few weeks of placement, it is expected that students produce written process recordings on an ongoing basis (approximately one per week in field) rather than waiting until the end of the semester. Students who do not complete this requirement in a timely manner may fail fieldwork or have their grade substantially lowered. The purpose of this recording is to facilitate the integration of social work knowledge and principles of IGFP methodology with the student's daily practice. It also allows for the students to create a portfolio for themselves. The student is asked to analyze his/her practice in light of concepts and principles learned in the classroom and in field.

Two templates for process-recordings are offered in the appendix. Students should discuss with their field instructor which of these UConn SSW formats they should use and how long it should be.

- **Process Recording Format #1:** This is a four-column format. It includes a verbatim recording of key portions of the session, reflection of student's feelings and analysis of practice and overall evaluation of the session.
- **Process Recording Format #2:** This is a narrative format for recording. It includes a description of what took place, impressions of the individual client, group, or family, analysis of practice, next steps and questions for supervision with Field Instructor.

Both recordings help ensure the development of analytical and evaluative skills in students. It is the faculty advisor's role to be sure process recordings are being written and used as effectively as possible. Field instructors will determine which of the process recording formats will be used in field, as it is designed to be a teaching tool for them with their student. A specific process recording format may have to be used in order to fulfill IGFP course assignments requirements.

A third written approach to processing practice, sometimes called a "critical incident" process recording, can be used by advanced year students. It requires description of one or more parts of the interview but emphasizes major themes that emerge in the worker-client transactions. This form allows the intern and field instructor to focus on a part of the work that is particularly challenging for

the student. This approach incorporates conceptual recording by requiring that students step back from the experience with the client, examine their role and objectives, evaluate the worker-client transactions, and formulate plans for the ongoing work with the individual client, group, or family and his/her/their environment.

To be effective, the student and field instructor must participate meaningfully in the use of process recordings. These must be written and reviewed on a timely basis. Students are required to turn in all of their process recordings (with their Field Instructor's comments) to their Faculty Advisor.

IGFP Monthly Activity Reporting Form: Students should complete this form **with the field instructor's signature** at the end of each month in field placement and submit it to their faculty advisor at the end of the month. A template is provided in the Appendix.

Agency Required Paperwork: Students must also complete all agency-required documentation in a timely manner. Documentation requirements will vary from agency to agency.

SEQUENCING AND OBJECTIVES OF REQUIRED COURSES

The curriculum for IGFP is comprised primarily of four required courses: three sequential courses, IGFP 5301, 5302, and 5303, which are taken during the second, third and fourth semesters of field work; and the choice of one of four required IGFP electives (IGFP 5345, 5346, 5342 or #TBA (Clinical Assessment and Interventions with Families)), which can be taken after the first semester of field and must be taken with field.

For complete information about the MSW courses offered and co- and pre-requisites see the following sections of our SSW website:

- Course selection guide: <http://ssw.uconn.edu/students/course-selection-guide/>
- Course Directory: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2017/06/2017-MSW-Course-Directory-6-13-17.pdf>

Students are expected to share the assignments and select syllabi that are relevant to their field placement with their Field Instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their field instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

COMMUNITY ORGANIZATION

COMMUNITY ORGANIZATION EDUCATION IN THE FIELD

UConn School of Social Work is one of a select social work schools that offer students the opportunity to concentrate their studies in community organization. The Community Organization concentration is a social work method that combines direct service with advocacy, education, and social action to empower communities to work for change. Community organization is part of a process that brings people together to collectively address problems, concerns or issues with the goal of enhancing self-

determination, achieving greater equality, and affecting a shift in power relationships to benefit members of oppressed communities. Using a broad repertoire of skills including conflict, community building and planning, and collaborative models, community social workers examine political, social, and economic factors as they relate to issues of power, inequality, culture, values, and problem-solving. Community Organization is based on the assumption that social problems such as poverty, racism, sexism, heterosexism, ageism and other social ills are primarily a function of institutionalized oppression and thus must be addressed collectively and institutionally. Consequently, the efforts of community social workers focus on helping to build community, create solidarities, and deliver services at the grassroots level to empower people working together to make their own changes, meet their own needs, and participate more fully in public life and the democratic process.

Community Organization knowledge and skills can be applied to a variety of social work sites in creative ways. The context of practice within which community social workers direct their efforts and have field placements include grassroots settings such as neighborhoods, nonprofit and advocacy organizations, social change coalitions, and government agencies. Students are also placed in nontraditional sites such as universities, labor unions, congressional offices, and with international organizations such as the United Nations.

Students majoring in community organization must complete five required community organization courses (15 credits). These courses must be taken concurrently with field work placements to facilitate the integration of classroom content and field work learning. The first semester of field education is part of foundation practice and is concurrent with two foundation courses. After the first semester of field education, community organization students move to advanced community organization courses and field education.

BUILDING ON FOUNDATION KNOWLEDGE AND PRACTICE SKILLS

Foundation practice courses and field placement provide all students with basic knowledge of community social work and the other social work concentrations. Foundation curriculum for community organization introduces content on the history of community organization, definitions, types and history of communities and basic information for organizing and influencing communities. The latter includes Rothman's Models, the planning and problem solving process, and technical and interactive skills for entering communities, organizational building, goal selection and developing and selecting community based interventions. The roles of the community organizer (resource person, catalyst, educator, advocate, broker, identifying and developing leaders, program developer, counselor, enabler, expert, activist, and organizer) are addressed. The primary assignment for the community organization component of the foundation courses is an assessment of a community that the student is working in or will be. Students must also conduct an organizational assessment of their field placement agency and a force field analysis of a planned change strategy. The five concentration courses, which will be identified later, and accompanying field education, build on the above foundation content.

Foundation curriculum extends beyond the two foundation courses and concurrent field placement. Other courses include foundation knowledge on human behavior and the social environment; human oppression; valuing and addressing diversity in practice; research knowledge and skills; and analysis of social welfare policy and service delivery. It is expected that such foundation knowledge will inform and be informed, by field education. **Foundation and advanced field education curriculum,**

objectives, policies, expected outcomes and other field education related information are delineated in other parts of this manual.

COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

Over the course of both field placements, every student will gain knowledge and skills in the following competencies and advanced practice behaviors. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required.**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

- 1.1 Know the historical roots of social work in community and organizational practice
- 1.2 Integrate the legacy of social work macro practice in work with communities and organizations

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 1

- Identify in supervision the historical roots of social work as it pertains to community and organizational practice
- Research historical MSW advocates related to agency issue area or constituency

Competency 2: Apply social work ethical principles to guide professional practice.

Practice Behaviors:

- 2.1 Ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and engage in ethical decision-making in working with communities and organizations
- 2.2 Promote inclusive grassroots organizing by utilizing strengths of differing life experiences to build inclusive communities and multicultural organizations
- 2.3 Advance effective and efficient social service delivery and access to resources in organizations and communities

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2

- Read the NASW Code of Ethics
- Complete self-evaluation of professional conduct when working with communities
- Analyze the agency's grants, programs, and program design models
- Identify strengths based practice when working to build inclusivity and multicultural communities and organizations
- Organize and/or create a workshop on multiculturalism
- Keep a journal/log entries reflecting on ethical decision making in social work practice
- In supervision reflect on professional conduct when working with communities and/or organizations

Competency 3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

- 3.1 Approach community and organizational problem-solving using logical, evidence-based, and reasoned frameworks for analysis and synthesis toward intervention
- 3.2 Inform and engage diverse constituents in critical problem-solving, strategic planning, and power analysis

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3

- Review and discuss an issue or organizing campaign plan
- Conduct literature review on community-based best practices related to an agency issue area
- Review past organizing plans to inform practice
- Identify ways to engage diverse constituents in power analysis
- Create and organize a consumer group to contribute to a strategic planning process
- Read and review agencies mission, goals, and objectives
- Attend program design/planning meetings

Competency 4: Engage diversity and difference in practice.

Practice Behaviors:

- 4.1 Engage and assure participation of diverse and marginalized community and organization constituents in assessing, planning and implementing interventions
- 4.2 Apply critical thinking regarding the nature of diverse communities, multicultural organizations, and social change interventions

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4

- Review completed community assessment if one is available
- Complete an agency and/or community assessment to identify diverse and marginalized population
- Identify and/or create tools to assure participation of diverse and marginalized communities in the planning and implementation of interventions in the community
- Create a proposed plan to address diversity needs of agency, community or social movement

Competency 5: Advance human rights and social and economic justice.

Practice Behaviors:

- 5.1 Advocate for human and civil rights individually and collectively
- 5.2 Work to eliminate social and economic injustice with communities, organizations, institutions, and society

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5

- Educate consumers regarding their individual rights
- Organize a voter registration campaign
- Attend lobby day at the Capitol
- Prepare and/or testify at the legislature
- Identify during supervision ways to advocate for human and civil rights both individually and collectively
- Identify ways to work toward elimination of social and economic injustice in communities vs. organizations vs. institutions vs. the larger society

Competency 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors:

- 6.1 Utilize quantitative and qualitative research to understand the nature of communities and organizations and the best practices to improve well-being in these macro systems
- 6.2 Utilize theories of community and organizational behavior in assessment and analysis of macro intervention
- 6.3 Advance research that is participatory and inclusive of the constituents of communities and organizations in which they practice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6

- Participate in agency quantitative and qualitative research efforts
- Identify best practices to be utilized to improve the well-being in these macro systems
- Identify and read research on social work best practices related to agency mission and organizing efforts
- Apply theory and knowledge from macro course work to field through supervision, journal/logs

Competency 7: Apply knowledge of human behavior and the social environment.

Practice Behaviors:

- 7.1 Recognize the interconnection between people and place, between people and organizations, and the macro systems of which they are a part
- 7.2 Recommend and evaluate interventions that enhance the connectivity of persons in communities and organizations that impact their lives, especially in urban context

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7

- Reflect on professional use of self in committees, groups and other meeting settings
- Interview board members, community, and advocates regarding personal and professional role models and their influence
- Develop interview guide, tool or survey

- Observe a board or community meeting and analyze the power dynamics through use of meeting analysis or process recording

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

- 8.1 Recognize that social work is a political profession and that political process and policy affects communities and organizations as well as their practice in these macro styles
- 8.2 Analyze policies from historical, social, economic, political and power contexts
- 8.3 Actively engage in the policy arena on behalf of community and organizational interests toward improved well-being, especially for the most vulnerable populations

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8

- Research and identify elected officials on the municipal, state and federal level
- Increase knowledge of governmental systems i.e., city council and state legislature
- Train consumers about advocacy issues and governmental systems and processes
- Participate in lobby day at the Capitol
- Mobilize consumers around issue advocacy
- Provide testimony at the legislature on behalf of community and organizational interests
- Advocate for the well-being of vulnerable populations in the community, organization and larger macro systems

Competency 9: Respond to contexts that shape practice.

Practice Behaviors:

- 9.1 Apply theoretical frameworks to assess and analyze the task domain of communities and constituencies they serve
- 9.2 Strategically plan organizational or community change and development relative to improved social, economic, political and environmental well-being

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9

- Utilize community planning/organizing tools to analyze allies and opposition to win on an issue
- Participate in coalition advocating for community issues
- Insure consumer participation in strategizing, organizing, and planning
- Using journal/log periodically apply classroom theory to practice in field

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

- 10(a) 1.1 Engage with communities, participants, and their constituencies to determine capacity and challenges for effective grassroots organizing and building powerful organizations and/or

campaigns.

10(a) 2.1 Explore specialized strategies and tactics that are useful in organizing people and consciously analyze their potential effectiveness and limitations.

10(b) Assessment

10(b) 1.1 Assess the needs, appropriateness, and potential of applying intervention through a single-model (Alinsky-style organizing) to local and regional challenges primarily but with an eye to broader contexts and social change initiatives

10(b) 2.1 Understand the major social change strategies used in CO and be able to use the models in appropriate and effective ways

10 (c) Intervention

10 (c) 1.1 Demonstrated skills in creating a social action campaign

10 (c) 2.1 Incorporate knowledge essential in organizing oppressed population groups, and address coalition building with and for these groups.

10(d) Evaluation

10(d)1.1 Involve community participants and constituencies in evaluating the effectiveness of interventions in order to recommend future actions and strengthen collective capacity.

10(d)2.1 Process and analyze aspects of community organization.

10(d)3.1 Define success and establish measurable outcomes including the use of a logic model.

10(d)4.1 Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs, and publications.

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10

- Schedule one on one interviews with community activist to determine its capacity for effective grassroots organizing
- Survey constituents to determine significant issues and prioritization for organizing
- Identify and distinguish various roles of the community social worker using advanced knowledge
- Identify strategies and tactics useful in organizing and analyze for potential limitations and effectiveness
- Review standard intervention models addressed in classroom to assess organizing models in field placement
- Staff issue organizing committee: agenda building logistics etc.
- Reflect on power dynamics through meeting analysis or process recording
- Write a draft issue campaign using tools from community organization classes
- Attend coalition meetings related to agency priorities
- Organize debriefing session to assess issue organizing campaign i.e., strategies, tactics, etc.
- Staff a committee or meeting: analyze the process: Identify constituents, stakeholders, power dynamics and why

Five Community Organization courses are required:

- COPO 5300: Advanced Macro Practice
- CORG 5301 - Essential Theory & Intervention Practice in Community Organization
- POPR 5310 - Program Planning, Development and Evaluation
- CORG 5370 - Grassroots Neighborhood Organizing
- POPR 5312 - Political Advocacy (prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; co requisites FED 5352 and FED 5302)

For detailed information about the Community Organizing Concentration and MSW curriculum, see the following resources on our UConn SSW website:

- ✓ Course selection guide: <http://ssw.uconn.edu/students/course-selection-guide/>
(includes course selection guides for the different concentrations and information about the co- and pre-requisites)
- ✓ Course Directory: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2017/06/2017-MSW-Course-Directory-6-13-17.pdf>

Students are expected to share the assignments and select syllabi that are relevant to their field placement with their Field Instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their field instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

POLICY PRACTICE

POLICY PRACTICE EDUCATION IN THE FIELD

The Policy Practice Concentration prepares social workers for practice involving the formulation, adoption, implementation and evaluation of all types of social service and social welfare policies. Typical Policy Practice activities include defining social problems, assessing needs, developing and implementing programs and forecasting future problems, needs, policies and programs. Policy Practice involves designing, implementing and evaluating programs involving a range of clients and citizens, with special emphasis on oppressed individual and groups. A critical element of Policy Practice is the ability to leverage the sources, allocation and mechanisms of transfer of resources and money for social service programs. Grant writing is a special skill needed by Policy Practitioners. Another important skill is the use of research methodologies, data and information in the policy-making process. Students and graduates of the program are trained for and meet their professional responsibilities in a variety of macro practice jobs. Typical career opportunities for Policy Practice graduates are found in public and private agencies as policy analysts, evaluators, planners, program and grant developers, legislative analysts, lobbyists and advocates, and as elected officials or the staff of elected officials. Because the School of Social Work is located near the state capital there are a large number of excellent field work placements that enable students to learn and practice Policy Practice skills. Graduates of the program work in a variety of leadership and important Policy Practice positions in the state, regional, national and global contexts.

COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

Over the course of both field placements, every student will gain knowledge and skills in the following competencies and advanced practice behaviors. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required.**

Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors:

- 1.1 Demonstrate knowledge and understanding of the root of a problem, need or condition affecting access to services for populations in vulnerable situations
- 1.2 Demonstrate the ability to be self-reflective and understand how personal characteristics and values influence work as a policy practitioner
- 1.3 Establish and advance the use of a professional network

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 1

- Elaborate on the history, data and prevalence of the problem and the different approaches used in communities and agency settings to alleviate the problem.
- Effectively use supervision and consultation to enhance professional practice.
- In supervision attend to professional roles and responsibilities with a commitment to career-long learning and planning.

Competency 2: Apply social work ethical principles to guide professional practice.

Practice Behaviors:

- 2.1 To identify and discuss value choices, ethical issues, and political realities in communities, organizations and institutional structures
- 2.2 Understand the common ethical dilemmas associated with policy practice and use systematic ethical decision making process
- 2.3 Apply NASW code of ethics to systematically clarify values and uncertainty in ethical decision making

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2

- Develop self-awareness through the use of process recording and supervision.
- Recognize and manage personal values in a way that allows professional values to guide practice.
- Discuss ethical reasoning to arrive at principled decisions.
- Tolerate ambiguity in resolving ethical conflicts in all phases of policy practice.

Competency 3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

- 3.1 Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge, and practice wisdom to develop a policy or services that meets the needs of the client system
- 3.2 Integrate multiple sources of knowledge, including major social, economic and political factors that guide policy practice work
- 3.3 Demonstrate effective oral and written communication in working with client systems to meet program goals and objectives resulting in a change

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3

- Synthesize multiple frameworks and sources of information using analytical, political interactional and value clarification skills to make professional judgments.
- Engage, interact and inform stakeholders in regarding different policy options.
- Ability to write and speak clearly, concisely and persuasively to promote effective social welfare policies.

Competency 4: Engage diversity and difference in practice.

Practice Behaviors:

- 4.1 Engage in policy practice activities that reduce oppression and discrimination in policies and programs
- 4.2 Recognize the extent to which institutional structures may oppress, marginalize, alienate, client systems

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4

- Engage in the legislative process as a policy making mechanism to reduce oppression/discrimination and advocating social justice for vulnerable groups.
- Engage in strategies that insure participation of diverse and marginalized populations in assessing, planning and implementing interventions.

Competency 5: Advance human rights and social and economic justice.

Practice Behaviors:

- 5.1 Participate in professional networks and coalitions dedicated to human rights, and social and economic justice in at least one major social service field of practice such as health, education, substance abuse, child welfare, corrections, and international social work
- 5.2 Be knowledgeable about policy positions of the National Association of Social Workers
- 5.3 Advocate social welfare programs and policies that promote human rights, social and economic justice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5

- Understand mechanisms of oppression and discrimination that promote inequalities in client systems.

- Strategically plan and work with others in power to influence social change.
- Present a policy proposal and/or submit a grant to a decision-making body.

Competency 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors:

- 6.1 Identify and critically evaluate sources of data that can be used to develop and evaluate social programs
- 6.2 Use research evidence to inform practice

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6

- Understand the importance of applying objective, rational and scientific methods in defining problems, assessing needs, and determining appropriate policy or program decisions.
- Analyze multidimensional and complex macro issues by applying quantitative and qualitative research methods in all phases of policy practice work.

Competency 7: Apply knowledge of human behavior and the social environment.

Practice Behaviors:

- 7.1 Utilize different theoretical frameworks (logic model, power theory, and political advocacy theory, force field analysis) to analyze social, environmental and political resources in the development of program proposals and interventions
- 7.2 Critique and apply knowledge to understand person, environment, contextual and political factors that influence behaviors

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7

- Use process recordings as a learning and assessment tool to guide the process of understanding the person in the environment in relationship to political advocacy.
- Provide facilitation and negotiations within a task group to create win/win situations to present or defend a policy proposal.

Competency 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

- 8.1 Assess the impact of new and future shifts in the policy planning arenas
- 8.2 Demonstrate the ability to read, understand and lobby for specific pieces of legislation

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8

- To access information on future trends affecting policies and programs.
- Analyze, formulate, advocate for policies that advance social wellbeing for communities.

Competency 9: Respond to contexts that shape practice.

Practice Behaviors:

- 9.1 Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes
- 9.2 Forecast policy and programmatic trends to position the organization to respond to immediate and future needs of diverse populations

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9

- Research and gain knowledge about best practice demonstration programs that are responsive to emerging trends.
- Knowledge of emerging societal trends that influence relevant services.

Competency 10: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

10(a) Engagement

- 10(a) 1.1 Use a systematic planning approach to work with client systems that demonstrate observation skills, data gathering, and respect for cultural and class diversity
- 10(a) 2.1 View themselves as learners and engage those within the client systems as informants and experts

10(b) Assessment

- 10(b) 1.1 Identify client system, relevant stakeholders, target of change efforts and establish appropriate relationship and boundaries with each group
- 10(b) 2.1 Effectively engage with key informants and agency executives in a systematic analysis to understand the finance process as an agency resource that influences all phases of policy planning and program development

10 (c) Intervention

- 10 (c) 1.1 Synthesize multiple frameworks and sources of information using analytical, political interactional and value clarification skills to make professional policy and program recommendations
- 10 (c) 2.1 Involve organizational constituencies in measuring the effectiveness of policies and program interventions through strategic planning objectives

10(d) Evaluation

- 10(d) 1.1 Define success and establish measurable outcomes including the use of a logic model
- 10(d) 2.1 Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs, and publications

Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10

- Develop a realistic plan of action with client systems that is mutually agreed upon.

- Involve client systems and consumers in policy processes.
- Develop a mutually agreed upon focus of work and desired outcomes with interest group/s.
- Assess client system's strengths, resources and constraints.
- Work with strategic stakeholders to implement a change.
- Implement prevention interventions that enhance agency's capacity to meet organizational objectives.
- Critically analyze, monitor and evaluate interventions through developing measurable outcomes.

Five Policy Practice courses are required:

- POPR 5300 – Advanced Policy Practice
- POPR 5301 - Policy Practice: Processes and Finances
- POPR 5310 - Program Planning, Development and Evaluation
- POPR 5302: Policy Practice: Careers, Contexts & Quantitative Analysis
- POPR 5312 - Political Advocacy

For detailed information about the Policy Practice Concentration and MSW curriculum, see the following resources on our UConn SSW website:

- ✓ Course selection guide: <http://ssw.uconn.edu/students/course-selection-guide/>
(includes course selection guides for the different concentrations and information about the co- and pre-requisites)
- ✓ Course Directory: <http://ssw.uconn.edu/wp-content/uploads/sites/258/2017/06/2017-MSW-Course-Directory-6-13-17.pdf>

Students are expected to share the assignments and select syllabi that are relevant to their field placement with their Field Instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their field instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

Process Recordings:

Students in the policy practice concentration are required to complete process recordings (see Appendix for sample) as follows:

- 1st year in field: 2 process recording in the fall (1 related to policy assignment and 1 related to micro assignment) and 2 in the spring semester; and
- 2nd year in field: 2 process recordings in the fall and 2 in the spring semester.

APPENDIX

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APPENDIX I

**PUBLIC ACT No. 78-54
AN ACT CONCERNING LIABILITY FOR STUDENTS IN
FIELD PLACEMENT PROGRAMS**

Subsection (a) of section 10-235 of the general statutes as amended by section 24 of public act 77-573, is repealed and the following is substituted in lieu thereof:

(a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the state board of education, the board of higher education, the board of trustees of each state institution and each state agency which employs any teacher, and the managing board of any public school, as defined in section 10-161, shall protect and save harmless any member of such (board) BOARDS, or any teacher or other employee thereof or any member of its supervisory or administrative staff employed by it from financial loss and expense, including legal fees and costs, if any, arising out of any claim demand, suit or judgment by reason of alleged negligence or other act resulting on accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without the school building, or any other acts including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his department or managing board. For the purpose of this section, the terms "teacher" and "other employee" shall include any student teacher doing practice teaching under the direction of a teacher employed by a town board of education or by the state board of education or board of higher education, any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of a certificated staff member (and) any member of the faculty or staff or any student employed by The UConn Health Center or health services AND ANY STUDENT ENROLLED IN A CONSTITUENT UNIT OF THE STATE SYSTEM OF HIGHER EDUCATION WHO IS ENGAGED IN A SUPERVISED PROGRAM OF FIELD WORK OR CLINICAL PRACTICE WHICH PROVIDED SUCH COURSE OF INSTRUCTION IS PART OF THE CURRICULUM OF A CONSTITUENT UNIT, AND PROVIDED FURTHER SUCH COURSE (1) IS A REQUIREMENT FOR AN ACADEMIC DEGREE OR PROFESSIONAL LICENSURE OR (2) IS OFFERED BY THE CONSTITUENT UNIT IN PARTIAL FULFILLMENT OF ITS ACCREDITATION OBLIGATIONS.

Appendix II Educational Contracts

Educational Contracts will be emailed to you at the beginning of the academic year. You can review the contract at any time on line from our website <http://ssw.uconn.edu/field-education-2/field-education-forms/>

Appendix III Evaluations

You will receive emails with directions on how to complete the evaluation online from the Field Education Department a few weeks before they are due.

APPENDIX IV

SAMPLES PROCESS RECORDINGS

IGFP Format #1

Statement of purpose for/focus of contact:			
Client-Worker Transaction	Worker's Gut level of Feelings	Analysis	Supervisor's Comments

Evaluation of the session:

- a) Did they meet the purpose of their session, if not why?
- b) What they feel they did well, why?
- c) What they did poorly or wish they had done differently, why?
- d) Steps/plan for next session.

INSTRUCTIONS: Each process recording begins with:

- 1. Statement of reason for contact and worker's focus for session.
- 2. Process recording format should have 3 columns:
 - a. The first column is client-worker transactions. Each transaction is made up of one client's statement and worker's response to client's statement. Client statement always comes first and then worker's response to client's statement. This encourages the worker to be mindful of how they are responding to client and encouraging them not trying to lead or control the session. *Staying where client is at.*
 - b. The second column is a listing of worker's gut level [raw feelings] evoked by the client's statement and/or the **worker's gut level [raw feeling]** at the time of transaction (*not their thoughts or an assessment of client's feelings, affect or behavior*). **It should list an honest appraisal of the worker's feelings (e.g. I felt sad, happy, relieved, angry, resentment) that are evoked by client's statement or behavior for as many of the client's individual statements as possible.** This is designed to help worker become self-aware of their feelings and possible counter transference reactions. This is the most challenging skill development because interns may not give themselves permission to get in touch with their feelings, especially negative ones. But only when they do, will they become aware of any unconscious negative feelings or reactions they are acting out in the session. So they can become aware and accept their human reactions, if they are negative or are over identifications, and lessen the chance of continuing to act on them.
 - c. The third column is the analysis of their client's statement or behavior and/or analysis of the worker's response (i.e. the worker's intervention). The analysis can include the worker's intervention by labeling the skill used during each transaction, such as enabling, exploring, clarifying, and guiding skills etc. (See the Gitterman and Germain [2008] text, *The Life Model of Social Work Practice* [third edition] or the 2006 edition, for complete listing and/or Shulman, L. [1978]. A study of practice skills in *Social Work*, 23, 274-81.
- 3. The end of the process recording should be an evaluation of the session:
 - a. Did they meet the purpose of their session, if not why?
 - b. What the intern feel she or he did well, why?
 - c. What she or she did poorly or wish had done differently, why?
 - d. Steps/plan for next session.

**IGFP
Process Recording Format
EXEMPLAR #1**

Statement of purpose for/focus of contact: Session 5 12/3/09
 This was one of the first sessions that we began to talk about the loss of his parents. During this particular excerpt, Morris starts to open up about the guilt he felt for not being there for his mother as much as he would've liked to have been. Morris' first statement was actually a response to one of my questions which was how his mother died.

Client-Worker Transaction	Worker's Gut-Level Feelings	Analysis	Supervisor's Comments
<p><i>S: Student (worker)</i> <i>M: Morris</i></p> <p>Transaction #1 M: My mom died of a heart attack. She was always under a lot of stress and had a lot of health Issues.</p> <p>S: (Nods head).</p> <p>Transaction #2 M: I always felt guilty for not doing more to help her. She was always helping us before she got sick. She was just good like that, you know? I don't know, I could've been there more. I could've done more.</p> <p>S: What do you think you could've done?</p> <p>Transaction #3 M: I don't know. Maybe I could've visited her more when she was in the hospital.</p>	<p>I feel so sad for Morris.</p> <p>I feel sympathy for Morris.</p> <p>I could empathize with Morris which makes me feel deeply saddened and emotional.</p> <p>I felt curious to what he believed he could have done.</p> <p>I continue to empathize with Morris and feel sad over this heartbreaking situation.</p>	<p>This makes me think about my own losses that I have dealt with. I have lost one parent, I couldn't fathom losing both.</p> <p>Encouraging patient with no response: I provided Morris with a nonverbal response as a way to prompt him to continue telling his story. I didn't want to overwhelm him with so many questions.</p> <p>He's reflecting back to when his mother was sick which is making him feel very guilty as he believes he could've done more. It seems he's plagued with regret. At this point I was empathizing with Morris because I too felt similar regret when I lost my father.</p> <p>Exploring: This was my way to gain more insight on Morris' feelings.</p> <p>Morris's statements were affecting me in an emotional sense because he was mirroring my own thoughts and feelings over a death. I appreciate his honesty and his ability to recognize his faults (according to him).</p>	<p>Yes</p> <p>Yes</p>

Client-Worker Transaction	Worker's Gut-Level Feelings	Analysis	Supervisor's Comments
<p>S: (I nod my head) Ah-huh.</p> <p>Transaction #4</p> <p>M: Um, and maybe tell her that I loved her more often. I mean I said it sometimes but I could've said it more. I just feel like I didn't do enough.</p> <p>S: (I give sympathetic look and continue to nod my head).</p>	<p>I feel a sense that I understand my patient. I also feel competent that he trusts me enough to share his feelings.</p> <p>I feel pleased that I have had similar experiences and feelings like Morris had which makes me feel more connected with him.</p> <p>The empathy I feel is astounding.</p>	<p>Encouraging patient with minimal response: I wanted my response to reflect that I was listening to him and understand him with also prompting him to carry on with sharing his feelings.</p> <p>I cannot believe that a lot of Morris' feelings mirror mine. It's like he wasn't able to see the bigger picture until his mother was gone.</p> <p>Encouraging patient with no response: Again, this technique was used to encourage Morris to continue sharing his feelings. I didn't want to thwart the flow of this discussion with questions. I also felt that asking him questions would have been a tactic used to help dissolve my own discomfort. So, I just let him freely talk.</p>	<p>Excellent processing of your analysis of the transactions and gut feelings.</p>
<p>Evaluation:</p> <p>Did I meet the purpose of their session? If not why?</p> <p>What did I do well? Why?</p> <p>What did I do poorly or wish had done differently? Why?</p> <p>Steps/plan for next session</p>			

SAMPLE PROCESS RECORDING
IGFP Format #2
For Individual, Family or Group Session

Brief client description and statement of how often you have met:

Purpose of the meeting: what you hope to accomplish in this meeting?

Content: narrative report of what took place, including non-verbal observations, with special phrases or interactions reported verbatim.

Analysis of session:

A. Impressions of client(s).

B. Analysis of your practice— how far you succeeded with the purpose of the meeting; how you did or did not connect with the client; what went well; what was difficult for you; how you felt at different points in the session; what skills you used; what you would do differently.

Next steps: actions to be taken.

Questions for supervision with Field Instructor:

SAMPLE PROCESS RECORDING
IGFP EXEMPLAR Format #2

Client description and statement of how often we met: 46 y/o White, Single, Male. He was admitted for pancreatitis and was detoxing from alcohol abuse. He has been drinking alcohol since age 14 and has serious medical complications. This is my 3rd session with this client.

Purpose of the meeting: To follow-up on my initial assessment and second visit by continuing to attempt to assess the client's level of motivation to quit or reduce alcohol consumption. Also to provide support regarding any other issues/concerns mentioned by the client.

Content: I came to meet with this patient after two interviews in which he could not stay focused. He had been in and out of states of delirium due to alcohol abuse and withdrawal symptoms. I felt apprehensive because the nurse reported that he wanted to pull the sheet over his head and sleep. Previously, this patient was unable to stay awake, in pain and did not want to be bothered by anyone. When I came in the room his sheet was over his face. I thought, "Uh-oh, I'm really going to annoy him by waking him," but when I re-introduced myself and asked if he could talk he said "sure." I asked how he was feeling and he responded that he was "a lot better today," in less pain and getting more rest. I asked him to take the sheet off of his face to see and hear him clearly, which was funny, because it just hadn't occurred to him. When he sat up it was evident that he was a lot less cloudy and able to focus on a conversation

After saying that I was happy to hear he was feeling better, I said that I heard he had difficulty in the night and left the floor without staff knowing where he was. He became very angry and said the staff was very disrespectful and that he felt like he was in a jail. He referred to "your staff" and went on about how rude people were. I clarified that staff were my co-workers, and that I was sorry to hear how he felt. When I asked how we could make him feel better, he said that he wasn't going to worry and was just going to get better, whether or not staff continued to treat him this way. I supported his decision to stick it out even with the negative feelings he was having. I said that I hoped he would remain in the hospital as long as advised, and I encouraged him to let staff know when he feels mistreated. He said that some people live to make others miserable. I changed the focus as I felt it was not productive to continue this after giving him ample time to vent.

When I asked if he had given much thought over the past few days to his alcohol use, such as cutting back or quitting, he said "Yes, of course. I need to quit. I can't do this anymore." To my surprise, we had a long

conversation about his years of alcoholism, including why he believed he continued to drink, conflicts and hopes for the future, etc. He wanted to reenter a treatment facility that helped him stay sober for 8 months about four years earlier. He talked about a stressful relationship with his girlfriend and his ongoing depression about the loss of his brother 16 years ago. He feels guilty about his son and daughter who blame him for not being a good father, but lit up when he talked about his 9-month old granddaughter who visits him frequently. She clearly brings him lots of joy and reason to want to get better. He was surprised that I remembered her name, from a few days before, and realized I was really listening to him.

He said that AA was helpful in the past and that he will use this resource after completing a program. He was concerned about going back to the same situation with his girlfriend, who he feels does not care enough about him. Interestingly, she called while we were talking and he asked her to bring him pajamas, but he said she wasn't sure when she could. No-one has visited him at the hospital, leaving him feeling uncared for. His depression had not been treated, so I re-assessed whether he ever felt suicidal or homicidal (following the initial assessment). He did not, but felt he could open up about his depression, whereas before he kept his feelings inside. I encouraged him to stick with that thought as he re-entered treatment. We planned to work the next day on him getting back to treatment. I gave him my card in case he needed to call before that. He thanked me.

Analysis of session: (*impression of client, how I see my practice, what went well, what surprised me, how I felt about client and what it led to in practice, what I could have done differently*): This client seems ready to acknowledge his addiction and get help. He was motivated to return to a treatment program upon discharge. Although sad and guilty about his relationship with his children, he hoped for change if he could get his addiction under control. I felt sad for him when he spoke about his children and then hopeful when he was able to laugh or smile about his granddaughter or girlfriend.

I felt pleased that I persisted with the interview when afraid that he would be angry, especially after his anger a few days before. I was pleasantly surprised to find him eager to talk. It seemed once he started to be a great relief for him, and part of his anger with other staff may have been because he felt he was not being heard. I felt I gave him the opportunity and helped him vent, but also focused on my agenda of talking about his alcohol abuse. I felt connected to him, actively listening and empathizing when needed. When he became tearful, I had the sense he did not cry easily, and that it was good that I was able to just be there for him. I felt that we ended with a clear and mutual plan.

One thing I would have done differently was not bring up his having been missing from the unit the night before. I realized afterwards that I did this because I felt anxious to fill the silence and that was the first thing that popped into my head. This is something I have to work on, letting pauses happen without filling them in right away, and allowing clients a chance to speak first. I could have started with a more open, general question such as what he would like to talk about. My comment reminded him of a negative experience and I was lucky to get back to a positive focus. I also became defensive when he kept saying "your staff..." There was no need to react the way I did. I was trying to remain neutral, yet empathetic. I realized after I said it that it wasn't necessary to be so clear about them not being *my* staff and this was just me reacting defensively.

Next Steps: To continue the plan for admission to alcohol treatment.

Questions for supervision with Field Instructor: How to deal with his anger at the staff?

SAMPLE PROCESS RECORDING
For a Group Session

Name of group: _____ Date: _____ Meeting time: _____

Formation date: _____ Termination date: _____ Members present: _____

General goals for the group: _____

Goals for this session: _____

Roles taken and by whom this session (Note the functional or dysfunctional nature of the role taken and whether functional or dysfunctional to the individual or the group; note the goal for future intervention): _____

Interaction in this session (Note the positive or negative tone for individuals and the overall tone for the group; note the goal for future intervention): _____

Morale (Note the amount and the evidence of it; note the goal for future intervention): _____

Decision making in this session (Note the form used and the influential member or members; note the goal for future intervention): _____

Leadership in this session (Note the centers of influence, and whether task or socio-emotional; note goal for future intervention): _____

Sociogram of interpersonal relations in this session (Use the back of the pages for this, noting the status and nature of interpersonal ties; indicate the goal for future interventions):

Norms and values expressed in this session (Note which, and their effect on members; note the goal for future intervention): _____

Evidence of group movement seen in this session (Note the relation to group goals): _____

What needs specific attention in the next and future sessions? _____

What goals and what interventions (non-verbal activities, for example) seem indicated as the next steps? _____

Particular response from any individual or group of individuals that determines special attention, observation, or follow-up? Has this happened before? (Note your specific plan for follow-up):

Worker: _____

Supervisor: _____ Date: _____

POLICY PRACTICE

Student Guide for Process Recording Meetings/ Interactions

Purpose:

Reason/s for having the meeting/interaction

Describe goal and objectives:

- a. What needs to be accomplished
- b. Aims
- c. Change or outcome/s expected

Environment/ Context/ Stage of Policy Practice:

- a. Describe environment (setting)
- b. Describe context (political, historical, economic, social, cultural, spiritual, etc.)
- c. Describe stage of policy planning using Humphrey's stages of policy planning (problem definition/needs assessment; formulation and comparison of alternatives; develop recommendation; adoption of recommended policy; implementation plan; assess policy or program evaluation).

Dialogue:

Verbatim recall of interaction (interview/meeting/phone conversation, etc.) with other/s. A word-for-word description of what was said, and what happened, according to the student's best recollection. This includes the use of verbal language and nonverbal expression/activity.

Cognitive analysis:

Theory, research, intervention/s, critical thinking of what happened, manifest/latent meanings, symbolism, strengths/ capacities of systems/forces encountered. Describe the skill sets used (analytical, political, interactional, value clarification skills used in this encounter. Integration between the classroom and field education is expressed here.

Affective analysis:

Student's description of feelings and reactions to the client system/s and interactions.

Evaluation of the emotional climate/and dynamics as perceived by the student vis-à-vis the client system. Analysis of the use/handling of feelings.

Reflective Skills:

The student evaluates his/her performance and identifies the goals and objectives that were met, modified, or changed. Explains the rationale for change. The student identifies concerns, issues, learning needs, questions for future planning and working with the client system/s, and supervisor. Reflection on application of policy practice skills and professional use of self.

Supervisory Comments:

Remarks/ comments regarding student's interactions, interventions, skill sets (engagement, contracting, advocacy, exploration, assessment, planning, intervention) use of self for teaching and learning purposes.

Policy Practice Process Recording				
Purpose of interaction:				
Describe goals and objective:				
Environment/Context/Stage of policy planning: (Jansson, 2003)				
Dialogue	Cognitive Analysis	Affective Analysis	Reflective Skills	Supervisor's Comments

Sample of Process Recording All Concentrations

Parts I and II will be written prior to the interventive action with, or on behalf of, the client system.

I. Goals for the session (with individual, family, group, committee, etc.) - **Learning objective: Goal formulation**

The student states goals in terms of desired outcome for the client system, not in terms of the interventive process itself. For example, a student will be corrected from saying "The purpose of this meeting is to talk about the client's depressing life situation." Though clearly a plan, that kind of remark is often mistakenly stated as a goal. It is more correct to state a goal as "the client's being able to relieve depression."

II. Plans for intervention - Learning objective: Interventive skills

The student will describe what s/he will do to meet the goals. Interventive techniques range from use of activities to exclusive use of the interview or group discussion. Specific techniques, appropriate for the client system will be identified, e.g. confrontation, clarification, limit-setting, advocacy, etc.

Sections III, IV, and V are written after the intervention action has occurred.

III. The Process - Learning objective: Objective observation of the professional encounter

The student describes sequentially, what has occurred, including the affect in situations and is helped to recognize when his/her descriptions becomes laced with interpretive or value-laden statements.

IV. Evaluation of the client system and the effect of intervention - Learning objective: Assessment skills

The student assesses both the client system and the effect of his/her intervention. The student is expected to identify client system strengths, weaknesses, environmental supports and obstacles, etc. and future interventions that will help meet the agreed upon goal.

V. Analysis and evaluation of student's performance - Learning objectives: Identifying learning needs through self-awareness and self-evaluation

The student evaluates his/her own performance and identifies those goals that were met, those goals and/or plans that were changed, and the reason for the change. Self-evaluation is potentially effective in encouraging self-awareness and helping the student identifies his/her own educational needs and objectives.

This recording guideline is excerpted from:

Wayne, J., & Carter, D. (1978, Feb.). A recording model to promote independent learning. Presented at the Annual Program Meeting (APM) of the Council on Social Work Education (CSWE). New Orleans, LA.

All Concentrations Process Recording for Meetings

I. Description of Meeting

A. Identifying data

1. Name of organization, sponsor or agency?
2. Date of meeting.
3. How often does this group meet?
4. When was the last time that the group met?
5. Name of members present at the last meeting (attendance list may be useful).

B. Description of the assignment

1. How was it initiated?
2. What is the problem being addressed?

C. What are the goals and objectives of the assignment?

1. What has taken place thus far?
2. Summary of past meetings?
3. Past accomplishments/past barriers.
4. Who has worked on this task in the past?
5. What was your role as a student?

D. Preparation for the meeting

1. How did you prepare? For example, research done, phone calls made/e-mails sent.
2. Who else has worked on this task?
3. Who did you meet with in preparation for the meeting (individuals/committees/groups)?
4. Why did you meet with these individuals and groups?
5. How did you prepare for activities that relate to problems, decision-making, positions and strategies?

E. Purposes

1. Why this meeting?
2. What are the main content areas expected to be covered.

F. Context of the Meeting

1. Describe what happened.
2. Describe the behavior and interactions of those in attendance.
3. Describe your behavior/interactive role.

G. In chronological order

1. What problems, issues or concerns were raised?
2. Who participated?
3. How were decisions made (or not made)?
4. Positions and strategies: what goals, positions or strategies were arrived at? By what means? What plans were developed for implementing these?
5. Were there any conflicts? If so, between whom and why? What happened?

II. Analysis

A. Analysis of Meeting

1. What motivated decision-making?
2. Who seemed to have major influence?
3. What values were expressed?
4. Were there any group alignments?
5. What activities reveal relations of group to other organizations, larger communities?
6. Who could gain or lose as a result of issues or decisions made at the meeting?
7. What worked? What didn't and why?
8. What role, if any, did you play? Were you comfortable in that role?

9. What do you think could be done differently? Why?

B. In your opinion, how effective was the meeting?

1. For example, strategies used, questions raised, problems resolved, potential conflicts avoided or resolved.

C. Follow up

1. What took place immediately following the meeting? For example, did some people linger and talk with each other?

2. What will you do next?

3. What plans do you have for following meetings? Why?

4. What was going through your mind as you observed interactions of those at the meeting? What was discussed?

5. What values were raised or implied?

6. Were the values raised or implied congruent with social work practice?

7. What did you learn?

APPENDIX V IGFP Monthly Activity Reporting Form

Instructions: Students should complete this form at the end of each month in field placement. Please obtain your field instructor's signature on the form and submit the form to your faculty advisor at the end of the month.

Student Name: _____ Month/Year _____

Faculty Advisor Name: _____

Placement Agency: _____ Hours/Week _____

Field Instructor Name: _____

Number of cases carried during the month: _____

How many are ongoing cases? _____ How many were one-time cases? _____

Number of individual sessions _____ Number of family sessions _____

Number of groups carried during the month _____ Number of group sessions _____

contact hours of direct service: _____

Summarize type of activities, e.g. intakes, case management, clinical, collateral contacts, advocacy, etc.

Number of process recordings submitted to field instructor _____

Number of process recordings returned to you (with feedback) in a timely manner _____

Number of hours of individual supervision received _____

Describe progress made on macro assignment: (required only of first year students)

Comments: _____

Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Date received by Faculty Advisor _____

Note: Students should be given 2 hrs./week (1 ½ hrs. for 15 hr./week students) during field to work on process-recordings.

APPENDIX VI

UConn School of Social Work: GUIDE for Agency Visit

Advisor Name: _____ Student Name: _____
Field Instructor Name: _____ Date of Visit: _____
Agency Name _____

STUDENT PRACTICE

Student maintains professional presence? Yes__ No__ Uncertain__
Student is punctual? Yes__ No__ Uncertain__; Excessive absences? Yes__ No__
Student is able to look at their own behaviors, attitudes, feelings regarding clients?
Yes__ No__ Uncertain__
Student is able to seek out assistance and information from field instructor and colleagues?
Yes__ No__ Uncertain__
Student seeks out learning opportunities? Yes__ No__ Uncertain__
Student shows initiative? Yes__ No__ Uncertain__
Is student being assigned individuals, groups/and or family cases? Appropriate Macro assignments?
Please describe. _____

Student is given time during field placement to work on process recordings?
Yes__ No__ Uncertain__
How is student progressing with activities outlined in the Educational Contract? _____

SUPERVISION

Is the student receiving at least one hour of supervision per week? ____ Yes ____ No
Student prepares for supervision? Yes__ No__ Uncertain__
Student is reflective? Yes__ No__ Uncertain__
Student is an active learner? Yes__ No__ Uncertain__
Student submits process recordings each week, on time? Yes__ No__ Uncertain__
Student's process recordings are comprehensive and complete? Yes__ No__ Uncertain__
Student submits macro assignments on time? Yes__ No__ Uncertain__

FIELD INSTRUCTOR

Is FI accessible to student? Yes__ No__ Uncertain__
FI holds regular supervision? Yes__ No__ Uncertain__
FI provides attentive feedback on process recordings? Yes__ No__ Uncertain__
FI shows clarity of supervisory comments? Yes__ No__ Uncertain__
FI has reasonable expectations of student? Yes__ No__ Uncertain__
FI's teaching skills are appropriate? Yes__ No__ Uncertain__
FI is responsive to Advisor's calls? Yes__ No__ Uncertain__

Rating of Placement: ___ Excellent ___ Good ___ Satisfactory ___ Unsatisfactory

Comment: _____

Should agency/unit remain a placement? ___ Yes ___ No

Should FI be used again? ___ Yes ___ No

Comments: _____

Rating of student progress ___ Excellent ___ Good ___ Satisfactory ___ Unsatisfactory

Comments: _____

Advisor Signature _____ DATE _____

APPENDIX VII

EVALUATION OF FIELD PLACEMENT EXPERIENCE
Spring (this is submitted online at the last Field Advising Seminar)

This form is for **Field Department use only**. It is not viewed by the field instructor or task supervisor or any agency staff or Faculty Advisors. If requested, only general and verbal feedback will be given by a field education staff member after final grades have been submitted.

Student Name: (optional) _____

Concentration: ___IGFP ___CO ___PP

Year in Placement: _____ First year _____ Second year ___Advanced standing or ___ Block

Name of Field Instructor at agency: _____

Name of Task Supervisor at agency (if applicable): _____

Name of Agency & Department: _____

Name of Faculty Advisor: _____

Rating Scale definition: 5= Strongest Agreement 1= Strongest Disagreement

I Field Instruction

Please indicate the extent to which you agree or disagree with each of the following:

My field instructor/task supervisor:

provided assignments/projects early in the year _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

provided helpful feedback _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

helped me relate theory and practice _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

helped me develop practice skills and techniques _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

provided weekly supervision _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

was accessible outside of formal supervision _____ 5 _____ 4 _____ 3 _____ 2 _____ 1

Please describe positive and negative aspects of your field instructor/task supervisor.

II Placement:

Agency information: How welcoming and accepting of student interns was the agency?

Very accepting _____ 5 _____ 4 _____ 3 _____ 2 _____ 1 **Not at all accepting**

Please describe positive and negative aspects of the field placement:

Would you recommend this placement to another student? _____ **Yes** _____ **No**

If No, please explain why: _____

III Faculty Advisor

1. Did your Faculty Advisor

a. make her/himself available to you as needed? _____ yes _____ no

b. make at least one agency visit during the academic year? _____ yes _____ no

c. review your Educational Contract? _____ yes _____ no

d. review your 1st semester Field Education Evaluation _____ yes _____ no

e. review your written field materials?
(e.g. process recordings, logs, journals) _____ yes _____ no

2. Did you ever initiate contact with your faculty advisor? _____ no

_____ yes: how often? _____ number of times