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CAMPUS CONTACT INFORMATION:

Contacts for Field Education

For more information about the Field Education Program, contact:

Tel: (959) 200-3636

Nancy Urcinas, Staff
Administrative Services Specialist II
(959) 200-3610
nancy.urcinas@uconn.edu

S. Megan Berthold, PhD, LCSW
Director of Field Education & Associate Professor
(959) 200-3656
megan.berthold@uconn.edu

Cheryl Jackson-Morris, MSW
Associate Director of Field Education
(959) 200-3609
cheryl.jackson-morris@uconn.edu

Marilyn Cardone, MSW, LCSW
Assistant Director of Field Education
(959) 200-3608
marilyn.cardone@uconn.edu

Gina DeVivo Brassaw, MSW
Field Coordinator
(959) 200-3607
gina.devivo_brassaw@uconn.edu

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

Institute, Center, and Project Numbers
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
LIST OF MAJOR CHANGES TO FIELD MANUAL
FOR THE 2019-20 YEAR

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UCONN SCHOOL OF SOCIAL WORK

MISSION STATEMENT

The mission of the UConn School of Social Work is to provide professional bachelors, 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.

POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE

The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct[1]”). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, engagement in or pursuit of inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. For additional information on this policy, visit https://policy.uconn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/#Procedures.

If you have experienced sexual harassment, sexual violence, relationship violence, or stalking, you are strongly encouraged to make a report to both the police and to the University for assistance and investigation. The police investigate criminal violations, while the University (Office of Community Standards and Office of Institutional Equity) investigates University conduct code and policy violations. For more information, visit https://titleix.uconn.edu/file-a-report/.

MSW 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 organizing; or policy practice.

For detailed information about the MSW curriculum, see the UConn SSW MSW Student Handbook on our UConn SSW website:

The curriculum includes the following field education components totaling 18 credits:

- two 560-hour field placements (4 semester-long field placement courses equaling 16 credits); and
- two one credit year-long field education seminars that meet twice per semester (in Sept., Nov., Jan. & March) offered in both years (2 credits total).

The Advanced Standing program is an option for qualified students who have earned their BSW degree within the past 6 years. Advanced Standing Students will only complete one 560-hour field placement along with one year of field education seminar. For details about the Advanced Standing program, please refer to the UConn SSW’s MSW Student Handbook.

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 (CSWE) which grants accreditation status to schools of social work.

VALUES AND ETHICS

The 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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English). 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. The UConn School of Social Work, through the Nancy A. Humphreys Institute for Political Social Work (NAHIPSW), annually conducts an agency-based non-partisan voter registration initiative in all field work placements.

Students are asked to organize a non-partisan 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 provided to students by NAHIPSW 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 Community Organizing (CORG) and Policy Practice (POPR), and in Individuals, Groups, and Family Practice (IGFP).

**CSWE NINE CORE COMPETENCIES OF SOCIAL WORK PRACTICE** (as per CSWE’s 2015 Educational Policy and Accreditation Standards (EPAS))

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

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice
- Competency 3: Advance human rights and social, economic, and environmental justice
- Competency 4: Engage in practice-informed research and research-informed practice
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations and communities
- Competency 7: Assess individuals, families, groups, organizations and communities
- Competency 8: Intervene with individuals, families, groups, organizations and communities
- Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

**FIELD EDUCATION REQUIREMENTS AND PLACEMENT OPTIONS**

**Hours in Field:**

Advanced Standing MSW students complete one year of field placement for a total of 560 hours in field. All other MSW students have two years of field education for a total of 1120 hours (560 hours each year). These hours do not include time off for lunch. It is recommended that students are placed in two different agencies as to give students the opportunity to work with a variety of populations, presenting issues, and in different types of social work agencies/organizations.

In all cases, students are expected to spend **at least 8 daytime hours** (between 9 am to 5 pm, Monday – Friday) in field placement. As long as this requirement is met, specific weekly schedules for the practicum hours are arranged between the agencies and the students. The field education department cannot arrange placements that occur exclusively during evenings and weekends, nor can it guarantee the remaining hours (beyond the 8 daytime hours) will be during evenings and weekends.
Academic Courses and Field Placement to be Completed Concurrently:

In all field placement options, there are designated academic courses that must be taken concurrently with field. See the Plan of Study documents and the MSW Student Handbook for more details.

Structures Available for Field Placements:

The following structures are options for students in completing their field placement requirements: (1) Concurrent Placements of either 20 hours or 15 hours per week in field throughout the academic year; (2) Block Field Placement for final year of field (only available for IGFP and CORG students); (3) Employed Social Work Program for one of the two required field placements; and (4) an International Placement option for students during spring or summer semester of their second year of field.

Note for Advanced Standing Students: The one year field experience required of Advanced Standing students must be in a concurrent placement which cannot be in a place of employment.

Details about the field placement options and their requirements are as follows:

1) **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 throughout the academic year.

2) **Block Placement**: The School offers a block second-year placement for qualified Individual, Group and Family Practice (IGFP) and Community Organizing (CO) students. The application form is available upon request from the Field Education Department. In this arrangement, the student spends 37.33 hours per week for 15 weeks in a field setting. **Students must apply for this option, it must be approved by the Chair of their concentration, and an appropriate field site must be found by the field education department that meets University and School of Social Work requirements. A block placement is not guaranteed.** (At present, there is no option for block placements for Policy Practice students.)

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/](http://ssw.uconn.edu/financial-aid/).

**IGFP Summer Block**

The summer block program allows students to complete their second field placement over 15 weeks between May and August. The student spends 37.33 hours per week in the field, and takes the final two concentration courses (IGFP 5302 and 5303) concurrently with the block placement.

Acceptance into the block program is based solely on educational appropriateness. In order to qualify for the block placement, students must demonstrate their educational readiness through exceptional work in the classroom and in their field placement. Students must provide evidence of strong practice skills, as well as the ability to reflect critically on their practice. Applicants for the summer block should have successfully completed all but the final two concentration courses (IGFP 5302 and 5303). Any “I” (incomplete) grades must be resolved by the date agreed upon with the instructor, and before beginning the block program. 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. **Please note that first year students in 15-hour placements are ineligible for a second-year summer block placement.**
Summer block placement is an option only if there are enough qualified students to offer the program over the summer.

Block placements are limited to agencies which are active with the School and which can provide field instruction through a field instructor who has partnered with the School for at least one year. No new field instructors will be accepted, because the Seminar in Field Instruction is offered only in the Fall Semester and must be taken before serving as a field instructor. Some evening or weekend hours at the placement will likely be required. As a result, there are a limited number of agencies that can be utilized for summer block placements, and students may need to be flexible as to the location or setting of the agency. If the Field Education Department is not able to find a placement for a student that meets all the requirements of the School, then the student will not be able to participate in the block program.

It is not possible to have an Employed Placement in a block format. Applicants should be aware that the block placement is extremely demanding.

Application Process for Summer IGFP Block

Students should first discuss their interest in the block placement with their advisor. Students then complete the application package, which includes:

- the Block Placement application form (due at the very beginning of January – see application form for specific date)
- the advisor recommendation form, to be completed by the advisor assigned to you during your first field placement
- the instructor recommendation form, to be completed by your instructor for BASC 5391. Students who were exempted from BASC 5391 should have this form completed by the instructor for their fall practice course (IGFP 5345, IGFP 5346, IGFP 5365, or IGFP 5342)
- a current transcript, including your grades from the fall semester (please download from your student administration account)
- a copy of your most recent field evaluation
- an updated resume
- copies of two process recordings, with your field instructor’s comments, each on a different case, including a brief case summary of each
- a written statement which addresses in depth (approximately 4-6 pages):
  - your educational rationale for wanting to take a block placement rather than a concurrent placement
  - reflections on your practice, including strengths and areas for growth
  - reflections on the process recordings included with the application, addressing the following questions:
    1. What do you think you did well in this session?
    2. What would you do differently?
  - your preparedness for a block placement (a much more intensive learning experience than the usual concurrent placement), including performance to date in field and in classes
  - any recommendations for a specific placement

All of the application materials should be submitted electronically to Ellen.Smith@Uconn.Edu

Community Organizing Fall Block

The Community Organizing (CORG) Concentration offers a Fall Block Option. The stipulations are:

Students may take a Fall Block Placement of 37.33 hours per week for 15 weeks. They must not begin their block field placement until the official start of UConn’s fall classes in order to be in compliance with federal regulations. Block placements are limited to agencies which are
active with the School and which can provide field instruction through a field instructor who has partnered with the School for at least one year. Some evening or weekend hours at the placement will likely be required. As a result, there are a limited number of agencies that can be utilized for block placements, and students may need to be flexible as to the location or setting of the agency. It is not possible to have an Employed Placement in a block format. If the Field Education Department is not able to find a placement for a student that meets all the requirements of the School, then the student will not be able to participate in the block program.

**Student Eligibility. Students must:**
- be in the final year of their program and have completed their first field placement and all of their course work except the last 2 required concentration courses; and
- have a CUM GPA of 3.0 or higher, with greater weight given to concentration/practice courses, and demonstrate exceptional performance in their first field placement (mostly 5’s [outstanding] and some 4’s [good] on their field evaluation).

**Application Process**
Students must apply for this option and be approved by the chairperson of the Concentration. **This special arrangement is not guaranteed. It’s contingent as well on finding an appropriate field site that meets all the University and School of Social Work requirements.**

Students should submit the following materials to the Concentration chairperson:
- Application face sheet (as per Fall Block Placements and in cooperation with the Field Education Office)
- Statement explaining rationale for the request
- Brief statement from faculty advisor supporting the request
- First semester field evaluation
- Optional: Samples of field related written such as a grant proposal or strategic plan of action
- CORG concentration chair approval.

The block application is to be submitted to the Concentration Chair no later than January 2 as exceptions to the curriculum are needed for spring courses to be taken out of sequence.

Upon receipt of all necessary signatures, the student submits the block application form and an updated resume to the Field Education office.

**Program Requirements**
- The Field Education Placement is secured through the Field Education Department
- Students must complete a 560-hour field placement (e.g., 37.33 hours/week for 15 weeks)
- Students must receive 2 hours of field supervision each week
- Students must enroll in CORG 5355 Block Placement for the fall semester
- Students must enroll in FED IV for the fall semester and meet specific requirements in order to receive one credit hour for the field seminar. These include attending two, 1½ hour Field Seminars and complete appropriate assignments arranged by their field advisors that covers content from two additional 1 ½ hour field seminars.
  Students must be enrolled in the final two required courses of their concentration (POPR 5310 and CORG 5370) concurrent with being in their Block Placement.
- In the Spring semester of the 1st year students must take POPR 5312
The student is responsible for successful completion of course work and fieldwork consistent with requirements for candidacy for graduation if he/she plans to be considered for December conferral in their 2nd year.

What follows is an example of the courses needed to be taken and in which semester for students in the two-year MSW program who are interested in a Fall Block field placement. It’s compared to the normal schedule to emphasize the fact that the Fall Block needs to be decided upon by the end of the first semester first year. Of note, the second semester of the first year includes three method courses, which can be challenging.

<table>
<thead>
<tr>
<th>CO Methods Courses &amp; Field by Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Normal” Schedule</strong></td>
</tr>
<tr>
<td>• Students in Field Practicum for 15 or 20 hours per week in both Year 1 &amp; Year 2</td>
</tr>
<tr>
<td><strong>Fall Year 1</strong></td>
</tr>
<tr>
<td>CORG 5300</td>
</tr>
<tr>
<td><strong>Fall Year 2</strong></td>
</tr>
<tr>
<td>POPR 5310</td>
</tr>
<tr>
<td>CORG 5370</td>
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<tr>
<td><strong>“Fall Block”</strong></td>
</tr>
<tr>
<td>• Students in Field Practicum for 15 or 20 hours per week during Year 1</td>
</tr>
<tr>
<td>• Students in Field Practicum for 37.33 hours week during Year 2 Fall Only</td>
</tr>
<tr>
<td><strong>Fall Year 1</strong></td>
</tr>
<tr>
<td>CORG 5300</td>
</tr>
<tr>
<td>POPR 5312</td>
</tr>
<tr>
<td><strong>Fall Year 2</strong></td>
</tr>
<tr>
<td>POPR 5310</td>
</tr>
</tbody>
</table>

3) **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. The application form is available upon request from the Field Education Department.

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 SSW’s Field Education Department for further information and materials.

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.

4) **International Placement:** The School offers an option for an international field placement to MSW students in good academic standing from all concentrations during spring or summer semester of their *second year of field* (IGFP students are only eligible to undertake an international placement during the summer after they have completed most of their 2nd year of field). **Interested students should initiate their plans in the fall semester of their first-year placement as it can take many months to make arrangements.**

Students doing an international placement:

- will complete at least fifty percent of their second year field placement hours in a local US-based 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; and
- should assess the feasibility of their doing an international placement regarding issues of time, coursework requirements, and their financial and language capabilities.

In addition, macro students will be required to attend their last concentration class(es) virtually while they are out of the country pursuing their international placement.

*Students who experience difficulties in the first year of course work or field may not 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 student, but every effort will be made to help students in need.

Contact [Marilyn.Cardone@uconn.edu](mailto:Marilyn.Cardone@uconn.edu) for more information on the application process for the international field placement and for the fund.

**Consequences of choosing a 15 hour/week placement:**

Please note that, **for 2nd year students**, choosing a 15 hour/week schedule means that you will be an August graduate. You may still “walk” with your class in May at the SSW Recognition Ceremony 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 and consult with the Field Education Department for more information).

Once a student has committed to either of the 20 hour per week or the 15 hour per week schedules, they cannot make a change without approval from their field instructor, faculty advisor, and the Field Education Department. 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.
Required Supervision Hours:
The required amount of weekly formal supervision is related to number of hours per week the student is in field, as follows:

- 20 hours per week – 1 ½ hours of supervision per week
- 15 hours per week – 1 hour of supervision per week
- 35 hours per week (block placement) – 2 hours of supervision per week

ENSURING FOUNDATION YEAR STUDENTS GAIN GENERALIST PRACTICE SKILLS IN THE FALL OF 1ST YEAR IN FIELD

Micro Skills Laboratory:
A micro skills laboratory is offered to macro students in their first semester of foundation year of field placement who are placed in an agency that cannot provide micro experiences. This ensures that students are able to meet the expectation of gaining foundation skills for generalist practice in their first year of field education. Generalist practice includes the range of competencies and practice behaviors that are common to social work practice including work with individuals, groups, families, communities and organizations.

Macro students who participate in the Micro Skills Laboratory are excused for two hours per week from their field setting during the fall semester in order to meet the requirements of the laboratory. The laboratory meets for 7 sessions on Saturdays in the Fall for 3 hours each session.

SATISFACTORY ACADEMIC PROGRESS

The UConn Office of Student Financial Aid Services (OSFAS) is required to evaluate students for compliance with the University Satisfactory Academic Progress (SAP) policy. For more information about the policy, see: https://financialaid.uconn.edu/sap/. Key facts:

- All students must earn a minimum of seventy-five (75) percent of their cumulative attempted credit hours. This may be an issue for students with a number of Incompletes and, in some cases, students who are in field 15 hours per week.
- The UConn Office of Student Financial Aid Services will not review students for adherence to the Satisfactory Academic Progress (SAP) Policy until their annual evaluation after the spring semester.
- Only students who are currently on a Financial Aid Eligibility Plan (e.g. a student who failed SAP at the end of last May and is on a ‘probationary’ status of sorts) would be evaluated at the end of Fall. This would not be relevant for the majority of our students. There is an appeal process.
- The UConn Office of Student Financial Aid Services office may send out a ‘warning’ email at the end of fall if students are not currently meeting the SAP standards, but this is a courtesy email from their office, and students do not appeal this.
- Students should contact the UConn Financial Aid office if they have questions at Phone: (860) 486-2819 or Email: financialaid@uconn.edu.
- A full description of the SAP policy and requirements of the Financial Aid Eligibility Plan can be found at http://financialaid.uconn.edu/sap.

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 include if a student:

- who is going into field does not complete their field work paperwork by the due date;
• does not respond to correspondence from the field office related to the placement process (Note: UConn’s policy is for us to communicate with students via their UConn email address);
• is not able to meet the 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, during the time the field instructor is at the agency, and according to agency policy;
• 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 course(s) two weeks after the beginning of the following semester; and/or
• has three active incompletes and/or N grades in any courses (not permanent incompletes that have been or are being addressed).

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 it becomes necessary to remove a student from one agency and place them into a different agency for their fieldwork 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 the UConn Center for Students with Disabilities.

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 for unprofessional behavior or other difficulties experienced in the classroom or field placement (see MSW Student Handbook for details).

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 Director of Field Education, the Field Education Department staff, and a faculty representative from each concentration. The Committee makes recommendations about educational and administrative aspects of the field practicum and refers educational recommendations to EPC and administrative recommendations to the Faculty/Administration Advisory 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 Field Education Manual updated at least annually;
providing a Seminar in Field Instruction (SIFI) for new field instructors;
participating in the implementation of grants that involve field education components;
organizing meetings for adjunct field advisors focusing on issues that impact on social work field education;
collaborating with faculty on 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/mentoring to adjunct faculty advisors.

Field Education Department’s Administrative Responsibilities include:
- establishing and maintaining current Affiliation Agreement with all placement agencies;
- assigning faculty to advise students and serve as liaisons to field placement agencies;
- confirming student placements with agencies;
- developing and maintaining files on all placement agencies to facilitate planning for future placements;
- sending out and monitoring receipt of student field evaluations from field instructors;
- sending out and monitoring receipt of evaluations of field placement experience from students;
- providing administrative support to the concentrations for their field-related educational activities;
- organizing the Field Education Representatives and Advisory Committees. The Advisory Committee is composed of agency representatives selected by each concentration, a representative appointed by the Dean, members of the Field Representative Committee, and student representatives; and
- communicating with students regarding placement-related background checks, drug screenings, and immunizations.

Responsibilities Shared by the Field Education Department and Faculty Advisors 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: Students should be allowed sufficient field time to complete required written material (e.g. process-recordings, meeting minutes, etc.). While the amount of time provided to work on process recordings may vary week to week, for IGFP students it should on average total 1 hour per week for students in field for 15 or 20 hours per week or 1.5 hours per week for IGFP block placement students.

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). Process recordings are required for some of the academic course assignments as well.

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, they may be also asked to add hours to their 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, they 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 SSW Academic and 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 academic and field education calendar. These instances must be cleared with the faculty advisor and field instructor. 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 their 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 in line with the extra hours earned.

**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 field education time to ensure that they meet the number of field hours required by the School. Other types of job actions, such as "sick outs" and similar issues, will be discussed by the Director of Field Education and Concentration Chairs, and reviewed by the Associate Dean for Academic Affairs and the Dean who will make a decision regarding how to handle the situation.
**Grades for Field Education:** Students will receive an “S” (Satisfactory) or “U” (Unsatisfactory) for their field education courses (field placement). Grades for field seminar are as follows: an “R” (Registered) for Fall semester and an “S” (Satisfactory) or “U” (Unsatisfactory) for the Spring semester. 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. All students are required to have background checks and immunizations. Depending on requirements of the particular agency where they are placed, they may also be required to undergo drug screening and other background checks. The UConn School of Social Work does not pay for these. Students are required to pay for the cost of the background checks, drug screening, and immunizations (a very few agencies will cover the cost of these for their interns). Agencies are expected to pay for any pre-authorized expenses the intern incurs related to client services (e.g., program expenses, client transportation).

**Time to Travel to Placement Site:** Students may need to travel up to an hour (or in some cases longer) for an appropriate field placement. This travel time is not counted towards their required hours in field.

**Use of Student’s Own Cars for Transporting Clients:** The 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 (Ethical Standard 3.02) 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, the 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 when 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, employees and certain volunteers and students 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 are only covered by this professional liability insurance for semesters that they are registered and thus matriculated students. Students who are not registered for field placement, field seminar, and the required concurrent classes for a given semester are not permitted by the University to engage in field education during that semester until such time as they are fully registered and matriculated.

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.

**Accommodations:** UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student’s post-secondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via MyAccess and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the Documentation Guidelines for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at csd.uconn.edu or individuals may contact the CSD at 860-486-2020 for further information or assistance.

The UConn Hartford campus disability services office is located in the Hartford Times Building in Room 139 or you may contact the office at 959-200-0387 or Hartford.disabilityservices@uconn.edu.

**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. For more information about FERPA see: https://ferpa.uconn.edu/

**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 first time field instructors to attend the required Seminar in Field Instruction (SIFI) and all field instructors to attend 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 the student’s education;
• demonstrate knowledge about the social work profession;
• attend School sponsored meetings and participate in the required Seminar in Field Instruction (SIFI) 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 the setting does not have an MSW field instructor who can provide the required amount 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:

In some field placements, typically where there is not a MSW Field Instructor available on site, students work with both a task supervisor and a MSW Field Instructor. Following are guidelines for the task supervisors and MSW field instructors in their collaborative educational efforts with student interns. The Task Supervisor is the person on site that provides supervision to the student on their daily tasks. The Field Instructor has an MSW, is SIFI certified, and is charged with providing the social work perspective.

• Shared responsibilities of the task supervisor and the field instructor:
  o It is expected that students will receive weekly supervision by both their task supervisor and field instructor.
  o The task supervisor and field instructor jointly develop an educational contract with the student – identifying the educational objectives, practice behaviors (for 2nd year interns), the planned assignments, and the respective roles and responsibilities of the student, the supervisor and the field instructor.
  o The task supervisor and field instructor should maintain ongoing communication with each other, the student, and the student’s advisor, to share perceptions of the student’s progress and to update and refine educational objectives as the year progresses.
  o The task supervisor and field instructor are to discuss the student’s progress and future educational objectives with each other (and with the student) when preparing the formal end of semester field evaluations. The task supervisor is to contribute a brief narrative, but the MSW field instructor has final responsibility for completing and submitting the evaluation.
  o The task supervisor and field instructor are to meet jointly with the faculty advisor and student during an advisor site visit.

• Responsibilities of the task supervisor:
  o It is expected that students will receive weekly supervision by their task supervisor (in addition to the weekly supervision provided by the field instructor). The amount of supervisory time offered by the task supervisor in each placement will be developed by the school and field setting during the placement process.
  o New Task Supervisors are encouraged to attend the Seminar in Field Instruction (SIFI), but are required to attend the Task Supervisor Orientation Meeting.
- Identify specific assignments for the student to work on related to educational objectives (cases, groups, projects) throughout the year.
- Provide supervision around service delivery and the student’s tasks and assignments.
- Oversee the administrative aspects of the student’s performance, e.g., orientation to the agency, attendance, time management, required agency record keeping.

**Responsibilities of the MSW field instructor:**

- Field instructors are expected to provide students with **weekly supervision** as follows:
  - Students in 20 hour/week placements are to receive 1 ½ hours of supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
  - Students in 15 hour/week placements are to receive 1 hour of individual supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
- Maintain primary responsibility for the writing of and approval of the educational contract, and sign it before the student submits it to their faculty advisor.
- Maintain ongoing awareness and approval of the student’s assignments.
- Review and provide written feedback on materials written for educational purposes, e.g., process recording, logs, grant proposals.
- Ensure that supervision includes regular focus on the 9 CSWE social work competencies and associated practice behaviors (these are what the student will be evaluated on at the end of each semester in field).
- Help student link social work values, research, and theory to practice.
- Communicate with the student and the student’s UConn Faculty Advisor as soon as possible when any concern about the student’s performance in field first emerges (in an effort to resolve the matter and prevent bigger problems from developing).
- Maintain primary responsibility for writing the student’s end of semester field evaluations and submit the signed copies to the Field Education Department by the due date.

**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. Forms can be found on the SSW website and will be emailed to all students by the Field Education Department and must be turned into the Field Education Department 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 materials 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 may not be placed in field for the upcoming year.** Any student who has not heard from a Field Coordinator by July 1st must contact ssw.fielded@uconn.edu to ensure that 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 when 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 them 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: (1) contact the identified representative immediately to schedule an interview; and (2) 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.

Returning students:

• Students meet with their current faculty advisors in the Fall semester of their first year to discuss their educational objectives and interests for the next year. Faculty advisors are to review and sign the completed Field Education Returning Placement Form (the form will be emailed to students by the Field Education Department).

• The completed Field Education Placement Form, placement contract, and an updated resume are to be submitted to the FED following the October 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 their field placement 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 to: (1) immediately schedule an appointment with the identified agency representative (the appointment for the interview should be scheduled if possible within one week); and (2) 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 to the field coordinator, 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 upon request from the Field Education Department) is to be submitted to the concentration chair following the October 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 for IGFP students is only an option if there are enough qualified IGFP students to offer the session during the summer. The block placement is only an option for IGFP and CORG students (see block placement section in the Field Education Requirements and Placement Options section earlier in this manual for further information).

All students: If a student is rejected by three or more agencies they will be referred for an Educational Review (see MSW Student Handbook) in order to assess their readiness for entering into or continuing in the field (see section in this field manual 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 (see MSW Student Handbook).
Background Checks, Drug Screening, and Immunizations: The following are field education requirements in keeping with a new University-wide policy for all programs with internships. Our staff and faculty are committed to working with all students to promote their success in the MSW program. We believe that all students and persons should have a second chance. Many students with a criminal record have graduated with an MSW degree from UConn.

**BACKGROUND CHECKS**

Will I be required to have a background check before I start field placement?
- Yes, all students will be required to have a background check completed before they begin their first field placement.
- At a minimum, the basic required background check includes: a criminal background check (which also covers a protective services check), and fingerprinting.
- Placement agencies may require additional background checks and/or drug screening before offering a field placement.

Once admitted as a graduate student to UConn, will a criminal record prevent me from earning my MSW?
- The SSW’s Field Education Department is committed to doing all that it can to find a field placement for all enrolled students. Some agencies may accept MSW interns with a criminal record. The SSW has a strong track record of securing field placements for students with criminal records and many students with a criminal record have graduated with an MSW degree from UConn.
- A criminal background may preclude a person with a MSW degree, however, from becoming licensed.

When do I need to complete the background check?
- Students are required to complete at least one background check and immunization tracking and have the results available before they start their first field placement.
- Students have some choices:
  - Students can wait to find out where they are placed and what that agency’s requirements are (knowing that this may delay their ability to start their field placement on time and may extend how long it takes them to obtain their MSW degree); or
  - Students can choose to initiate getting their background checks and immunizations taken care of in advance through American Data Bank’s Complio system (understanding that they may still be asked to do additional background checks and/or immunizations or drug screenings by an agency where they hope to be placed).

How much choice will I have in my field placement if I have a criminal background? Unfortunately, there may not be a lot of choice. Some agencies may not be able to offer you an internship. We will work with you to find a field placement, but it will really depend on each agency’s requirements and policies.

**IMMUNIZATIONS**

Will I be required to provide proof of immunizations?
- Yes, when applying to UConn, students provide proof of vaccinations/immunizations. However, the documentation that students provided to Student Health Services (SHS) is not sufficient for the documentation needed to prove immunity required for field placements.
- Many field placement sites require:
  1. evidence of immunity (blood titers) to the following: MMR (Measles, Mumps and Rubella), Varicella (Chickenpox), and Hepatitis B
  2. documentation that they have had a Tdap within the past 10 years and PPD within the past 12 months with a negative result
  3. a seasonal Flu shot
COST AND WHERE TO GET BACKGROUND CHECKS AND IMMUNIZATIONS

Where can I get the background checks done and how can I have my immunizations tracked?

- Some placement agency requires students to do a background check through them.
- American Data Bank (ADB) is a UConn contracted Vendor that can do the background checks and immunization tracking through their Complio system https://uconn2.complio.com/Login.aspx?ReturnUrl=%2fdefault.aspx. Students who are not required to do an agency-specific background check will create an account with ADB and sign up for the UConn Tracking (immunization monitoring); Basic Background Checks and E-Fast Fingerprinting.

Do I have to pay for the background checks and immunizations?

- Yes, students are responsible for the cost of the background checks and immunization tracking unless the placement agency provides it free of charge.
- Background check costs typically are as follows through Complio, however, more checks may be required by some agencies (all costs are subject to change):
  o *(Required)* Basic Background Check: $28.40 (additional fees may apply if the student has an alias/maiden name or residential history).
  o *(Required)* E Fast Fingerprinting $59.00
  o Additional fees may include (if an agency requires these to be done):
    ♦ 10 Panel Drug Screen $32.00
    ♦ FACIS Level 3: $7.00 (particularly if placed in a medical setting).
    ♦ OFAC Search: $4.00
    ♦ Motor Vehicle (DMV) check: $3.00
    ♦ International Criminal Background Check: $50.00 (additional fees may apply if the country has additional criminal search fees). Students who have studied abroad will also need to have an International Criminal Background check completed.

- The cost of tracking immunizations and ensuring that students are compliant through Complio is: $15.00 for 12 month tracking (signing up for “UConn Tracking” in the Complio system). Students are responsible for this fee. If students must see their physician for blood titers or documentation, students are also responsible for those services and fees.

RESOURCES AT THE SSW AND UCONN TO TALK WITH ABOUT MY SITUATION

Should I let the field education placement staff know if I think there may be a problem with my background check, drug screening or immunizations? Yes, students should discuss their concerns with field placement staff prior to the start of the placement process in order to optimize their chances of obtaining a field placement. Field staff are committed to working with each student to find them a placement agency that will welcome them. Field staff with a student’s knowledge may consult with the UConn Clinical Case Manager at Storrs to work through questions and issues for the best outcome for the student. The field education staff can answer questions about field placements.

Is there anyone at UConn that I can talk with confidentially about my situation in regards to background checks, immunizations or drug screens? Yes, within the University system, students may contact UConn’s Clinical Case Manager with any questions regarding background checks, immunizations, or drug screenings. This conversation will be confidential, and other University or SSW personnel will not know about it. The Clinical Case Manager is located on the Storrs campus and can be contacted at clinicalcasemanager@uconn.edu. The Clinical Case Manager is available to all UConn students.
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 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., quality of field instruction, ensuring internship is focused on student 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) – Note: we anticipate that next year we will be requiring at least one individual meeting per semester with each advisee;
  - 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 week of field to introduce themselves (Note: the Field Education Department will provide you with a sample introductory email);
  - 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 with the Director and Staff of Field Education 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:
- at least one individual contact with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on professional and career development - Note: we anticipate that next year we will be requiring at least one individual meeting per semester with each advisee;
- consult as deemed appropriate with colleagues regarding students’ progress including classroom teachers, the Office of Student and Academic Services, and the MSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- review transcripts and plans of study provided by the student;
- consult with OSAS and/or the MSW Program Director if a student requests a policy exception;
- consult with your field staff mentor and/or the MSW Program Director when considering making a referral to the Educational Review Committee (ERC) when one of your advisees is having serious problems in the field and/or in their coursework;
- accompany advisee to the Educational Review Committee if they are 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 able to engage in a problem-solving process that will help attend to the situation and guide their review. See the MSW Student Handbook for more information about the problem-solving process and the Educational Review process used by the SSW.

Field Replacements:

One solution to the field difficulties could be field replacement. The process to follow is:
• In some circumstances, the field instructor and agency initiate terminating the student from their field placement. The SSW encourages field instructors to contact the faculty advisor as soon as possible when problems in the field arise to problem-solve and hopefully prevent the need for the student to be replaced or to allow for careful planning for replacement.
• In cases when the student and/or SSW initiates the replacement, 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 faculty advisor will work with the student and any other parties involved to identify educational objectives to be addressed in the new placement. These will be shared with the new field instructor.

Appeal Procedures:
• Grade disputes/appeals: Please refer to the UConn MSW Student Handbook for details.

BENEFITS FOR CURRENT FIELD INSTRUCTORS
• Special lower registration rate for continuing education seminars offered by the UConn SSW 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.

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 early in the Fall 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 and should be taken in the Fall Semester concurrent with the first time they are supervising a MSW intern. The Seminar provides a forum for the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching. It is a 10-hour seminar offered in varied formats and time slots. It is possible to earn 10 free CECs for this seminar through the School’s STEP Program (please note that there is a small administrative 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, other technology, and social media
• 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 and HIPAA requirements
• developing effective, professional relations with clients and staff

SAFETY AND SECURITY PROCEDURES

The 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 some or all sessions; or a specific set of procedures which should be followed if a staff member determines they are in a potentially dangerous situation.
5. Develop a safety plan with your 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 instructor and faculty advisor 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. 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.

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8. Be alert to all parties in your immediate environment.
9. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
10. Carry yourself in a confident manner. Be purposeful in your actions.
11. Be friendly, however do not disclose a great deal of information about yourself or family.
12. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
13. 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.
14. 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.
15. 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.
16. 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, or cancel or reschedule the appointment.

**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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), knowledge and practice skills, and who are specialized in: practice with individuals, groups and families; community organizing; 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 Placement 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 (see section on Micro Skills Lab later in manual for details).

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 12 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 and concentration-related practice behaviors established by each concentration.

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 placement. The second year of field education focuses on advanced practice, and requires concurrency of field and concentration courses.

For complete information about the MSW courses offered and co- and pre-requisites see the SSW MSW Student Handbook.

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; 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 9 competencies, each to be operationalized through specific practice behaviors. At the end of each semester first year field students will be evaluated on each practice behavior. The evaluation form will be forwarded to field instructors several weeks before it is due.

First year student interns are 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 Practice class. Students must be given an opportunity to work in a case management setting with an individual, group
or family over a period of time. For macro students, this may be fulfilled through the micro work they are expected to do in the fall semester in their field placement or in the micro skills lab (see section on Micro Skill Laboratory elsewhere in this field manual).

Students, Advisors, and Field Instructors will be emailed links to the Practice Behaviors and Suggested Activities/Assignments specific to their year in the MSW program and concentration at the beginning of the Fall Semester.

**Second Semester of First Year Field: Additional Practice Behaviors (By Concentration)**

In the second semester of the foundation (first) year of field, the curriculum increases its focus to specialized concentrations. The concentration-specific practice behaviors will be provided to field instructors and students in order to facilitate the planning of optimum activities/assignment for your student(s) in the second semester of their first year of field practicum. Field instructors will receive their student’s evaluation form for the Spring semester before the end of the second semester.

**EDUCATIONAL CONTRACTS**

The purpose of the Educational Contract is to clarify roles and responsibilities regarding the student’s field work experience and to allow all participants (including the student) 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.

The field Educational Contract (emailed to field instructors at the start of each field practicum year) should identify student assignments and activities that will help the student gain the competencies and practice behaviors identified. Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. Field instructors, in collaboration with their student interns, may develop their own assignments and activities. An optional educational contract worksheet for the student will be emailed to students and their field instructor at the start of the field placement. It is intended to foster discussion between each student and their field instructor at the start of the field placement. It is intended to foster discussion between each student and their field instructor and to be used in working on the Educational Contract. 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.

Students are expected to provide their Field Instructors with copies of each of their syllabi and the classroom assignments that relate to their field practicum each semester. This will be valuable in helping to ensure that their field practicum activities and tasks provide the student with an opportunity to complete required classroom assignments.

Educational contracts are to be submitted to the student’s faculty advisor in mid-October (students and their field instructor will be notified each year of the specific due date) for review and suggestions. Please email the completed Educational Contract to the student’s Faculty Advisor (not to Field Education Office).

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

**FIELD EVALUATIONS**

Evaluations of student performance by field instructors are to be completed and submitted online at the end of each semester. Students will be evaluated on the educational objectives identified and agreed upon in the field Educational Contract. The evaluation link and directions will be emailed to field instructors a few weeks before they are due.
Students should be aware of the following:

- the criteria on which they are being evaluated;
- the evaluation should be jointly completed by the field instructor and student;
- student comments indicate that student has read the document;
- the 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.

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

**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, they should be in immediate contact with their 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. The Faculty Advisor will determine the main focus of the paper.
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. There are 3 concentrations: Community Organizing; Individual, Group, and Family Practice; and Policy Practice. The following sections elaborate on the class and field curriculum requirements of each concentration.

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/About/Ethics/Code-of-Ethics/Code-of-Ethics-English) 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 9 CSWE competencies. The IGFP faculty have developed advanced practice behaviors for the advanced field placement. Students, field instructors, and advisors will be emailed the advanced practice behaviors at the start of the advanced year field placement. Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required. Field instructors, in collaboration with their student interns, may develop their own assignments and activities.

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). Students in block placement are expected to receive 2 hours of formal supervision each week.

**Expectations for Written Work:**

**A. Process Recordings:**

*What is a Process Recording?*

Process recordings ask the student to document and analyze their practice in light of concepts and principles learned in the classroom and in field. A process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview/session with a client, group meeting, etc.).

- A process recording is a narrative form of recording.
A process recording may capture the entire session or just an excerpt and generally includes:

- a description in chronological order of what happened in the interview/meeting;
- observations, interaction, and dialogue (either covering the entire session or an excerpt of the session) from a session focused on the student’s own reactions, reflections on how the client may have experienced the interview/meeting, impressions, assessment, questions, and/or future plans.

What is the Purpose of a Process Recording?

The purpose of process recordings is to facilitate the integration of social work knowledge and principles of IGFP methodology with the student's daily practice. Process recordings are one of the most effective tools for teaching and learning (see appendix for suggested guidelines). They help students to develop observational, assessment and intervention skills. Process recordings also play a major role in students’ ability to assess their own feelings and reactions and to evaluate their own practice.

Types of Process Recordings

Students may write process recordings about any interaction they may have such as:

- Client session;
- Family meetings;
- Group meetings; and
- Contacts with organization or community representatives (i.e., teacher, nurse, landlord, doctor).

Three format options are suggested for process-recordings. Students should discuss with their field instructor which of these UConn SSW formats they should use and how long it should be. Templates and guidelines for these formats are offered in the appendix.

1. Process Recording Format #1: A Four-Column Format

   The four-column format 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.

2. Process Recording Format #2: Narrative Format

   The narrative format for recording 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. One variation of this format, 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 type of process recording 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 their environment.

3. Process Recording Format #3: Audio/Videotaping Format

   This option is for audio/videotaping your session. If the field instructor and placement agency are in agreement that the IGFP student intern, with written client consent/release (consistent with their agency protocols), audio/videotape one or more client sessions, the field instructor may authorize that a student may write a process recording based on that audio/videotape in lieu of one of the other process recording formats (see “suggested guidelines for recording
sessions” in the Appendix). Any audio/videotape must be made following their agency protocols.

4. Process Recording Format #4: Group Session

This option is for group sessions. It includes the following sections: brief client description and how often you have met; purpose of the meeting; a narrative report of the content of the session; analysis of session and your practice; next steps; and questions for supervision with the field instructor.

Expectations Regarding Process Recordings

The School requires that IGFP students write process recordings regularly. All students doing 20 or 15 hours per week placements should complete a total of 12 process recordings each academic year, with a minimum of 4 due at the end of the fall semester and the remainder due at the end of the spring semester. Block placement students should check with their concentration chair regarding requirements for the number of process recordings and when they are to be turned in.

Agencies should provide students with space and time to prepare process records, progress notes and other agency documentation/paperwork during their field work hours. Students should have time each week during placement to work on the process-recordings. While the amount of time provided to work on process recordings may vary week to week, it should on average total 1 hour per week for students in field for 15 or 20 hours per week or 1.5 hours per week for block placement students.

It is expected that students produce written process recordings on an ongoing basis (approximately one per every two weeks in field) rather than waiting until the end of the semester. Students who do not complete this requirement in a timely manner may not pass their fieldwork or may receive an “Incomplete” grade in field.

Who does the student share the process recording with?

Students should give their process recordings to their field instructor in advance of their subsequent weekly conference. Students are also expected to turn in their process recordings (with written comments from their field instructor) to their faculty advisor on a regular basis according to instructions provided to them by their advisor. In order to protect client identity, one option is for students to use the clients’ initials rather than their full real names in their process recordings.

A process recording is not to be used for agency documentation and is a private communication between the student and field instructor and is also shared with their faculty advisor. Task supervisors are not responsible for reading and reviewing process recordings. This responsibility lies solely with the field instructor. Process records should not be kept in agency records since they are learning documents. If students need access to process recordings for school assignments, all identifying data must be disguised. Students may also use de-identified process recordings as part of a professional portfolio.

The Use of Process Recordings

To be effective, the student and field instructor must participate meaningfully in the use of process recordings. The process recordings are to 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. It is the field instructor’s role to ensure that process recordings are being written and used as effectively as possible and the faculty advisor’s role to oversee this process.

Students should submit process recordings in advance of their supervisory meeting with their field instructor (e.g., 1-2 days before supervision), according to guidelines provided by their field instructor.
The School of Social Work highly recommends that field instructors carefully read students’ records prior to supervision. The process recording becomes the basis for discussion and learning in the meeting itself.

- As students prepare process recordings for the first time, we recommend that they should simply be asked to “tell a detailed story of what occurred.” Other features (e.g., their impressions), may be added later as students gain competence in using process records for learning.
- We recommend that the field instructor and student both prepare agendas that are specifically related to the process recordings.

**Common Problems with Process Recording**

If the student is having **difficulty in meeting recording requirements**, we encourage the field instructor to explore what is precipitating the difficulty. New students often experience discomfort in revealing themselves, in assessing their work, in exposing themselves, and in recalling the sequence of events, and they may fear that they will be criticized.

Field instructors should ensure that students have sufficient time at work to complete their recordings in the field and that they are using this time effectively.

If the student frequently **fails to meet recording requirements** in a timely fashion, the field instructor should explore factors contributing to the problem and then affirm the School's expectations for recording.

Students learning and motivation to write records is adversely affected when field Instructors do not review written materials in advance or read them during conference time.

If problems with writing process recordings occur and are not readily resolved, both students and field instructors should notify and seek guidance from the faculty advisor as soon as possible. **Consistent failure to meet recording requirements is a serious problem that can lead to significant consequences such as impeding student learning.**

**B. 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.

**C. Agency Required Paperwork:** Students must also complete all agency-required documentation in a timely manner. Documentation requirements will vary from agency to agency. Time should be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload. Many agencies have their own guidelines for intake, bio-psycho-socials, progress, referral, transfer, or closing summaries. Field instructors should provide the student with some guidelines (and samples) for writing required agency summaries and preparing chart notes.

**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 5342, 5345, 5346, or #5365) 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 [MSW Student Handbook](#) on our SSW website.
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 ORGANIZING

COMMUNITY ORGANIZING 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 organizing. The Community Organizing concentration is a social work method that combines direct service with advocacy, education, and social action to empower communities to work for change. Community organizing 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 organizing 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 organizing 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 Organizing must complete five required Community Organizing 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 Organizing students move to advanced Community Organizing 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 Organizing introduces content on the history of community organizing, 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 organizing 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 9 CSWE competencies. The Community Organizing faculty have developed advanced practice behaviors for the advanced field placement. Students, field instructors, and advisors will be emailed the advanced practice behaviors at the start of the advanced year field placement. Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required. Field instructors, in collaboration with their student interns, may develop their own assignments and activities.

*Five Community Organizing 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 [MSW Student Handbook on the UConn SSW website](#).

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 9 CSWE competencies. The Policy Practice faculty have developed advanced practice behaviors for the advanced field placement. Students, field instructors, and advisors will be emailed the advanced practice behaviors at the start of the advanced year field placement. Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors. They are not required. Field instructors, in collaboration with their student interns, may develop their own assignments and activities.

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 (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 Policy Practice Concentration and MSW curriculum, see the MSW Student Handbook on our UConn SSW website.

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.
APPENDICES

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Sec. 10-235. Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation. (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 Regents for 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 10-183b, including the governing council of any charter school, shall protect and save harmless any member of such 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 in 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 or her duties or within the scope of employment or under the direction of such board of education, the Board of Regents for Higher Education, board of trustees, state agency, department or managing board; provided that the provisions of this section shall not limit or otherwise affect application of section 4-165 concerning immunity from personal liability. For the purposes of this section, the terms “teacher” and “other employee” shall include (1) any person who is a cooperating teacher pursuant to section 10-220a, teacher mentor or reviewer, (2) any student teacher doing practice teaching under the direction of a teacher employed by a local or regional board of education or by the State Board of Education or Board of Regents for Higher Education, (3) any student enrolled in a technical education and career school who is engaged in a supervised health-related field placement program which constitutes all or part of a course of instruction for credit by a technical education and career school, provided such health-related field placement program is part of the curriculum of such technical education and career school, and provided further such course is a requirement for graduation or professional licensure or certification, (4) 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 including any person, partnership, limited liability company or corporation providing students with community-based career education, (5) any volunteer approved by a board of education to carry out the duties of a school bus safety monitor as prescribed by said board, (6) any member of the faculty or staff or any student employed by The University of Connecticut Health Center or health services, (7) 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 constitutes all or part of a course of instruction for credit by a constituent unit, provided such course of instruction is part of the curriculum of a constituent unit, and provided further such course (i) is a requirement for an academic degree or professional licensure or (ii) is offered by the constituent unit in partial fulfillment of its accreditation obligations, and (8) any student enrolled in a constituent unit of the state system of higher education who is acting in the capacity of a member of a student discipline committee established pursuant to section 4-188a.

(b) In addition to the protection provided under subsection (a) of this section, each local and regional board of education and each charter school shall protect and save harmless any member of such local or regional board of education or charter school governing council, or any teacher or other employee thereof or any member of its supervisory or administrative staff from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand or suit instituted against such member, teacher or other employee by reason of alleged malicious, wanton or wilful act or ultra vires act, on the part of such member, teacher or other employee while acting in the discharge of his duties. In the event such member, teacher or other employee has a judgment entered against him for a malicious, wanton or wilful act in a court of law, such board of education
or charter school shall be reimbursed by such member, teacher or other employee for expenses it incurred in providing such defense and shall not be held liable to such member, teacher or other employee for any financial loss or expense resulting from such act.

(c) Legal fees and costs incurred as a result of the retention, by a member of the State Board of Education, the Board of Regents for Higher Education or the board of trustees of any state institution or by a teacher or other employee of any of them or any member of the supervisory or administrative staff of any of them, or by a teacher employed by any other state agency, of an attorney to represent his or her interests shall be borne by said State Board of Education, Board of Regents for Higher Education, board of trustees of such state institution or such state agency employing such teacher, other employee or supervisory or administrative staff member, as the case may be, only in those cases wherein the Attorney General, in writing, has stated that the interests of said board, Board of Regents for Higher Education, board of trustees or state agency differ from the interests of such member, teacher or employee and has recommended that such member, teacher, other employee or staff member obtain the services of an attorney to represent his interests and such member, teacher or other employee is thereafter found not to have acted wantonly, recklessly or maliciously.


History: 1959 act extended protection of state board of education, etc., to members of the board, other employees, and members of the supervisory or administrative staff as well as to teachers; 1965 act included commission for higher education under provisions of section; 1971 act included definition of “other employee” and extended definition of “teachers” and “other employees” to include faculty, staff and student employees of University of Connecticut Health Center or health services; 1972 act included protection for acts resulting in injury “which acts are not wanton, reckless or malicious” and included in definition of terms volunteers approved by boards of education to carry out prescribed duty under direction of certificated staff member; P.A. 73-651 included protection for acts which may infringe on person’s civil rights and added Subsec. (b) re payment of legal fees and costs; P.A. 77-573 replaced commission for higher education with board of higher education; P.A. 78-54 included in definition of terms students enrolled in higher education institution engaged in supervised field work or clinical practice under certain conditions; P.A. 78-65 included in definition “any person, partnership or corporation providing students with community-based career education”; P.A. 78-208 substituted Sec. 10-183b for reference to repealed Sec. 10-161; P.A. 78-218 substituted “local or regional” boards of education for “town” boards in Subsec. (a), included feminine personal pronoun in Subsecs. (a) and (b) and made other technical changes; P.A. 79-63 included in definition students in vocational-technical high schools who are engaged in supervised health-related field placement programs under certain conditions; P.A. 80-197 explicitly stated in Subsec. (a) that provisions do not “limit or otherwise affect application of section 4-165 concerning immunity from personal liability”; P.A. 81-450 included student members of discipline committees with the definition of “other employee” for purposes of indemnification; P.A. 82-218 replaced board of higher education with board of governors pursuant to reorganization of higher education system, effective March 1, 1983; P.A. 84-241 added “of higher education” to board of governors’ title; P.A. 88-273 in Subsec. (a) amended the definition of “teacher” and “other employee” to include a person who is a cooperating teacher, teacher mentor or assessor; P.A. 90-230 made technical corrections to the internal numbering of Subsec. (a); P.A. 90-325 added new Subsec. (b) re protection against alleged malicious, wanton, willful etc., acts and relettered previous Subsec. (b) as Subsec. (c); P.A. 93-259 amended Subsec. (a) to include in the definition of “teacher” and “other employee” volunteer school bus safety monitors, effective June 28, 1993; P.A. 95-79 amended Subsec. (a)(4) to include a “limited liability company” providing students with community-based career education; P.A. 96-214 amended Subsecs. (a) and (b) to include charter schools and
charter school governing councils; pursuant to P.A. 11-48, “Board of Governors of Higher Education” was changed editorially by the Revisors to “Board of Regents for Higher Education” in Subsecs. (a) and (c), effective July 1, 2011; pursuant to P.A. 12-116, “regional vocational-technical school” and “vocational-technical school” were changed editorially by the Revisors to “technical high school” in Subsec. (a), effective July 1, 2012; P.A. 13-122 amended Subsec. (a)(1) by deleting “teacher mentor or assessor”, effective June 18, 2013; P.A. 15-215 amended Subsec. (a)(1) by adding “teacher mentor or reviewer”, effective June 30, 2015; P.A. 17-237 amended Subsec. (a)(3) by replacing “technical high school” with “technical education and career school”, effective July 1, 2017.
APPENDIX II
SAMPLES OF PROCESS RECORDINGS

IGFP Process Recordings: Four suggested formats

There are four suggested formats for IGFP process recordings: (1) a four-column format; (2) a narrative format; (3) an audio/videotaping format; and (4) a group session format. All four of the suggested formats of process 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.

IIa. IGFP Format #1: Four-Column Format

<table>
<thead>
<tr>
<th>Client-Worker Transaction</th>
<th>Worker’s Gut level of Feelings</th>
<th>Analysis</th>
<th>Supervisor’s Comments</th>
</tr>
</thead>
</table>

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 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])

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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.

**EXEMPLAR OF IGFP Process Recording Format #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.

<table>
<thead>
<tr>
<th>Client-Worker Transaction</th>
<th>Worker’s Gut-Level Feelings</th>
<th>Analysis</th>
<th>Supervisor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transaction #1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M: My mom died of a heart attack. She was always under a lot of stress and had a lot of health Issues.</td>
<td>I feel so sad for Morris.</td>
<td>This makes me think about my own losses that I have dealt with. I have lost one parent, I couldn't fathom losing both.</td>
<td></td>
</tr>
<tr>
<td>S: (Nods head).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transaction #2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>I feel sympathy for Morris.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>S: What do you think you could've done?</td>
<td>I could empathize with Morris which makes me feel deeply saddened and emotional.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Yes

Yes

Exploring: This was my way to gain more insight on Morris' feelings.
<table>
<thead>
<tr>
<th>Client-Worker Transaction</th>
<th>Worker’s Gut-Level Feelings</th>
<th>Analysis</th>
<th>Supervisor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transaction #3</strong></td>
<td>I continue to empathize with Morris and feel sad over this heartbreaking situation.</td>
<td>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). 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.</td>
<td>Excellent processing of your analysis of the transactions and gut feelings.</td>
</tr>
<tr>
<td>M: I don't know. Maybe I could've visited her more when she was in the hospital.</td>
<td>I feel a sense that I understand my patient. I also feel competent that he trusts me enough to share his feelings.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>S: (I nod my head) Ah-huh.</td>
<td>I feel pleased that I have had similar experiences and feelings like Morris had which makes me feel more connected with him. The empathy I feel is astounding.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Transaction #4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S: (I give sympathetic look and continue to nod my head).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation:
- Did I meet the purpose of their session? If not why?
- What did I do well? Why?
- What did I do poorly or wish had done differently? Why?
- Steps/plan for next session
IIb. IGFP Process Recording Format #2: Narrative Format

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:

EXEMPLAR of IGFP Process Recording 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?
IIc. IGFP Format #3: Audio/Video recording of sessions

This option is for audio/videotaping your session. If the field instructor and placement agency are in agreement that the IGFP student intern, with written client consent/release (consistent with their agency protocols), audio/videotape one or more client sessions, the field instructor may authorize a student to write a process recording based on that audio/videotape in lieu of one of the other process recording formats (see “suggested guidelines for recording sessions” below). Any audio/videotape must be made following their agency protocols.

Suggested guidelines for audio/video recording sessions

a) Please record a session with client, using either audio or video. You will need to obtain the client’s consent. Your agency should provide guidance on this.

b) Select a portion of the recording (approximately 10-15 minutes) to share with your field instructor.

c) Write up a brief process recording, responding to the following questions:
   i. Summarize what happened in the session before and after the excerpt that you have chosen to share.
   ii. What were you feeling during this excerpt? How might this have impacted your practice?

   d) What is your understanding of what happened during this excerpt?

   e) What questions do you have about this excerpt?
IId. IGFP Format #4: 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: ___________
IIe. POLICY PRACTICE Process Recording

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 their 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.

**Self-Evaluation**
Comment on your impression of how you conducted yourself professionally in the encounter. Any insight on how you may enhance your skill development set in meeting goals and objective in policy practice within this encounter and interaction.

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
Accountability - Areas of improvement and plan for the next meeting

Critically think and state any changes for professional self-improvement and express in writing what your plans are for future interactions. State any areas for creativity.
<table>
<thead>
<tr>
<th>Policy Practice Process Recording</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of interaction:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Describe goals and objective:</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Environment/Context/Stage of policy planning:</strong> (Jansson, 2003)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Cognitive Analysis</th>
<th>Affective Analysis</th>
<th>Reflective Skills</th>
<th>Supervisor’s Comments</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
III. For All Concentrations: A General Process Recording

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 they 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 their 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 their 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 their 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 their own educational needs and objectives.

This recording guideline is excerpted from:

IIg. For All Concentrations: Process Recording Format 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?
      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 III
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 1 hour/week (for 20 hr and 15 hr students) and 1.5 hours/week (for block students) during field to work on process-recordings.
APPENDIX IV  
UConn School of Social Work: Guide for Agency Visit  
(for Advisor’s own use – Please share concerns with the Field Education Department)

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: ______________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

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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 V.
Field Educational Contracts and Evaluation Forms / Timing and Process

The UConn SSW made changes to the Educational Contract and Field Evaluation Forms in 2018-2019 to bring them up to date with the new 9 Competencies developed by the Council on Social Work Education (our accrediting body). All accredited schools of social work are required to train and evaluate their MSW students on these competencies in their field placements and in their academic courses. We have moved to a fully online system with great new features. For example, if the Field Instructor is not able to complete the Evaluations at one time, their work will be automatically saved and they can come back to it at a later date. Ratings on the fall evaluation form will be carried over to the spring form for a user-friendly reminder of where the Student was at in the prior semester.

Students and their Field Instructors will be filling out these forms using the following process and timetable:

- **Educational Contract Worksheet**
  - This is **OPTIONAL.** It is not required.
  - An email with an *Educational Contract Worksheet* will be sent to each Student, their Faculty Advisor, and their Field Instructor at the beginning of September.
  - We invite Students to fill it out and discuss it with their Field Instructor in supervision as they think together about activities and assignments they can do in their placement to demonstrate the 9 competencies. This will help them complete the Educational Contract.

- **Educational Contract**
  - Field Instructors will be emailed a Qualtrics link to the Educational Contract in mid-September.
  - The Field Instructor (with input from the Student) will complete it online. If they begin completing the Educational Contract but do not finish, their work will be automatically saved.
  - Educational Contracts are **due in early October.** Qualtrics will automatically email a copy of the completed contract to the Student, Field Instructor, and Faculty Advisor.

- **Fall Field Evaluation**
  - Field Instructors will be emailed a Qualtrics link to the Fall Evaluation several weeks before it is due. Field Instructors are expected to discuss the evaluation with their Student before it is submitted.
  - Practice activities that the Field Instructor and Student identified for each competency in the Educational Contract will be included in the Fall Evaluation as a reminder.
  - Once the Field Instructor completes the Fall Evaluation, an email copy will automatically be sent to the Student, Field Instructor, and Advisor.
  - Students will be asked to electronically confirm that they received it and be given the opportunity to write comments or add a response.

- **Spring Field Evaluation**
  - Field Instructors will be emailed a Qualtrics link to the Spring Evaluation several weeks before it is due. Field Instructors are expected to discuss the evaluation with their Student before it is submitted.
  - Ratings on each of the competencies/practice behaviors from the Fall Evaluation for each Student will be noted in the Spring Evaluation as a reminder.
  - Once the Field Instructor completes the Spring Evaluation, an email copy will automatically be sent to the Student, Field Instructor, and Advisor.
  - Students will be asked to electronically confirm that they received it and be given the opportunity to write comments or add a response.