

**UConn** | SCHOOL OF SOCIAL WORK

## **FIELD EDUCATION MANUAL**



**2016 - 2017**

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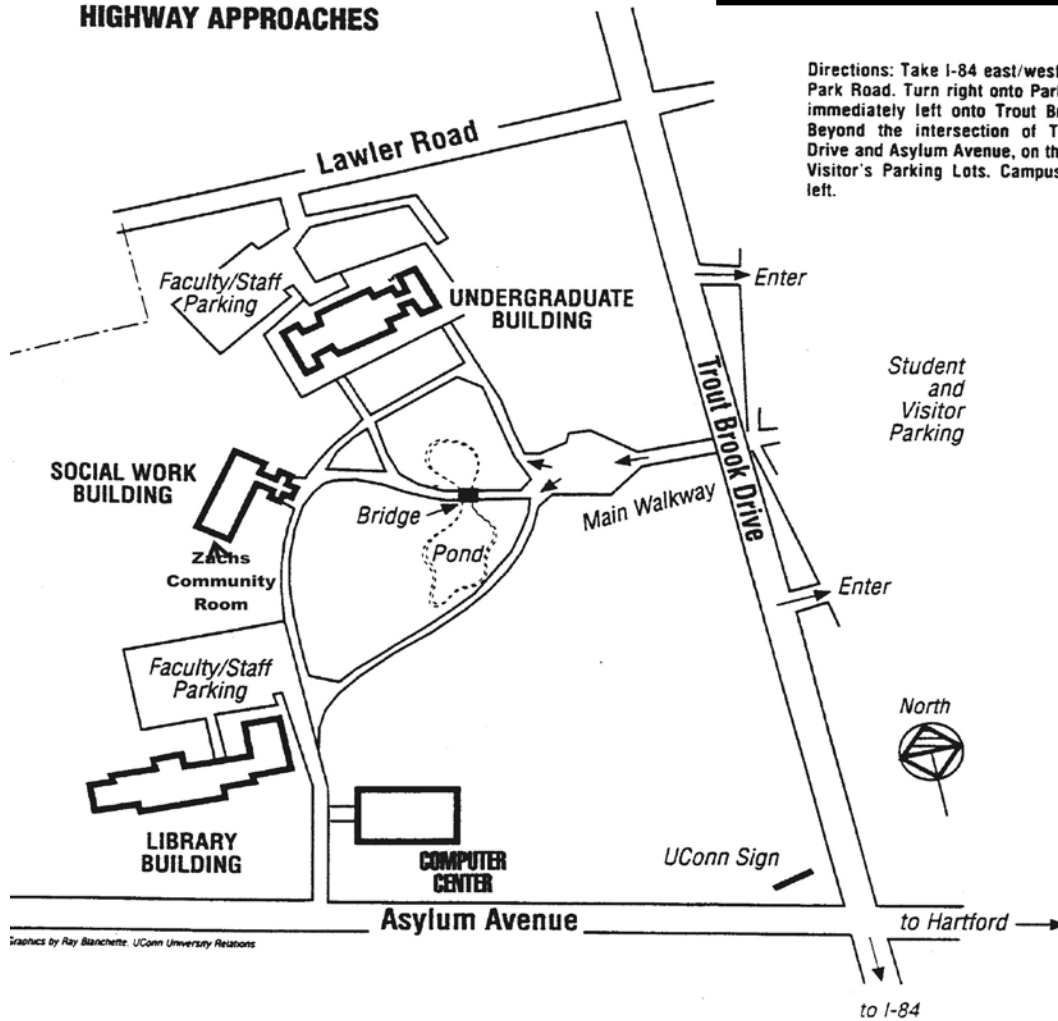
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**HIGHWAY APPROACHES**

UNIVERSITY OF CONNECTICUT  
**SCHOOL OF SOCIAL WORK**  
 AND HARTFORD REGIONAL CAMPUS

UConn-SSW  
 Field Education Department  
 1798 Asylum Avenue  
 West Hartford, CT 06117



Directions: Take I-84 east/west to Exit 43, Park Road. Turn right onto Park Road and immediately left onto Trout Brook Drive. Beyond the intersection of Trout Brook Drive and Asylum Avenue, on the right, are Visitor's Parking Lots. Campus is on the left.

Graphics by Ray Blanchette. UConn University Relations



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## Campus Office Numbers

**All numbers start with (860) 570-**

Bursar 9020  
Cafeteria 9203  
Computer Center 9132  
Co-op 9197  
Dean's Office 9141  
Disability Support Services 9204  
Financial Aid 9328  
Library 9030  
Security 5173  
Office of Outreach (STEP) 9129  
Office of Student & Academic Services 9049

## Institutes and Centers for Social Work Numbers

**All numbers start with (860) 570-**

International Center 9145  
Political Social Work 9262  
Urban Semester 9181  
Latino Center 9070

# **MISSION STATEMENT OF UCONN SCHOOL OF SOCIAL WORK**

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

## **NON-DISCRIMINATION POLICY**

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

## **CURRICULUM REQUIREMENTS**

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

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

- two 560 - hour field placements (4 courses equaling 18 credits, including a one credit yearlong field education seminar offered in both years);
- eight required foundation classroom courses (21 credits);
- four advanced concentration courses (12 credits);



- elective courses including the option of clustering these into a focused area of study (9 credits).

The Advanced Standing program is an option for qualified students who have earned their BSW degree within the past 6 years.

The 5 key components of the Advanced Standing 34 credit curriculum are:

- one 560 hour field placement (2 courses equaling 9 credits including a one credit yearlong field education seminar);
- a practice skills laboratory (1 credit);
- a course in special populations (1 credit);
- four advanced concentration courses (12 credits);
- elective courses (9 credits);
- additional research course (2 credits).

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

## **VALUES AND ETHICS**

UConn School of Social Work upholds the ethical standards of the social work profession, as expressed in the Code of Ethics of the National Association of Social Workers (NASW) website [www.socialworkers.org](http://www.socialworkers.org). 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.

## **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) 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 Administration, Casework, Community Organization, Groupwork and Policy Practice.

## **FIRST AMENDMENT RIGHTS**

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

## **AGENCY-BASED VOTER REGISTRATION**

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

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

## FIELD EDUCATION REQUIREMENTS AND PLACEMENT OPTIONS

The following structures are options for students who have two years of field education in our program for a total of 1120 hours (560 hours each year). **These hours do not include time off for lunch.** Each year is normally spent in a different setting. Specific weekly schedules for the practicum hours are arranged between the agencies and the students. In all cases students are expected to spend **at least 8** daytime hours (Monday – Friday) in field placement. **The field education department cannot arrange placements that occur exclusively during evenings and weekends, nor can it guarantee the remaining hours will be evenings and weekends.**

**Students may need to travel up to forty-five (45) minutes for an appropriate field placement.**

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

20 hours per week – 1 ½ hours of supervision

15 hours per week – 1 hour of supervision

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

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

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

Once a student has committed to either of these schedules she/he cannot make a change without approval from their field instructor and faculty advisor, and **must inform the Field Education Department via email.** Field hours are designed to be concurrent with method concentration classes. Therefore, students cannot accelerate their hours to complete their field experience **more than two weeks** prior to the completion of required concurrent courses.

**Block Placements:** The School offers a summer block second year placement for qualified students. In this arrangement, the student spends 35 hours per week for 16 weeks in a field setting. **Students must apply for this option and be approved by their method concentration. This special arrangement is not guaranteed.** To be eligible for block placement, students must have completed all but the final method concentration courses, to be taken concurrently with second year field and have no “I” (incomplete) grades. Students must also have a minimum GPA of 3.0, with greater weight given to method/practice courses, and demonstrate exceptional performance in the first year field placement.

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

The block applications (available on-line) is to be submitted to the concentration chair following **the November Field Advising Seminar and no later than the January Seminar.**

Students begin the application process with a discussion with their faculty advisors. The advisors' recommendation will be an important component of the application. Students must then submit the following materials to their method concentration chairperson:

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

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

In these instances, the field instructor must be someone other than the student's regular supervisor, and must meet the usual field instructor requirements (see section on Criteria of Field Instructors). It is also required that the student's field work assignments be different than their work responsibilities. **Students must submit an employment/placement plan, to be approved by the Field Education Department, before this arrangement is confirmed.** Any agency/student wishing to explore this option should contact the School for further information and materials or visit our website to download the forms at <http://ssw.uconn.edu/field-education-2/field-education-forms/>

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

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

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

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

Students:

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

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

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

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

## **CRITERIA FOR ENTERING INTO AND CONTINUING IN THE FIELD**

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

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

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

Students must demonstrate:

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

Following a due process review a student may be withdrawn from the MSW program if any of the criteria are not met.

Additionally a student may be referred to the Educational Review Committee (ERC) (see student handbook) if:

1. a student is terminated from their field placement based on unsatisfactory performance
2. academic or field problems during the last semester that raises the question of the student's ability to graduate
3. termination from field placement due to performance-related reasons

ERC recommends to the Associate Dean of Academic Affairs whether the student should be replaced or required to leave the MSW program.

## **RESPONSIBILITIES FOR FIELD EDUCATION**

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

**Field Education Department's Educational Responsibilities include:**

- placing all students in their first and second year setting;
- editing, contributing to, and overseeing publication of a continually updated Field Education Manual;
- providing a Seminar In Field Instruction (SIFI) for new field instructors;
- participating in the implementation of field education grants;

- organizing meetings for class and field faculty focusing on issues that impact on social work education;
- overseeing the curriculum development of the one credit Field Advising Seminar to be taken concurrently with each year in the field;
- collaborating with other organizations and schools for the development of programs and events to enhance the quality of field education in social work education; and
- providing training and consultation to adjunct faculty advisors.

**Field Education Department’s Administrative Responsibilities include:**

- maintaining current Affiliation Agreement with all placement agencies;
- assigning faculty to advise students and serve as liaisons to agencies;
- confirming student placements with agencies;
- developing and maintaining files on all placement agencies in planning future placements;
- monitoring receipt of student field evaluations;
- monitoring receipt of evaluations of field placement experience;
- providing administrative supports to the method concentrations for their field-related educational activities; and
- organizing the Field Education Advisory Committee, composed of agency representatives selected by each concentration, and members of the Field Representative Committee.
- oversees placement related immunizations

**Field Education Department and Method Concentration Shared Responsibilities include:**

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

**FIELD EDUCATION POLICIES**

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

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

**All foundation year field students, regardless of their method 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.**

**One Semester Placement:** With the agreement of the MSW Program Director, concentration chair, faculty advisor and Director of Field Education, students who need to complete a one semester placement, 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 the 280 hour requirement by being in the field fewer than 20 hours per week for more than 14 weeks. As is currently the case, if a student has been identified as having performance problems, s/he may be also asked to add hours to his/her overall field experience. This would typically follow an Educational Review Meeting.

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

Each of the four sessions of the Field Advising Seminar are considered part of the field experience and do not need to be made up.

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

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

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

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

**Grades for Field Education:** Students will receive an "S" (Satisfactory) or "U" (Unsatisfactory) for their field education courses. These grades are not computed as part of the GPA. Grades for students in the 20 hour a week program are submitted in December and May. Grades for students in the 15 hour a week program are submitted in January and June. All field education grades are assigned by the student's faculty advisor. An "N" (no grade) on a transcript can mean a student has not completed their 15 hour option and/or their faculty advisor has not submitted a grade to



the registrar. An “I” (incomplete) can mean field hours and/or field assignments have not been completed.

**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. The school does not pay for background checks and some agencies may ask students to pay for them. Agencies are expected to pay for any approved expenses related to client services (e.g. program expenses, client transportation).

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

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

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

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

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

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

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

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

**Disability Accommodations:** UConn School of Social Work strives to assure that students with disabilities have access to the full range of programs and services it offers. The Office of Disabilities Support Services works with students in the development and implementation of appropriate

accommodations to allow access to facilities as well as educational and extracurricular programs. It is the responsibility of the student to identify him/herself to request accommodations. Requests should be made annually, prior to the beginning of the academic year or ideally within the first two weeks of the semester. Appropriate documentation is required before accommodations are made. For questions, please contact Jacqueline Santiago at (860) 570-9204 or by email [jacqueline.santiago@uconn.edu](mailto:jacqueline.santiago@uconn.edu) For complete policies and procedures for students with disabilities, please access UConn website at [www.csd.uconn.edu](http://www.csd.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.

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

## **CRITERIA FOR THE SELECTION OF FIELD SETTINGS**

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

- the agency philosophy must be compatible with the values and ethics of the social work profession;
- the administrator and staff must have knowledge and appreciation of the social work professional education process and goals, and be willing to undertake, both individually and collectively, the various responsibilities that a field education program entails;
- the agency's administrator and staff must be committed to a field education program as a significant function and responsibility of the agency;
- the agency must have good standing in the community and in the profession. It must qualify for membership or be moving toward membership in those standard-setting bodies, national and local, appropriate to its field of service;
- the social service department or unit operating in a non-social work host setting, such as a hospital, court, school, or institution should be fully integrated into the philosophy and structure of the organization;
- the agency's staff must be of such size as to maintain and develop the basic program of the agency without reliance on students;
- the hosting agency must be prepared to give the graduate level student appropriate assignments and must provide students access to the following materials and documentations for their learning: budgets, annual reports, organizational charts as well as agency policies and procedures;
- the size and flow of the program of the agency should be such as to offer students a wide range of experiences; the selection of learning experiences for students must be based on their educational needs rather than upon the needs of the agency;
- the agency must be able to provide suitable space, telephones, and computers;

- the agency must free the field instructor to prepare for and provide one and a half hours per week for individual supervision of 20 hours a week students, one hour for 15 hours per week and two hours for students in the 35 hour per week summer block program;
- the agency must be willing to free the field instructor to attend the required Seminar In Field Instruction (SIFI) for first time field instructors and other School sponsored field education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the field.

## **CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS**

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

Field instructors are expected to demonstrate:

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

**Non-MSW Field Instructors:** While it is required that field instructors have an MSW, there are certain unique learning situations. All such field instructors will:

- have an equivalent graduate degree in an associated field and practice experience relevant to student's education;
- demonstrate knowledge about the social work profession;
- attend School sponsored meetings and participate in the required Seminar in Field Instruction for field instructors who have never before supervised an MSW student.

## SHARED TASK SUPERVISOR/MSW FIELD INSTRUCTION

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

### Respective responsibilities of the task and MSW field instructors

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

### Shared responsibilities of the task supervisor and the field instructor:

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

### Responsibilities of the task supervisor:

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

### Responsibilities of the MSW field instructor:

- Maintain major responsibility for approval of the educational contract, and sign it before the student submits it to his/her faculty advisor.
- Maintain ongoing awareness and approval of the student's assignments
- Review materials written for educational purposes, e.g., process recording, logs, grant proposals
- Focus supervision on social work competencies and practice behaviors
- Help student link social work values, research and theory to practice.
- Maintain final responsibility for the student's field evaluation each semester and **to complete and submit the evaluations online** when due.

## **FIELD PLACEMENT PROCESS & PROCEDURES**

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

### Incoming students

- Students are to complete the Field Education Incoming Placement Form. Advanced Standing students are to complete the Field Education Advanced Placement Form. (<http://ssw.uconn.edu/field-education-2/field-education-forms/> ) no later than June 1<sup>st</sup>.
- 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. **If forms are not submitted by the due date (June 1<sup>st</sup>) the student will not be placed in field for the upcoming year.** Any student who has not heard from a Field Coordinator by July 1<sup>st</sup> must contact [Nancy.urcinas@uconn.edu](mailto:Nancy.urcinas@uconn.edu) to assure their materials have been received.
- Indicate any special circumstances (e.g., medical, public transportation, time constraints and/or geographic preference/s), which the School should consider in making field placement plans.
- Based on these materials, the assigned field coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a field coordinator to tell him/her about the agency and to provide information about who to contact for the interview. Field Coordinators also serve as advisors to incoming students and will address any questions and concerns they have.
- The student should contact the identified representative immediately to schedule an interview; and
- Report back to the field coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. **If a student does not report back, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.**

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

### **Continuing students**

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

### **Block Placement**

For students planning a block placement the Field Education Placement form and an updated resume must be submitted to the Field Education office. The block applications (available on-line) is to be submitted to the concentration chair following **the November Field Advising Seminar and no later than the January Seminar.** Students who require further information or have any questions should contact their faculty advisor.

### **All students**

If a student is rejected by three or more agencies he/she will be referred for an Educational Review (See Student Handbook) in order to assess his/her readiness for entering into or continuing in the field (See section on Criteria for Entering Into and Continuing Field). If a student does not accept multiple qualified placements that are deemed able to meet their educational needs and the school's expectations, they too will be referred for an Educational Review.

## **FACULTY ADVISING**

The purpose of faculty advising is to help students make maximum use of their educational experience. Students are assigned faculty advisors by the Field Education Department. The faculty advisor is expected to be familiar with the student's class and field performance and overall

professional development. The relationship with the advisor is a flexible one, the degree of involvement being determined by both the student and the advisor.

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

### **The Field Component of Faculty Advising Responsibilities includes:**

- assisting student with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);
- serving as an educational resource to the field instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
- ensuring that the School's standards for field education are met by field instructor and student (e.g., monitor quality of teaching, learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);
- mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes);
- taking leadership in dealing with problematic field placement situations, (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;
  - reviews written materials relevant to the placement;
  - reviews educational contract;
  - discusses student learning, informal and formal evaluations; and
  - jointly plans next year's placement and submits required materials to Field Education Department.
- **With field instructors and field agencies:**
  - makes at least one site visit per academic year, hopefully in the first semester;
  - ensures adherence to method concentration expectations re: student supervision, assignments, use of written materials, etc.;
  - discusses student learning, informal and formal evaluations; and
- **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 (if necessary);
  - reviews student formal evaluations;
  - assigns grades for practicum;
  - 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:**

- having at least two contacts with each individual student throughout the academic year to discuss academic plans and progress, identify potential problems, and to consult on professional and career development;
- consulting as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the Associate Dean of Academic Affairs;
- making referrals to support services needed by students (e.g., disability support, writing clinic);
- reviewing transcripts and plans of study;
- preparing requests for policy exceptions on behalf of students and follow up with the Registrar when necessary;
- preparing for and attends Educational Review Committee meetings with students when necessary; and
- writing reference letters for scholarships, special honors, and potential employment when requested.

## **PROBLEMS IN THE FIELD**

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

### **Problem-Solving Process**

- As a first step in the process, students are expected to attempt to directly resolve field difficulties with their field instructors. Also, students should inform their faculty advisor of those difficulties and the proposed solutions.
- When the difficulties are not solved at the student-field instructor level then the student should inform the faculty advisor of the need for intervention.
- The faculty advisor should contact the field instructor to attempt to resolve difficulties. (Sometimes one or more meetings of the faculty advisor, student and field instructor may be necessary to solve the problem[s]). A field education staff member assigned to the method concentration will serve as Point of Contact and will be available to faculty advisors for consultation any time throughout the process.
- In situations when the difficulties are not solved at the faculty advisor-field instructor-student level the faculty advisor should notify the Director of Field Education and submit a brief summary report of the situation documenting the salient issues and recommendations.



- The Director of Field Education may call for an ERC consultation. Participants will include the Director of Field Education, the Concentration Chair or designee, the faculty advisor, the student, a field placement coordinator, and anyone else who may be helpful in the problem solving process. This group serves as advisory only and does not have the authority to mandate any administrative actions.

### **Field Replacements**

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

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

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

## **BENEFITS FOR CURRENT FIELD INSTRUCTORS**

Special registration fee for continuing education seminars

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

No fee CECs for workshops sponsored by

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

UConn Library Card

- \$25.00 fee waived for current field instructors

## **ORIENTATION FOR FIELD INSTRUCTORS**

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

## **SEMINAR IN FIELD INSTRUCTION (SIFI)**

The Seminar In Field Instruction (SIFI) is required of all field instructors who have never before supervised an MSW student. The Seminar provides a forum for the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching. The SIFI must be taken concurrently with the student's field placement. It is a 14 hour seminar offered in varied formats and time slots. It is possible to earn 14 CEC credits for this seminar through the School's STEP Program. 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. (Please note that there is a \$15.00 administration fee to process the CEC's).

## **RECOMMENDED STUDENT ORIENTATION TO AGENCY**

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

Students should be provided with the agency's

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

Students should be informed 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.
- 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 expected to regularly 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

## **SAFETY AND SECURITY PROCEDURES**

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

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

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.

2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Field Educators should provide an orientation for interns to personal safety procedures in their field education Practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during sessions; or a specific set of procedures which should be followed if a staff member finds them in a potentially dangerous situation.
5. Interns should always inform their field educator and faculty liaison of incidents where their personal safety is threatened.
6. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse.
7. 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.
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 don't 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.

## **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, knowledge and practice skills, and who are specialized in administration, casework, community organization, groupwork 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**. Each year is normally spent in a different setting. Specific weekly schedules for the practicum hours are arranged between the agencies and the students. (See section on Field Education Requirements and Structural Options)

In the **first year field placement**, students are expected to gain foundation skills for generalist practice. Generalist practice includes the range of competencies and practice behaviors that are common to all of social work practice including work with individuals, groups, families, communities and organizations. Therefore, **all students are required to have field assignments in their major method concentration and have additional field assignments in another macro and micro method**. A micro skills laboratory is offered to macro students who are placed in an agency that cannot provide micro experiences. The student is excused for five hours per week from their field setting in order to meet the requirements of the laboratory. All students in first semester of field, regardless of their advanced method concentration, are required to write at least two process recordings in order to support education for the micro practice component of their field experience.

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

### **Pre and co-requisites for field education**

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

- HBSE Macro Theories (BASC 5360) 2 credits
- HBSE Micro Theories (BASC 5361) 2 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 2<sup>nd</sup> 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" (B-5391)
- "Macro Foundation Practice," (B-5390)

Field Advising Seminar must be taken concurrently with each year of field (FED-5301-5302 and/or FED-5310-5311)

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

All basic courses must be completed before a student can enter into second year field. The second year of field education focuses on advanced practice, and requires concurrency of field and

advanced method concentration courses. (See sections on each advanced concentration.)

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 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 of one and a half hours of supervision per week in concurrent placement and two hours per week in a block placement.

## FIRST SEMESTER FOUNDATION YEAR (All Methods)

### Field Education Foundation Curriculum: Competencies and Practice Behaviors

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

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

#### Rating Scale

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

**The practice behaviors identified below are taught within the frame work of social work methods. Identify student's method related assignments as indicated below.**

**Assignments in Student's Major Method Concentration:** \_\_\_\_\_

**Assignments in Additional Macro/Micro Methods:**

**Macro Assignment(s):** \_\_\_\_\_

**Micro Assignment(s):** \_\_\_\_\_

#### Competencies, Practice Behaviors and Suggested Activities/Assignments

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

##### Practice Behaviors:

- 1.1 Advocates for client access to the services of social work
- 1.2 Practices personal reflection and self-correction to assure continual professional development
- 1.3 Attends to professional roles and boundaries
- 1.4 Demonstrates professional demeanor in:

Behavior  
Appearance  
Communication

- 1.5 Shows evidence of interest and ability to engage in career-long learning, (e.g., takes initiative for learning beyond minimum requirements)
- 1.6 Uses supervision consultation (e.g., seeks information from others in addition to field instructor)

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

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

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

- 3.1 Distinguishes, appraises, and integrates multiple sources of knowledge, including research

<p>based knowledge and practice wisdom</p> <p>3.2 Analyzes models of assessment, prevention, intervention and evaluation</p> <p>3.3 Demonstrated effective communication in working with individuals, families, groups, organizations, and communities:</p> <p style="padding-left: 40px;">Oral</p> <p style="padding-left: 40px;">Written</p>
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**Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3**

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

<p><b>Competency 4: Intern engages diversity and difference in practice.</b></p> <p style="text-align: center;"><b>Practice Behaviors:</b></p> <p>4.1 Recognizes the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power</p> <p>4.2 Gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>4.3 Recognizes and communicates their understanding of the importance of difference in shaping life experiences</p> <p>4.4 Views themselves as learners and engage those with whom they work as informants</p>
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**Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4**

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

<p><b>Competency 5: Intern advances human rights and social and economic justice.</b></p> <p style="text-align: center;"><b>Practice Behaviors:</b></p> <p>5.1 Understands, (i.e., “can identify and articulate”) the forms and mechanisms of oppression and discrimination</p> <p>5.2 Advocates for human rights and social and economic justice; and engage in practices that advance social and economic justice</p> <p>5.3 Engages in practices that advance social and economic justice</p>
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**Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5**

- Advocate for a client
- Apply concept of human rights and social and economic justice during supervision and in written materials
- Research institutional challenges and constraints faced by client populations

- Consider the impact of restrictions on human rights and opportunities
- Serve on a committee that advances human rights and social and economic justice
- Testify at or attend a legislative public hearing related to human rights and economic justice
- Help a group engage in advocacy for themselves or for their community

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

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

**Competency 9: Intern responds to contexts that shape practice.**

**Practice Behaviors:**

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

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

Participate in an advocacy group



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

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

**Practice Behaviors:**

**10(a) Engagement**

- 10(a) 1.1 Substantively & effectively prepares for action with:
- Individuals
  - Families
  - Groups
  - Organizations
  - Communities
- 10(a) 2.1 Uses empathy and other interpersonal skills
- 10(a) 3.1 Develops mutually agreed-upon focus of work & desired outcomes

**10(b) Assessment**

- 10(b) 1.1 Collects, organizes, and interprets client data
- 10(b) 2.1 Assesses client strengths and limitations
- 10(b) 3.1 Develops mutually agreed-upon intervention goals & objectives
- 10(b) 4.1 Selects appropriate intervention strategies

**10 (c) Intervention**

- 10 (c) 1.1 Initiates actions to achieve organizational goals
- 10 (c) 2.1 Implements prevention interventions that enhance client capacities
- 10 (c) 3.1 Helps clients resolve problems
- 10 (c) 4.1 Negotiates, mediates, and advocates for clients
- 10 (c) 5.1 Facilitates transitions and endings

**10 (d) Evaluation**

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

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

- Be assigned to work with an individual, group, organization, community
- Articulate the working agreement and identify contributions of worker and of clients or client systems
- Identify plans and rationale for interventions
- Prepare a supervision agenda each week to review each assignment
- Compile a list of information or resources needed to achieve client goals
- Prepare assessment of case assignments to discuss in supervision
- Prepare ecomaps, genograms and other assessment tools
- Develop and implement a practice evaluation that measures goal achievement and or clinical significance
- Submit process recordings that include self-reflection on practice.

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

The following additional method specific practice behaviors for competency 10 are for your

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

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

### **Administration**

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

#### **Practice Behaviors**

**10(a) Engagement**

- 10(a)1.1 Demonstrate insight into own leadership style and practice implications
- 10(a)2.1 Identify key agency stakeholders and methods for involving them

**10(b) Assessment**

- 10(b)1.1 Design and conduct a needs assessment
- 10(b)2.1 Assess the organization's internal environment to determine needed changes

**10(c) Intervention**

- 10(c)1.1 Design and implement a program to meet identified needs
- 10(c)2.1 Demonstrate principles of human resource management (including hiring, employee evaluation, employee discipline)

**10(d) Evaluation**

- 10(d)1.1 Evaluate a not-for-profit organization by preparing and reviewing financial documents and auditing procedures
- 10(d)2.1 Design a program evaluation to assess effort and effectiveness

### **Casework**

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

#### **Practice Behaviors:**

**10(a) Engagement**

- 10(a)1.1 Develop anticipatory empathy in preparation for practice with individuals and families, particularly as it pertains to their resiliency and vulnerabilities
- 10(a)2.1 Engage in a mutual process with clients to define the problem, clarify the factors involved, and suggest next steps.

**10(b) Assessment**

- 10(b)1.1 Infer from emerging information the client's resiliency, vulnerabilities, coping and defense strategies to reinforce and improve adaptation to life situations, as well as readiness for change
- 10(b)2.1 Engage in an ongoing and evolving process of developing mutually agreed-upon goals

with individuals and families

**10(c) Intervention**

- 10(c)1.1 Critically evaluate, and select from a range of approaches, including evidence-based interventions when available, to offer the best practices in dealing with client concerns and to build resilience
- 10(c)2.1 Identify and respond to the full range of client feelings and reactions

**10(d) Evaluation**

- 10(d)1.1 Critically analyze, monitor, and evaluate the interventions with individuals and families and use this information to modify and inform work
- 10(d)2.1 Review with the client areas of accomplishment, facilitate identification of potential future challenges, and plan accordingly

## **Community Organization**

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

**Practice Behaviors:**

**10(a) Engagement**

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

**10(b) Assessment**

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

**10 (c) Intervention**

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

**10(d) Evaluation**

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

## **Groupwork**

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

**Practice Behaviors:**

**10(a) Engagement**

- 10(a)1.1 Develop skills in planning and preparing for group within organizational context (need, purpose, type of group, structure, content, composition, agency context, social context)
- 10(a)2.1 Develop clear purpose of group related to member needs and help individuals to integrate individual goals with purpose of group

**10(b) Assessment**

- 10(b)1.1 Identify individual member patterns of behavior in group and implications for worker intervention
- 10(b)2.1 Identify member and group needs related to stage of group development, i.e., applying stages of group development theory

**10(c) Intervention**

- 10(c)1.1 Intervene and promote mutual aid and cohesion throughout life of group.
- 10(c)2.1 Help group members resolve conflict

**10(d) Evaluation**

- 10(d)1.1 Assess member satisfaction and goal attainment in the group
- 10(d)2.1 Recognize effectiveness of intervention in meeting group's purpose

## **Policy Practice**

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

### **Practice Behaviors:**

**10(a) Engagement**

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

**10(b) Assessment**

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

**10 (c) Intervention**

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

**10(d) Evaluation**

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

## **EDUCATIONAL CONTRACTS**

Educational contracts are to be submitted to the student's faculty advisor by the 4<sup>th</sup> week of placement for review and suggestions. **Download the Educational Contract** from <http://ssw.uconn.edu/field-education-2/field-education-forms/> Please email to student's Faculty Advisor (**not** to Field Education Office). The purpose of this agreement is to clarify roles and responsibilities regarding the student's field work experience and to allow all participants to develop educational goals for the student. The student and field instructor develop this portion of

the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty advisor. If changes in this agreement are necessary, they will be agreed to by all parties involved. It is recognized that during the course of the year specific content may change in response to both student and agency needs. This contract, which is signed by the student, the field instructor and the advisor, provides the basis for evaluating progress in the field placement.

## EVALUATIONS

**Student Evaluation:** Evaluations of student performances by field instructors **are to be completed and submitted online** at the end of each semester. The evaluation link and directions will be emailed to field instructors a few weeks before they are due. Evaluation forms can be viewed at any time by using <http://ssw.uconn.edu/field-education-2/field-education-forms/> In addition to the areas identified on the evaluation form, students should be evaluated on the educational objectives identified and agreed upon in the Educational Contract for Field Education.

Students should be aware of the following:

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

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

### MACRO FOUNDATION PRACTICE (BASC 5390)

#### COURSE DESCRIPTION

This course is one of two required foundation practice courses taken concurrently with the first semester of field education (FED 5351). HBSE: Macro Theories (BASC 5360) and HBSE: Micro Theories (BASC 5361) are pre or co-requisites for this course. The focus of this course is on macro practice generalist knowledge and skills for working with communities, organizations and policy-making processes. Students will be introduced to the unique language and perspective of macro practice as a capacity building and strengths based intervention. Content includes definitions of and ways to assess and analyze communities, organizations and policy processes. Emphasis will be given to strategies and tactics for achieving change in communities, organizations and policies to improve services for oppressed groups and populations at risk. The content will explore the multidimensional aspects of diversity and its intersection with macro practice to promote social, economic and distributive justice. The unique ethical dilemmas, value mandates and ethical decision making associated with macro practice will be addressed.

#### COURSE OBJECTIVES

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

- Advocate for client access to services by using force field analysis to design a change strategy that improves service delivery.

- Practice personal reflection and self-correction to assure continual professional development in assessing and intervening communities.
- Attend to professional roles and boundaries by delineating and describing social work roles in community practice.
- Use supervision and consultation to complete an organizational assessment of the field work agency.
- Recognize and manage personal values in a way that allow professional values to guide a geographic community assessment and practice in the field agency setting.
- Apply the National Association of Social Work Code of Ethics and the International Federation of Social Workers /International Association of Schools of Social Work ethics in Social Work –Statement of Principles when applicable in ethical decision-making when attending to issues of power, social, economic and distributive justice.
- Tolerate ambiguity in resolving ethical conflicts when creating a change strategy in the three distinct methods: community organization, administration, and policy practice.
- Apply strategies of ethical reasoning to understand diversity, oppression and structural discrimination in order to promote collaboration, cooperation and inclusiveness in communities and organizations.
- Demonstrate effective oral and written communications in engaging different constituents in all phases of macro practice: Preparation and engagement, assessment, intervention planning, intervention, termination and evaluation in community, administration and policy practice.
- Analyze, formulate, and advocate for policies that advance social well-being by understanding policy making processes: understanding the political environment, developing a political strategy, agenda building, and involving clients in the processes.
- Collaborate with colleagues and clients for effective policy action by applying strength-based and capacity building perspectives in working with communities, organizations and policy practice.
- Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes by conducting a geographic community assessment and organizational assessment.
- Provide leadership in promoting sustainable changes in service delivery by identifying practice strategies in organizations: strategic planning, program development, and culturally relevant social service programs.
- Engage with communities, constituencies, and organizations to assess and analyze community/organization capacities, strengths and needs.
- Use empathy and other interpersonal skills in all phases of macro practice.
- Develop a mutually agreed-on focus of work and desired outcomes in a simulation change strategy using force field analysis.
- Assess opportunities to engage in social and political action to achieve organizational goals.
- Implement prevention intervention that enhances client systems’ capacities based on organizational assessment.
- Negotiate, mediate, and advocate to ensure that all people have equal access to resources and opportunities they require to meet basic needs.

**Assignments:** Students will complete three written assignments. The first is an assessment of the geographic community served by the agency. The second assignment guides the student

in collecting and assessing information about the field placement agency. The third and final assignment is a force field analysis of a planned changed strategy that the student could envision carrying out at their field work agency.

## **MICRO FOUNDATION PRACTICE (BASC 5391)**

### **COURSE DESCRIPTION**

This course is one of two required foundation courses to be taken concurrently with the first semester of field education: HBSE: Macro Theories (BASC 5360) and HBSE: Micro Theories (BASC 5361) are pre or co-requisites for this course. The course examines the mission, values and ethics of the social work, including its commitment to diversity, populations-at-risk and social/economic justice. The course also provides the foundation for micro social work practice, knowledge, values and skills associated with generalist practice with individuals, families and groups within the context of organizations and communities.

### **COURSE OBJECTIVES**

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

- Understand and describe the historical development of micro practice within the social work profession;
- Identify and apply the values and ethics associated with generalist social work practice with individuals, families and groups;
- Identify and describe the relationship between agency/community context and micro practice;
- Identify the processes common to micro practice with individuals, families and groups including:
  - a) preparing for practice;
  - b) developing empathy and other interpersonal skills;
  - c) viewing self as a learner to be informed by the client(s);
  - d) developing mutual working agreements;
  - e) engaging;
  - f) assessing and formulating goals;
  - g) selecting and implementing interventions;
  - h) monitoring and evaluating progress; and
  - i) facilitating transitions and terminating services, as applied within the context of an ecological, strengths and capacity building perspective;
- Describe how you utilize the skills common to micro practice with individuals, families and groups including:
  - a) preparing for practice;
  - b) developing empathy and other interpersonal skills;
  - c) viewing self as a learner to be informed by the client(s);
  - d) developing mutual working agreements;
  - e) engaging;
  - f) assessing and formulating goals;
  - g) selecting and implementing interventions;
  - h) monitoring and evaluating progress; and

- i) facilitating transitions and terminating services, as applied within the context of an ecological, strengths and capacity building perspective;
- Identify and describe how generalist micro practice principles are differentially applied with individuals, families, and groups;
- Identify and describe how generalist micro practice principles are differentially applied with a variety of client populations, perceived needs and/or type of service provided;
- Demonstrate the ability for self-reflective practice and self awareness;
- Demonstrate appropriate use of self in the helping process;
- Demonstrate the ability to use research evidence to inform practice;
- Demonstrate the appropriate use of supervision and consultation.

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

**FIELD ADVISING SEMINAR**  
**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 composed of both first and second year student advisees of the instructor. The seminar provides students with the opportunity to share and reflect on their experiences in their field placements and to find ways to maximize their value. Students are helped to deal with setting related issues through peer support and feedback from each other and the instructor. Class content includes professional demeanor and how it contributes to a successful field experience and future practice.

**Course Objectives**

Upon satisfactory completion of the Field Advising Seminar students will have

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

[1.1.6]

**LEARNING/TEACHING FORMATS**

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



## **EVALUATION OF STUDENT LEARNING**

Students receive an “S” (Satisfactory) or “U” (Unsatisfactory) for the field seminar courses. 100 % of the student’s grade is based on class participation.

Student attendance at field seminar is mandatory. If an emergency or some unforeseen circumstance causes a student to miss a field advising seminar, he or she should be in immediate contact with his/her faculty advisor.

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

1. The paper needs to be 3-5 pages in length.
2. Each concentration will determine the main focus of the paper for each of the 4 sessions.
3. The paper should be related to the students’ field experiences, and should be both reflective and contain references to the field related material, e.g., The Field Manual, educational contract, competencies and practice behaviors.
4. The paper is due no later than 2 weeks after the missed session.

## **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.

# **ADVANCED METHOD CONCENTRATIONS:**

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

# ADMINISTRATION

## ADMINISTRATION EDUCATION IN THE FIELD

Administration in social work is a dynamic, creative process that requires a blend of theory competencies and practice; therefore, field education plays a major part in the educational program along with the academic courses. Students majoring in administration complete 12 credits in required administration courses. The content and major assignments in these courses are detailed later in the document. Practicum or field placement is taken concurrently with the required methods courses in administration to encourage integration of field and classroom learning.

Since its inception in 1977, the Administration Concentration has required applicants to have social service experience and demonstrated capacity to become leaders in social work. Therefore, field placements are carefully selected to build on and enhance the experiences that students bring with them into the program. Following one semester of foundation practice field work, the remaining field work experiences focus on administration. Expectations for selection of field placements and design of field learning experiences are spelled out in the following pages. Field placements are made in a wide variety of public and non-profit agencies, primarily in Connecticut and Western Massachusetts. These varied placements allow students to work with diverse clients and oppressed groups. The success of our graduates in attaining leadership positions in social agencies ensures that there are ample high quality field placements with social work-trained field instructors in management level positions.

As in all advanced methods concentrations, the curriculum in administration builds on students' foundation knowledge and skills in research, values and ethics, social work practice, human behavior and the social environment, social policy, work with special populations, and human diversity. In the administrative field practicum and in the concurrent methods courses, particular attention is given to the values of the profession as they are expressed, for example, in democratic participation in the workplace by staff and clients, in equity and justice with respect to distribution of organizational resources, and in developing and supporting a diverse workforce.

Moreover, advanced practice in administration is informed by knowledge of human behavior across individuals, groups, organizations and communities in myriad ways. For example, program development is based on understanding human needs and motivation across the life cycle. Organizational supports are aimed at meeting employees' professional and personal needs. The concepts of power, leadership and influence are integrated throughout the curriculum in administration.

Finally, as in each of the method concentrations, students majoring in administration must be able to use research to inform their practice and evaluate their own efforts. These skills are further developed as students gain mastery of program evaluation techniques and processes essential for planning and developing programs that grow out of evidence-based practices.

## COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

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

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

### Practice Behaviors

- 1.1 Work collaboratively with other organizations and groups
- 1.2 Recognize the importance of professional conduct and of personal/professional development.

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

- Identify during supervision organizations and /or groups to collaborate with
- Identify differential ways of collaborating: identify barriers, constituents and stakeholders
- Identify during supervision the importance of professional conduct (through use of self?)

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

### Practice Behaviors

- 2.1 Advance effective and efficient social service delivery and access to resources in organizations
- 2.2 Apply ethical reasoning in promoting human rights and social justice in assessment, intervention and evaluation of organizational practice.

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

- Identify ways to effectively advance efficient service delivery
- Discuss during supervision ethical reasoning and how it can be applied to human rights and social justice
- Discuss and identify how to use ethics to the evaluation of organizational practice

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

### Practice Behaviors

- 3.1 Identify and differentiate fiduciary duties and responsibilities in non-profit agencies of boards, executive officers, directors, managers and supervisors
- 3.2 Identify and describe the major traditional and emerging theories of leadership and apply these theories to actual administrative functions and experiences.

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

- Identify during supervision fiduciary responsibilities in the non-profit agencies
- Differentiate in supervision fiduciary duties of the boards, executive officers, upper and middle management
- Apply leadership theories to administrative functions and experiences

**Competency 4: Engage diversity and difference in practice.**

### Practice Behaviors

- 4.1 Use selected tools/instruments to assess diversity in the organization's internal environment to determine needed changes in the agency such as in staff, staff development, space layout, building maintenance, and work mechanisms and technologies
- 4.2 Utilize strengths of differing life experiences to build inclusive multicultural organizations.

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

- Use selected tools to assess the organization's internal environment
- Determine needed changes (staff, staff development, space layout, etc.) in the agency
- Identify during supervision the strengths of utilizing life experiences to build inclusive multicultural organization

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

**Practice Behaviors**

- 5.1 Apply elements of modern image management including media relations and public information and develop a public relations plan to promote human rights and social and economic justice
- 5.2 Review agency client and personnel policies and procedures to ensure respect for human rights and to eliminate social and economic injustice within organizations.

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

- Develop a public relations plan
- Identify elements of image management
- Develop a plan to eliminate social and economic injustice within the organization

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

**Practice Behaviors**

- 6.1 Use best practice research to assess board involvement/volunteer involvement through the use of selected tools/instruments and apply strategies for strengthening their contributions to the agency
- 6.2 Integrate members of organizations in process and/or outcome evaluations.

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

- Use best practices identified in supervision to assess board and volunteer involvement
- Identify tools/instruments to apply strategies for strengthening their contributions to the agency
- Identify ways to integrate organizational members in process and/or outcome evaluations

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

**Practice Behaviors**

- 7.1 Select and apply organizational development strategies for improving an organization's internal environment
- 7.2 Recommend and evaluate interventions that enhance the connectivity of persons working and being served by the organization.

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

- Select organizational development strategies for improving internal environment within the organization
- Apply the organizational development strategies to the organization
- Recommend interventions that enhance connectivity of the organization staff and clients
- Evaluate interventions selected to enhance the connectivity of staff and clients

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

**Practice Behaviors**

- 8.1 Demonstrate knowledge of public policies governing social work agencies including the financial and legal responsibilities and liabilities of an International Revenue Service designated Not-for Profit [501 (c) 3] organization
- 8.2 Identify sources of organizational power and their applications in personnel situations

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

- Identify and understand the financial responsibilities of an Internal Revenue Service designated 501 (c) 3
- Identify and understand the legal responsibilities of an Internal Revenue Service designated 501 (c) 3
- Identify in supervision sources of organizational power and their application

**Competency 9: Respond to contexts that shape practice.**

**Practice Behaviors**

- 9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- 9.2 Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- 9.3 Approach and adhere to the Generally Accepted Accounting Principles(GAAP) terminology, and methodology in financial management for assessing, reporting, and evaluating the financial practices of 501(c)3 organizations

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

- Identify and appraise emerging societal trends to provide relevant services
- Identify scientific and technological developments to provide relevant services
- Identify during supervision, leadership in promotion of sustainable changes in service delivery
- Identify practices to improve the quality of service delivery

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

**Practice Behaviors**

**10(a) Engagement**

- 10(a)1.1 Demonstrate insight into own leadership style and practice implications
- 10(a)2.1 Identify key agency stakeholders and methods for involving them

**10(b) Assessment**

- 10(b)1.1 Design and conduct a needs assessment
- 10(b)2.1 Assess the organization's internal environment to determine needed changes

**10(c) Intervention**

- 10(c)1.1 Design and implement a program to meet identified needs
- 10(c)2.1 Demonstrate principles of human resource management (including hiring, employee evaluation, employee discipline)

**10(d) Evaluation**

- 10(d)1.1 Evaluate a not-for-profit organization by preparing and reviewing financial documents and auditing procedures
- 10(d)2.1 Design a program evaluation to assess effort and effectiveness

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

- Identify student's own leadership style and practice implications
- Identify elements of a needs assessment
- Identify organizations internal environment to determine needed change
- Discuss and identify a program design to meet identified needs, discuss ethics of design, inclusivity of design and implementation steps
- Develop or Review a Personnel Manual to include human resource management principles as they apply to hiring practices, performance evaluations and disciplinary steps when needed
- Discuss and identify elements of a not-for-profit organizations evaluation including financial reviews and audits

# **BUILDING ON FOUNDATION KNOWLEDGE AND PRACTICE SKILLS**

## **PLANNING A PLACEMENT IN ADMINISTRATION**

### **ELEMENTS OF AN OPTIMAL FIELD PRACTICUM IN ADMINISTRATION**

Each placement plan should be designed to meet the learning needs of the individual student and take advantage of the best learning opportunities afforded by the agency setting. In addition to the specific learning activities outlined in the plan, the optimal field placement in administration has the following attributes:

- *Builds on past experiences* - A practicum individually tailored to meet the student's learning needs and future career plans that successfully integrates and builds on her/his past experience in social work and the foundation semester of multi-method practice.
- *Integrates field and class learning* - A plan for learning designed at least in part around the content of each of the required method concentrations courses, both foundation and advanced concentration, ideally concurrent with the student's enrollment in each of the courses.
- *Ensures sufficient complexity of tasks* - Learning opportunities that are complex and challenging regardless of the extent of the student's past social work experience.
- *Provides opportunities for achievable projects* - A plan for learning designed around a project, or projects, that are achievable during the placement and offer opportunities for developing and evaluating specific knowledge and skills in administration.
- *Provides breadth of exposure* - A set of placement activities that offers broad exposure to agency operations, administrative functions, and the agency's publics, (e.g. clients, funders, staff, volunteers, and the Agency's board).
- *Allows a degree of risk* - Learning activities and projects that offer the challenge and opportunity for risk-taking for the student; the Field Instructor, and the agency.
- *Has clear expectations* - A well-defined and mutually agreed upon contract detailing learning opportunities for the student, and contributions to the agency of the 560-hour field placement.
- *Is characterized by collegiality* - A collegial, professional relationship between the Field Instructor and the student in Administration.
- *Promotes self-assessment* - A Field Instructor willing to assess his or her own skills and style in leadership and management in a way that fosters student learning during the placement.
- *Fosters professional development* - Activities in the field provide exposure to, and involvement in, activities that are consistent with the mission of social work and that represent best evidence based practice; promoting equity and social justice, and advocating and organizing to meet the needs of people in neighborhoods, communities and in the global society.



**SEQUENCING AND OBJECTIVES OF REQUIRED COURSES**  
**FOUNDATION FIELD EDUCATION**

In their first semester, students are enrolled in FED 5351, spending a total of 280 hours in the field placement agency. They also enroll in a Field Advising Seminar, FED 5301. Concurrently, they are enrolled in two foundation practice courses - BASC 5390, Macro Foundation Practice, and BASC 5391, Micro Foundation Practice. In their field placement during this first semester, students need to have a minimum of two assignments, one in a macro practice method and one in a micro practice method, in order to have a well-rounded experience of practice with various sized client systems.

An Educational Contract will be developed during the first four weeks of placement with the field instructor in consultation with the student’s faculty advisor. It identifies the educational objectives for the placement in terms of the knowledge and skills to be gained, the assignments that will provide opportunities for learning, and the products, materials, and/or publications that will likely result from placement activities. Additionally, the educational contract should specify the first semester assignments outside of the student’s major. The educational contract, which is to be signed by the student, field instructor, and the faculty advisor, provides a basis for evaluating progress in the field placement.

**ADVANCED CONCENTRATION FIELD EDUCATION**

In their second semester, students bring to completion assignments in other methods and begin to concentrate on assignments in their method concentration of administration. They are enrolled concurrently in FED 5352, second semester field education spending an additional 280 hours in the field placement agency. Students are also enrolled in FED 5302, the Field Advising Seminar, and the first required administration methods course, ADMN 5301 - Managing People: Communication Skills in Supervision, Personnel, Management and Leadership.

**SELECTION OF SECOND YEAR PLACEMENT**

Organizational structure and culture - including formal and informal authority structures, decision making processes, funding sources, accountability systems, and personnel and financial management systems - are critical elements to administrative practice. The concentration, therefore, emphasizes the importance of placement in two different agencies during the student’s program. Optimally, students are placed in one public and one private agency and in settings that vary in size.

**ADMINISTRATION CONCENTRATION**

<u>COURSE</u>	<u>CREDITS</u>	<u>SEMESTER</u>
<b>ADMN 5301</b>	<b>3</b>	<b>Spring – 1<sup>st</sup> year</b>
<b>Managing People: Communication Skills in Supervision, Personnel Management and Leadership</b>		
Concurrent with FED 5352 & Field Advising Seminar FED 5302		
<b>POPR 5310</b>	<b>3</b>	<b>Spring – 1<sup>st</sup> year or Fall – 2<sup>nd</sup> year</b>
<b>Program Planning, Development and Evaluation</b>		
Concurrent with FED 5352 & Field Advising Seminar FED 5302 or ADMN 5353 &		

Field Advising Seminar FED 5310

**ADMIN 5302**

**3**

**Fall – 2<sup>nd</sup> year**

**Managing Money: Financial Management Strategies and Fiscal Responsibilities for Social Administrators**

Concurrent with ADMN Field 5353 & FED 5310

**ADMN 5303**

**3**

**Spring – 2<sup>nd</sup> year**

**Creating and Managing Opportunities in the Organization's Internal and External Environments**

Concurrent with ADMN Field 5354 & FED 5311

### **INTEGRATING FIELD AND CLASSROOM LEARNING**

The charts that follow detail, semester by semester, significant content in each of the required practice and methods courses. The charts also contain information on class assignments and suggest assignments to be carried out in the field agency as part of the student's field practicum. The aim of this is to enhance student learning with field assignments that enable timely application, practice, and evaluation of new knowledge and skills in macro and micro practice in the first semester, and in administration in the following three semesters.

While it is optimal to match field assignments with the timing of the relevant administration course, it is not required. We realize that agency needs often shape the timing and availability of projects. The field assignments suggested in this section summarize the more detailed suggestions made under each competency earlier in this document. Note that a single field project, especially one that is complex, can often address several or even many practice behaviors. Relevant practice behaviors are suggested under the summary assignments to illustrate this. Please also note that some practice behaviors, especially 1.1, 1.2, and 2.2, cut across all assignments.

## **Semester II - ADMN 5301 - concurrent with FED 5352 and SEM 5302 Spring 1<sup>st</sup> year**

### **COURSE DESCRIPTION**

This is the first in a series of four required courses for students majoring in Administration. Prerequisites are BASC 5390 and 5391, Macro and Micro Foundation Practice, and FED 5351 and FED 5301. The course is taken in the spring semester of the first year of field concurrently with FED 5352 and FED 5302. This methods course in administration covers leadership theory and analysis, supervision, personnel/human resource management, with emphasis on interactional skills. The aim of the course is to prepare students to function effectively in supervisory and administrative roles and to use themselves in creative professional ways in exercising leadership in human service settings.

### **COURSE OBJECTIVES**

Managing People, as the beginning course in Administration, covers leadership theory and analysis and all the aspects of working with people to achieve organizational goals. The course aims to prepare students to function effectively in supervisory and administrative roles and to learn how to use themselves professionally in human service organizations. At the conclusion of the course students will be able to:

- recognize the importance of professional conduct and of personal/professional development
- apply ethical reasoning in promoting human rights and social justice in supervision and human resource management
- identify and describe the major traditional and emerging theories of leadership and apply these theories to actual administrative functions and experiences
- demonstrate knowledge of public policies and legal mandates governing human service organizations
- identify sources of organizational power and their applications in personnel situations
- through review and improvement of agency personnel policies and other procedures, work to ensure respect for human rights and to eliminate social and economic injustice within organizations
- demonstrate beginning insight into their leadership style preferences and discuss the effectiveness implications of these preferences
- demonstrate enhanced skills in supervisory communications, especially ability to give constructive feedback to employees and colleagues
- describe and apply principles of personnel/human resources management including hiring, employee evaluation, staff development, and employee discipline
- identify major trends in the diversity of the U.S. population and their relevance to human service management and to apply this knowledge through beginning skills in hiring, supervising, training and advocacy for more diverse and anti-oppressive social services.
- utilize strengths of differing life experiences to build inclusive multicultural organizations

### **Course Assignments:**

- Paper analyzing legal risks in personnel and other arenas in agency

- Final paper analyzing personal leadership style and opportunities
- Group project preparing and delivering a training to the class

**OPTIMAL FIELD ASSIGNMENT:**

A supervised supervisory experience, with ample opportunity for student reflection on style. Where participation in staff supervision is impossible, team management, supervision of volunteers or of undergraduate students could be considered. At a minimum, the supervisory process should be an element of field instruction, even if through observation and analysis. Students should also be exposed to the personnel systems in the agency, including personnel policies, hiring practices, staff evaluation, classification, pay and benefits, administration, and legal protections. (5.2, 10.c.2)

**OTHER ASSIGNMENTS:**

The student should be given other leadership opportunities in the agency, and opportunities for self-analysis of role. These can include: participation in staff work groups; responsibility to facilitate a committee; planning and delivering staff development sessions; development of peer supervisory process; analysis of agency reward and evaluation systems. The projects selected should involve the student in the agency's work to enhance and manage workplace diversity. (Potentially addresses: 3.2; 4.1, 4.2, 7.2, 8.2, 10.a.1, 10.a.2)

**Semester II or III POPR 5310 - concurrent with ADMN 5353 & SEM 5310 Fall, 2<sup>nd</sup> year**

**COURSE DESCRIPTION**

This method course is required for all students majoring in Administration, Community Organization and Policy Practice. Prerequisites for *Administration and Policy Practice* majors are Macro Foundation Practice (BASC 5390). Micro Foundation Practice (BASC 5391), FED 5351 and FED 5301; prerequisites for *Community Organization* majors are CORG 5301, FED 5352 and FED 5302. This course must be taken concurrently with field education in the student's major method

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs: setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation strategies, develop a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

**COURSE OBJECTIVES**

After completing this course, students will be able to:

- Recognize the extent to which institutional structures may oppress, marginalize, alienate, client systems.
- Advocate social welfare programs and policies that promote human rights, social and economic justice.
- Identify and critically evaluate sources of data that can be used to develop and evaluate social programs.

- Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes.
- Forecast policy and programmatic trends to position the organization to respond to immediate and future needs of diverse populations.
- Define successes and establish measurable outcomes including the use of logic model.
- Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs and publication.
- Demonstrate the ability to write a comprehensive program proposal, and identify potential funding sources for the proposal.

**OPTIMAL FIELD ASSIGNMENT:**

Significant involvement or responsibility for design of a new program or a re-design of an existing agency program, including needs assessment and funding search. This may include preparation of a proposal or draft proposal for an outside funding source, or a proposal for agency in-house consideration. (Potentially addresses 2.1, 6.2, 9.1, 9.2, 10.a.2, 10.b.1, 10.b.2, 10.c.1, 10.d.1, 10.d.2)

*NOTE: the program selected can be service oriented or a management program (such as staff development; computerization, etc.)*

**Semester III ADMN 5302 - concurrent with ADMN 5353 & SEM 5310 Fall 2<sup>nd</sup> year**

**COURSE DESCRIPTION**

This course teaches the fundamental principles and processes in financial management processes, budgeting systems, preparation and execution of budgets, basics of accounting, use of computer spread sheets, managerial accounting, financial statements, cost analysis, inventory and fixed asset accounting, funding sources, financial performance measures, internal control and external audits, fiduciary relationships and responsibilities, liabilities in 501(c) 3, ethics in finance, forecasting and risk assessment.

**COURSE OBJECTIVES**

Upon the completion of the readings, in-class exercises, homework assignments, and the final examination students will:

- Know why financial management is so important for the maturation of not-for-profit agencies and administrators.
- Know the financial and legal responsibilities and liabilities of an Internal Revenue Service (IRS) designated Not-for-Profit organization.
- Identify and differentiate fiduciary duties and responsibilities in non-profit agencies of boards, executive officers, directors, managers and supervisors,
- Recognize the importance of and ascribe to the values of professional ethical conduct in finance in organizations.
- Approach and adhere to the Generally Accepted Accounting Principles (GAAP) terminology, and methodology in financial management for assessing, reporting and evaluating the financial practices for 501(c) 3 organizations, and the specific requirements for performing fund accounting with multiple funders and

contractual obligations, and the use the accrual basis of accounting and double-entry method to prepare accounting journals and ledgers.

- Recognize and utilize the electronic resources for bookkeeping and financial management.
- Recognize the importance of budgeting and utilize the budget process as a tool for negotiating, advocating, planning, allocating and controlling resources and services in that reflect knowledge about the needs of the community, core social work principles and values in ethics, human rights, diversity, competency, and best practices.
- Engage, assess, intervene and evaluate a not-for-profit organization by preparing and reviewing:
  - simple line-item budgets, program and performance budgets,
  - budget justifications and narratives,
  - budget variances,
  - financial statements (balance sheets, income statements, and cash flow statements)
  - performance ratio and ratio analyses
  - internal and external program and financial audits, using the IRS Form 990
  - implementing post-audit recommendations and requirements
  - risk assessments for an agency
  - forecasting techniques and results
  - procedures and results for transitions and endings.

**Course Assignment:**

- Students are given competency based homework assignments after each major section of the course and a final examination at the end.

**OPTIMAL FIELD ASSIGNMENT:**

Opportunity to analyze and design improvements in one of the agency's financial management processes:

- financial administration
- functional budgets
- cost analysis and cost ratios
- program audit

(Addresses 3.1, 8.1, 10.d.1)

**Note: Student must have exposure to the agency's systems for financial accounting, planning, and reporting.**

## **Semester IV ADMN 5303 - concurrent with ADMN 5354 & SEM 5311 Spring 2<sup>nd</sup> year**

### **COURSE DESCRIPTION**

Creating and Managing Opportunities in the Organization's Internal and External Environment is the final of four required methods courses for Administration majors. Students are required to take this course concurrently with the last semester of field education, ADMN 5354 and FED 5311. The course focuses on selected internal and external challenges and opportunities for the social work administrator. These include staff relations and organizational climate, the use and organization of the organization's physical environment, the voluntary board, public relations, and strategic alliances. The course gives students opportunities to develop a range of knowledge and skills in work with staff, volunteers, the media, and partners in the community to maximize opportunities to enhance the organization and its services to clients and the community.

### **COURSE OBJECTIVES**

As the final course in Administration, this course assists students in gaining new skills and knowledge in administration as well as continuing to practice those skills gained previously. Upon completion, students will be able to:

- use selected tools/instruments to assess an organization's internal environment to determine needed changes in the agency such as staff, staff development, space layout, building maintenance, and work mechanisms and technologies
- select and apply organizational development strategies for improving an organization's internal environment
- understand the role/responsibilities of policy making boards of directors as well as volunteers and the role they can play in maximizing both the agency's services and its image in the community;
- delineate the characteristics of an effective board of directors and volunteer staff,
- develop strategies for recruiting board members/volunteers;
- use best practice research to assess board involvement/volunteer involvement through the use of selected tools/instruments and apply strategies for strengthening their contributions to the agency
- integrate members of organizations in process and/or outcome evaluations
- recommend and evaluate interventions that enhance the connectivity of persons working and being served by the organization
- understand how changes in the internal and external environment can impact staff development needs
- select and apply staff development strategies to effectively and creatively respond to internal/external developments/changes
- define and apply the elements of modern image management including media relations and public information and develop a public relations plan
- analyze critical incidents in an agency and develop a public relations strategy for dealing with such situations
- understand the context in which agencies operate, and when and why partnerships and collaboration with other organizations can strengthen agencies and services
- work collaboratively with other organizations and groups.

**Course Assignments:**

- Paper analyzing an agency change and implications for staff development
- Paper presenting findings of an organizational assessment and outlining proposed organizational change interventions.
- Brief press statement in response to a critical agency incident.
- Assessment of a Board of Directors or Volunteer Program and discussion of strategies for improvement.

**OPTIMAL FIELD ASSIGNMENT:**

- identify a particular training need within the agency or organization. Analyze whether the need has resulted from a policy or program change or a skill or knowledge deficit on the part of the staff. Develop a comprehensive training plan to meet the identified need, including overall objectives, definitive learning objectives, methods, materials and evaluation tools. Provide the training to identified staff and evaluate the results. (Potentially addresses: 2.1, 4.2, 6.2, 7.1, 7.2, 9.1, 9.2, 10.b.1, 10.c.1)
- plan and implement a program to recruit and train volunteers to work in the agency. (6.1, 7.1, 7.2, 9.2)
- plan and implement a program to improve some aspect of the agency's work environment: space layout, building maintenance, work mechanisms and technology. (4.1, 7.1, 7.2, 10.b.2)
- plan and implement an image management plan for the agency, including a media relations strategy.(5.1)
- work with the agency's board to develop and implement a plan to strengthen the board's ability to carry out its responsibilities. (5.2, 6.1, 7.2, 8.2, 10.b.2) organize and facilitate a team in the agency to work on a specific improvement project. (7.1, 7.2. 10.b.2)



# CASEWORK

## CASEWORK EDUCATION IN THE FIELD

The Casework Concentration seeks to develop students' knowledge, values, and skills in working with individuals and families. To maintain the dual focus of people and environment, emphasis is placed on making environmental assessments and interventions. Casework is committed to assisting clients in challenging internal and external blocks to attaining needed resources and opportunities. It places special emphasis on working with vulnerable and oppressed groups. Casework students will learn to become scholarly, competent and skillful practitioners who imbed casework practice within the larger context of social change and social action, adhering to the Social Work Code of Ethics and to culturally competent practice. Field education allows students to integrate knowledge and theory with practice skills.

Many concepts germane to casework practice such as engagement, exploration, contracting and assessment are introduced in BASC 5391, the Micro Foundation Practice course, during the first semester of fieldwork and are approached again in incrementally greater depth in subsequent casework courses. The conceptual framework underlying casework courses is derived from the ecological systems practice perspective and includes the life model, empowerment and bio-psycho-social approaches to social work practice, which emphasize the interaction between persons and their environment. Although this perspective guides the method's thinking about practice, content on different and competing practice approaches is also presented. 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 Casework Concentration

### **COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS**

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

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

#### **Practice Behaviors:**

- 1.1 Demonstrate professional use of self with individuals and families
- 1.2 Engage in constructive self-reflection and evaluation to improve practice with individuals and families

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

- Identify during supervision differential use of self related to work with individuals and families
- Identify strengths and weaknesses in relation to differential use of self with individuals and families
- Identify personal values and how they may conflict with the values of the social work profession

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

#### **Practice Behaviors:**

- 2.1 Identify and develop strategies to address ethical issues and/or dilemmas involving clients and/or agency personnel
- 2.2 Recognize and manage personal values as they influence the working relationship/helping process with individuals and families

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

- Identify ethical dilemmas related to agency policies and practice
- Identify ethical dilemmas related to behavior of agency personnel

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

**Practice Behaviors:**

- 3.1 Critically examine and select from the range of assessment, intervention, and evaluation approaches that could be used in a particular situation, such that the multidimensional nature of the work is addressed
- 3.2 Effectively generate and present professional information in verbal and written format to clients, and professional staff, synthesizing scholarly knowledge and practice wisdom

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

- Present a report to staff on a social work issue or case study
- Apply critical thinking-including social work theory and knowledge-to assessment and treatment of clients

**Competency 4: Engage diversity and difference in practice.**

**Practice Behaviors:**

- 4.1 Be knowledgeable about the ways in which diversity affects explanations of well-being and help seeking behavior, and can apply the knowledge to practice
- 4.2 Identify and use client input to enhance client well-being

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

- Discuss in your process recording or supervision the influence of culture on your client's view of the presenting problem
- Identify the influence of one's own culture on one's practice with clients

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

**Practice Behaviors:**

- 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma in working with individuals and families
- 5.2 Engage in practices that advance social and economic justice for individuals and families through focus on empowerment

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

- Help client advocate for self in relation to benefits and entitlements that are due him or her
- Advocate on behalf of a client to have their basic human needs met
- Help a client navigate through large bureaucratic systems

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

**Practice Behaviors:**

- 6.1 Use practice experience to develop research questions to strengthen work with individuals and families
- 6.2 Use research evidence to select interventions in practice with individuals and families.

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

- Formulate a research question that emanates from one's practice with individuals and families
- Effectively apply "best practices" to ones work with individuals and families

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

**Practice Behaviors:**

- 7.1 Apply bio-psycho-social-spiritual theories of human behavior and the social environment to guide work with individuals and families
- 7.2 Evaluate the strengths and weaknesses of various theoretical perspectives and apply them differentially to individual and family situations

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

- Identify the impact of the social environment on the clients presenting problems
- Identify the age-related factors that influence your work with individuals and families

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

**Practice Behaviors:**

- 8.1 Identify and critique agency and/or macro-level policies as they affect client well-being
- 8.2 Collaborate with colleagues and/or clients for effective policy action on behalf of services delivered to individuals and families

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

- Select an agency policy that you would like to change in order to better serve your clients
- Outline the steps that you would take to change an agency policy

**Competency 9: Respond to contexts that shape practice.**

**Practice Behaviors:**

- 9.1 Analyze the context of practice and its implications for services to individuals and families
- 9.2 Work to influence the context of practice and its implications for services to individuals and families

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

- Identify elements in the agency environment that influence service delivery
- Discuss your initial reaction to walking into the agency e.g., feelings of welcome, staff attitudes toward clients, etc.

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

**Practice Behaviors:**

**10(a) Engagement**

- 10(a) 1.1 Develop anticipatory empathy in preparation for practice with individuals and families, particularly as it pertains to their resiliency and vulnerabilities
- 10(a) 2.1 Engage in a mutual process with clients to define the problem, clarify the factors involved, and suggest next steps.

**10(b) Assessment**

- 10(b) 1.1 Infer from emerging information the client's resiliency, vulnerabilities, coping and defense strategies to reinforce and improve adaptation to life situations, as well as readiness for change
- 10(b) 2.1 Engage in an ongoing and evolving process of developing mutually agreed-upon goals with individuals and families

**10(c) Intervention**

- 10(c) 1.1 Critically evaluate and select from a range of approaches, including evidence-based-interventions when available, to offer the best practices in dealing with client concerns and to build resilience
- 10(c) 2.1 Identify and respond to the full range of client feelings and reactions

**10(d) Evaluation**

- 10(d) 1.1 Critically analyze, monitor, and evaluate the interventions with individuals and families and use this information to modify and inform work
- 10(d) 2.1 Review with the client areas of accomplishment, facilitate identification of potential future challenges, and plan accordingly

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

- Anticipate what client might be feeling as they begin first session with you
- Explore effectively the client's view of the problem
- Identify the major coping/defense mechanisms that client has used to adapt to difficult life circumstances
- Help client identify one attainable goal upon which to build future success
- Select and evaluate one evidence-based intervention that best suits the client's needs
- Respond empathically to client feelings and reactions unfamiliar to one's life experiences

- Identify those interventions that were successful and describe your measure of success
- Identify an intervention that was not successful and describe your measure of lack of success
- Help client identify gains made in treatment.

## **FIELD ASSIGNMENTS**

**Recommended Case Assignments/Contact hours:** There should be sufficient variety in case assignments across 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.

In developing casework practice assignments, it is useful to think of numbers of contact hours in addition to numbers of cases. For instance, 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. The terms "case" or "client" are used to designate work with an individual or family. In keeping with the expectations of foundation field, students are also encouraged, particularly in the first semester, to gain experience in group work and in the macro concentrations.

### **Students doing 20 hours per week:**

- First year - casework students are expected to carry 5 cases/contact hours regularly beginning with 2 by the second week of field and increasing to 5 by the middle to end of the first semester.
- Second year (advanced) casework students are expected to carry 8 cases/contact hours regularly beginning with 3 by the second week of field and increasing to 8 by the middle to the end of the first semester.

### **Students doing 15 hours per week:**

- First year – casework students will generally carry 3-4 cases/contact hours regularly.
- Second year (advanced) - casework students will generally carry 6 cases/contact hours regularly

**Students in summer block:** Summer block students will generally carry 14 cases/contact hours regularly.

**Case Assignments and Course Work:** Some of the cases assigned to casework students need to be seen over a period of time and beyond the engagement and assessment phases of the helping process to ensure integration of classroom material. Refer to assignments in the casework method course charts above for additional information.

## **EXPECTATIONS FOR WRITTEN WORK**

**Process Recordings:** The School requires that Casework students write process recordings regularly. All students, whether they are doing 20 or 15 hours per week placements or are students in summer block placements, will complete a total of 24 process recordings each academic year, with a minimum of 8 due at the end of the fall semester and the remainder due at the end of the spring semester. Students should have 1.5-2 hours per week during placement to work on the process-recordings. Students are to organize their process recordings in a binder and bring them to each Field Seminar for their field advisor to review. While it is understood that some students may not have material for process recordings in the first few weeks of placement, it is expected that students produce written process recordings on an ongoing basis rather than waiting until the end of the semester. Students who do not complete this requirement in a timely manner may fail fieldwork or have their grade substantially lowered. The purpose of this recording is to

facilitate the integration of social work knowledge and principles of casework methodology with the student's daily practice. It also allows for the students to create a portfolio for themselves. The student is asked to analyze his/her practice in light of concepts and principles learned in the classroom and in field.

**Two templates for process-recordings are offered in the appendix.**

- **Process Recording Format #1:** This is a four-column format. It includes a verbatim recording of the session, reflection of student's feelings and analysis of practice and overall evaluation of the session.
- **Process Recording Format #2:** This is a narrative format for recording. It includes a description of what took place, impressions of the client, analysis of practice, next steps and questions for supervisory conference.

Both recordings help ensure the development of analytical and evaluative skills in students. Field instructors will determine which of these 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 casework course assignments requirements.

A third written approach to processing practice, sometimes called a "critical incident" process recording, can be used by advanced year students. It requires description of one or more parts of the interview but emphasizes major themes that emerge in the worker-client transactions. This form allows the intern and field instructor to focus on a part of the work that is particularly challenging for the student. This approach incorporates conceptual recording by requiring that students step back from the experience with the client, examine their role and objectives, evaluate the worker-client transactions, and formulate plans for the ongoing work with the client and his/her environment.

To be effective, student and field instructor must participate meaningfully in the use of process recordings. These must be written and reviewed on a timely basis. Faculty Advisors will request samples of recordings throughout the year.

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

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

### **SEQUENCING AND OBJECTIVES OF REQUIRED COURSES**

The curriculum for casework is comprised primarily of four required courses: three sequential courses, CSWK 5301, 5302, and 5303, which are taken during the second, third and fourth semesters of field work; and the choice of one of two required casework electives, CSWK 5345 or 5346, which can be taken after the first semester of field and must be taken with field. The following charts summarize content and class assignments for each of the casework courses.

#### **Suggested field assignments and activities for each course**

Recommended assignments and activities are offered for these three courses required to be taken concurrently with field. While all the practice behaviors related to work with individuals and families apply, on some level, to all casework practice, certain of them are emphasized more

strongly in particular courses. The recommended assignments/activities for each course identify practice behaviors that directly relate to the course content and suggested field assignments/activities.

## **CSWK 5301: Casework Helping Process: The Work and Ending Phases**

The 1<sup>st</sup> of 3 sequential advanced required method courses builds upon foundation knowledge. Prerequisites: BASC 5390, BASC 5391, FED 5351, & SEMN 5301. Co-requisites are FED 5352 and SEMN 5352.

### **COURSE DESCRIPTION**

Casework 5301 is the first in a sequence of three advanced required casework method courses. Prerequisites are successful completion of Micro Foundation (5391), Macro Foundation (5390), and Field Education (5351). Field Education (5352) is a co-requisite. This course builds on content in micro and macro foundation practice courses specifically the reciprocity between person/environment exchanges, strengths in persons and environment and the ethical bases for practice. The following are emphasized within the context of the helping process; interdependence between assessment and intervention; the transactional nature of helping; life transition stressors; interpersonal stressors within families and between clients and workers; environmental stressors and monitoring and evaluating practice.

### **COURSE OBJECTIVES**

- To understand the theoretical, philosophical, professional and ethical contexts of social casework practice;
- To understand ethical principles through the practice and evaluation of appropriate professional behaviors and demonstrate conviction in identifying ethical issues involving clients and/or agency personnel; To organize data to support inferences about client biopsychosocial strengths and capacities as well as weaknesses and limitations;
- To organize data to support inferences about environmental resources and potentials as well as gaps and limits;
- To assess the level of fit between personal and environmental strengths and limitations,, applying principles of inductive and deductive reasoning;
- To conceptualize the middle and ending phases of the helping process;
- To assess and understand family structures, functions and processes;
- To conceptualize practice interventions in helping people with life transitions, including crises and traumatic events;
- To conceptualize practice interventions in helping people with interpersonal obstacles in families and between worker and client, including the ability to recognize and manage personal values as they influence the working relationship/helping process with individuals and families;
- To conceptualize practice interventions in helping people with environmental pressures emanating from organizations including policies, social networks and physical space and design, including differentiating when to advocate for and with the client and when to help the client advocate for themselves through focus on empowerment;
- To assess, formulate and illustrate the interrelationship of life transitional stressors, interpersonal stressors within families and between worker and client, and environmental stressors;
- To monitor and evaluate practice interventions in relation to responsiveness to clients; concerns and progress in ameliorating life stressors; and in relation to one's professional use of self; professional strengths, limitations and challenges;
- To conceptualize and evaluate the termination process;

- To identify the special dimensions of practice with women, people of color, other special populations and substance-abusing clients;
- To demonstrate the ability to think critically about one's own practice and to apply and articulate decision-making skills in a conscious, thoughtful manner;
- To describe, discuss and evaluate in each of the above areas using examples from practice illustratively in papers and/or journals and class presentations.

### **Course Assignments – Records of Service**

The life model is used as the framework for the practice evaluation assignments.

Students should have process recordings that show their practice during middle phase of the helping process.

- focus on the helping relationship in the middle phase of practice. Students identify, analyze and evaluate a client worker impasse.
- evaluation of middle phase practice with a client system regarding a transitional or an environmental stressor.

### **Suggested field assignments and activities:**

Students should be assigned cases that provide an opportunity to conceptualize and evaluate the middle and ending phases of the helping process. Cases should entail some in-depth practice that allows the student to describe, discuss and evaluate: the interdependence between assessment and intervention; the transactional nature of helping; interpersonal stressors between clients and workers; interventions to address life and environmental stressors and the outcomes of their practice. Casework field assignments should be used to emphasize self-reflection (2.1.1.2), managing personal values (2.1.1.1, 2.1.2.2), and clinical empowerment (2.1.5.2) on social and economic realms (2.1.8.1). Analysis of the social context and policies on the lives of clients, and their implications for service (2.1.9.1, 2.1.9.2) should be a part of the assignment.

## **CSWK 5302: Casework Practice Approaches: Differential Applications**

The 2<sup>nd</sup> of 3 required methods courses. Prerequisites are CSWK 5301, FED 5352 & SEMN 5302. Co-requisites are CSWK 5353 & SEMN 5310.

### **COURSE DESCRIPTION**

Casework 5302 is second in a sequence of three advanced required casework methods courses. Prerequisites are successful completion of Micro Foundation, Macro Foundation, Casework 5301, Field ED 5351 and 5352. Field ED 5353 is a corequisite. New theories are considered in terms of their integration with familiar practice perspectives. The course examines how different theoretical orientations and research findings inform assessment and intervention strategies.

### **COURSE OBJECTIVES**

- To conceptualize interventions that promote empathic relationships and establish rapport with voluntary and involuntary clients from diverse backgrounds.
- To further develop practice principles for using client input to identify mutual goals, clarify factors involved and suggest next steps.
- To deepen knowledge and skills related to clients' coping, defense strategies, adaptation and readiness for change as they evolve through the helping process.

- To deepen capacity for self-reflection and analysis of a full range of feelings and reactions on the part of worker and client.
- To integrate knowledge about ethnicity, social class, gender, belief systems, and other aspects of cultures into assessment and intervention.
- To critically analyze newly introduced theories and consider how they may be integrated with practice perspectives previously presented.
- To examine ways that assessment and intervention strategies are informed by different theoretical orientations and research finding.
- To develop skills in synthesizing and applying theoretical perspectives and techniques to work with specific biopsychosocial conditions, circumstances and events prevalent in contemporary social work practice.
- To build on and develop selected content previously taught, such as phases of helping, professional self-awareness, and practice monitoring and evaluation.
- To critique and analyze the relevance of various practice theories to diverse populations.

### Course Assignments

Written assignments will require the use of process recordings.

- narrative analysis of process recording
- analysis of intervention related to theory
- ego psychological and cognitive-behavioral assessment and intervention.

### Suggested field assignments and activities:

Students are expected to work directly with clients throughout the second year of placement. Each case may be either long term, or with a limited number of sessions. Ideally, students should have experiences with clients who have different needs, and which include diverse populations. As the year progresses, students are expected to become more proficient in the application of casework theories through selected interventions. Casework field assignment should emphasize practice behaviors that deal with client diversity (2.1.4.2), utilize theories that relate to HBSE (2.1.7.1), evaluate and apply differential theoretical perspectives (2.1.7.2), client assessment for client readiness for change (2.1.10b1), and self-reflection of the worker (2.1.10c2).

## CSWK 5303: Casework with Vulnerable and Resilient Populations

The 3<sup>rd</sup> of the 3 required method courses. Prerequisites are CSWK 5302, CSWK 5353, & SEMN 5310. Co requisites are CSWK 5354 & SEMN 5311.

### COURSE DESCRIPTION

This course focuses on contemporary issues and ethical dilemmas affecting professional function, roles and identity and challenges students to critically examine the empirical and practice theory literature in understanding and intervening with vulnerable and resilient populations. The unifying concept is the application of differential casework interventions. Knowledge and skills gleaned from prior courses will be integrated.

### COURSE OBJECTIVES

To consolidate the knowledge bases learned in CSWK5301 and CSWK5302 by applying them to situations of clients dealing with health and mental health issues. This includes differential application to practice of:



- a. the phases of work: assessment, engagement, contracting, middle phase, termination, and evaluation.
- b. various theoretical perspectives, including the ecological perspective, empowerment, person-environment/life model approaches, psychodynamic, cognitive-behavioral, systems theory, and derivative theories.

To develop an understanding of concepts of resiliency and vulnerability as they apply to individuals, families, and communities, and to integrate into practice approaches to building resilience.

To develop an understanding of the social worker's roles with clients facing a range of issues seen in contemporary social work practice, including but not limited to:

- a. children with learning disabilities, attachment and conduct disorders, and problems of abuse or neglect
- b. persons with chronic mental illness. This also includes the application of knowledge gained in Clinical Conditions
- c. children and adults who have experienced trauma
- d. persons with physical disabilities, and acute and chronic illness

To integrate into practice an understanding of content addressed during the entirety of the casework concentration, including but not limited to:

- a. issues related to ethics, ethical decision-making, and the handling of ethical dilemmas.
- b. the impact of agency and macro level policies on clients.
- c. appropriate use of advocacy with and on behalf of clients.

To demonstrate an understanding of the ways that clients are affected by issues of oppression, power and privilege and how these issues may interact with clients' presenting problems, and to effectively engage client cultural diversity in practice.

To consolidate and extend the student's grasp of his/her professional role in relation to agencies and institutions, their structures, policies, and services that influence clients and practice.

To integrate and consolidate a sense of professional identity as a social worker, with an emphasis on strengthening the capacity for use of self, self-awareness and self-reflection.

To integrate current research on interventions with selected populations, with practice and to integrate practice with research.

### **Course Assignments**

Written assignments will require the use of process recordings.

- an analysis of assessment for professional development and/or
- a research-informed case or special population assessment/intervention

**Capstone (Final) Assignment** –A case-based written paper which is designed to demonstrate students' understanding of foundation and advanced specialization knowledge, skills, and values.

### **Suggested field assignments and activities:**

Students are expected to be able to critically examine their casework knowledge of theories, values and skills in their work with clients. Students should have the opportunity to follow one or more cases over time where they can extensively examine the theoretical and empirical basis for their interventions. Activities to promote these goals would emphasize: Opportunity to develop and

present a comprehensive case evaluation to their supervisor and appropriate team members. (2.1.3) Student identification and articulation of salient research support for intervention with particular clients and client problems. (2.1.6) Students will present to their supervisor their critical evaluation and selection from a range of approaches, including evidence-based interventions when available, to offer the best practices in dealing with the client's concerns and to build resilience. (2.1.7 and 2.1.10(c)) Student will be given a policy assignment by their supervisor to analyze an agency, state or federal policy that adversely affects the clients served by the agency and present this to their supervisor and relevant agency staff along with their recommendations for policy change. (2.1.8) Student completes a multi-faceted evaluation of their intervention(s) with at least one client and identifies and implements appropriate changes to their intervention(s). (2.1.10(d))

## **5345: Clinical Conditions with Children and Adolescents**

This course fulfills the requirement for completion of one of two courses on clinical conditions by students majoring in Casework. Clinical Conditions with Adults and Older Adults (CSWK 5346) is the companion course that also fulfills this requirement. Prerequisites for this course are BASC 5390, BASC 5391, FED 5351 and FED 5301. Co-requisites include FED 5352 and FED 5302, or CSWK 5353 and FED 5310, or CSWK 5354 and FED 5311. BASC 5361 (HBSE: Micro Theories) may be taken either as a prerequisite or a co-requisite. Students from other method concentration who meet the requisites may take this course as an elective. However, Casework majors who need this course to meet the requirement have priority in the registration process.

### **COURSE DESCRIPTION**

This practice course addresses values, knowledge, and skills required for social work practice with children and adolescents who experience varied biopsychosocial problems related to mental disorders, and for practice with their families. It is intended to help students to think about practice situations in a spirit of inquiry, maintaining awareness of the complexity of psychiatric conditions and the limitations of our knowledge about them. Students will become familiar with current psychiatric classification systems and will learn a range of assessment and intervention skills. Students will demonstrate the ability to access the most recent empirical and practice knowledge, and to develop skills related to work in a variety of social work practice settings where mental challenges are encountered. Mental disorders will be addressed in the context of larger biopsychosocial systems. Attention is paid to differences arising from such variables as age, gender, ethnicity, race, religion, sexual orientation, and physical ability.

### **COURSE OBJECTIVES**

- To review and build upon the knowledge gained from BASC 5361.
- To understand the range of biopsychosocial conditions that are considered to be manifestations of mental health conditions in children and adolescents.
- To understand and critique both the theory of social construction of concepts of normality and pathology and the classification systems commonly used to describe these conditions.
- In keeping with an ecological framework, to understand the bidirectional relationships between mental health conditions and social problems such as poverty and violence.
- To help the student develop assessment, diagnostic, and intervention skills in work with children and adolescents with mental health challenges, and their families.

- To help the student relate empirical and theoretical knowledge derived from interdisciplinary literature to social work contexts, values, and practice approaches.
- To help the student to explore relationships between mental health challenges and such societal forces as stigma, racism, heterosexism, ableism, ageism, economic oppression, and health care disparities. These societal forces can shape manifestations of mental disorders and can promote responses (positive or negative) to them.
- To develop critical thinking in relation to 1) multiple theories about the etiology of mental health conditions and 2) various interventions such that the multidimensional nature of the work is addressed.
- Use practice experience to develop research questions to strengthen work with individuals and families
- To effectively generate and present professional information, synthesizing scholarly knowledge and practice wisdom

### Course Assignments

- A response paper to a practice issue related to clinical conditions in children and adolescents
- major research/practice paper which focuses upon a diagnostic area and a special population.

## CSWK 5346: Clinical Conditions with Adults and Older Adults

This course may be taken by Casework majors to fulfill their requirement of a course which addresses Clinical Conditions. If a Casework major chooses not to take this course, he/she must take Clinical Conditions with Children and Adolescents. Prerequisites for this course include Micro Foundation. Co requisites include Field Ed 5352, Field Ed 5353, or Field ED 5354. Students should have had a co- or pre-requisite Human Behavior 5361. Students from other method concentrations who meet the requisites may take this course as an elective, though Casework majors have priority in the registration process, given that it is for them, a required course.

### COURSE DESCRIPTION

This is a practice course which pays equal attention to the values, skills, and knowledge required for social work practice with adults and older adults who have a range of biopsychosocial problems related to mental disorders. Students will learn a range of assessment and intervention skills and become familiarized with current psychiatric classification systems. Students will demonstrate the ability to access the most recent empirical and practice knowledge and to develop skills related to work in a variety of mental health settings. Mental disorders will be learned within the context of the larger biopsychosocial system and attention is paid to differences based upon such variables as age, gender, ethnicity, religion, sexual orientation, and physical ability.

- To review and build upon the knowledge gained from BASC 5361.
- To understand the range of biopsychosocial conditions that are considered to be manifestations of mental health conditions in children and adolescents.
- To understand and critique both the theory of social construction of concepts of normality and pathology and the classification systems commonly used to describe these conditions.
- In keeping with an ecological framework, to understand the bidirectional

relationships between mental health conditions and social problems such as poverty and violence.

- To help the student develop assessment, diagnostic, and intervention skills in work with children and adolescents with mental health challenges, and their families.
- To help the student relate empirical and theoretical knowledge derived from interdisciplinary literature to social work contexts, values, and practice approaches.
- To help the student to explore relationships between mental health challenges and such societal forces as stigma, racism, heterosexism, ableism, ageism, economic oppression, and health care disparities. These societal forces can shape manifestations of mental disorders and can promote responses (positive or negative) to them.
- To develop critical thinking in relation to 1) multiple theories about the etiology of mental health conditions and 2) various interventions such that the multidimensional nature of the work is addressed.
- Use practice experience to develop research questions to strengthen work with individuals and families
- To effectively generate and present professional information, synthesizing scholarly knowledge and practice wisdom

### **Course Assignments**

- A response paper to a practice issue related to clinical conditions in children and adolescents
- major research/practice paper which focuses upon a diagnostic area and a special population.

# **COMMUNITY ORGANIZATION**

## **COMMUNITY ORGANIZATION EDUCATION IN THE FIELD**

UConn School of Social Work is one of a select social work schools that offer students the opportunity to major in community organization. Community organization is based on the assumption that social problems, such as poverty, racism, sexism, heterosexism, ageism, are primarily a function of institutionalized oppression and thus must be addressed collectively and institutionally. Community organization is deeply rooted in a legacy of promoting political, economic and social justice by embracing and initiating change with and on behalf of vulnerable and oppressed communities. This legacy differentiates community social work from other forms of community organization and from other social work methods.

Community organization is grounded on social work values and ethics and includes theoretical and practice knowledge to enhance self-determination, achieve greater equality and affect a shift in power relationships to benefit members of oppressed communities. Community organizing brings people together to collectively challenge social problems.. Community organization content emphasizes the planning process of setting goals and objectives, assessing needs, formulating and defining problems, identifying strategies and tactics, taking action, and evaluating outcomes.

Community organization highlights the knowledge, values, and skills necessary for defining and supporting various types of contemporary communities. Communities may be based on geographic location (e.g. neighborhoods, and cities); solidarity or common heritage (e.g. race, ethnicity, culture, or religion); social class and power (e.g. ownership and privilege or lack of it, socio-economic position); social networks (e.g. organizations and professional groups); shared interests (e.g. the environment, HIV/AIDS).

Jack Rothman's typology of community organization is an important framework, which includes social development and community building, social planning and policy, and social action. Each type recognizes the salient roles utilized by the organizer, and the strategies and tactics for achieving change. Thus, while faced with the same problem, issue or concern, practitioners utilizing the social action model may plan for conflict and confrontation, while other organizers may opt for social development and work towards consensus building among different stakeholders. The social planning and policy model may support fact gathering, program or policy development as more appropriate approaches to addressing the same issue.

Students majoring in community organization must complete four required community organization courses (12 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 method courses. After the first field education, community organization students move to advanced community organization courses and field education.

### **BUILDING ON FOUNDATION KNOWLEDGE AND PRACTICE SKILLS**

Foundation practice courses and field placement provide all students with basic knowledge of community social work and the other social work methods. Foundation curriculum for community organization introduces content on the history of community organization, definitions, types and history of communities and basic information for organizing and influencing communities. The latter includes Rothman's Models, the planning and problem solving process, and technical and

interactive skills for entering communities, organizational building, goal selection and developing and selecting community based interventions. The roles of the community organizer (resource person, catalyst, educator, advocate, broker, identifying and developing leaders, program developer, counselor, enabler, expert, activist, and organizer) are addressed. The primary assignment for the community organization component of the foundation methods 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 four methods courses, which will be identified later, and accompanying field education, build on the above foundation content.

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

### **COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS**

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

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

#### **Practice Behaviors:**

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

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

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

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

#### **Practice Behaviors:**

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

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

- Read the NASW Code of Ethics
- Complete self-evaluation of professional conduct when working with communities
- Analyze the agency's grants, programs, and program design models

- Identify strengths based practice when working to build inclusivity and multicultural communities and organizations
- Organize and/or create a workshop on multiculturalism
- Keep a journal/log entries reflecting on ethical decision making in social work practice
- In supervision reflect on professional conduct when working with communities and/or organizations

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

**Practice Behaviors:**

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

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

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

**Competency 4: Engage diversity and difference in practice.**

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

- Educate consumers regarding their individual rights
- Organize a voter registration campaign
- Attend lobby day at the Capitol
- Prepare and/or testify at the legislature
- Identify during supervision ways to advocate for human and civil rights both individually and collectively

- Identify ways to work toward elimination of social and economic injustice in communities vs. organizations vs. institutions vs. the larger society

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

- Reflect on professional use of self in committees, groups and other meeting settings
- Interview board members, community, and advocates regarding personal and professional role models and their influence
- Develop interview guide, tool or survey
- Observe a board or community meeting and analyze the power dynamics through use of meeting analysis or process recording

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

**Practice Behaviors:**

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

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

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



**Competency 9: Respond to contexts that shape practice.**

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

**10(a) Engagement**

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

**10(b) Assessment**

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

**10 (c) Intervention**

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

**10(d) Evaluation**

- 10(d)1.1 Involve community participants and constituencies in evaluating the effectiveness of interventions in order to recommend future actions and strengthen collective capacity.
- 10(d)2.1 Process and analyze aspects of community organization.
- 10(d)3.1 Define success and establish measurable outcomes including the use of a logic model.
- 10(d)4.1 Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs, and publications.

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

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

- Attend coalition meetings related to agency priorities
- Organize debriefing session to assess issue organizing campaign i.e., strategies, tactics, etc.
- Staff a committee or meeting: analyze the process: Identify constituents, stakeholders, power dynamics and why

**Four Community Organization courses are required:**

- CORG 5301 - Essential Theory & Intervention Practice in Community Organization (prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; CO requisites FED 5352 and FED 5302)
- CORG 5302 - Theory and Practice of Social Movements for Community Organizing (prerequisites CORG 5301 and FED 5353; co requisites CORG 5354 and FED 5311)
- CORG 5370 - Grassroots Neighborhood Organizing
- POPR 5310 - Program Planning, Development and Evaluation

In addition there is a suggested elective:

- 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)

(prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; co requisites FED 5352 and FED 5302)

**Semester II -CORG 5301 - concurrent with FED 5352 and FED 5302**

**COURSE DESCRIPTION**

This is the first in a series of four required courses for students majoring in Community Organization. It is taken in the spring semester of the first year of field and builds on content covered in foundations of social work practice and reviews in greater depth community organization history, values and assumptions, Rothman models of organizing, roles of the community social worker, and strategies used by community organizers to bring about change. Prerequisites are BASC 5390, BASC 5391, FED 5351 and FED 5301. Co-requisites are FED 5352 and FED 5302. The course promotes in-depth understanding of the various types of communities and enhances skills for community analysis. CORG 5301 includes essential information for grassroots organizing and community and coalition building. It incorporates content on providing community based services to oppressed population groups, including leadership development and advocacy. Further, it highlights the importance of power theory and dynamics in selecting models and strategies for intervention. The importance of relationship building and attention to process tasks and goal achievement will be covered.

## **COURSE OBJECTIVES**

As a result of this course, students will be able to:

- Further appreciate the history and philosophy of community organization and understand the major political, social and economic theories which have contributed to it. Students will be able to evaluate the impact that such forces have had on CO practice.
- Have greater understanding of the major social change strategies used in community organization. More specifically, students will understand the Rothman models of community organization along with other relevant CO theories, and be able to use the models in appropriate and effective ways.
- Identify advanced knowledge for analyzing different communities and for advocating on behalf of historically oppressed communities.
- Have advanced knowledge for distinguishing the various roles that community social workers can play and consciously decide which roles, given a specific scenario, are appropriate in his or her work.
- Explore specialized strategies and tactics that are useful in organizing people and consciously analyze their potential effectiveness and limitations.
- Address issues of power, influence, and conflict as related to their practice.
- Relate community organization theory to their field education experiences.
- Incorporate knowledge essential in organizing oppressed population groups, and address coalition building with and for these groups.
- Balance the need to continually address process and goal-oriented tasks.
- Process and analyze meetings and establish a learning contract with their field work supervisors.
- Individual instructors have discretion to select a range of readings, assignments, and topics for their individual course section as long as course objectives and core content (addressing identified Advanced Practice Behaviors) is covered.

### **Suggested field assignments and activities:**

#### **[2.1.1] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 1**

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

#### **[2.1.4(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4**

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

#### **[2.1.6(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6**

- Participate in agency quantitative and qualitative research efforts
- Identify best practices to be utilized to improve the well-being in these macro systems
- Identify and read research on social work best practices related to agency mission and organizing efforts

- Apply theory and knowledge from macro course work to field through supervision, journal/logs

**[2.1.7(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7**

- Reflect on professional use of self in committees, groups and other meeting settings
- Interview board members, community, and advocates regarding personal and professional role models and their influence
- Develop interview guide, tool or survey
- Observe a board or community meeting and analyze the power dynamics through use of meeting analysis or process recording

**[2.1.9(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9**

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

**[2.1.10b(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10**

- Schedule one on one interviews with a community activist to determine the community's capacity for effective grassroots organizing
- Survey constituents to determine significant issues and prioritization for organizing

**[2.1.10d(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10**

- Staff issue organizing committee: agenda building logistics etc.

## **Semester III CORG 5370 concurrent with CORG 5353 (field)**

### **COURSE DESCRIPTION**

This course answers the question: How does one approach organizing a community? What are the steps to be taken to insure success? What constitutes a winning strategy? How do find and develop leaders?

This course will provide students with the tools that enable them to think like a community organizer. We will examine and analyze specific approaches to organizing a community, compare and contrast approaches, utilize skills such as power analysis, strategy development and leadership development.

Informing class discussions students will be encouraged to integrate knowledge from previous courses, field work experiences, and other volunteer activities. In each class we will cover topics related to the community organizing process and material gained from reading assignments.

### **COURSE OBJECTIVES**

- To evaluate the strengths and challenges of community responses to issues identified by particular constituencies;
- To analyze and apply community organizing skills such as power analysis, strategy and leadership development,
- To assess and utilize skills needed for inclusive, issue-oriented community organizing.

## **Suggested field assignments and activities:**

### **[2.1.2] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2**

- Complete self-evaluation of professional conduct when working with communities
- Identify strengths based practice when working to build inclusivity and multicultural communities and organizations

### **[2.1.3(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3**

- Review and discuss an issue or organizing campaign plan
- Conduct literature review on community-based best practices related to an agency issue area
- Identify ways to engage diverse constituents in power analysis
- Create and organize a consumer group to contribute to a strategic planning process

### **[2.1.8(3)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8**

- Train consumers about advocacy issues and governmental systems and processes
- Mobilize consumers around issue advocacy
- Advocate for the well-being of vulnerable populations in the community, organization and larger macro systems

### **[2.1.10a(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10**

- Schedule one on one interviews with a community activist to determine the community's capacity for effective grassroots organizing
- Survey constituents to determine significant issues and prioritization for organizing

### **[2.1.10b(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10**

- Identify and distinguish various roles of the community social worker using advanced knowledge
- Review standard intervention models addressed in classroom to assess organizing models in field placement

### **[2.1.10d(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 10**

- Identify strategies and tactics useful in organizing and analyze for potential limitations and effectiveness

## **Semester III - POPR 5310 - concurrent with CORG 5353 and FED 5310**

### **COURSE DESCRIPTION**

This method course is required for all students majoring in Administration, Community Organization (can choose to take community organizing), and Policy Practice. Prerequisites for *Administration and Policy Practice* majors are Macro Foundation Practice (BASC 5390). Micro Foundation Practice (BASC 5391), FED 5351 and FED 5301; prerequisites for *Community Organization* majors are CORG 5301, FED 5352 and FED 5302. This course must be taken concurrently with field education in the student's major method

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs; setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation

strategies, develop a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

### **COURSE OBJECTIVES**

After completing this course, students will be able to:

- Recognize the extent to which institutional structures may oppress, marginalize, alienate, client systems.
- Advocate social welfare programs and policies that promote human rights, social and economic justice.
- Identify and critically evaluate sources of data that can be used to develop and evaluate social programs.
- Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes.
- Forecast policy and programmatic trends to position the organization to respond to immediate and future needs of diverse populations.
- Define successes and establish measurable outcomes including the use of logic model.
- Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs and publication.
- Demonstrate the ability to write a comprehensive program proposal, and identify potential funding sources for the proposal.

### **Suggested field assignments and activities:**

#### **[2.1.2(3)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2**

- Analyze the agency's grants, programs, and program design models
- In supervision reflect on professional conduct when working with communities and/or organizations

#### **[2.1.3(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 3**

- Attend program design/planning meetings

#### **[2.1.6(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 6**

- Participate in agency quantitative and qualitative research efforts
- Identify best practices to be utilized to improve the well-being in these macro systems

## **Semester IV – CORG 5302 - concurrent with CORG 5354 and FED 5311**

### **COURSE DESCRIPTION**

This course is the last Community Organization course that will integrate Community Organization foundation and advanced method practice knowledge, values and skills. Prerequisites for this course are CORG 5301 and FED 5353. Co-requisites for this course are CORG 5354 and FED5311. Students will be asked to select an agency-based Community Organization assignment that they have been working on during the academic year as the basis for a capstone assignment. An outline for this assignment will be distributed and discussed in class. Appropriate literature that will help students in conceptualizing and writing their capstone assignments will

also be distributed and discussed. The course will concentrate on addressing social movement theory and implications for social change and community social work. A minimum of two social movements will be analyzed and one or more social movement related projects will be selected as an in-class project(s).

### **COURSE OBJECTIVES**

As a result of the course, students will:

- complete a capstone assignment to demonstrate competency in community organization practice;
- utilize the capstone assignment and class project(s) to further enhance their skills in developing intervention strategies, selecting from a range of contest, campaign and collaboration tactics;
- become involved in a process for building consensus in the selection of a change oriented project(s), initiate such project(s), and be able to transfer the experience to future community social work activities;
- enhance their ability to consider the pros and cons of possible intervention strategies and weigh relevant consideration in selecting tactics related to their class project(s);
- become familiar with the literature on social movements and be able to utilize the literature in their in-class related projects(s) and in similar future activities;
- analyze how class projects relate to contemporary social movements and understand how social movements may create social change and lead to social policy and social programs;
- understand how social movements may be co-opted and how they may lead to positive or negative societal change and/or to counter movements.

### **Suggested field assignments and activities:**

#### **[2.1.2] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 2**

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

#### **[2.1.4(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 4**

- Identify and/or create tools to assure participation of diverse and marginalized communities in the planning and implementation of interventions in the community
- Create a proposed plan to address diversity needs of agency, community or social movement

#### **[2.1.5(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 5**

- Educate consumers regarding their individual rights
- Organize a voter registration campaign
- Attend lobby day at the Capitol
- Prepare and/or testify at the legislature

**[2.1.7(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 7**

- Reflect on professional use of self in committees, groups and other meeting settings
- Interview board members, community, and advocates regarding personal and professional role models and their influence
- Develop interview guide, tool or survey
- Observe a board or community meeting and analyze the power dynamics through use of meeting analysis or process recording

**[2.1.8(1)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 8**

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

**[2.1.9(2)] Sample Activities/Assignments to Develop and Demonstrate Practice Behaviors for Competency 9**

- Insure consumer participation in strategizing, organizing, and planning
- Using journal/log periodically apply classroom theory to practice in field



# GROUPWORK

## GROUP WORK EDUCATION IN THE FIELD

**Introduction:** Social group work ranks among the oldest established methods of helping people to deal with their personal and social problems through the use of small group experiences. Its roots can be traced to the work of the early settlement house and social agency workers. These educators and social reformers organized and worked with groups to help individuals cope with the social devastation brought about by the industrial revolution. Its commitment through the years has never been limited to any single personal growth, therapeutic, task oriented or social betterment goal.

Drawing upon a long history of trial and error practice, the development of practice wisdom, plus small group research and theory, social group work continues to occupy a significant place among contemporary human services. Graduate schools have shifted their focus away from education for specific social work methods, especially from the small group as a helping modality. However, the UConn remains one of the few MSW programs to offer a social group work concentration through which students continue to receive intensive education in advanced social group work practice.

Social group work concentrates primarily on providing specific kinds of group experiences to encourage a range of goals and functions essential to the well being of group participants. Social group workers are trained to influence group processes to meet normal developmental needs, to help prevent social breakdown, to facilitate corrective and rehabilitative goals, and to encourage citizen participation and meaningful social action. The emphasis varies from group to group and setting to setting. The recent advances in group work knowledge include use of evidence based group models that use curricular guides and technological advancements that enable members to meet in on-line format have both enriched and challenged the practice of social group work in agency settings. Therefore, social group work field experiences are encouraged to provide students with a variety of group work opportunities but also to include attention to the process as well as the content of the group and foster a group environment that enables members to feel comfortable sharing and offering mutual aid and support to one another. It is through this process of comparing and contrasting different practice experiences that sound group work judgment and skills are strengthened and developed.

### **COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS**

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

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

#### **Practice Behaviors:**

- 1.1 Develop awareness of how you use self differently in relationship to group work types
- 1.2 Take initiative for agenda setting for supervision in relationship to group work challenges

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

- Demonstrate awareness of use of self related to group types e.g., task oriented versus therapeutic group
- Brings written agenda into supervision focusing on group work challenges
- Identifies strengths and weaknesses in relation to differential use of self in group work practice

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

**Practice Behaviors:**

- 2.1 Apply social work ethical principles in balancing needs of individual and group
- 2.2 Balance democratic principles of group work with context of agency practice

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

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

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

**Practice Behaviors:**

- 3.1 Identify and critique principles of group work practice as they relate to various types of groups within the agency context
- 3.2 Facilitate and enhance effective communication between and amongst group members

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

- Identify principals of group work practice that contradict or support agency expectations of group work practice
- Skillfully intervene when a member monopolizes the group discussion
- When appropriate, help other professionals understand group work principles that could improve the quality of the agency's group services

**Competency 4: Engage diversity and difference in practice.**

**Practice Behaviors:**

- 4.1 Develop an understanding of how societal oppression/discrimination influences group composition and interaction
- 4.2 Develop ability to reflect on personal biases/values as they relate to diverse membership in a group

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

- Analyze how a member's community status e.g., being a member of an oppressed population, will affect their relationship patterns within the group
- Encourage group members to discuss their cultural differences.
- Identify cultural differences between self and group members.
- Recognize when culturally based behaviors are viewed judgmentally rather than objectively

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

**Practice Behaviors:**

- 5.1 Address the human rights that may be violated when considering the needs for service to diverse oppressed populations.
- 5.2 Understand how group members who have experienced violations of human rights (at home or abroad) can benefit from the mutual aid of a group.

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

- Form a task oriented group to help members with a particular concern about an aspect of the agency, take positive action to change it.
- Help members share their experiences of oppression and to find common denominators of their experiences.

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

**Practice Behaviors:**

- 6.1 Identify and be knowledgeable about research approaches that are relevant to group work
- 6.2 Develop research question related to group work issues informed by group work literature and current practice

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

- Apply EB approaches to group work practice as appropriate
- Identify assumptions that influence group work interventions and formulate research questions to test them
- Formulate a hypothesis related to a challenging aspect of a particular group's dynamics and design a research method that could test it.

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

**Practice Behaviors:**

- 7.1 Recognize and develop group strategies for developmental tasks throughout the life span
- 7.2 Recognize the reciprocal impact of the individual within the group as a microcosm of the broader society

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

- Plan group work activities for members that promote mastery of age-related developmental tasks
- Identify topics and themes for group discussion that could help members cope with the challenges they face from environmental factors
- Help members recognize the relatedness between their relationship patterns within the group and their experiences in the broader social environment

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

**Practice Behaviors:**

- 8.1 Develop skills for helping groups to advocate
- 8.2 Develop skills for advocating in agencies for policies that support development of groups that are relevant and responsive to client needs.

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

- Help members identify areas in which they feel underserved
- Educate members about their sources of power that be used to bring about the changes in their host agency that they believe need to be addressed
- Identify colleagues who have similar concerns about the ways to improve services and service delivery systems, and develop alliances with them to bring about change

**Competency 9: Respond to contexts that shape practice.**

**Practice Behaviors:**

- 9.1 Develop knowledge of current practice trends including technological development
- 9.2 Expand evidence based curricular group models to include attention to group processes and encouragement of mutual aid

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

- Keep field instructor informed about new trends in group work practice that are reviewed in classes
- Research the use of chat room groups and evaluate their applicability to agency practices
- When presenting an EB curriculum to group members, assess the impact of its content on personal feelings and interactional behaviors
- Identify opportunities to draw members' attention to the impact of their group processes related to their ability to use the information you are presenting

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

**Practice Behaviors:**

**10(a) Engagement**

- 10(a) 1.1 Develop skills in planning and preparing for group within organizational context (need, purpose, type of group, structure, content, composition, agency context, social context)  
10(a) 2.1 Develop clear purpose of group related to member needs and help individuals to integrate individual goals with purpose of group

**10(b) Assessment**

- 10(b) 1.1 Identify individual member patterns of behavior in group and implications for worker intervention  
10(b) 2.1 Identify member and group needs related to stage of group development, i.e., applying stages of group development theory

**10(c) Intervention**

- 10(c) 1.1 Intervene and promote mutual aid and cohesion throughout life of group.  
10(c) 2.1 Help group members resolve conflict

**10(d) Evaluation**

- 10(d) 1.1 Assess member satisfaction and goal attainment in the group  
10(d) 2.1 Recognize effectiveness of intervention in meeting group's purpose

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

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

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

**Group Work Field Assignments:** 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 group work assignments, students must have assignments in an additional micro and macro method. For group work majors, this would translate into work with individuals and 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 group work practice. This serves as a transition field education semester into the second year of field placement, in which students focus primarily on their method concentration. Group work assignments must 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.

**In the first year, group work majors should have at least one group they are working with throughout the entire year. This could either be a long-term group, or one group following another. Second year students should have two concurrent group work experiences throughout the field placement.**

**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 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.

**Expectations of students' written materials:** Students are expected to use written materials as part of the field education experience. One of the most effective teaching tools remains the process recording (see appendix for suggested guidelines). It is an excellent tool for the development of observational, assessment and intervention skills. Process and other recording formats also play a major role in the students' ability to evaluate their own practice. Studies have shown that process recordings tend to be used much less frequently in education for social work with groups than for work with individuals. Yet, its positive impact on the educational process is just as strong for group work practice as for any other social work method. Students may use other written formats as well, including logs, journals, and summary reports. However, **at least one process recording is required for each supervisory conference.** Students are also expected to meet any agency requirements of written records and materials.

## **REQUIRED GROUP WORK COURSES:**

The major purpose of field education is to provide students with the opportunity to integrate knowledge and theory with their growing repertoire of practice skills. Although it is impossible to arrange for concepts to be taught in class at the exact time they are needed for field practice, it is helpful for classroom and field teachers to be aware of what each is offering to the student throughout the year. Classroom teachers help students operationalize concepts discussed in class by focusing discussion on what students report to be doing in the field. Similarly, field instructors can help students engage in practice that is informed by knowledge and theory by being familiar with and referring to course content, bibliographies and class assignments.

The following section describes the course objectives of the four group work courses students are required to take as group work majors. Three of the courses are group work method courses and are to be taken sequentially and concurrently with FED 5352, 5353 and 5354. The fourth course, Group Processes (GRWK 5311) can be taken at any point in the student's program, but is

recommended that it be taken as early as possible. The following section offers the required courses and their areas of content.

**Written Assignments for Methods Courses:** All three of the required group work methods courses have written assignments that require students to apply the course content to their practice in the field. Field instructors are encouraged to ask students to share the assignment requirements and guidelines with them so that field instruction can include discussion of the areas students will need to include in their papers.

### **Suggested field assignments and activities for each course**

Recommended assignments and activities are offered for the three courses required to be taken concurrently with field. While all the practice behaviors related to work with groups apply, on some level, to all group work practice, certain of them are emphasized more strongly in particular courses. The recommended assignments/activities for each course identify practice behaviors that directly relate to the course content and suggested field assignments/activities.

## **GRWK 5301: Essentials of Social Group Work Practice**

This is the first of three required method courses for students majoring in social group work and is taken in the spring semester of the first year of field concurrently with first year field experience.

### **COURSE DESCRIPTION**

This course is designed to provide the ethical and value principles, theories, and practice skills that inform the practice of social group work. It is grounded in the history, values and ethics of social group work that encourage mutual aid and a democratic process in the group.

The focus is on beginning knowledge and practice methods that are used to identify and understand principles and leadership skills essential to planning and facilitating different types of groups in various agency settings. The emphasis is on understanding the needs of individual members and the group that helps leaders to intervene appropriately throughout the beginning, middle, ending stages of group development.

### **COURSE OBJECTIVES**

Upon completion of this course, it is expected that students will have learned the:

- history, value and ethical base of social group work and how it applies to the balance between members and the group.
- unique and beneficial factors of group work for members.
- types of social group work (support, education, treatment, social development, prevention, task) and how the leader uses self differently in various types of groups with different purposes.
- importance of mutual aid is the framework for all group work models and the related leader skills that foster.
- importance of the agency and societal context of the group.
- major components of the group planning process including development of group purpose, group composition, structure and format.
- importance of development of mutually agreed upon goals that integrate the purpose of the group and goals of individual members.
- member needs and leadership tasks and skills across stages of group development.

- value of activities in facilitating group interactions; and to
- evaluate the accomplishment of group and individual goals and member satisfaction.

### **Course Assignments**

- Write a proposal to form a group (10-12 pgs). The discussion should include group types/models, purpose, agency as the group context, group composition, program, confidentiality, and how its effectiveness will be evaluated.
- Write an analysis (12-14 pgs) of a social group work issue that arose in practice. The paper should include the factors that influenced the development of the issue and your role as the worker, in dealing with it.

### **Suggested field assignments and activities:**

Students should have the opportunity to plan, or if they are assigned a group that is already formed, they should be asked to reflect upon the group formation process. This assignment would focus on practice behaviors 4.1, 5.1,10 (a) 1.1. Beginning skills in actual work with groups emphasize practice behaviors 2.1, 3.2, 9.2 and 10(c) 1.1. Students should take responsibility for identifying group work questions and issues that they wish to add to the supervisory agenda (practice behavior 1.2).

## **GRWK 5302: Differential Group Work: Populations and Settings**

This is the second required method course for group work majors and is taken in the first semester of the second year concurrently with second year field

### **COURSE DESCRIPTION**

Differential Group Work: Populations and Settings (GRWK 5302) focuses on the application of group work processes, properties and skills to practice with groups that are established for different purposes with populations according to various characteristics including age, developmental needs, and culture. This required group work course also examines the impact of different settings as the context for group work practice. The most effective group types and models will be examined for use in different settings with diverse populations.

## **COURSE OBJECTIVES:**

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

- Apply democratic principles of social group work in different populations and settings.
- apply knowledge about the development tasks and stages of children, adolescents, adults and the elderly, to group life.
- apply knowledge about the diverse cultural factors of the lives of group members to group life.
- develop an understanding of how oppression influences the dynamics of the group and determine the group model to use in relation to member characteristics.
- assess the impact of agency settings on group work practice.
- identify the most salient factors in the consideration of the homogeneity and heterogeneity of group composition related to the age and culture of the potential group members and the purpose of the group.
- Develop knowledge of and skills for application of current practice trends including technological advancements.
- develop strategies and interventions relevant to specific populations and settings.
- demonstrate the ability to intervene effectively in all stages of social group work experience.
- reflect on how their own unique diversity impacts the diverse membership of their group.
- integrate social justice and advocacy into work practice in different settings with diverse populations.
- recognize effectiveness of intervention in meeting group's purpose with special attention to differing populations and settings.

### **Course Assignments**

- Provide a written analysis (10-12 pgs) of your field education setting's influence on your group work practice. Include factors such as agency mission, resources available for group work, and the role, if any, of other professional disciplines.
- Provide a written analysis (10-12 pgs) of one of the groups you have worked with. Examine your interventions in relation to your analysis of the group, the population served and the setting as a context for practice.

### **Suggested field assignments and activities:**

Students are expected to work concurrently with two different groups throughout the second year of placement. Each group may be either long term, or with a limited number of sessions. Ideally, students should have experiences with groups that have different purposes, and which are composed of different populations. As the year progresses, students are expected to become more proficient in application of all group work skills. Differential group work practice would emphasize practice behaviors 1.1, 3.1, 4.2, 5.2, 7.1 and 3, 8.1, 9.2 and 10(b) 2.1



## **GRWK 5303: Advanced Social Group Work Practice Methods**

This course is the third and final required group work method course and is taken concurrently with the second semester of the final year of field. . It is to be taken concurrently with FED 5354 and FED 5311 (the second semester of the advanced year of placement and accompanying Field Advising Seminar).

### **COURSE DESCRIPTION**

GRWK 5303, the 3<sup>rd</sup> of the three sequenced required group work courses, promotes a critical examination of the knowledge, theories and values that inform the method. Class sessions will be used to promote the ability to diagnose, assess, examine and resolve difficult practice problems identified by class participants. The course goes beyond the focus on direct group work practice, to include group service program planning and development, research and evaluation, staffing task/work oriented groups, and group work supervision and consultation for one's own professional development and for promoting competent group work practice in the profession.

### **COURSE OBJECTIVES**

- Use supervision and consultation for professional development relevant to the promotion of competent group work practice.
- Identify and critique principles of group work practice as they relate to various types of group work in agency practice.
- Demonstrate the use of advanced group work practice skills informed by a critical examination of knowledge and theory, practice wisdom and evidence-based practice.
- Develop research questions related to group work issues informed by group work literature and current practice.
- Understand research approaches relevant to the practice of group work (e.g., focus groups, intervention research, and evidence base group work practice).
- Assess the structure of a bureaucracy and gain skills in advocating for and developing group service programs.
- Expand evidenced base/curricular groups to include attention to group processes and the promotion of mutual aid.
- Evaluate their own practice in relation to group purpose and outcomes
- Identify ethical dilemmas and engage in problem solving processes working toward their resolution
- Demonstrate a deeper understanding or abilities in professional use of self (e.g., self-disclosure, awareness and use of personal feeling).

### **Course Assignments**

- A written paper that address a course objectives that go beyond direct groupwork practice. This includes the agency as a context for practice, supervision, groupwork research, and advocacy for group work services.
- A class presentation as a basis for peer discussion and consultation of the student's actual practice. The presenter formulates a question or issue as the focus of the class consultation.

### **Suggested field assignments and activities:**

Students are expected to engage in a critical examination of group work knowledge, theories, values and their own group work practice. Their process recordings could be expanded to include a self evaluation of their interventions, and the rationales behind them, as well as to identify research questions that would promote more effective group work practice. They should also gain skills in contributing to the improvement of agency group work services and practices and to deepen their ability to use supervision and consultation to promote their own continuing professional development. Activities to promote these goals would emphasize practice behaviors 2.1, 4.1 and 2, 5.1, 6.1 and 2, 8.2, 9.1, 10(d) 1.1 and 2.1.

## **GRWK 5311: Group Processes (Field concurrency not required)**

### **COURSE DESCRIPTION**

Group Processes [GRWK 5311] provides students' opportunities to gain knowledge about group dynamics [i.e., theories and research] and the art of leadership in facilitating appropriate and effective processes in small groups. Attention is focused on understanding and application of these principles in relation to group membership and stages of group development. Experiential demonstrations of program media through small classroom groups provide chances for students to receive training to advance competencies in the application of effective interpersonal and facilitative skills for conducting small groups. An on-line discussion format allows students to use technology to communicate within their task groups in developing an advocacy project for oppressed and undeserved populations.

### **COURSE OBJECTIVES**

At the conclusion of the course, students are expected to be able to:

- understand the value base of social group work;
- facilitate positive interactions and mutual aid in a formed task group;
- identify and understand the dimensions of small group dynamics [communication patterns, conflict, decision making, problem solving] across stages of group dynamics;
- identify the needs of the group and members across stages of group development;
- understand individual member patterns of behavior in group and identity implications for worker intervention.
- determine how the leader's own personal characteristics and style influence leadership effectiveness;
- understand how diversity [e.g., populations and life experiences etc.] of the members can influence group processes;
- select and apply program activities to influence positive interactions amongst group members that are compatible with the purpose and developmental needs of the group;
- utilize formal and informal evaluation tools to assess goal attainment and member satisfaction with the group;
- gain skill in self-reflection related to concerning student strengths and challenges to effective facilitation of groups.

- |  |
|--|
| <ul style="list-style-type: none"><li>• gain knowledge of task groups and demonstrate skill in forming and using them to advocate for social change with persons whose human rights have been violated.</li><li>• gain skill in the use of technology in task group communication and problem solving.</li></ul> |
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### **Course Assignments**

- Participate in an on-line discussion with class members and professor about observations of the classroom dynamics. Discussion questions are posted after each class for each task group to address.
- Provide a written analysis (10-12 pgs) of the group dynamics in the movie Twelve Angry Men. Each section of the assignment must be supported by literature and classroom learning.
- Each task group should develop an advocacy project proposal that seeks social change in order to better serve an oppressed population. Groups will make a presentation of the proposal that includes the need for the project, its structure, budget and evaluation tools to measure its effectiveness.

# POLICY PRACTICE

## POLICY PRACTICE EDUCATION IN THE FIELD

Policy Practice is the newest of the advanced social work macro practice methods and meets the social work profession commitment of providing policy-informed services to those who are most vulnerable and in need. It is a term coined by Bruce Jansson in 1983, (Jansson, 2003). Policy Practice is defined as the efforts by social workers to influence the development, enactment, implementation, and evaluation of social services policies and programs in agencies, organizations, communities and society. Policy practice field placements involve systemic efforts to change policy initiatives in agencies, legislative, and community settings. The major policy practice tasks include: assessing needs, defining problems, formulating alternatives, developing proposals, lobbying proposals, enacting proposals, securing resources, implementing policies and programs and program evaluation. Policy Practice involves a set of special practice skills. The skills associated with successful policy work, include: analytical skills, political skills, interactional skills and value clarification skills. In addition to the four broad categories of practice skills, policy practitioners must develop skills in being pragmatic, patient, persistent, creative and assertive. Policy practice also involves comfort in using power as a means to bring about change. Successful policy practitioners must also be able to present persuasive oral and written presentations and arguments. Policy practitioners must have leadership and advocacy skills, and most important the ability to be self-reflective, to use her/himself differentially and to accept and use constructive criticism as a way of improving professional practice. Like all social workers, policy practitioners are accountable and must evaluate their practice in the classroom and in the field practicum.

**REFERENCE:** Jansson, B. (2003). *Social Policy: From Theory to Policy Practice- Fourth Edition*. Pacific Grove, CA: Brooks/Cole Publishing Company.

## COMPETENCIES AND ADVANCED PRACTICE BEHAVIORS

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

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

### **Practice Behaviors:**

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

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

- Elaborate on the history, data and prevalence of the problem and the different approaches used in communities and agency settings to alleviate the problem.
- Effectively use supervision and consultation to enhance professional practice.

- In supervision attend to professional roles and responsibilities with a commitment to career-long learning and planning.

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

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

**Competency 4: Engage diversity and difference in practice.**

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

- Understand mechanisms of oppression and discrimination that promote inequalities in client systems.
- Strategically plan and work with others in power to influence social change.
- Present a policy proposal and/or submit a grant to a decision making body.

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

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

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

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

**Competency 9: Respond to contexts that shape practice.**

**Practice Behaviors:**

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

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

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

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

**Practice Behaviors:**

**10(a) Engagement**

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

**10(b) Assessment**

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

**10 (c) Intervention**

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

**10(d) Evaluation**

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

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

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

## EXPECTATIONS OF POLICY AND FIELD PLANNING WORK

Each field placement is expected to provide students with learning assignments that give students the opportunity to master all of the policy practice tasks and skills. First year students will come to their field work placement with a great variety of prior experiences which should be taken into account and shape their early field work assignments. The individual educational contracts of each student should reflect the student's needs and abilities as well as the learning opportunities available in the field work agency.

First year students need carefully crafted learning assignments that introduce them to various tasks associated with policy practice. In the beginning, first year students may need to observe or assist in assignments before being given sole responsibility. By the end of the first year students should be capable of full responsibility for assignments with close supervision, and will be required to do macro process recordings to evaluate their skill development. Each student should complete at least one policy practice assignment independently during the first year.

The second year placement will be selected in part to complement the learning activities accomplished in the first year. The second year students should enter their placement able to perform independently those tasks learned in the first year, and able to perform all policy practice tasks with a moderate amount of supervision and instruction. The students should also have an understanding of specific tasks and skills on which they need to concentrate and improve through the use of macro process recordings and the integration of classroom learning and the field placement. The overall goals of the second year placement are to develop depth in the various tasks and skills associated with policy practice.

In, both first and second year, the first assignment should engage the student in learning about the agency and its place in the network of services that make up the social service delivery system. It is important that students acquire knowledge and understanding of the life situations of the individuals, families or communities who will be affected by the policy work in the agency. It is ideal if the field work learning assignments can parallel the content being covered in each of the Policy and Planning methods courses. The content of each of the required methods course is summarized below along with suggested field work assignments.

### **Semester II POPR 5301 POLICY PRACTICE Process and Finances Spring of first year field work**

#### **COURSE DESCRIPTION**

This course is one of four required courses for all students majoring in Policy Practice. It is taken in the second (spring) semester of the first year of field education FED 5352; Advanced Standing students take the course in the fall. This course builds on the concepts and interventions presented in the HBSE theory courses, Foundation Practice courses, and BASC 5350, Analysis of Social Welfare Policy and Social Delivery Systems, all of which must be taken prior to or concurrently with this course.

Course content includes the definition of policy practice, the phases of policy practice and the skills needed for policy practice including analytical, political, interactional, value clarification, power, conflict management, and accountability and evaluation skills, Students will be introduced



to the complexity of social service funding, including sources of funds and how funds are transferred from the funding source to social service programs, including the consequences of various mechanisms for transferring funds. Emphasis will be given to the use of policy practice to achieve distributive justice and implement and evaluate effective social service policies and programs for populations at risk. Ethical requirements and dilemmas in policy practice will be integrated throughout the course.

### **COURSE OBJECTIVES**

At the end of the course students will be able to:

- Define policy practice and demonstrate knowledge and understanding of the root of a problem, need or condition affecting access to services for populations in vulnerable situations.
- Define and understand the phases of the policy making process, i.e., preparation, engagement, need assessment/problem definition, formulation of alternatives, adoption, implementation and evaluation of the outcome, including measures for practice accountability.
- Demonstrate the ability to be self-reflective and understand how personal characteristics and values influence work as a policy practitioner.
- Identify and discuss value choices, ethical issues, and political realities in communities, organizations and institutional structures.
- Apply NASW code of ethics to systematically clarify values and uncertainty in ethical decision making.. Design, implement and evaluate a policy practice intervention, using advanced analysis, relevant data and strong writing skills.
- Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge, and practice wisdom to develop a policy or services that meets the needs of the client system.
- Integrate multiple sources of knowledge, including major social, economic and political factors that guide policy practice work.
- Critique and apply knowledge to understand person, environment, contextual and political factors that influence behaviors.
- Use a systematic planning approach to work with client systems that demonstrate observation skills, data gathering, and respect for cultural and class diversity.
- View themselves as learners and engage those within the client systems as informants and experts.
- Identify client system, relevant stakeholders, target of change efforts and establish appropriate relationship and boundaries with each group. .
- Involve organizational constituencies in measuring the effectiveness of policies and program interventions through strategic planning objectives.
- Effectively engage with key informants and agency executives in a systematic analysis to understand the finance process (sources of funding and mechanisms of transfer in one social service agency/organization)
- As agency resources that influences all phases of policy planning and program development.
- Synthesize multiple frameworks and sources of information using analytical, political interactional and value clarification skills to make professional policy and program recommendations.
- Demonstrate an understanding of many ways that policy practice can promote services to populations at risk and promote distributive justice.

**OPTIMAL FIELD ASSIGNMENT:**

- Significant involvement in the design of a new or change in an existing policy or program initiative that includes all phases of policy planning and program development. Student will participate in the preparation of a policy change that includes need assessment/problem definition, formulation of alternatives, adoption and policy, implementation (addresses 1.1, 1.2, 2.1, 2. 3, 3.1, 3.2, 5.2, 7.2, 10.a.1, 10.a.2, 10.b.1, 10.b.2, 10.c.1, 10.c.2).

**Semester I - POPR 5310: PROGRAM PLANNING, DEVELOPMENT AND EVALUATION**

**Fall semester of second year field work**

**COURSE DESCRIPTION**

This method course is required for all students majoring in Administration, Community Organization and Policy Practice. Prerequisites for *Administration and Policy Practice* majors are Macro Foundation Practice (BASC 5390). Micro Foundation Practice (BASC 5391), FED 5351 and FED 5301; prerequisites for *Community Organization* majors are CORG 5301, FED 5352 and FED 5302. This course must be taken concurrently with field education in the student's major method

Program Planning, Development and Evaluation covers a broad range of knowledge and skills needed to develop sound program proposals and to plan, manage, and evaluate social programs. These include assessing social and community needs; setting goals within the context of strategic plans; writing measurable objectives; designing program implementation and evaluation strategies, develop a program budget, and identifying funding sources. The course will address value and ethical issues in program development, as well as constraints and opportunities that support or constrain program planning.

**COURSE OBJECTIVES**

After completing this course, students will be able to:

- Recognize the extent to which institutional structures may oppress, marginalize, alienate, client systems.
- Advocate social welfare programs and policies that promote human rights, social and economic justice.
- Identify and critically evaluate sources of data that can be used to develop and evaluate social programs.
- Continuously discover, appraise and attend to changing locales, populations, scientific, demographic and technological changes.
- Forecast policy and programmatic trends to position the organization to respond to immediate and future needs of diverse populations.
- Define successes and establish measurable outcomes including the use of logic model.
- Promote technological advances and methodology for data collection, analyzing data and disseminate findings through reports, policy briefs and publication.

- Demonstrate the ability to write a comprehensive program proposal, and identify potential funding sources for the proposal.
- Design and conduct a needs assessment.
- Identify key program stakeholders and engage them in program design and evaluation.

**OPTIMAL FIELD ASSIGNMENT:**

- Significant involvement or responsibility for design of a new program or a re-design of an existing agency program, including needs assessment and funding search. This may include preparation of a proposal or draft proposal for an outside funding source, or a proposal for agency in-house consideration. (Potentially addresses 4.2, 5.3, 6.1, 9.1, 9.2, 10.d.1, 10.d.2).

**Semester II - POPR 5302 – POLITICAL PRACTICE: Careers, Contexts, and Quantitative Analysis**  
**Spring semester of second year field work**

**COURSE DESCRIPTION**

This is the final Policy Practice course. It builds on content covered in previous courses. Units of study will cover career planning, the use of quantitative analysis, the importance of creativity, use of the media, the growth of profit-making social service programs, unequal income distribution, and human rights in Policy Practice will be considered. Students will demonstrate an ability to critically evaluate their practice skills. Ethical requirements will be integrated throughout the course.

**COURSE OBJECTIVES**

- Develop a practice portfolio, a five-year career plan and demonstrate job interviewing and salary negotiation skills.
- Demonstrate advanced Policy Practice skills for using the media and being creative.
- Demonstrate the use of ethical reasoning in class presentations on current issue in policy practice and written assignments.
- Demonstrate effective oral communication in two in-class presentations on current issues in policy practice. Demonstrate effective writing skills in write up of QA assignment and Capstone Paper
- Present and analyze examples of application of a human rights paradigm, social and economic justice perspectives in classroom presentations on current issues in policy practice as well as in Capstone paper.
- Demonstrate the ability to use large secondary data sets and quantitative statistical methods to inform policy practice.
- Critically evaluate the strengths and limitations of data and the effective use of data analysis to inform positions on policy proposals.
- Demonstrate ability to access trends and shifts in emphasis and social context.
- Demonstrate the ability to be self-reflective, appropriately critical and accountable for practice and integrate content in all courses into a coherent set of policy practice skills.

### **OPTIMAL FIELD ASSIGNMENT:**

Significant involvement and responsibility for the completion of a Capstone that integrates field policy practice learning experiences and future career development. The field placement allows the student to pick a research topic that is current in policy practice in preparation for the capstone. After gathering data, the student critically analyzes the topic applying a human rights paradigm. (Potentially addresses 2.2, .3.3, 5.1, 6.2, 8.1).

## **Semester II - POPR 5312 – POLITICAL ADVOCACY** **Spring, fall or spring semester of first or second year field work**

### **COURSE DESCRIPTION**

This method course is required of all students majoring in Policy Practice. The prerequisites are Macro Foundation Practice (B5390), Micro Foundation Practice (B5391), FED 5351 and FED 5301. The common Policy Practice majors are FED 5352 and FED 5302; additional co-requisites are POPR 5353 and FED 5310 or POPR 5354 and FED 5311. The course must be taken concurrently with field education in the student's major method. Policy Practice students may take this course any semester after the foundation semester in which they are in field work, however the Spring Semester may be preferable since the Connecticut Legislature is in session during this time.

This course builds on the concepts and interventions introduced in the Macro Foundation Practice course. Content will cover political decision-making groups, including executive, legislative, judicial and private agency decision-making. The ways macro practitioners use power and political advocacy strategy to improve the life situations of populations at risk, such as lobbying, preparing and delivering testimony to a public policy making group, forming and maintaining coalitions, and participating in progressive electoral politics. Ethical requirements and dilemmas in doing political advocacy will be integrated throughout the course.

### **COURSE OBJECTIVES**

At the end of the course students will be able to:

- Define political advocacy and identify similarities and differences between political and other forms of cause advocacy and understand why political advocacy is important to inform community organization and policy practice.
- Identify the role of social work in analyzing and using political advocacy in community organization, social movements, and social service organizations as a means for making policy and affecting change.
- Design, implement, and evaluate a political advocacy strategy to accomplish a particular outcome that includes the advancement of a professional network and grassroots participation and mobilization of diverse groups of service clients and populations at risk.
- Demonstrate an understanding of the decision-making powers and prerogatives of the executive, legislative, and judicial branches of government.

- Demonstrate an understanding of the ethical requirements of the profession in relationship to the use of power and influence in legislative or organizational decision-making.
- Apply strategies of ethical reasoning to arrive at principled decisions in delivering public testimony before the legislators.
- Demonstrate knowledge of different data bases and websites to make professional judgments about the legislative process.
- Distinguish, appraise, and integrate multiple sources of knowledge and research in analyzing the fate of a bill and electoral politics.
- Recognize the influence of race, ethnicity, gender, socio-economic status, and other forms of diversity in the legislative process.
- Define lobbying, including rules that govern the behavior and actions of registered lobbyists, and design a lobbying campaign that is responsive to a social issue and environment.
- Demonstrate an understanding of the role and functioning of coalitions and give examples of how successful coalitions affect policy.
- Demonstrate an understanding of the decision making powers, politics, trends, and contexts of private/voluntary, community based and faith-based social service agencies that influence political advocacy.
- Prepare and deliver written and oral testimony before a legislative committee or other public policy decision-making group to advance human rights including social and economic justice.
- Identify and reflect on strengths and areas that need improvement for doing political advocacy; this will include the ability to define power and complete an assessment of their own power, including sources of power and their comfort or discomfort with using power, and a clear plan for gaining necessary power to be an effective political advocate to advance social justice.

**OPTIMAL FIELD ASSIGNMENT:**

- Significant involvement to design, implement, and evaluate a political advocacy strategy that includes the advancement of a professional network and grassroots participation in preparation for public testimony to a legislative body. Opportunity to use power in a political manner on behalf of a vulnerable population. (Potentially addresses 1.3, 4.1, 7.1, 8.2).

## **APPENDIX**

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## **APPENDIX I**

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

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

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

## **Appendix II                      Educational Contracts**

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

## **Appendix III                      Evaluations**

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

You can review the evaluations on the website <http://ssw.uconn.edu/field-education-2/field-education-forms/>

**APPENDIX IV**

**SAMPLES PROCESS RECORDINGS  
CASEWORK & GROUPWORK Format #1**

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

**Evaluation of the session:**

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

**INSTRUCTIONS:** Each process recording begins with:

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



**CASEWORK & GROUPWORK**  
**Process Recording Format**  
**EXEMPLAR #1**

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

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

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

**SAMPLE PROCESS RECORDING  
CASEWORK & GROUPWORK Format #2**

**For Individual, Family or Group Session**

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

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

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

**Analysis of session:**

A. Impressions of client(s).

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

**Next steps:** actions to be taken.

**Questions for supervisory conference:**

**SAMPLE PROCESS RECORDING  
CASEWORK & GROUPWORK EXEMPLAR Format #2**

**Client description and statement of how often we met:** 46 y/o White, Single, Male. He was admitted for pancreatitis and was detoxing from alcohol abuse. He has been drinking alcohol since age 14 and has serious medical complications. This is my 3<sup>rd</sup> 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 supervisory conference:** How to deal with his anger at the staff?

**SAMPLE PROCESS RECORDING  
GROUPWORK**

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 you specific plan for follow-up):  
\_\_\_\_\_

Worker: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**POLICY PRACTICE**

**Student Guide for Process Recording Meetings/Interactions**

**Purpose:**

Reason/s for having the meeting/interaction

**Describe goal and objectives:**

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

**Environment/Context/Stage of Policy Practice:**

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

**Dialogue:**

Verbatim recall of interaction (interview/meeting/phone conversation, etc) with other/s. A word-for-word description of what was said, and what happened, according to the student’s best recollection. This includes the use of verbal language and non verbal 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) in this encounter. Integration between the classroom and field education is expressed here.

**Affective analysis:**

Student’s description of feelings and reactions to the client system/s and interactions. Evaluation of the emotional climate/and dynamics as perceived by the student vis-à-vis the client system. Analysis of the use/handling of feelings.

**Reflective Skills:**

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

**Supervisory Comments:**

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

<b>Sample Process Recording Policy Practice</b>
Purpose of interaction:
Describe goals and objective:
Environment/Context Stage of policy planning: (Jansson, 2003)

Dialogue	Cognitive Analysis	Affective Analysis	Reflective Skills	Supervisor’s Comments

## **Sample of Process Recording All Methods**

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

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

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

**II. Plans for intervention - Learning objective: Interventive skills**

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

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

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

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

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

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

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

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

This recording guideline is excerpted from:

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

## All Methods

### Process Recording for Meetings

#### I. Description of Meeting

##### A. Identifying data

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

##### B. Description of the assignment

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

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

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

##### D. Preparation for the meeting

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

##### E. Purposes

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

##### F. Context of the Meeting

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

##### G. In chronological order

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

#### II. Analysis

##### A. Analysis of Meeting

1. What motivated decision-making?
2. Who seemed to have major influence?
3. What values were expressed?
4. Were there any group alignments?
5. What activities reveal relations of group to other organizations, larger communities?
6. Who could gain or lose as a result of issues or decisions made at the meeting?



7. What worked? What didn't and why?
8. What role, if any, did you play? Were you comfortable in that role?
9. What do you think could be done differently? Why?

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

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

C. Follow up

1. What took place immediately following the meeting? For example, did some people linger and talk with each other?
2. What will you do next?
3. What plans do you have for following meetings? Why?
4. What was going through your mind as you observed interactions of those at the meeting? What was discussed?
5. What values were raised or implied?
6. Were the values raised or implied congruent with social work practice?
7. What did you learn?

**APPENDIX V Casework 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/family interviews (sessions) \_\_\_\_\_

Number of groups carried during the month \_\_\_\_\_ Number of group sessions \_\_\_\_\_

Name other activities, e.g. case-management, collateral contacts, advocacy, etc.  
\_\_\_\_\_  
\_\_\_\_\_

Number of process recordings submitted to field instructor \_\_\_\_\_

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

Number of hours of individual supervision received \_\_\_\_\_

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

Comments: \_\_\_\_\_  
\_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Date received by Faculty Advisor \_\_\_\_\_

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

**APPENDIX VI**

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

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

Student Name: (optional) \_\_\_\_\_

Method Concentration: \_\_\_ AD \_\_\_ CW \_\_\_ CO \_\_\_ GW \_\_\_ PP

Year in Placement: \_\_\_\_\_ First year \_\_\_\_\_ Second year \_\_\_ Advanced standing Or \_\_\_ Block

Name of Field Instructor at agency: \_\_\_\_\_

Name of Task Supervisor at agency (if applicable): \_\_\_\_\_

Name of Agency & Department: \_\_\_\_\_

Name of Faculty Advisor: \_\_\_\_\_

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

**I Field Instruction**

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

My field instructor/task supervisor:

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

provided helpful feedback \_\_\_\_\_ 5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1

helped me relate theory and practice \_\_\_\_\_ 5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1

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

provided weekly supervision \_\_\_\_\_ 5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1

was accessible outside of formal supervision \_\_\_\_\_ 5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1

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

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**II Placement:**

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

Very accepting      \_\_\_\_\_ 5 \_\_\_\_\_ 4 \_\_\_\_\_ 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1      **Not at all accepting**

**Please describe positive and negative aspects of the field placement:**

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

**If No, please explain why:** \_\_\_\_\_

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**III Faculty Advisor**

1. Did your Faculty Advisor

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

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

c. review your Educational Contract?      \_\_\_\_\_ yes      \_\_\_\_\_ no

d. review your 1<sup>st</sup> semester Field Education Evaluation      \_\_\_\_\_ yes      \_\_\_\_\_ no

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

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

\_\_\_\_\_ yes: how often?      \_\_\_\_\_ number of times

**APPENDIX VII**

**Field Instructor’s Evaluation of the Faculty Advisor**

The UConn School of Social Work and Field Education Department value our educational partnership with you and would like your feedback. Please respond to the following questions. If you supervised more than one student, please complete one evaluation per student as your experience may vary with student and/or Faculty Advisor. We are eager to be as responsive and supportive as possible and thank you for taking the time to complete this survey.

1. Date \_\_\_\_\_
2. Please identify your student’s method.
  - a. Administration \_\_\_\_\_
  - b. Casework \_\_\_\_\_
  - c. Community Organization \_\_\_\_\_
  - d. Group Work \_\_\_\_\_
  - e. Policy Practice \_\_\_\_\_
3. Please identify your student’s year in field. (Advanced Standing students are considered to be in the 2<sup>nd</sup> year of field.)
 

1<sup>st</sup> year in field \_\_\_\_\_ 2<sup>nd</sup> year in field \_\_\_\_\_ or Advanced Standing \_\_\_\_\_
4. Was this your first time supervising an MSW student? No \_\_\_\_\_ Yes \_\_\_\_\_
5. Was this your first year supervising a UConn MSW student?
 

No \_\_\_\_\_ - If no, about how many years have you supervised UConn students? \_\_\_\_\_ Years

Yes \_\_\_\_\_
6. Faculty Advisor’s name: \_\_\_\_\_
7. Did the Faculty Advisor:
 

a. contact you early in your first semester with the student?	Yes _____	No _____
b. make at least one agency visit during the academic year?	Yes _____	No _____
c. review the student’s educational contract with you?	Yes _____	No _____
d. discuss the student’s field related written materials with you? (e.g. process recordings, logs, journals)	Yes _____	No _____
e. discuss your evaluation of the student with you?	Yes _____	No _____
8. Did you ever initiate contact the Faculty Advisor? Yes \_\_\_\_\_ No \_\_\_\_\_

	Very important				Not at all important
9. How important was it for you to have contact with the Faculty Advisor?	4	3	2	1	
10. How important was it for you to meet with the Faculty Advisor?	4	3	2	1	

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know (DK)
a. The Faculty Advisor was as helpful as I needed him/her to be.	4	3	2	1	
b. I feel that I had adequate input into the Faculty Advisor's evaluation of the student's performance.	4	3	2	1	DK
c. The Faculty Advisor expressed appreciation of my contribution to the School of Social Work.	4	3	2	1	
d. The Faculty Advisor was a positive factor in my work with the School of Social Work.	4	3	2	1	
a. If I could choose, I would work with this Faculty Advisor again	4	3	2	1	

	Excellent			Poor
11. How would you rate this Field Liaison/Advisor's overall performance?	4	3	2	1

12. Identify ways in which the Faculty Advisor was helpful to you.

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13. Identify ways in which the Faculty Advisor might have been more helpful to you.

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Signature (optional) \_\_\_\_\_

**APPENDIX VIII Evaluation of Agency-School Relationships by Field Instructors**

The UConn School of Social Work and the Field Education Department value our educational partnership with you and are very interested in your feedback about your experience with us. Please respond to the following questions. We are eager to be as responsive and supportive to you as we can and thank you for taking the time to do this.

1. Please identify the year of the student(s) you have supervised.
  - a. \_\_\_ Foundation year
  - b. \_\_\_ Advanced year
  - c. \_\_\_ Both
2. Is this the first time you have supervised a MSW student? Yes\_\_\_\_\_ No\_\_\_\_\_
3. Is this the first time you have supervised a UCONN student? Yes\_\_\_\_\_ No\_\_\_\_\_

In the following sections, we address the placement process, the field manual, and the faculty advisor. Please check the appropriate box that best reflects your experience.

<b>4. The Placement Process:</b>	strongly agree 5	4	3	2	strongly disagree 1
a. The students' learning needs and interests and the agency's educational opportunities were well matched.	5	4	3	2	1
b. The information provided by the Field Education Department to the agency about the student was adequate.	5	4	3	2	1
c. My communication with the Field Education Department was satisfactory.	5	4	3	2	1

Additional comments about the placement process: \_\_\_\_\_

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<b>5. The Field Manual:</b>	strongly agree 5	4	3	2	strongly disagree 1
a. The Field Manual is a helpful educational support in my work with students	5	4	3	2	1
b. The Field Manual is easy to understand.	5	4	3	2	1
c. The information included in the Field Manual about the educational expectations in the field is adequate.	5	4	3	2	1
d. I use the Field Manual for information I need.	5	4	3	2	1

<b>6. <u>The Faculty Advisor:</u></b>	strongly agree 5	4	3	2	strongly disagree 1
The Faculty Advisor was readily accessible as an educational consultant.					

Additional comments about the Faculty Advisor: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. During the academic year, the Field Education Department offered two meetings to all field instructors. How many, if any, did you attend? \_\_\_\_\_

8. Please rate the following factors in regard to how important they were in influencing your decision to attend.

	Very Important	Important	Not Important
a. Topic of the meeting			
b. CECs			
c. Having the time to attend			
d. Travel distance to School			
e. Networking Opportunities			
f. Other			

Please share with us any additional comments regarding your relationship with the Field Education Department and/or Faculty Advisor: \_\_\_\_\_  
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