**UConn**

**School of Social Work**



**Adjunct Faculty Advisor**

**Handbook**

**2021-2022**

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# Net ID and UConn Email

Please make this a priority

You should have received your Net-ID in your hiring packet. By now we expect that you will have requested a UConn email. This must be done As soon as possible. It is a University policy that you use your UConn email when communicating with students and for all official UConn business.

Here is the contact information to request a UConn email in case you do not have it:

University Information Technology Services

<https://serviceit.uconn.edu>

Phone: (860) 486-HELP (4357)

Help Center Hours:  
Monday-Thursday, 8:00am - 8:00pm  
Friday 8:00am - 5:00pm  
Saturday-Sunday, 11:00am - 8:00pm

Once you have set up your UCONN email, please email [ssw.fielded@uconn.edu](mailto:ssw.fielded@uconn.edu) so we can adjust our contact information on our list of Adjuncts.

# At a Glance Field 2021-2022

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| --- |
| **SIFI Orientation Virtual**  **For Field Instructors**  Friday, September 10, 2021  9:00- 11:00 |

|  |
| --- |
| **First & Last Day of Field** |
| September 7, 2021 |
| April 22, 2022 |

|  |  |
| --- | --- |
| **Field Advising Seminar** | |
| September 17, 2021 9:00 – 11:00 (IGFP & CORG  1:00-3:00 (POPR) | WebEx |
| November 12, 2021 9:00 – 11:00 (IGFP & CORG  1:00-3:00 (POPR) | WebEx |
| January 21, 2022 Diversity/Field Advising Seminar  9:00 – 1:00 (tentative time)  More information will come closer to the date | WebEx |
| March 25, 2022 9:00 – 11:00 (IGFP & CORG  1:00-3:00 (POPR) | WebEx |

|  |
| --- |
| **Educational Contract Due**  by October 4, 2021  submit online by Field Instructor |

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| --- |
| **Evaluations Due**  submit online by Field Instructor |
| 15 Hour |
| December 10, 2021 |
| April 15, 2022 |

|  |
| --- |
| **Grades Due** |
| 15 Hour |
| December 22, 2021 |
| May 10, 2022 |



# 2021-2022 MSW Academic & Field Education Calendar

This calendar is subject to change and should be checked regularly online.

|  |  |  |
| --- | --- | --- |
| Fall Semester 2021 (rev 8/9/2021) | | |
| Fri | Aug. 27 | **Convocation on Joining Our SSW Community – Mandatory for incoming students– 9:00AM – 11:00AM**  Last day to pay Fall 2021 fees without a late fee |
| Mon | Aug. 30 | **Fall semester begins: Welcome Back** |
| Mon | Sept. 6 | Labor Day - No classes or field |
| Tues | Sept. 7 | **Field education begins \*** |
| Fri | Sept. 10 | Seminar in Field Instruction (SIFI) virtual *(For Field Instructors only)* |
| Mon | Sept. 13 | Add/Drop via Student Administration System closes. Courses added or dropped after this date require additional signatures. Dropped courses will have a “W” for withdrawal recorded on the academic record. |
| Fri | Sept. 17 | MSW Field Advising Seminar virtual - **mandatory for students In-Field**  (IGFP and CORG – 9:00AM -11:00AM | POPR: 1:00Pm – 3:00pm  ***(PLEASE TAKE NOTE OF CONCENTRATION & TIME FOR SEMINAR)*** |
| Fri | Sept. 24 | Deadline to apply for graduation and to submit Plan of Study for Fall 2021-degree conferral |
| Tues | Sept. 28 | Dean’s signature required to add courses |
| Mon | Oct. 4 | Field Educational Contract due – **Submit Online** |
| Mon | Oct. 11 | Columbus Day  Indigenous Peoples Day – Classes held & field continues |
| Mon | Oct. 25 | **Registration for the Winter and Spring 2022 sessions via Student Administration System begins** |
| Mon | Nov. 1 | Last day to withdraw from a course |
| Fri | Nov. 12 | MSW Field Advising Seminar virtual - **mandatory for students In-Field**  (IGFP and CORG – 9:00AM -11:00AM | POPR: 1:00Pm – 3:00pm  ***(PLEASE TAKE NOTE OF CONCENTRATION & TIME FOR SEMINAR)***  **No Field- Advising Session: 2:00PM – 3:00PM (virtual) – Mandatory for students not in Field** |
| Tues | Nov. 23 | Last day of field education before Thanksgiving Break |
|  | Nov. 24-27 | Thanksgiving Recess |
| Mon | Nov. 29 | ***Fall classes and field education resumes*** |
| Fri. | Dec. 10. | **Last day of fall semester classes**, Field Fall Evaluations Due – Submit Online  *Field Continues until December 17th* |
| SAT-SUN | Dec 11 - 12 | **Reading Days (no classes or assessments)** |
| THU. | Dec. 16 | **Reading Day (no classes or assessments)** |
| Fri. | Dec. 17 | Last day of Field Education before Winter break |
| Sun. | Dec. 19 | Conferral date for Fall 2021 degrees |
| WED. | Dec. 22 | **Deadline for submitting course and field grades via Student Administration System BY 4:00PM** |
| WINTER  INTERSESSION  2022 |  |  |
| winter | Dec-Jan | Winter Intersession Courses December 27- January 15th |
| MON. | Jan. 3rd | Field Education resumes for MSW |
| Mon | Jan. 17 | Martin Luther King Jr. Day - No classes or field |
| Tues. | Jan. 18 | Winter Session Grades Due |

|  |  |  |
| --- | --- | --- |
| SPRING SEMESTER 2022 | | |
| Tues | Jan. 18 | **Spring semester begins: Welcome Back!** |
| Fri | Jan. 21 | **Attendance required for MSW students in FIELD** – Diversity/Field Advising Seminar **virtual. Field Seminar follows this session -**More information to be shared. |
| Mon | Jan. 31 | Add/Drop via Student Administration System closes. Courses added or dropped after this date require additional signatures. Dropped courses will have a “W” for withdrawal recorded on the academic record. |
| Fri | Feb. 11 | **Deadline to apply for graduation and to submit Plan of Study for Spring 2022-degree conferral** |
| Tues | Feb. 15 | Dean’s signature required to add courses |
| Mon | Mar. 1 | **Deadline to apply for Summer 2022-degree conferral (it is recommended that students submit a Plan of Study by the end of the Spring term)** |
| Fri | Mar. 11 | Field Instructors Meeting 9:00am – 12:00pm, Virtual (tentative) |
|  | Mar. 11 | Last day of Field and Classes before Spring Recess |
|  | Mar. 13-19 | Spring Recess |
| Mon | Mar. 21 | Registration for the Summer and Fall 2022 sessions via Student Administration System begins |
| Fri. | Mar. 25 | MSW Field Advising Seminar virtual - **mandatory for students In-Field**  (IGFP and CORG – 9:00AM -11:00AM | POPR: 1:00Pm – 3:00pm  ***(PLEASE TAKE NOTE OF CONCENTRATION & TIME FOR SEMINAR)*** |
| Mon | Mar. 28 | Last day to withdraw from a course |
| Fri | Apr. 15 | Field education final evaluations due **Submit Online** |
| Fri | Apr. 22 | **Last day of field education** |
| Fri. | Apr. 29 | **Last day of Spring Semester Classes** |
| Sat-Sun | Apr. 30 – May 1st | Reading Days (no classes or assessments) |
| Sun | May 8 | School of Social Work Commencement Ceremony – Subject to change  Conferral date for Spring 2022 degrees |
| Tues | May 10 | **Deadline for submitting course and field grade**s **via Student Administration System by 4:00PM** |
| SUMMER TERM 2021 |  |  |
| SUMMER SESSION | | July 2022 |
| ADVANCED STANDING | | July 2022 |
| SUMMER BLOCK | | May – August 2022 |
|  | | August 24th, 2022 – Summer 2022 Degree Conferral |
| Faculty are urged to try not to schedule exams on significant religious holidays such as  \*Rosh Hashanah, 9/7/2021; \*Yom Kippur, 9/16/2021; \*Hanukkah, 11/28/2021; Good Friday, 4/15/2022.  \*Passover, 4/16/2022; \*Ramadan, 4/2/2022; \*Eid al Fitr 5/1/2021 and to accommodate students’ related requests to the extent possible.  \*Holy Days begin at sundown the day before this date | | |
|  | | |

# Role of the Faculty Advisor:

Purpose of faculty advising is to help students make maximum use of their educational experience

* + Get to know your advisees
  + Check in on their experience and progress in field
  + Serve as their advocate
  + Address problems early
  + Review and approve Educational Contracts
  + Assign field and seminar grades
  + Check with your mentor before assigning a grade of “N” or “U”
  + Request an unofficial transcript when you meet with advisees

**Take the lead on student problems in field**

(discern if problem stems from field instructor, agency and/or student)

* Be accessible to students throughout the year by email or telephone (respond to student

within 48 hours) Use your UConn Email with all UConn communications

# Stress Free Advising--Some Helpful Tips for Advisors and Students

General Program Requirements:

Due to the pandemic, All students must complete two 435-hour field placements, unless they are Advanced Standing. Advanced Standing students will complete only one 435-hour field placement.

1. If you have Community Organizing or Policy Practice students as advisees who are in their first year (foundation year) field placement, ask them if they are attending the Micro Skills Lab or if they have a direct service component at their agency. They are required to fulfill their foundation year micro requirement in one of those ways.
2. Remind students that the **Field Education Contract is due to you (their advisor) by October 15.** This is something the student and their field instructor will develop and sign (they will be sent an Education Contract worksheet the first week of field to help them prepare the contract.)
3. **Attendance at the 4 Field Seminar Classes is mandatory.**  If a student misses a session, they need to complete a reflection paper of 3-5 pages. The Advisor will determine the topic, generally relating to topics scheduled to be covered at the seminar session that was missed.

**Preparing for the Agency Visit:**

1. Review student’s Educational Contract
2. Check in with students to make sure they have workspace, computer access, received orientation to their agency, and were trained regarding client files and reporting. All of this should be in place early on in the field placement.
3. Students should share with their Field Instructor the assignments from ALL classes that involve their field placement so the field instructor understands the relevant work. These assignments can be integrated into the Education Contract. The agency is expected to provide access to various materials so that students can complete the assignments.
4. If student is an IGFP concentration check to see if process recordings are being written and handed in to the field instructor for comment

**Preparing to provide Academic Advising:**

1. Ask Students to email you their transcript and use the Program Plan <https://ssw.uconn.edu/program-plans/> to determine credits taken and fulfillment of course requirements.
   1. Key questions to ask: are you completing the program in 2, 3 or 4 years
   2. Are you an advanced standing student?
   3. Do you have BSW exemptions? Information on all of these can be found on: <https://ssw.uconn.edu/msw/>
2. When reviewing the student’s transcript remember that they must maintain an overall B (3.0 Grade Point Average) average. This is a University of Connecticut requirement for all graduate students. If the student receives a D in a concentration class (IGFP/CORG/POPR) or foundation (BASC) class they must retake the class.
3. Share with students that:

* The University has a new policy requiring background checks for all students entering field placements (please see Field Manual for more details);
* The University’s policy is that graduate students may take up to 20 credits per semester. The UConn SSW adheres to that policy;
* First year IGFP students who received a BSW exemption for BASC 5391 (Micro Foundation Practice), must take one of the Clinical Conditions courses concurrent with their 1st semester 1st year field placement (i.e., they must take either IGFP 5345: Clinical Conditions with Children and Adolescents or IGFP 5346: Clinical Conditions with Adults and Older Adults);
* It is highly recommended that students who plan to be licensed take HBEL 5300 (Substance Abuse I: Introduction to Alcohol and other Drugs); and
* If they want to be a school social worker they will need to take DSEL 5320 (Direct Practice in School for Children with Educational Disabilities and their Families (DSEL 5320), offered in most Fall and Spring semesters.

1. Ask students if they are pursuing a Focused Area of Study (FAS). Details/requirements are posted on the SSW website. They should check that first. http://ssw.uconn.edu/our-programs/msw-program/variety-of-study-options/focused-area-of-study/

**Unique Field Education Opportunities:**

1. Block Placement (only a possible option for second year IGFP and CORG students). There is an application process to be followed and this arrangement is not guaranteed to all who apply. In addition, there must be a sufficient number of students interested and accepted in order for this course to be offered. Speak with Concentration Chair.
2. Ask the student if s/he is considering completing a field placement abroad in their second year of field. We have limited field opportunities established for international placements. The student will need to speak with Gina DeVivo Brassaw ([gina.devivo\_brassaw@uconn.edu](mailto:gina.devivo_brassaw@uconn.edu)) about these possibilities. **They must start the application process during the fall semester of their first year of field. It is not guaranteed that all who wish to do an international field placement will be accepted.** Gina
3. will also need time to make the arrangements. Students must maintain a GPA of 3.00. Further information is available in the Field Manual.

***When in doubt consult with your field education mentor.***

# Faculty Advising Protocol

**During the First Week of Field Placement (1st week of September)**:

*Contact the Field Instructor and review the following:*

* Call or email to introduce yourself and explain your role—be sure to provide your contact information. Ask them to contact you right away if an issue/problem is developing. (see attached sample introduction email in Appendix)
* Inform the field instructor that you’ll be making an agency visit in the next month or two (if there is a problem or a potential problem please prioritize making those visits ASAP – we want to try to prevent as many problems as possible and resolve situation as soon as possible).
* Check out the field instructor’s impressions of how the student is doing so far in field. Encourage them to let you know as soon as possible if they have a concern about the student.
* Review student’s current and planned assignments (including process recording requirements)
* Mention—and explain, if needed-- the Educational Contract and its due date (Oct 15th)
* Emphasize the need for accountability on the student’s part (specifically on attendance, timeliness and submission of written material such as process recordings)
* Encourage Field Instructor to attend the Meetings for All Field Instructors in November and March (not mandatory) – let them know they can get CEs for attending.

**During Fall Semester:**

*Make an agency visit and review the following:*

* Inquire about how things are going overall and any challenges/issues to be resolved (encourage timely and effective communication between field instructor, student & advisor)
* Review and discuss the Educational Contract. Provide feedback and suggestions to enhance the learning experience.
* Discuss student’s field placement tasks and assignments (1st year students should have micro and macro tasks in field, while 2nd year and Advanced Standing students need only have tasks in their concentration). Attend to quality and quantity of assignments.
* Ask how formal supervision is going. Are they meeting weekly? What is the student learning? What is the student’s learning style? Does the student come to supervision with an agenda? Is the student submitting process-recordings (or other recordings) on a regular basis? Is the field instructor making written comments on the process-recordings and discussing them with the student in supervision?
* Discuss first semester evaluation and due date (listed on calendar)
* Elicit questions about Field Manual, calendar, curriculum, requirements, etc.
* Visit the student’s work space, (possibly) get a tour of the program or agency
* *Complete the faculty advisor checklist at the end of each month for each advisee. An electronic link will be automatically sent you around the 20th of each month and will be open for approximately 10 days*.

**Early Spring Semester:**

Call and/or email Field Instructor to check in regarding student’s progress. Elicit questions or concerns.

**Field Seminars (attendance is mandatory)**

* Print roster for taking attendance
* Ask advisees to bring an unofficial transcript at each seminar. Check to see if student has any “I” or low grades. If so, discuss with student—and perhaps with your mentor in the

Field Ed department.

* If student is absent, assign a 3-5 page reflection paper on a topic related to content of Seminar, e.g. beginnings, termination, etc. (**due 2 weeks after the seminar**)

**Other**

* Check your UConn email regularly!!
* *Complete the faculty advisor checklist at the end of each month for each advisee. An electronic link will be automatically sent you around the 20th of each month and will be open for approximately 10 days*.

Sample Faculty Advisor Introduction Email

(Note: send and email to each field instructor and each of your student advisees)

September 7, 2021

Dear :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Field Instructor)

This email is to inform you that I shall be the faculty advisor working with you and your UConn student intern(s) this academic year. I can be reached at ( ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_or by email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I hope the year is going well for the two of you. The Educational Contract will be sent to you electronically. I look forward to receiving it from you by October 15th and discussing it with you at our agency visit. I would like to schedule my visit during the fall semester preferably during October and November. What dates and times work best for the two of you?

As you probably know, UConn SSW interns are required to meet with their faculty advisors on campus two Fridays per semester during their internships for field seminar. This year the field seminars will meet on September 14, October 26, January 25 (with a snow date of Feb. 1) and March 8 (with a snow date of March 29).

If you have any questions or concerns, please feel free to contact me by email or telephone. In the meantime,I have attached a link:<https://ssw.uconn.edu/wp-content/uploads/sites/2377/2018/08/Field-Educational-Manual-082718-2018.pdf> to our Field Education Manual for your convenience. In it you will find our field policies and requirements; there are also sections specific to each concentration. I hope you find this resource helpful to you.

I look forward to our visit and to working with you this academic year. Please contact me right away if an issue/problem is developing. We really appreciate your taking on this important assignment as a field instructor for our students. Field is such a critical part of the learning and professional growth of MSW students.

Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor

UConn SSW

Hartford Campus

# Field Advising Seminar Dates

Mandatory Field Advising Seminar Dates:

(You will be notified via UConn email who your Faculty Advisor is for the academic year sometime mid-August.

**Friday, September 17, 2021**

From 9:00 am – 11:00 am IGFP and CORG

From 1:00 pm – 3:00 pm POPR

**Friday, November 12, 2021**

From 9:00 am – 11:00 am IGFP and CORG

From 1:00 pm – 3:00 pm POPR

**Friday, January 21, 2022**

Diversity/Field Advising Seminar

9:00 am to 1:00 pm

Diversity program – 9 am to 10:15 am

Field seminars 10:30 am to 12:30 pm

**Friday, March 25, 2022**

From 9:00 am – 11:00 am IGFP and CORG

From 1:00 pm – 3:00 pm POPR

# Activities Checklist for MSW Faculty Advisors

The Faculty Advisor Checklist is new for the academic 2021-2022 year. The checklist will be sent via Qualtrics link at the end of each month to faculty advisors. The link will be open for approximately one week. An entry should be made for each advisee each month.

**This checklist is expected to be online (Qualtrics or similar program)**

This Checklist is a quick view of activities to be completed by the Faculty Advisor.

This checklist does not capture all activities a Faculty Advisor engages in throughout the year to provide academic and field advising. For details on all activities and responsibilities of a MSW Faculty Advisor please refer to the **MSW Field Education Manual**, the Faculty Advisors’ Handbook, and view the PowerPoint orientations for Faculty Advisors.

Faculty Advisors are expected to be in regular contact with each of their advisees.

Faculty Advisors are to intervene whenever there is a problem.

**September**

* Fall field placements begin.
* Contact each advisee the first week of the semester to introduce self (include what your role as a Faculty Advisor is) and provide contact information.
  + Enter date contact was made:
  + There will be a space for comments:
* Conduct Field Advising Seminar.
  + Enter date of Field Advising Seminar:
  + There will be a space for comments:
* Contact each advisee’s field instructor within the first week of field to introduce themselves.
  + Enter date of contact with field instructor:
  + There will be a space for comments:
* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + All generalist year field advisees regardless of Specialized Practice Area are required to write at least 2 process recordings in the first semester of their generalist field experience.
  + The IGFP Specialist Practice Area requires more process recordings.

**October**

Fall individual meeting with advisee (at least one meeting a semester). **Meet with advisee before registration in fall, mid-October**

* One meeting should occur early in the term to ensure the placement is developing as required/expected and explore academic progress and experience.
  + Enter date of individual meeting with advisee:
  + There will be a space for comments:
* Schedule a site visit. The timing of this site visit will depend on such things as the length of time the student has been at the agency and whether there are immediate concerns to address. More than one site visit may be needed per advisee per year. If the advisee is replaced, a site visit is required early in the new placement.
  + Enter date site visit was held:
  + There will be a space for comments:
* Review educational contract and provide feedback / suggestions to Field Instructor as needed (e.g., if they don’t have adequate or any assignments or activities to build each competencies).
  + Enter date that educational contract was reviewed:
  + There will be a space for comments:
* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + All generalist year field advisees regardless of Specialized Practice Area are required to write at least 2 process recordings in the first semester of their generalist field experience.
  + The IGFP Specialist Practice Area requires more process recordings.

**November**

* If a site visit has not been conducted, please conduct a site visit with advisee and field instructor (and task supervisor as relevant). This site visit should be held earlier in the semester if the advisee is having challenges but should be held by early November at the latest. More than one site visit may be needed per advisee per year. If the advisee is replaced, a site visit is required early in the new placement.
  + Enter date site visit was held:
  + There will be a space for comments:
* Conduct the Field Advising Seminar for your advisees.
  + Enter date of Field Advising Seminar:
  + There will be a space for comments:
* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + All generalist year field advisees regardless of Specialized Practice Area are required to write at least 2 process recordings in the first semester of their generalist field experience.
  + The IGFP Specialist Practice Area requires more process recordings.
* Jointly discusses option for next year’s placement and submits required materials to field Education Department.
  + Enter date of discussion with advise on next year’s placement:
  + There will be a space for comments:

**December**

* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + All generalist year field advisees regardless of Specialized Practice Area are required to write at least 2 process recordings in the first semester of their generalist field experience.
  + The IGFP Specialist Practice Areas requires more process recordings.
* Review Advisee evaluations.
  + Address any problems with field instructor and student.
* Submit field education grades – currently.
  + Post COVID-19 – perhaps 2022-2023.
    - Submit grades for 20 hr/wk advisees
  + Enter date field education grade submitted:
  + There will be a space for comments:
* Submit Field Incomplete Form – only if you intend to give an advisee an “I” for the fall field grade.
  + Enter date Field Incomplete Form submitted – if applicable:
  + There will be a space for comments:

**January**

* Winter/Spring field placements begin
* An “I” grade (incomplete) in Field Education from the fall term must be changed to a permanent grade by the end of the first week in January, if the field work is completed. Otherwise, agreed date by Field Education Department and/or Program Director.
  + Enter Date “I” was changed to permanent grade – if applicable:
  + There will be a space for comments:
* Conduct Field Advising Seminar (after Diversity Day event)
  + Enter date Field Advising Seminar was held:
  + There will be a space for comments:
* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + Policy Practice Specialist Practice Area requires two process recordings each semester.
  + The IGFP Specialist Practice Area requires more process recordings per semester.
  + At this time Community Organizing Specialist Practice Area does not require process recordings each semester. (Check with CO for most recent info before finalizing checklist)
* Post COVID-19 (perhaps 2022 -2023) - Submit field education grades for 15 hr/wk advisees.
* Enter date field grades entered for 15 hr/week students:
  + There will be a space for comments:
* Winter individual meeting with advisee **prior to spring registration,** which is mid-March (at least one meeting a semester).
  + Enter date individual meeting with advisee held:
  + There will be a space for comments:

**February**

* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + Policy Practice Specialist Practice Area requires two process recordings each semester.
  + The IGFP Specialist Practice Area requires more process recordings per semester.
  + At this time Community Organizing Specialist Practice Area does not require process recordings each semester. (Check with CO for most recent info before finalizing checklist)

**March**

* Conduct Field Advising Seminar.
  + Enter date of Field Advising Seminar:
  + There will be a space for comments:
* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
  + Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
  + Policy Practice Specialist Practice Area requires two process recordings each semester.
  + The IGFP Specialist Practice Area requires more process recordings per semester.
  + At this time Community Organizing Specialist Practice Area does not require process recordings each semester. (Check with CO for most recent info before finalizing checklist)

**April**

* Review advisee’s process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee’s progress and concerns.
* Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
* Policy Practice Specialist Practice Area requires two process recordings each semester.
* The IGFP Specialist Practice Area requires more process recordings per semester.
  + At this time Community Organizing Specialist Practice Area does not require process recordings each semester. (Check with CO for most recent info before finalizing checklist)

**May**

* Submit field education grades - currently
  + Post COVID-19 (perhaps 2022 -2023)
    - Submit grades for 20 hr/wk advisees
  + Enter date field education grade submitted:
  + There will be a space for comments:
* Submit Field Incomplete Form – only if you intend to give an advisee an “I” for the fall field grade.
  + Enter date Field Incomplete Form submitted – if applicable:
  + There will be a space for comments:

**June**

* Post COVID-19 (perhaps 2022 -2023) - Submit field education grades for 15 hr/wk advisees

**July**

**August**

* An “I” grade (Incomplete) in Field Education from the Spring term must be changed to a permanent grade by mid-August if the field work is completed. Otherwise, agreed date by Field Education Department and/or Program Director.
  + Enter Date “I” was changed to permanent grade – if applicable:
  + There will be a space for comments:

**Other Advising/Mentoring Activities**

Please indicate other advising / mentoring activities that you have engaged in with your advisee (i.e., letters of reference, advise on job searches, advise on graduate programs, etc.)

* Please enter other advising/mentoring below:

Field Advising Seminar IGFP

– Key Information for Students

Seminar Dates: Fridays – Sept. 17th, Nov. 12th, Jan. 21st; Mar. 25th

MY AVAILABILITY/HOW TO REACH ME:

Name

Phone

Email address

PURPOSE OF THE SEMINARS

* Opportunity for reflection and sharing about the field experience
* Opportunity for mutual peer support
* Review of learning contracts, process recording formats/content and evaluations
* Case discussion through case presentations, role play and process recordings
* Focus on various aspects of the work – e.g. termination, diversity, resistant clients
* Your concerns and challenges

If you must miss a seminar, please let me know prior to the meeting. You will receive a writing assignment related to the topics we are discussing. Missing more than one seminar will affect your grade (see Field Manual for details).

**PLEASE, PLEASE, PLEASE … let me know ASAP - if you:**

* don’t have adequate work space
* are not meeting with your supervisor weekly (for at least 1 hour a week)
* you are being asked to work over your scheduled hours or work during UConn authorized breaks
* do not have time during field for writing your process recordings (1 hour a week if you are in the field 15 hrs/wk)
* do not have cases assigned to you by the 3rd week
* have any other concerns that may be interfering with maximizing your learning experience

First year IGFP students going into field should provide direct services to individuals, groups, and/or families as follows (see Field Manual for more information):

* 15 hours per week internships: engage in at least 2 contact hours per week by the second week of field. By the middle to the end of the first semester, IGFP students are expected to engage in 5-6 contact hours per week providing direct services to individuals, groups, and/or families.

First year students are required to do a macro task/assignment during the fall semester of their foundation field.

OTHER IMPORTANT DATES:

* Educational Contract due by October 4th – Email to me (your advisor)
* Evaluations due Dec 10/April 12 Submitted Online by Field Instructor. **You should be given the opportunity to discuss, review and sign the evaluation. S**tudents have a right to submit an addendum if they disagree with their evaluation**.** (See Field Manual for more information)

PROCESS RECORDINGS- See Field Education Manual Appendix for templates/examples

* All IGFP students are required to complete 12 process recordings during the academic-year internship (with approx. 6 due by the end of fall semester). Students should submit each process recording to their Field Instructor for their written comments—and submit a copy that includes the field instructor comments to the Faculty Advisor.

IGFP MONTHLY ACTIVITY REPORTS(See Field Manual-appendix)

* Submit at the end of each month to your Faculty Advisor

# IGFP Monthly Activity Reporting Form

Submit at the end of each month to Faculty Advisor

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

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Month/Year \_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours/Week \_\_\_\_\_\_\_\_\_\_\_

Field Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of cases carried during the month: \_\_\_\_\_\_

How many are ongoing cases? \_\_\_\_\_\_ How many were one-time cases? \_\_\_\_\_\_

Number of individual sessions \_\_\_\_\_\_\_ Number of family sessions \_\_\_\_\_\_

Number of groups carried during the month \_\_\_\_\_\_ Number of group sessions \_\_\_\_\_\_

# contact hours of direct service: \_\_\_\_\_

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of process recordings submitted to field instructor \_\_\_\_\_\_

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

Number of hours of individual supervision received \_\_\_\_\_

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

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Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Date received by Faculty Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note: Students should be given 1 hr. for 15 hr./week students during field to work on process-recordings.**

Field Advising Seminar for CORG and POPR

- Key Information for Students

Seminar Dates: Fridays Fridays – Sept. 17th, Nov. 12th, Jan. 21st; Mar. 25th

MY AVAILABILITY/HOW TO REACH ME:

Name

Phone

Email address

PURPOSE OF THE SEMINARS (to be tailored to the specific concentration)

* Opportunity for reflection and sharing about the field experience
* Opportunity for mutual peer support
* Review of learning contracts, process recording formats/content and evaluations
* Focus on various aspects of the work – e.g., termination, diversity, addressing conflict
* Your concerns and challenges

If you must miss a seminar – please let me know prior to the meeting. You will receive a short writing assignment related to the topics we are discussing. Missing more than one seminar will affect your grade (see Field Manual for more information).

PLEASE, PLEASE, PLEASE … let me know ASAP - if you:

* Don’t have adequate work space
* Are not meeting with your supervisor weekly (at least 1 hours a week)
* You are being asked to work over your scheduled hours or work during UConn authorized breaks
* Do not have time during field for writing your process recordings
* Do not have work tasks assigned to you by the 3rd week
* Have any other concerns that may be interfering with maximizing your learning experience

Expectations for internship tasks/assignments (for first year field only):

* 1st year assignments in both micro and macro practice.
* Ideally you would be able to do the following at your internship: at least 1 ongoing weekly group, or 1-2 individual case(s). Students who do not have sufficient micro assignments in their internship placement are required to take the Micro Skills Lab where assignments will be provided that cover the Micro requirements.
* Complete 2 process recordings each semester.

OTHER IMPORTANT DATES:

* Educational Contract due by October 4th – **Email to me (your advisor)**
* Evaluations due Evaluations due Dec 10/April 12 **Submitted Online by Field Instructor. You should be given the opportunity to discuss, review and sign the evaluation. S**tudents have a right to submit an addendum if they disagree with their evaluation**.** (See Field Manual for more information)

PROCESS RECORDING GUIDELINES –

* See Field Education Manual Appendix for templates/examples and expectations.
* Please bring me a client, group or meeting process-recording (with your Field Instructor’s comments) to the November seminar.

Field Advising Seminar Guidelines and Suggestions

SEPTEMBER FIELD SEMINAR

INTRODUCTIONS

ICEBREAKER (optional)

FACULTY ADVISOR ROLE AND RESPONSIBILITIES

* Serves as academic and field advisor
* Follows and monitors student’s progress
* Makes agency visit in fall semester, and follow-up visits as needed
* Supports, advocates, troubleshoots
* Keeps track of quality and number of process-recordings
* Is accessible to advisees (provide best ways to reach you)

STUDENT’S RESPONSIBILITIES

* Is accountable, i.e. timeliness, attendance, follow-through
* Is familiar with policies and information in the Field Education Manual
* Keeps Advisor informed—of changes, and of any concerns or problems
* Asks for support when needed; uses available resources
* Does the work! Applies self and does personal best.
* Goes into supervision with an agenda, questions
* Completes required number of process-recordings and submits to Field Instructor
* For IGFP Students: Submits 12 process-recordings per semester and IGFP Monthly Activity Forms to Advisor

ROLE OF STUDENT vs. employee

* You are paying for and getting credit for this experience
* You are not hired for what you know; rather, you’re taken on as an intern in spite of what you *don’t* know (you are there to learn and be mentored)

Keep in mind that:

* No matter your field placement and the client population you’re working with, you can transfer newly-gained skills to any age, population, and setting.
* Field placement is where you begin to focus on linking professional theory and values to practice

PROFESSIONAL USE OF SELF

* Self-consciousness leading to conscious use of self
* Being yourself, in a professional way
* Identifying when your agenda and issues are in the way of hearing and helping the client, community, or stakeholders
* Judicious use of self-disclosure

MANAGING YOUR TIME as a student

* How are you going to get everything done?
* Do you need to make changes in your life to make this work—e.g., cut back work hours, look for a different job, set a study schedule, join with peers for group study time, etc.?

WHAT TO EXPECT from the field instructor

* Orientation – formal and/or informal
* Regular, 1:1 supervision; linking of theory to practice
* Timely review of process-recordings
* Clear expectations and communication
* Accessibility to you—letting you know who is available to you when field instructor is not
* Provides assignments early on. Gives you assignments where you carry primary responsibility for the work (although work is closely supervised by field instructor)
* Provides both positive and constructive feedback in a timely manner

EDUCATIONAL CONTRACT

* Due Oct 4th
* A mutual effort between you and your field instructor
* A work in progress
* Purpose—to develop educational goals and to clarify mutual expectations and responsibilities; to guide your learning

SAFETY ISSUES

* You should never be alone in the agency/building without an agency staff member
* Pay attention to your gut feelings and concerns
* When appropriate, be trained in physical restraints and/or verbal de-escalation
* Review mandated reporting. Get trained in suicidal and homicidal risk assessment.
* The School discourages students from agreeing to use their own cars to transport clients as part of their field assignment, engage in physical restraints, or transport clients in your vehicle.

OPEN DISCUSSION

Possible questions:

How are you feeling about starting school/classes/field?

What questions and concerns do you have about field, class or school in general?

How do you learn (best)?

What challenges do you have or expect to have in your field placement?

NOVEMBER FIELD SEMINAR

ICEBREAKER

Check in about field with questions like the following:

* What’s going well in Field? What’s not going well? (in large group or in dyads/ small groups)
* Are you getting regular (weekly, scheduled) supervision? Is it helpful?
* How is your relationship with your Field Instructor?
* What’s your comfort level at the agency?
* What parts of your field placement are different than what you expected them to be?
* Are your assignments in place—micro, macro, etc.?
* If there’s been a problem, how have you dealt with it? What’s been helpful or not?
* How can you use my help?

Recordings:

* For IGF students:
* Are (IGF) students submitting weekly process-recordings to their field instructors?
* Do they understand the difference between the gut-level feelings and analysis columns?
* For Macro students: Are macro students using macro recording templates (found in the back of the Field Manual)?
* For all students:
* Are field instructors returning the recordings in a timely fashion, with helpful supervisory comments?
* Are students finding the process-recordings beneficial?
* Are students handing in process recordings to you (their advisor) as requested?

Evaluation:

* Remind students that they should have input into the evaluation process
* Students will be emailed a short questionnaire after their Field Instructor has submitted their fall and spring field evaluations, asking them to confirm that they have received and reviewed each evaluation. The student will be given an opportunity to write a response. If a student doesn’t agree with the evaluation, they can write an addendum. (see Field Manual for more information)
* There should be no “surprises” at evaluation time; all feedback from field instructor should have been given to student at some point during the semester. If a student feels that things aren’t going well earlier in the semester, they should alert their advisor right away so that early preventive / correction action may be taken.
* Students should not expect to receive the highest rating on the Likert scale piece of the evaluation. That is intended for students who are performing well above the standard expected for a student.

Thinking about/planning ahead for next year’s field placement: (this can be done with 2nd year students giving friendly advice to 1st year students, and/or it can be done in the last part of the Seminar after dismissing the 2nd year students)

MARCH FIELD SEMINAR

OPEN AGENDA

* An opportunity to express any concerns, positive and negative experiences, lessons learned, questions

ENDINGS

* Discussion related to the process of endings/transitions. What is a “good” ending? What gets in the way of good endings?
* Acknowledgement of endings with field instructor, staff , agency and clients/community
* Problem-solving related to issues of closure with clients/client systems across the concentrations (discussion, use of role-play or other experiential exercise)
* Talk about the use of rituals for creating closure/acknowledging endings
* Terminate/say goodbye to Faculty Advisor and fellow seminar students

*Keep in mind that some students may not learn about good endings/terminations from their field instructor and field agency. You can teach and role-model a positive ending.*

*Often students underestimate their worth as interns and therefore underplay or ignore their significance to those with whom they have worked for the last several months. Students need to be encouraged to value their role/their meaning to others and attend to termination. This may involve risk-taking and some vulnerability on the part of the student.*

LOOKING AHEAD

* Planning for new learning opportunities in advanced year field placement or professional career. Possible discussion of LMSW and LCSW exams.

# Agency Visit – Faculty Advisor Summary Report

Advisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Agency Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STUDENT PRACTICE**

Student maintains professional presence? Yes\_\_ No\_\_ Uncertain\_\_

Student is punctual? Yes\_\_ No\_\_ Uncertain\_\_; Excessive absences? Yes\_\_ No\_\_

Student is able to look at their own behaviors, attitudes, feelings regarding clients?

Yes\_\_ No\_\_ Uncertain\_\_

Student is able to seek out assistance and information from colleagues? Yes\_\_ No\_\_ Uncertain\_\_

Student seeks out learning opportunities? Yes\_\_ No\_\_ Uncertain\_\_

Student shows initiative? Yes\_\_ No\_\_ Uncertain\_\_

Is student being assigned individuals, groups/and or family cases? Appropriate Macro assignments? Please describe.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
How is student progressing with activities outlined in the learning contract?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SUPERVISION**

Is the student receiving at least 1.5 hours (for 20 hour) and/or 1 hour (for 15 hour) of supervision per week?\_\_\_\_\_Yes \_\_\_\_\_No

Student prepares for supervision? Yes\_\_ No\_\_ Uncertain\_\_

Student is reflective? Yes\_\_ No\_\_ Uncertain\_\_

Student is an active learner? Yes\_\_ No\_\_ Uncertain\_\_

Student submits process recordings each week, on time? Yes\_\_ No\_\_ Uncertain\_\_

Student’s process recordings are comprehensive and complete? Yes\_\_ No\_\_ Uncertain\_\_

Student submits macro assignments on time? Yes\_\_\_ No\_\_\_ Uncertain\_\_\_

**FIELD INSTRUCTOR**

Is FI accessible to student? Yes\_\_ No\_\_ Uncertain\_\_

FI holds regular supervision? Yes\_\_ No\_\_ Uncertain\_\_

FI provides attentive feedback on process recordings? Yes\_\_ No\_\_ Uncertain\_\_

FI shows clarity of supervisory comments? Yes\_\_ No\_\_ Uncertain\_\_

FI has a reasonable expectation of student? Yes\_\_ No\_\_ Uncertain\_\_

FI’s teaching skills are appropriate? Yes\_\_ No\_\_ Uncertain\_\_

FI is responsive to Advisor’s calls? Yes\_\_ No\_\_ Uncertain\_\_

**Rating of Placement:**\_\_\_ Excellent\_\_\_ Good \_\_\_Satisfactory \_\_\_Unsatisfactory

Comment:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Should agency/unit remain a placement? \_\_\_\_Yes \_\_\_No

Should FI be used again? \_\_\_\_Yes \_\_\_No

**Rating of student progress** \_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Unsatisfactory

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**When complete please return to the Field Education Office**

Protocol for submitting a no grade or

an incomplete grade for this semester:

No Grade “N”:  When to Issue a No Grade

* The letter N signifies that no grade was reported by the instructor for an individual student duly registered for a course.  Examples of this is when a student has not attended some or any of the classes, submitted partial work, etc.
* “**N” grade indicates no formal agreement between the instructor and a student.**
* “N” grade should not be submitted for any student who owes work and intends on completing the course.

Incomplete Grade “I”:  When to Issue an Incomplete Grade

* An incomplete is assigned when a student and the advisor had a discussion prior to the end of the semester.  The student must have been doing work of acceptable quality but, for some reason satisfactory to the advisor, has not completed all the work required to earn credit for the field seminar or field placement by the end of the semester or placement.
* The Field Education Department has developed an Incomplete form (see below) that is to be filled out by the advisor in discussion with the student and in coordination with the field instructor. The form outlines the work to be completed and the due date. It is to be signed by both the advisor and student. Once completed, please **print, sign (or electronically sign), scan, and email to** [**sswfielded@uconn.edu**](mailto:sswfielded@uconn.edu) **(Field Education),** [**brenda.kurz@uconn.edu**](mailto:brenda.kurz@uconn.edu) **(MSW Program Director), and** [**sswstudentservices@uconn.edu**](mailto:sswstudentservices@uconn.edu) **(OSAS Director).** This will help us to track incomplete grades. Once it is submitted, the field education office will send a verification of the information to the student, instructor and advisor.
* All required work must be resolved before the following semester begins, or within a shorter time specifically designated by the instructor or by our academic policy. If not resolved, the student will be unable to move forward in field and may have to appear before the Educational Review Committee. Potential Summer Block August graduates will be considered for December conferral of the MSW degree if an Incomplete is received. If the required work and field hours are not completed by the deadline, the incomplete grade will become permanent.
* Financial aid may be impacted if a student receives multiple incomplete grades.
* If a student does not meet the deadline stated in the contract, the instructor may assign a grade to replace the “I”. Once a grade is issued, the “I” is removed.  Incomplete grades only remain on the transcript when it is permanent and no new grade has been submitted.

Please feel free to contact your field staff mentor with any questions.



# Incomplete Agreement Contract For Field Education

**Must be discussed by advisor and student, in coordination with field instructor**

Please read the following information regarding incomplete field grades.

* Incompletes received in Field Education generally must be resolved before classes begin the following semester (under some circumstances this deadline may be extended). *If not resolved, the student will be unable to move forward in field and may have to appear before the Educational Review Committee.*
* Potential Summer Block August graduates will be considered for December conferral of the MSW degree if an Incomplete is received.
* If the required work and field hours are not completed by the deadline, the incomplete grade may become permanent. The incomplete grade can become permanent or the instructor can issue a grade based the work or lack thereof at the time of the due date.

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Status:\_\_\_ 1st year in field \_\_\_ 2nd year in field \_\_\_ Advanced Standing \_\_\_ block placement

Concentration: \_\_\_ IGF \_\_\_ CO \_\_\_ PP \_\_\_ BSW

Field Course(s) with Incomplete: \_\_\_ Field Seminar \_\_\_ Field Placement

Reason(s) for Incomplete:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific work to be completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completion Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty Advisor’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Print, Sign (or electronically sign), scan, and email to** [**sswfielded@uconn.edu**](mailto:sswfielded@uconn.edu) **(Field Education),** [**brenda.kurz@uconn.edu**](mailto:brenda.kurz@uconn.edu) **(MSW Program Director), and** [**sswstudentservices@uconn.edu**](mailto:sswstudentservices@uconn.edu) **(OSAS Director)**

# Helpful Resources:

WebEx Training: <https://cetl.uconn.edu/>

FERPA Training

Travel Training

Finance: Payroll questions; travel reimbursements: [iris.strong@uconn.edu](mailto:iris.strong@uconn.edu)

Information Technology (IT): [help@uconn.edu](mailto:help@uconn.edu)

Center for Students’ with Disabilities: <https://csd.uconn.edu/>

Curriculum Requirements

MSW Student Handbook

https://ssw.uconn.edu/wp-content/uploads/sites/3173/2021/08/2021-MSW-Handbook-Final.pdf

Educational Review Committee

See MSW Student Handbook

https://ssw.uconn.edu/wp-content/uploads/sites/3173/2021/08/2021-MSW-Handbook-Final.pdf

# For Orientation for Adjunct Faculty Advisors

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

**Your Advisees and their Field Instructors will be filling out these forms, but they may have questions for you.** Your Mentor from the SSW Field Education Department can be a good resource to you if you have questions about the process or any of the forms.

# Guidelines for Shared Task Supervisor /MSW Field Instruction

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 who are in the field for 20 hrs/week are expected to receive a combined total of 1 ½ hours of supervision each week (1 hr of supervision for those in field for 15 hrs/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 Task Supervisor Orientation Meeting.
* 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 end of semester field evaluations and submit the signed copies to the Field Education Department when due.

# Graduation Requirements

Important Graduation Information

Our School is now following the policies and procedures of the University’s Graduate School.

This change affects graduation dates.

Starting now, ***all field work and coursework must be completed by the end of April in order for a student to have a May graduation/conferral date. The conferral date will also affect when a student is eligible to sit for the LMSW exam.*** *(See Student Handbook for more information)*

**Any second year field student who opts for a 15 hour per week field placement will now be considered an August graduate.** Students should keep this in mind when deciding whether or not they would like to complete a 15 or 20 hour/week field placement next year.

# Field Education Policy:

Once a student has committed to either of these schedules (15 or 20 hours per week in field), s/he cannot make a change without input from the Field Education Department and approval from the field instructor and faculty advisor. The schedule may only be changed in the event of extraordinary circumstances and not merely for convenience or because a student decides they wish to graduate earlier than originally planned.

Field hours are designed to be concurrent with concentration classes.  Therefore, in all circumstances, students cannot accelerate their hours to complete their field experience **more than two weeks** prior to the completion of required concurrent courses.

Milage Report Worksheet

NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EMPLOYEE # or PEOPLESOFT #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ONE WAY COMMUTE: \_\_\_\_\_\_\_\_\_\_\_\_

DATE RANGE: \_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ⁭ In-State ⁭ Out-of-State

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| --- | --- | --- | --- | --- | --- | --- |
| Date of Trip | To | From | Purpose of Trip | Mileage | Is this round trip mileage? (Y/N) | Did you Depart/Return from/to your Official Duty Station? (Y/N) |
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***This is only a worksheet: For Reimbursement – you must go on the website to submit mileage***

Helpful Resources

**UConn-School of Social Work**

Field Education Department

38 Prospect Street

Hartford, CT 06103

Fax # (860) 244-2240

Website: <http://ssw.uconn.edu/field-education-2/>

**Field Education Department**

Nicole Campbell, DSW, MSW Cheryl Jackson-Morris, MSW Associate Director of Field Education

Director of Field Education BSW Field Coordinator

Room # 304 (959) 200-3656 Room #111 (959) 200-3609

[nicole.campbell@uconn.edu](mailto:nicole.campbell@uconn.edu) [Cheryl.jackson-morris@uconn.edu](mailto:Cheryl.jackson-morris@uconn.edu)

Liane Lussier-Smith, LCSW Gina DeVivo Brassaw, MSW

Field Coordinator Field Coordinator

Room # 110 (959) 200-3608 Room # 109 (959) 200-3607

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Nancy Urcinas, Administrative Services Specialist

Room # 112, (959) 200-3610

Nancy.urcinas@uconn.edu

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| --- |
| **Office of Student and Academic Services (OSAS)** **Finance** **Payroll/Mileage**  Trisha Hawthrone-Noble, MSW, OSAS Coordinator Iris Strong,  Room # 108 (959) 200-3606 Room # 207 (959) 200-3619  [trisha.hawthrone-noble@uconn.edu](mailto:trisha.hawthrone-noble@uconn.edu) [iris.strong@uconn.edu](mailto:iris.strong@uconn.edu) |
| **Requests Rooms in the HSSW building (102, 229 & 328)**  Tessa Cugnon: [tessa.cugnon@uconn.edu](mailto:tessa.cugnon@uconn.edu) (959) 200-3649 |
| **Concentration Chairs**    Community Organization:  Individual, Group and Family: Ellen Smith Room # 222 (959) 200-3634  Policy Practice: Rebecca Thomas Room # 318 (959) 200-3672  **Security (UConn Dispatch)**  **Emergency** 911  **Non emergency** (860) 486-4801 Other Websites UConn SSW  ssw.uconn.edu/  Field Education Manual  https://ssw.uconn.edu/wp-content/uploads/sites/3173/2021/09/21-22-revised-MSW-Field-Education-Manual-2021-22-09012021.pdf  Curriculum Check List:  https://ssw.uconn.edu/msw-academic-advising/  Writing Center  https://wcenter.hartford.uconn.edu/  Grades & Registrar  Registrar-icenter@ad.uconn.edu  Financial Aid  https://financialaid.uconn.edu/    Center for Students with Disabilities (CSD)  CSD@uconn.edu |

# Mentors

Mentors are assigned to each faculty adjunct advisor. Contact your mentor if you:

* have questions regarding curriculum, field, academic policy, how to write an ERC referral, etc.;
* have trouble fulfilling your advising responsibility; and/or
* feel your advisee should receive an “I” incomplete and before you assign “U” unsatisfactory grade. Each grade has academic implications for your advisee
* Would like to consult about a student, FI or Field placement
* Would like to go over a transcript or plan of study
* Check in with mentor once a month to let them know how things are going
* Have any questions or concerns what so ever