

BSW Field Education Manual

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Chapter 1 – Introduction to BSW Field Education: Framework and Overview

Field education is one of the most vital learning experiences you will have in your BSW program. You will have the opportunity to spend your senior year in one of several professionally supervised settings. These might include: a school, community center, public library, homeless shelter, children’s protective services, or health setting. There, under the supervision of social work professionals, you will gain valuable professional experience and have the opportunity to apply your classroom knowledge, skills and values to real life situations. This experience will prepare you for both entry level employment as a social worker and for application to an MSW program.

The BSW Field Education Coordinator along with our faculty and advisors and our agency partners will work closely with you to develop your social work skills and experience.

Introduction: BSW Program Mission and Goals

The Bachelor’s Program in Social Work at the University of Connecticut prepares students for both entry level professional practice and graduate social work programs. Rooted in social justice and human rights, the curriculum has a generalist orientation which pays equal attention to micro, mezzo and macro practice. The program is committed to providing opportunities for students to develop ethical approaches to practice with underserved populations and communities through coursework, urban field placement student units and research opportunities. Graduates are prepared to contribute to individual and community well-being through the valuing of human diversity, the prevention and alleviation of structural inequities, and through advocacy for improved social policies and services.

Through the combination of classroom coursework and the senior year field internship, students will achieve mastery of the goals of the BSW generalist program. These include the following program goals which align with the core competencies, as mandated by the Council on Social Work Education:

1. Preparation of social workers who demonstrate ethical and professional behavior
2. Preparation for practice and advocacy with underserved and diverse populations and communities through coursework, urban field placement student units, and research opportunities
3. Understand and advance human rights and social, economic and environmental justice, locally and globally
4. Engage in practice-informed research and research informed practice
5. Engage in policy practice and political advocacy
6. Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations and communities

POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.

SEXUAL ASSAULT REPORTING POLICY

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

Definition of Generalist Practice

The BSW program’s mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context. Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social

workers respond to a variety of context and strive to protect human rights, promote social and economic justice, and provide culturally competent services.

The EPAS Competencies

The BSW Program's Educational Outcomes come from the Council on Social Work Education's (CSWE) competencies. These are articulated in the Educational Policy and Accreditation Standards (EPAS) document (CSWE, 2015). Field education provides a key opportunity to develop the nine EPAS core competencies of social work practice listed below.

The BSW Program students are evaluated based upon their demonstrating, at the point of graduation, the ability to:

1. Demonstrate Ethical and Professional Behavior.
2. Engage in Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess with Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities.

VALUES AND ETHICS

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

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

FIRST AMENDMENT RIGHTS

Students who believe that they are placed in a setting that potentially violates their First Amendment rights, should notify their faculty advisor for advice and possible replacement. The First Amendment

states “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

AGENCY-BASED VOTER REGISTRATION

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

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

Purpose of Field Instruction

According to CSWE, “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline — to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum — classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.”

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

The UConn BSW program has developed innovative field placement units that facilitate excellent professional preparation for our students.

CURRICULUM REQUIREMENTS

Consonant with this mission, the School's comprehensive, 52 credit bachelor's program is designed to prepare graduates for entry level work with individuals, families, communities, groups and organization to improve their well-being. The students will be able to competently work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ change both within and among various social systems.

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

The curriculum includes the following **field education components**:

- two 400-hour field placements (2 semester-long field placement courses equaling 6 credits); and
- two 3 credit semester long field seminars

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

BSW Curriculum and BSW Field Curriculum

The BSW curriculum is sequenced to provide an opportunity for integrated development between the micro, mezzo, and macro levels. It fosters a cumulative learning process that allows students to apply knowledge attained in their junior year studies about human behavior in the social environment, human oppression, research-informed practice, and social welfare policy to their practice-based educational experience in their senior year. In addition, in their junior year, students have an opportunity to volunteer in an agency for 25 hours and participate in a collective policy advocacy project for another 15 hours. Although these 40 hours are not included in the required 400 hours in the field, these activities will help to prepare students to enter the field in their senior year. In their senior year they participate in 200 hours per semester (400 hours total) of supervised field work in predefined field units. Given the cohort model structure of the BSW program, there is ample opportunity for reflection, processing learning, and team-building amongst students, field instructors, social workers, and faculty. The additional 45 hours a semester field seminar provides an organizing structure for processing field experiences. Taken together with three practice courses (micro, mezzo, and macro levels) that they complete in their senior year, students will have a robust opportunity to integrate knowledge gained in social work classes with their field experience. The total number of required field hours is 400.

The field curriculum is contextualized within a social justice and human rights framework through the following principles:

- Understanding that individuals, families and larger systems are experiencing systematic oppression and other social injustices
- Using anti-oppression discourse transcends curricula and strengthens "real-life" application of theory
- Integrating a focus on understanding the mechanisms that create, maintain and perpetuate social inequality and structural violence, while developing capacity to engage in promotion of social justice and human rights.

The courses are sequenced to build upon one another and help students integrate theory and practice content in a holistic way (see Sequence Chart below).

	Fall	Spring
Juniors	<ul style="list-style-type: none"> • SOWK 3000 Intro (3) • SOWK 3100 HBSE I (3) • SOWK 3200 Social Welfare Policy (3) • SOWK 3250 Social Justice/Dialogue (3) <p style="text-align: right;">12 credits</p>	<ul style="list-style-type: none"> • SOWK 3101 HBSE II (3) • SOWK 3201 Policy Advocacy (3) • SOWK 3350 Research (3) • Elective (3) <p style="text-align: right;">12 credits</p>
Seniors	<ul style="list-style-type: none"> • SOWK 3501 Micro Practice (3) • SOWK 3502 Mezzo Practice (3) • SOWK 4100W Senior Seminar (4) • SOWK 3700 Field Practicum I (3) • SOWK 3800 Field Seminar I (3) <p style="text-align: right;">16 credits</p>	<ul style="list-style-type: none"> • SOWK 3503 Macro Practice (3) • SOWK 3701 Field Practicum II (3) • SOWK 3801 Field Seminar II (3) • Elective (3) <p style="text-align: right;">12 credits</p>

52 credits total

There are several structures and mechanisms for connecting the conceptual contribution of the classroom with each practice setting, thus fostering the implementation of evidence-informed practice. In the following ways, competencies central to the program’s curriculum are taught and reinforced in both educational arenas.

How field students demonstrate competencies in field

Students in the BSW program engage in field work that is informed by the core competencies as specified by EPAS – the ability to engage in practice informed by the profession’s values and ethics (Competency 1) including the commitment to serve and advocate for diverse and at risk populations (Competencies 2, 3, and 5), think critically (Competency 4), apply theory and research (Competencies 4, 6, 7, 8, and 9), and practice engagement, assessment, intervention and evaluation (Competencies 6, 7, 8, and 9), while being aware and responsive to context (Competencies 3, 5, 6, 7, 8, and 9).

The cohort model of BSW education being followed by the UConn SSW means that students take their courses together and participate in one of several field units throughout their senior year. Each unit is comprised of a small group of students and a field instructor, and these individuals work closely with the faculty advisor. Field unit sites are chosen based on their ability to provide different opportunities to demonstrate the competencies. For example, in a school setting students will typically meet individually and in groups with students and will have contact with their families. They will also work with interdisciplinary teams to understand and implement school policies within municipal and state law contexts. The urban Hartford community has a high proportion of persons of color, non-native speakers of English, and lower socio-economic status. Thus, students will have the opportunity to examine structural inequalities. Given the School’s proximity to the Connecticut State capital, students will have the unique opportunity to engage in legislative advocacy.

Assignment of field hours

Students take part in 400 hours of field experiences during their senior year of the major. During this time students participate in an educationally supervised practicum of 200 hours per semester (approximately 14- 15 hours a week)

In addition to their field experience student have additional field supportive hours. In the junior year students complete 25 hours of volunteer work in SOWK 3101 Human Behavior in the Social Work Environment II and 15 hours of policy advocacy related experiential learning in SOWK 3201 Advocacy for Social Policy Change. The 45 hours per semester of concurrent Field Seminar considered field supportive experience (this does not count towards the 400 hours of field experience required to graduate) for a total of 490 hours of field and field supportive experience.

SOWK 3800 Field Seminar	45 hours
SOWK 3700 Field Practicum	200 hours
SOWK 3801 Field Seminar	45 hours
SOWK 3701 Field Practicum	200 hours

Criteria for admission into the field includes successful completion of all coursework for the junior year as well as an assessment of behavioral and social attributes, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the various qualities and skills gained through their life experience;
- Ability to meet field and class requirements in a timely manner with reasonable accommodation if needed.

By mid-spring semester of the junior year, the student's faculty advisor will meet to assess readiness for the field. Following the meeting, the faculty advisor will send a recommendation to the Field Office (completing the Field Education Readiness Form) so that a placement can be made.

Chapter 2 – BSW Field Practicum Organizational Structure and Roles

Introduction

Successful field placement learning requires a high degree of coordination among the BSW Field Education Coordinator; the BSW Program Director; faculty field advisor; the field instructor and agency; the faculty advisor and the student.

Coordinator of BSW Field Education

The BSW Field Education Coordinator, under the direction of the Director of Field Education, is responsible for:

1. Identifying suitable BSW field placement units, doing onsite visits and ensuring the capacity of the agency to provide appropriate learning opportunities for students;
2. Placing and overseeing the placing of BSW students in the field;
3. Working with relevant university offices to develop and maintain Affiliation Agreements between the School of Social Work and partner agencies for BSW placements;
4. Confirming BSW student background checks and placements with agencies;
5. Working with students to “match” with field placements and supervisors;
6. Ensuring that field instructors have completed or will complete the Seminar in Field Instruction Course;
7. Working with the Field Education Director to develop and deliver in-service training for field instructors; and
8. Referring problematic field related situations to the appropriate review committee for consultation and disposition.

Field Education Office Role and Responsibilities

Administrative staff in the Field Education Office will be responsible for:

1. Maintaining all records, including but not limited to Affiliation Agreements, Readiness for Field Forms, Agency and Field Instructor Evaluation Forms;
2. At the direction of the Field Education Director, maintaining communications with field agency staff;
3. Developing and maintaining files on all placement agencies in planning future placements;
4. Monitoring receipt of student field evaluations; and
5. Monitoring receipt of evaluations of field placement experience

The BSW Field Education Coordinator and the BSW Program Director, along with Faculty Field Advisors are responsible for:

1. Monitoring the quality of each student’s field education experience

2. Seeking solutions to any problem that limits the student's ability to be successful in the field.

The Faculty Field Advisor is responsible for:

1. Assisting students 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);
2. 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);
3. 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);
4. Mediating, as necessary between agency, field instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes of administrators and policies);
5. Taking leadership and serving as a trouble-shooter in dealing with problematic field placement situations, in consultation with the BSW field coordinator needed (e.g., performance problems, insufficient assignments, inattentive field instructor, and school structures);
6. Serving as a consultant to student 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);
7. Making contact with the field instructor during the first two weeks of field placement; making a field agency visit with the field instructor and student prior to mid-semester of the fall semester and again prior to midterm in the spring semester; more if deemed necessary.
8. Maintaining regular contact, as needed with both the student and agency, as needed;
9. Collaborates, as needed, with classroom teachers and field office personnel;
10. Ensures that ethical and academic standards are upheld;
11. Assists in career and professional development and overall school performance;
12. Makes a referral to the Performance Review Committee (PRC) when an advisee is having serious problems in the field or in their coursework; and
13. Writes reference letters for scholarships, special honors, and potential employment when requested.

The student is responsible for:

1. Being responsive to all requests and communications, using UConn email from the field education office;
2. Conducting oneself professionally, in accordance with the NASW Code of Ethics;
3. Being responsible for attending field education placement hours as scheduled and being prepared for supervision;
4. Carrying out all assigned tasks in the field placement;

5. Discussing with field instructor, professors and/or faculty advisor and BSW Field Coordinator (as appropriate) any issues that arise in the field placement experience;
6. Demonstrating willingness and ability to be self-reflective in the field placement experience; and
7. Completing all required SSW and field agency paperwork completely and promptly.

Chapter 3 – Selection of Field Agencies, Criteria, and Field Instructors

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 individual supervision for one hour per week for students in placement 14 hours per week;
- 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.

Safety and Security Procedures

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

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

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Field Educators should provide an orientation for interns to personal safety procedures in their field education Practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during sessions; or a specific set of procedures which should be followed if a staff member finds them in a potentially dangerous situation.
5. Develop a safety plan with supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
6. Interns should always inform their field educator and faculty liaison of incidents where their personal safety is threatened.
7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse.
8. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client's right to self-determination of their goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.
9. Be alert to all parties in your immediate environment.
10. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
11. Carry yourself in a confident manner. Be purposeful in your actions.
12. Be friendly, however do not disclose a great deal of information about yourself or family.
13. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
14. Dress in a manner conducive to your professional Practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
15. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.
16. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.
17. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

Home Visit Policy: The field agency should provide safety orientation to students engaging in home visits. Students should only be asked to make home visits to residences known to have a low-risk to personal

safety. If there is any question or concern about safety, the student should only be asked to visit the home with another person qualified to handle any difficult situation that could arise.

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

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

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

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

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

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

Student Malpractice Policy: The University arranges for professional liability insurance for all matriculated students. This covers our students in the performance of duties as a student intern. This blanket coverage includes the \$1,000,000/\$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford. Students are only covered by this professional liability insurance for semesters that they are registered and thus matriculated students. Students who are not registered for field placement, field seminar, and the required concurrent classes for a given semester are not permitted by the University to engage in field education during that semester until such time as they are fully registered and matriculated.

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

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

Students seeking an accommodation must register online with the CSD via MyAccess and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the Documentation Guidelines for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at csd.uconn.edu or individuals may contact the CSD at 860-486-2020 or csd@uconn.edu for further information or assistance. The UConn Hartford campus disability services office is located in the Hartford Times Building in Room 139 or you may contact the office at 959-200-0387 or ghcdisabilityservices@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 Selection of Field Instructors

In those few instances in which a student is placed in an agency that can offer excellent practice opportunities, but does not employ a BSW and/or MSW to serve as a field instructor, the student may be assigned an onsite task supervisor, and receive formal BSW and/or MSW supervision from a person hired by the School for this purpose.

Field instructors must have an MSW from a CSWE-accredited program and have had the opportunity to develop professional competence through two or more years of professional practice beyond the MSW degree. All field instructors must document their credentials by submitting a CV to the Director of Field Education.

Field instructors are expected to demonstrate:

- sound identification with the social work profession and its mission;

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

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

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

Shared Task Supervisor/BSW 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 of weekly field instruction. In those instances, the student may be assigned both a qualified task supervisor for general oversight of field assignments, and a BSW field instructor who can provide supervision focused on the competencies and practice behaviors taught in the School's curriculum. Task supervisors generally will have a graduate degree. They are expected to have work experiences that prepare them to supervise social work students in their setting. They should have been employed by that setting for at least one year prior to the student's arrival.

Respective responsibilities of the task and BSW 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 hour of supervision each week. The amount of supervisory time offered by the task supervisor and BSW 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 BSW field instructor has final responsibility for the evaluation.
- Meet jointly with the faculty field 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 BSW 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 BSW field instructor:

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

Recommended Student Orientation to the Field Placement

The following topics are recommended to be covered within the student’s first day/week of field placement.

Provide student with the agency’s:

- Mission statement
- Organizational chart
- Annual report & budget

- Agency programs and services
- Staff directory

Inform student about policies and procedures regarding:

- lunch (not counted toward placement hours)
- holidays, snow days, and emergency closings
- use of phone, copier, fax machine, other technology and social media, etc.
- use of personal cell phone and other technology
- mileage reimbursement – policy & forms
- dress code
- schedule of trainings & meetings
- expense reimbursement forms
- parking
- safety issues (see Safety and Security Procedures)
- physical restraints (students are not normally expected to participate in situations requiring physical restraints)
- emergency procedures
- policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items)
- mandated reporting
- confidentiality
- developing effective, professional relations with clients and staff

Chapter 4 – Policies and Procedures

Application to the Field

Criteria for admission into the field includes successful completion of all coursework for the junior year as well as an assessment of behavioral and social attributes, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the qualities and skills gained through their life experience;
- Ability to meet field and class requirements in a timely manner with reasonable accommodation if needed.

By mid-spring semester of the junior year, the student's faculty advisor will meet to assess readiness for the field. Following the meeting, the faculty advisor will send a recommendation to the Field Office (completing the Field Education Readiness Form in Appendix A) so that a placement can be made. This checklist signals to the field education staff through the field advisor's assessment that the student is academically and professionally prepared to receive a field placement assignment for the fall of their senior year.

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.

The Placement Process

The following are procedures for placing students. Reasonable accommodations will be made for students who are registered with Disability Support Services.

The following criteria must be met:

1. The student has completed all junior year fall social work course requirements with a minimum of 2.0 GPA in all courses.
2. The student has demonstrated willingness to work with and show respect for diverse populations.
3. The student demonstrates potential for reflection and self-awareness.
4. The student has the ability to synthesize past experiences with diversity with current understanding of social work.
5. The student has the ability to articulate the quality and skills gained through their life experience.
6. The student has the ability to meet field and class requirements in a timely manner with approved accommodation if needed.

Application to Field

- The student's faculty advisor will fill out the Field Readiness Form is filled out by the student's faculty advisor to confirm whether or not these criteria have been met by the student. The Faculty Advisor and student should schedule a meeting to discuss educational objectives and interests and approve the student's readiness for field; they may also indicate any special circumstances (e.g., medical, public transportation, time constraints), which the School should consider in making field placement plans.
- Faculty field advisors, BSW Program Director, and the BSW Field Coordinator will meet to discuss student interests, capacities and learning needs and make decisions about placement in the field unit;
- Based on these materials, the field staff will contact the appropriate agencies and notify students once the placement decision has been made; and
- If for some reason it is determined it is that the placement is not suitable, an alternate field unit site will be explored as necessary.

Field Unit Agency/Organization Assignment Process

After receiving the student's Field Readiness Form and Application to the Field the BSW field education coordinator works to match the student with an approved field agencies and field instructor in accordance to his/her learning needs, interests, other relevant information, and fit with other students assigned to the same field unit. As the model is to place students in field units, the objective is to have a supportive learning environment while meeting the social work learning needs of the students. Students do not seek out their own placements or field instructors.

Before the beginning of their fall semester senior year the field office will send out a letter notifying the student of their placement and contact information for their field instructor. Specific weekly schedules for the practicum hours are arranged between the agencies and the students

Other than preference, if for some reason after meeting, the student or the field instructor feel that the placement is not a good fit the BSW field education coordinator and the BSW program director will meet to discuss options with the student. If it is determined that the student could be placed in another field unit, the BSW field education coordinator will locate another placement. The same initial meeting will be repeated. If the second placement offer is not considered viable, an Educational Performance review will be held.

Background Checks, Drug Screening, and Immunizations

All UConn SSW students are required to successfully complete field education in order to graduate with an BSW degree. As part of the process of field education, students are required to complete at least one background check and immunization tracking and have the results available before they start their first field placement. Additional background checks, screenings, and immunizations may be needed during a student's BSW program depending on the specific requirements of the particular agency or agencies where a student is placed to do their internship(s). Students have some choices. For example, they can wait to find out where they are placed and what that agency's requirements are (knowing that this may delay their ability to start their field placement on time and may extend how long it takes them to obtain

their BSW degree) or they can initiate getting their background checks and immunizations taken care of in advance (understanding that they may still be asked to do additional background checks and/or immunizations or screenings by an agency where they hope to be placed).

When applying to the University, students provide proof of vaccinations/immunizations. Many field education placement sites require additional proof of immunity. Placement agencies such as hospitals, senior centers, school systems and other agencies that serve children, and some other agencies need to be sure that students placed with them cannot infect the populations that they work with or that they themselves are not exposed to one or more ill individuals. Immunity means students must provide blood titers for each disease: Varicella, MMR, and Hepatitis B They must provide proof of a PPD within the past 12 months and Tdap within the past 10 years. Some agencies will allow students to waive the Hep B requirement. Many agencies will also require a seasonal flu shot or they may allow a waiver. These are just a few of the requirements of placement agencies.

Students, for example, may be required by their field agency to provide proof of background checks, drug screening, DMV checks as well as proof of immunizations and blood titers to demonstrate immunity as part of the field placement process. Some placement agencies will facilitate a background check through a company they use. Other agencies inform students that they need to arrange for their own background check. Students can arrange to complete the background checks by using the University of Connecticut's contracted vendor, American Data Bank (ADB), administered by Complio. ADB can complete the necessary background checks and immunization tracking. Students are responsible for the cost of the background checks. Please consult with the UConn SSW Field Education Department for more information and instructions.

Internship Requirements (As per University of Connecticut policy – sent to all accepted and returning MSW students)

As a student in the UConn School of Social Work (SSW) program (“Program”), you must complete all required internship experiences. If you are unable to complete all required internship experiences you will not graduate from the Program.

All external internship experiences must be completed at a Program approved facility. The Program will assist you in finding such internship placements. Each facility has its own requirements that must be met before accepting a student for an internship placement. You are responsible for meeting the facility's requirements. The Program is not responsible for securing internship placements for students who are unable to meet an internship facility's placement requirements.

Common internship facility requirements may include, but are not limited to the following:

1. Successfully completing a background screening. Background screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure an internship placement.
2. Successfully passing drug screenings. Drug screenings may occur at one or more times during the program. If you test positive for drug use, you may not be able to secure an internship placement

or may be removed from an internship placement. This includes, but is not limited to, prescribed medical marijuana or opiates.

3. Demonstrating that you are current with immunizations (i.e., tuberculosis, measles, varicella & influenza). A record of previous immunizations is not sufficient to fulfill these requirements. If you are unable to demonstrate, through written documentation, that you are current with your immunizations, you may not be able to secure an internship placement. It has been UConn's experience that internship facilities will not accept a religious exemption form in lieu of proof of immunization and will deny internship placements to any student who fails to provide such proof. Evidence of immunity and costs associated with testing are your responsibility. Titers may be done through either your family doctor or the University's student health service.

If you are not able to meet these requirements, you will most likely not be able to complete the program's internship experience requirements. The financial costs of meeting these requirements are generally your responsibility. If you have any questions regarding passing a background check or drug screening you can contact the UConn's Clinical Case Manager at clinicalcasemanager@uconn.edu. For all other inquiries regarding these requirements please contact Cheryl Jackson-Morris, UConn SSW Associate Director of Field Education, at cheryl.jackson-morris@uconn.edu.

Student Self Disclosure

Consistent with the NASW code of ethics, students are expected to use technology in an ethical and responsible way. This pertains, not only to proper use and storage of agency and client information but also to the student's self-disclosure on social media sites. The student is expected to be aware that they have a responsibility to represent themselves and the agency where they are placed in a professional manner.

Freedom of Information

Any information about the student provided by the field instructor is subject to federal guidelines according to the Family Education Rights and Privacy Act (FERPA) Students have the right to view any evaluations or documentation that concerns them (see Appendix K).

Professional Liability Insurance

The University arranges for professional liability insurance for all matriculated students registered for classes and field. 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.

Grading

The School is committed to providing an environment that supports students in their development to become competent professionals as well as maintaining standards that assures the University, the social work profession and the community that the BSW degree is awarded to only those that meet these standards. The University offers some support services and programs to assist students in meeting these standards.

Grades, Grade Points, Credits, and Skills

Faculty Field Advisors will assign a grade for field based on the following letter and point system. These grades are used to calculate students' Grade Point Averages.

Explanation	Grade	Points	Credits	Skills
Excellent	A	4	yes	yes
	A-	3.7	yes	yes
Very Good	B+	3.3	yes	yes
Good	B	3	yes	yes
	B-	2.7	yes	yes
	C+	2.3	yes	yes
Average	C	2	yes	yes
Fair	C-	1.7	yes	yes
Poor	D+	1.3	yes	yes
	D	1	yes	yes
Merely Passing	D-	0.7	yes	yes
Failure	F	0	no	no
Pass/Fail Pass	P@	N/A	yes	no
Pass/Fail Failure	F@	N/A	no	no
Satisfactory	S	N/A	yes	no
Unsatisfactory	U	N/A	no	no

Explanation	Grade	Points	Credits	Skills
Audit	Au	N/A	no	no
Withdrawal	W	N/A	no	no
Continuing Registration	N/A	N/A	N/A	N/A

Grade Point Formulas

Grade points for courses graded “A”-“F” are the product of the course credits and the points per credit for the grade earned. For example, given a “B-” for a 3-credit course, points earned for the course are 8.1 (2.7 x 3). For any period, the total grade points for the courses graded “A”-“F” divided by the total credits give the grade point average. The term GPA includes all courses graded “A”-“F” in a semester or summer session. The cumulative GPA averages all courses graded “A”-“F”.

If a student repeats a course that may not be repeated for credit, the Registrar records the grades for both attempts. If the repeat occurred prior to Summer Session 2002, both attempts are included in the GPA calculations. If the repeat occurred after Spring 2002, only the second attempt is included in the GPA calculations although both grades appear on the transcript. The student should note that when a lower grade is earned on the second attempt, the lower grade is the one that is used in the calculations.

Students withdrawing from a full-year course at the close of the first semester will, if they have passed the first part of the course, receive credit for the work of the first semester, unless the course description states otherwise.

The student is expected to maintain a course performance of at least a “C” (2.0) cumulative grade point average. Whenever a student's cumulative average falls below 2.0, that student's program shall be brought before the Performance Review Committee in order to determine whether or not the student shall be permitted to continue graduate study.

Learning Contracts

The purpose of the Learning Contract is to clarify roles and responsibilities regarding the student's field work experience and to allow all participants (including the student) to develop educational goals for the student. The student and field instructor develop this portion of the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty field advisor.

The **Learning Contract developed with the field instructor** should identify field-based student assignments and activities that will help the student gain the competencies and practice behaviors identified. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors.** Field instructors, in collaboration with their student interns, may develop their own assignments and activities. There are a variety of approaches used to complete the Educational Contract. One popular strategy is to brainstorm a list of internship assignments and then

insert them under the relevant competencies. Some assignments fulfill multiple competencies. The learning contract will be utilized in the field seminar as a learning tool. The field instructor will turn the contact into the Field Office who will forward it on to the Faculty Field Advisor.

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

Learning contracts are to be submitted to the Field Office by the Field Instructor in mid-October (students and their field instructor will be notified each year of the specific due date) for review and suggestions. The Field Office will then forward this on to the Faculty Field Advisor).

If changes in the Learning Contract are necessary, they will be agreed to by all parties involved (student, field instructor and faculty field advisor). 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 reviewed by the student, the field instructor and the advisor, provides the basis for evaluating progress in the field placement.

Field Evaluations

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

Students should be aware of the following:

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

A mid-term narrative evaluation will be completed in the middle of each semester.

Faculty Field Advisor

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

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

The Field Component of Faculty Advising Responsibilities includes:

- assisting student with the field education experience (e.g., use of field instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);

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

Tasks and Activities:

- **With students:**
 - strongly encouraged to initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or by Skype) –
 - reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student's placement);
 - reviews learning contract;
 - discusses student learning, informal and formal evaluations; and
- **With field instructors and field agencies:**
 - contacts each advisee's Field Instructor within the first week of field to introduce themselves (Note: the Field Education Department will provide you with a sample introductory email);
 - makes at least two site visits per academic year, one in the first semester one in the second semester, (more as needed);
 - ensures adherence to concentration expectations re: student supervision, assignments, use of written materials, etc.; and
 - discusses student learning, informal and formal evaluations.
- **In relation to the profession's and the School's standards and ethics:**
 - prepares reports for Performance Review Committee (PRC) as necessary;
 - attends school and/or agency meetings (as necessary, such as the adjunct faculty advisor meetings with the BSW Field Coordinator when held);
 - reviews end of semester and end of year formal student evaluations submitted by field instructor;
 - assigns grades and inputs grades into the PeopleSoft system at the end of each semester by the grade submission deadline for field practicum;
 - evaluates agency setting and field instruction with student; and
 - evaluates agency setting and field instruction with field instructor.

Faculty Advisor

Faculty advisors assist with the overall **academic component of Faculty Advising.**

Responsibilities are as follows:

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

Tasks and Activities:

- at least two individual contacts with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on professional and career development
- consult as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the BSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- review transcripts and plans of study provided by the student;
- consult with OSAS and/or the BSW Program Director if a student requests a policy exception;
- consult with your field staff mentor and/or the BSW Program Director when considering making a referral to the Educational Review Committee (PRC) when one of your advisees is having serious problems in the field and/or in their coursework;
- accompany advisee to the Performance Review Committee if they are referred to the PRC to provide a summary report of the situation and act as the advisee's advocate; and
- write reference letters for scholarships, special honors, and potential employment when requested.

Problems in the Field

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

Field Replacements:

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

- The faculty field advisor, faculty advisor, student and BSW field education coordinator will determine the best plan for notifying the agency that the placement will be terminated.
- The faculty advisor and student, in consultation with the field instructor, will determine the appropriate ways for the student to terminate with the agency, clients, and field instructor.
- The faculty field advisor will work with the student and any other parties involved to identify educational objectives to be addressed in the new placement. These will be shared with the faculty advisor and the new field instructor.

Appeal Procedures:

- Grade disputes/appeals: Please refer to the UConn BSW Student Handbook for details.

Schedule and Internship Hours

Student internship will be in the same agency for both semesters. Students are expected to complete 14 -15 hours per week (400 hours total) in their field placement during the time when there is the maximum opportunity to interact with clients and professional staff. The student's schedule will be created in consultation with the field education department, the field instructor, and the student. If a student is in need of time off they must receive the field instructor's approval, consultation with the Faculty Field Advisor and BSW Program Director to make sure it is not disruptive to the agency and its clients.

GUIDE FOR PROCESS RECORDING

Narrative format with an individual or family

Name of client/clients:

Brief background Information:

Date of contact:

1. Pre-engagement comments

Indicate any activities that have occurred before meeting with client(s) such as collateral contacts, telephone call with the client, etc.

2. Narrative

Record what has transpired between you and your client(s). This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

3. Impressions

- Describe and discuss your feelings and reactions
- By “getting into the client’s shoes,” discuss how you think the client(s) may have experienced both the session/meeting and your interventions.
- Provide your impressions, analysis and/or thinking about the client(s).
- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

4. Plan/Next steps

5. Questions/issues for supervision

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

Note: Students using process recording for the first time should focus on writing of the narrative; other sections may be added at a later time, based on the student’s educational readiness.

SAMPLE PROCESS RECORDING

Narrative format with an individual or family

Background Information: Jasmin is a pregnant 14-year-old Hispanic female who attends a junior high school in upper Manhattan. Jasmin has been in a special education class for children with learning disabilities for the past 6 years. She currently lives with her mother and 7-year-old brother.

Date of Contact: Nov 5 - Initial Interview

Pre-engagement comments: Jasmin and her mother were referred to the school-based health clinic by her teacher who reported that Jasmin is pregnant and the alleged father is a 14-year-old boy at a neighboring school. The teacher offered Jasmin and her mother a chance to meet with a social worker and brought them to my office.

Narrative: I went to the waiting area and asked Jasmin and her mother to come into my office. They both seemed agitated and sat down at a distance from each other, without speaking. I introduced myself as the social work intern in the school. I said, “I talk to lots of kids and families in the school who are having problems with school or in their families.” I added that the teacher had told me a little about their situation and I asked them about their views. In angry tones, Ms. C. told me that Jasmin was pregnant; she was too young to have a baby and should have an abortion. Jasmin sat with her head down and hands in her lap. I gently asked her to tell me her thoughts. Looking away, she said, “I don’t want to have an abortion.” When I asked what bothered her about having an abortion, she shrugged and said, “It just doesn’t seem right.” Her mother interrupted by saying that she was too young and that such an attitude was foolish. I pointed out to Ms. C. that, even though Jasmin was not far along in the pregnancy, she seemed to be feeling an attachment. I acknowledged that they were both in a rough position and faced with a very difficult decision. While I couldn’t make the decision for them, I wanted to ask them some questions to understand their differences better. I asked Ms. C. how she and Jasmin got along. She shrugged and said, “All right. But she doesn’t trust me. She doesn’t confide in me or tell me about her problems.”

I turned to Jasmin and asked, “Is it hard for you to talk to your mother?” She looked down and softly said, “I don’t know.” I asked Ms. C. if she had known about Jasmin’s relationship with her boyfriend. She shrugged and said, “Yes, I knew. He is a nice boy.” She quickly changed the subject and repeated that Jasmin should have an abortion. I commented that I could see how strongly she felt about this.

I then asked Jasmin how she was feeling during the pregnancy. She said that she didn’t sleep well because she had been hearing voices at night. She said softly, “I hear my grandmother who died. She tells me to have the baby.” I asked Ms. C. what she thought about what Jasmin had described. She responded in a rather off-handed way that an aunt believed in spirits and had scared Jasmin by telling her that if she had an abortion, the grandmother’s ghost would come back to haunt her. I asked, “Is your family involved in spiritualism?” Ms. C. said that they were. I told her that I felt this might be why Jasmin was “hearing voices” but if this persisted, it would be important for them to let me know.

I asked Jasmin if she had thought much about how she would manage with a baby. She answered, “Not really.” I asked her who would take care of the baby when she returned to school. She glanced at her mother, saying, “I don’t know.” When I asked Ms. C. if she would be willing to take care of the baby, she said adamantly, “No, I wouldn’t,” looking away from Jasmin. I asked Jasmin how she felt about what her mother said. Looking down at her hands folded in her lap, she shrugged, and seemed unable to respond.

I could see how hard this was on both of them and suggested that they think about what we had discussed. Ms. C. abruptly asked me, “What do you think she should do?” leaning forward in her chair. I said Jasmin was young to have a baby, but I conveyed that I couldn’t tell them what to do. Ms. C. asked, “Couldn’t I insist, you know, force her to have an abortion?” I told her that would not be possible and I didn’t think that would be a good idea. Ms. C. then said that if Jasmin were to continue with the pregnancy, she would want her to continue at her school.

I ended by making an appointment to meet individually with Jasmin the following day.

Impressions:

Feelings and reactions: I felt uncomfortable with the tension between Jasmin and her mother. I also felt torn, allying with one and then the other.

My thoughts kept drifting to my concern about how Jasmin could manage as such a young mother, especially since her own mother did not seem willing to offer support to her daughter. I felt angry with Ms. C. yet I understood her worry. I felt the pressure of helping Jasmin because of the time limits imposed by her pregnancy.

Clients' perception: Jasmin may be feeling alone and scared and didn't feel that I supported her. Ms. C. felt frightened and powerless and disappointed that I didn't support her ideas.

Reflections and Analysis: Ms. C. came on strong and that seemed to make it harder for Jasmin to talk and reflect more openly. Underneath I sensed Ms. C's worry. Jasmin has probably not anticipated future issues.

Issues impacting thoughts/behaviors: Knowing that Jasmin is Hispanic made me wonder how much of her ideas about mothering and family were connected to her culture.

Plan/next steps: I will meet first with Jasmin and need your help in determining whether to meet with Ms. C. alone or in a joint meeting. I need to develop a mutual focus for our work.

Questions/Issues for supervision: I wanted them to try to talk together without so much tension, but I don't think I did a very good job at facilitating that dialogue. I also became anxious when Jasmin said she was "hearing voices" and I think I didn't listen well. Can we look at that part of my record?

Looking back, I didn't directly connect to their feelings. I want to look at what made it hard.

Record adapted from: Concecaio, C. *Social work practice with maternal and child health: Populations at risk, a Casebook*. New York: Columbia University, Maternal and Child Health Training Project.

GUIDE FOR PROCESS RECORDING

Narrative format with a group

Purpose/Focus of group:

Attendance:

Date of contact:

No. of Meeting:

1. Pre-engagement comments

Indicate any activities that have occurred before meeting with clients/members, such as collateral contacts, telephone call with a client/member, organizational contact.

2. Narrative

Record what has transpired between you and your clients/members. This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

3. Impressions

- Describe and discuss your feelings and reactions.
- By “getting into the clients’ shoes,” discuss how you think the clients/members may have experienced both the meeting and your interventions.
- Provide your impressions, analysis and/or thinking about the clients/members.
- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

4. Plan/Next steps

5. Questions/Issues for supervision

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

Note: Students using process recording for the first time should focus on writing of the narrative; other sections may be added at a later time, based on the student’s educational readiness.

SAMPLE PROCESS RECORDING

Narrative format with a group

Focus/Purpose: A mutual aid group for cardiac patients in a hospital

Date Nov. 14

No. of Meeting: 1st meeting

Attendance: 9 members were present: Mario, Hector, John, Bill, Frank, Lenny, Andy, Peter, Tom. One member, Luis, was too ill to leave his bed today.

Pre-engagement: Following my initial interview with each prospective group member, I left each my card and the date and time of the first group meeting. Prior to the meeting, I went to each member's room to remind them about the meeting and to check if they had any questions or problems in getting to the meeting room. Mario and Frank needed someone to help with their wheelchairs, so I alerted the floor nurse. I bought cookies and soda and set up the conference room in advance for our meeting.

Narrative: I greeted each member as they came in the room and they seated themselves around the large table. Most knew one another and talked informally in advance. Within a few minutes everyone had arrived and took some refreshments. After brief introductions, I said that, as I had explained to each of them individually, they were invited to participate in a four-session group for patients who had experienced recent heart attacks. I said I thought they could be helpful to each other since many had similar concerns about their illness, about their hospitalization, about the reactions of their families, and what the future had in store.

Bill indicated that it was the specific problem of work, which worries him the most. Mario, Hector, and John agreed. In an agitated way, Bill continued, "If the doctor won't let me go back to longshoreman's work, what can I do? It's been twenty-seven years of my life. Now the doctor says give it up. What kind of bull is that? Doesn't he realize that I have family and financial obligations?" Lenny agreed, stating angrily that the doctors didn't care that a medical recommendation could destroy a man's life.

I asked if they could talk more about their experiences with the doctors. Hector explained that he thought it was a doctor's responsibility to make work recommendations in order to protect health, no matter what the consequences were. He has ended up on welfare, and that's been hard to swallow. Bill responded with intensity that no doctor was ever going to do that to him. Mario suggested that Bill was doing what he has stopped doing – taking out the anger at the doctor's recommendation. Hector said he understood Bill's being fighting mad because he, also, is having a hell of a time living with his "bum ticker." He is just beginning to realize that it will never be the same. Bill shook his head in disbelief and said, "How can I be calm? I have a family to take care of." Lenny explained that he also has a family, but getting excited and upset will only lead to another heart attack. Andy supported Bill, adding that this was certainly hard for a family man. Peter exclaimed, "Bull shit, common sense will tell a person that health is the only important thing and everything else has to become second." Most members agreed that if they let themselves get stressed, they would only hurt themselves.

Bill became angry again, telling group members that they had to be as dumb as the doctors to be forgetting their problems. Bill's eyes began to tear up as he shouted, "If the doctor says give up longshoreman work where I feel like a real man, what am I going to do? Who is going to hire me? What good am I?" Lenny suggested Bill calm down. Mario suggested Bill talk to his boss and ask about a light job. Bill felt insulted by the suggestion and shouted that he has pride and isn't going to degrade himself

and tell the boss to pity him. and give him crumbs. What kind of man did Mario think he was? Mario answered, “I think you are a good man and I respect you. I know a wounded animal has to fight for his brood. But Bill, you have brains, you have to listen to your body and accept its limits. It takes a man to talk to your boss about lighter work.”

I suggested that it seemed some of them have made peace with their hearts, while others were still fighting it. Either way, I realized how much pain they were under. Peter implored Bill to take it easy, to accept his heart condition. Bill insisted that his boss wouldn’t give him light work because it would raise insurance rates. At this point, Bill began to sob. The air was heavy with painful silence.

Several of the members tried to change the subject, but I encouraged the others to share their struggles. Walter referred to the mortgage and his family’s food needs. Hector talked about his pension. In a disgusted tone, Bill wanted to know what he was going to do with an \$80-a-month pension. Mario spoke quietly, but firmly. “Bill, I can see you are a big man, strong, but I’m gonna tell you something. You gotta stop crying and be a real man, that means accept what is, do what has to be done, face the facts. You want to help your family, you ain’t gonna help them by killing yourself. You have to cut down on your expectations, do what the doctors say, and start to build a new life.” Everyone waited for Bill’s reaction. After a while, he said, “I guess I could sell my home and buy a smaller one. My oldest son can go to work.” Peter put his hand on Bill’s back, saying that it was much better to be a live father than a dead one. Hector agreed, suggesting that they were all afraid of the same thing, but handle it differently. Each man then spoke of how he had changed or planned to change lifestyles and habits, of his fears, and the group members’ common objective: “Life!” Bill said how helpful the guys have been. He continued, “I’m a man and I’ll do what has to be done.”

At the end, I asked what they thought of our first meeting, and many said it was helpful to see that others struggle with the same kinds of problems. Mario’s comment caught the essence: “It’s like we are in the same boat trying to keep from drowning. Talking can help us to stay afloat.” We agreed on the place and time of our next meeting.

Impressions:

Feelings and reactions: The hardest part of this meeting was listening to the depth of feeling posed by Bill, although perhaps he was the most real. I struggled with my impulse to protect him from his pain or with letting the others try to help him.

Clients’ perspective: From “their shoes” they may have felt that I did not understand their feelings of anger and pride and perhaps of feeling helpless and demeaned. Some may have felt their struggles were minimized since some moved in very quickly to offer suggestions, and I subtly encouraged this.

Reflections and analysis: I feel good about this meeting. I was able to describe the focus of the group which seemed to help members to recognize they all shared common concerns and helped them to get started right away on issues that were important to them. The group may have also moved quickly into the work because many knew each other. The men were especially concerned about their changing role from one of independence to dependence as well as the potential economic losses.

Issues impacting thoughts/behaviors: Being a woman I was wondering how my understanding of masculinity and the current explosion of hypermasculinity might have made me a bit hesitant to touch on the idea of what it means to “be a man.” I was uncertain if they would see me as credible.

Plans/Next steps: I will follow up and remind each member about the next meeting. I will be listening more closely next time and point out possible efforts to gloss over struggles by their admonitions to each other to be more rational etc. I also need to find ways to let them know I do understand, as I may have seemed too bland, too neutral, too much like I was directing “traffic” and not really weaving with them through the traffic.

Questions/Issues for supervision: I worried about losing control of the group yet wondered how much expression to encourage in a first meeting. I would like to review that piece of the meeting.

I would also like to help them discuss their reactions to the doctors and other staff and how they might take on more empowering roles as patients. I want to discuss strategies as well as the risks (theirs and mine).

*Note: Parts of this record were excerpted from: A. Gitterman and C. B. Germain. (2008). *The Life Model of Social Work Practice*. N. Y.: Columbia University Press, with the permission of Professor Gitterman.*

GUIDE FOR PROCESS RECORDING

Narrative format with a community or agency representative(s)

Name(s) and title(s) of community/agency representative:

Focus/purpose of contact:

Date of contact:

1. Background information

Include brief pertinent information

2. Pre-engagement comments

Indicate any activities or client communication that have precipitated this contact.

3. Narrative

Record what has transpired between you and the community/agency contact(s). This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

4. Impressions

- Describe and discuss your feelings and reactions.
- By “getting into the representative’s shoes,” discuss how you think the worker may have experienced both the contact and your interventions.
- Provide your impressions, analysis and/or thinking about the contact.

- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

5. Plan/Next steps

6. Questions/Issues for supervision

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

SAMPLE PROCESS RECORDING

Narrative format with a community or agency representative(s)

Background information: Ms. Jordan, age 30, is recently separated, eight months pregnant and has an 8-year-old son. The client requested help because she felt depressed and immobilized since her husband left her six months ago. She needed help in obtaining financial resources and needed medical care.

Pre-engagement: Ms. Jordan came in unexpectedly to the Agency. I was free and saw her immediately. She was very upset and understandably frantic, because she had not received her public assistance check yesterday and had a little food but no money left. She also received a notice from her utility company that her electricity would be disconnected for non-payment. I explored the situation and obtained the needed information. I asked Ms. Jordan to sit in the waiting room, and I would try to contact her worker to see what could be done about the undelivered check and to try to obtain extra money for back payment of her utility bill.

Narrative: I called the Social Service worker, Mr. Burke, and introduced myself. I said that I was calling on behalf of Ms. Jordan. Mr. Burke said that he knows her and had heard about the check not arriving. He said she is a big “manipulator” and has a record of mispending money. I was taken back by his negative description of the client. I simply said, “I see, but can you issue her a check now, since she has no money and seems very worried?” He said, “Let her come in tomorrow and I’ll see what I can do, but I’m not getting her money for her light bill. She just has to learn how to manage.” We began to disagree, really argue, and I felt myself losing my cool. I then raised my voice in anger and frustration and said, “How can you do this? What’s the matter with your Agency? Don’t you see what’s happening to this woman?” Mr. Burke became very abrupt and told me that he would look into the matter. I felt he was just trying to get rid of me, so I ended the call and said I would call him tomorrow to see if Ms. Jordan had come in for a replacement check or emergency money. I said that I still needed his help with the utility bill and he said he doubted he would change his mind.

I spoke with Ms. Jordan and told her what to do and that I would be in touch with her tomorrow afternoon. Later in the day, my supervisor told me the Director of our Agency received a call of complaint about my “outburst” from the Social Service Agency supervisor, and he was upset because he had worked hard to maintain a good relationship with that office.

Impressions:*Feelings and reactions:*

I did not think through this phone call so I had no strategy in presenting Ms. Jordan’s situation or tuning in to how the worker might react. I was angry and frustrated and may have made things worse by losing my cool. I do feel good that my client knew I was trying to advocate for her.

Social service worker’s perceptions:

The worker may have felt frustrated, angry, disrespected and resented being told what to do.

Plan/Next steps: I see this as a financial crisis. I plan to follow up tomorrow with the client and worker after I review my contact and plan more effective next steps with my field instructor, i.e., tuning in to the worker's response, learning more about the agency's responsibility for helping clients with covering unpaid utility bills and turn-off notices, gathering more data from client to better represent her situation.

Questions/Issues for supervision: Help! I was so triggered. How could he punish a client and leave the family without electricity? I need help in preparing the client for her meeting with the worker and for strategizing my approach with the worker tomorrow.

Appendix A—BSW READINESS FOR FIELD PLACEMENT

NOTE: Faculty Advisors should complete this form for your junior year BSW advisees and submit to the Field Education Office no later than March 15th. This checklist signals to the field education staff your assessment that your student is academically and professionally prepared to receive a field placement assignment for the fall of their senior year.

Name of Faculty Advisor _____

Name of Student _____

1. The student has completed all junior year fall social work course requirements with a minimum of 2.0 GPA in all courses. Yes _____ No _____
2. The student has demonstrated willingness to work with and show respect for diverse populations. Yes _____ No _____
3. The student demonstrates potential for reflection and self-awareness. Yes _____ No _____
4. The student has the ability to synthesize past experiences with diversity with current understanding of social work. Yes _____ No _____
5. The student has the ability to articulate the quality and skills gained through their life experience. Yes _____ No _____
6. The student has the ability to meet field and class requirements in a timely manner with approved accommodation if needed. Yes _____ No _____

Please add anything else you think the field should consider when placing this student.

Field Advisor Signature _____

Date _____

Appendix B—PUBLIC ACT No. 78-54: AN ACT CONCERNING LIABILITY FOR STUDENTS IN FIELD PLACEMENT PROGRAMS

Sec. 10-235. Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation. (a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the State Board of Education, the Board of Regents for Higher Education, the board of trustees of each state institution and each state agency which employs any teacher, and the managing board of any public school, as defined in section 10-183b, including the governing council of any charter school, shall protect and save harmless any member of such boards, or any teacher or other employee thereof or any member of its supervisory or administrative staff employed by it, from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his or her duties or within the scope of employment or under the direction of such board of education, the Board of Regents for Higher Education, board of trustees, state agency, department or managing board; provided that the provisions of this section shall not limit or otherwise affect application of section 4-165 concerning immunity from personal liability. For the purposes of this section, the terms "teacher" and "other employee" shall include (1) any person who is a cooperating teacher pursuant to section 10-220a, teacher mentor or reviewer, (2) any student teacher doing practice teaching under the direction of a teacher employed by a local or regional board of education or by the State Board of Education or Board of Regents for Higher Education, (3) any student enrolled in a technical education and career school who is engaged in a supervised health-related field placement program which constitutes all or part of a course of instruction for credit by a technical education and career school, provided such health-related field placement program is part of the curriculum of such technical education and career school, and provided further such course is a requirement for graduation or professional licensure or certification, (4) any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of a certificated staff member including any person, partnership, limited liability company or corporation providing students with community-based career education, (5) any volunteer approved by a board of education to carry out the duties of a school bus safety monitor as prescribed by said board, (6) any member of the faculty or staff or any student employed by The University of Connecticut Health Center or health services, (7) any student enrolled in a constituent unit of the state system of higher education who is engaged in a supervised program of field work or clinical practice which constitutes all or part of a course of instruction for credit by a constituent unit, provided such course of instruction is part of the curriculum of a constituent unit, and provided further such course (i) is a requirement for an academic degree or professional licensure or (ii) is offered by the constituent unit in partial fulfillment of its accreditation obligations, and (8) any student enrolled in a constituent unit of the state system of higher education who is acting in the capacity of a member of a student discipline committee established pursuant to section 4-188a.

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

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

(1949 Rev., S. 1494; 1949, 1951, 1955, S. 951d; 1959, P.A. 521, S. 1; February, 1965, P.A. 330, S. 43; 1971, P.A. 344; 1972, P.A. 201, S. 1; P.A. 73-651; P.A. 77-573, S. 24, 30; P.A. 78-54; 78-65; 78-208, S. 30, 35; 78-218, S. 167; P.A. 79-63; P.A. 80-197, S. 3; P.A. 81-450, S. 2; P.A. 82-218, S. 37, 46; P.A. 84-241, S. 2, 5; P.A. 88-273, S. 7, 9; P.A. 90-230, S. 15, 101; 90-325, S. 21, 32; P.A. 93-259, S. 1, 2; P.A. 95-79, S. 186, 189; P.A. 96-214, S. 7; P.A. 11-48, S. 285; P.A. 12-116, S. 87; P.A. 13-122, S. 6; P.A. 15-215, S. 5; P.A. 17-237, S. 77.)

History: 1959 act extended protection of state board of education, etc., to members of the board, other employees, and members of the supervisory or administrative staff as well as to teachers; 1965 act included commission for higher education under provisions of section; 1971 act included definition of “other employee” and extended definition of “teachers” and “other employees” to include faculty, staff and student employees of University of Connecticut Health Center or health services; 1972 act included protection for acts resulting in injury “which acts are not wanton, reckless or malicious” and included in definition of terms volunteers approved by boards of education to carry out prescribed duty under direction of certificated staff member; P.A. 73-651 included protection for acts which may infringe on person’s civil rights and added Subsec. (b) re payment of legal fees and costs; P.A. 77-573 replaced commission for higher education with board of higher education; P.A. 78-54 included in definition of terms students enrolled in higher education institution engaged in supervised field work or clinical practice

under certain conditions; P.A. 78-65 included in definition “any person, partnership or corporation providing students with community-based career education”; P.A. 78-208 substituted Sec. 10-183b for reference to repealed Sec. 10-161; P.A. 78-218 substituted “local or regional” boards of education for “town” boards in Subsec. (a), included feminine personal pronoun in Subsecs. (a) and (b) and made other technical changes; P.A. 79-63 included in definition students in vocational-technical high schools who are engaged in supervised health-related field placement programs under certain conditions; P.A. 80-197 explicitly stated in Subsec. (a) that provisions do not “limit or otherwise affect application of section 4-165 concerning immunity from personal liability”; P.A. 81-450 included student members of discipline committees with the definition of “other employee” for purposes of indemnification; P.A. 82-218 replaced board of higher education with board of governors pursuant to reorganization of higher education system, effective March 1, 1983; P.A. 84-241 added “of higher education” to board of governors’ title; P.A. 88-273 in Subsec. (a) amended the definition of “teacher” and “other employee” to include a person who is a cooperating teacher, teacher mentor or assessor; P.A. 90-230 made technical corrections to the internal numbering of Subsec. (a); P.A. 90-325 added new Subsec. (b) re protection against alleged malicious, wanton, wilful etc., acts and relettered previous Subsec. (b) as Subsec. (c); P.A. 93-259 amended Subsec. (a) to include in the definition of “teacher” and “other employee” volunteer school bus safety monitors, effective June 28, 1993; P.A. 95-79 amended Subsec. (a)(4) to include a “limited liability company” providing students with community-based career education; P.A. 96-214 amended Subsecs. (a) and (b) to include charter schools and charter school governing councils; pursuant to P.A. 11-48, “Board of Governors of Higher Education” was changed editorially by the Revisors to “Board of Regents for Higher Education” in Subsecs. (a) and (c), effective July 1, 2011; pursuant to P.A. 12-116, “regional vocational-technical school” and “vocational-technical school” were changed editorially by the Revisors to “technical high school” in Subsec. (a), effective July 1, 2012; P.A. 13-122 amended Subsec. (a)(1) by deleting “teacher mentor or assessor”, effective June 18, 2013; P.A. 15-215 amended Subsec. (a)(1) by adding “teacher mentor or reviewer”, effective June 30, 2015; P.A. 17-237 amended Subsec. (a)(3) by replacing “technical high school” with “technical education and career school”, effective July 1, 2017.

