

UConn | SCHOOL OF SOCIAL WORK

MSW FIELD EDUCATION MANUAL



2022 – 2023

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Table of Contents

FIELD EDUCATION AND CAMPUS CONTACT INFORMATION	6
Contacts for Field Education	6
Campus Office Numbers	6
UConn SCHOOL OF SOCIAL WORK.....	7
MISSION STATEMENT.....	7
POLICY AGAINST DISCRIMINATION, HARASSMENT AND.....	7
For detailed information about the MSW curriculum, see the UConn SSW MSW Student Handbook on our UConn SSW website.	8
VALUES AND ETHICS.....	8
FIRST AMENDMENT RIGHTS.....	8
AGENCY-BASED VOTER REGISTRATION.....	8
OVERVIEW OF FIELD EDUCATION	9
THE PLACE OF FIELD EDUCATION IN THE TOTAL CURRICULUM	9
CSWE NINE CORE COMPETENCIES OF SOCIAL WORK PRACTICE (as per CSWE's 2015	9
BEHAVIORS FOR EACH OF THE 9 COMPETENCIES.....	9
Hours in Field:	10
Academic Courses and Field Placement to be Completed Concurrently:.....	10
Structures Available for Field Placements:	10
Required Supervision Hours:.....	12
ENSURING GENERALIST YEAR STUDENTS GAIN GENERALIST PRACTICE SKILLS IN THE FALL OF 1 ST YEAR IN FIELD	12
SATISFACTORY ACADEMIC PROGRESS	13
CRITERIA FOR ENTERING INTO AND CONTINUING IN THE FIELD.....	13
RESPONSIBILITIES FOR FIELD EDUCATION	14
Field Education Department's Educational Responsibilities include:	14
• placing all students in their first and second year setting;.....	14
Field Education Department's Administrative Responsibilities include:	15
Responsibilities Shared by the Field Education Department and Faculty Advisors include:	15
FIELD EDUCATION POLICIES	15
FED 5340. Field Practicum Extension (by Advisor approval only).....	16
CRITERIA FOR THE SELECTION OF FIELD SETTINGS.....	19
CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS	19

• Receive a waiver from the Council on Social Work Education (CSWE) granting them authorization to serve as a Field Instructor.	20
Respective responsibilities of the task and MSW field instructors:.....	20
• Shared responsibilities of the task supervisor and the field instructor:	20
• Responsibilities of the task supervisor:.....	21
• Responsibilities of the MSW field instructor:.....	21
FIELD PLACEMENT PROCESS & PROCEDURES	21
Incoming students:.....	22
Returning students:.....	22
The Field Component of Faculty Advising Responsibilities includes:.....	27
Tasks and Activities:	27
• With field instructors and field agencies:.....	27
The Academic Component of Faculty Advising Responsibilities follows:	28
Tasks and Activities:	28
PROBLEMS IN THE FIELD	29
Field Replacements:	29
Appeal Procedures:	29
BENEFITS FOR CURRENT FIELD INSTRUCTORS	29
ORIENTATION FOR FIELD INSTRUCTORS.....	29
SEMINAR IN FIELD INSTRUCTION (SIFI)	29
RECOMMENDED STUDENT ORIENTATION TO AGENCY	30
• lunch (this is not counted toward placement hours).....	30
SAFETY AND SECURITY PROCEDURES	30
Basic Principles of Personal Safety Risk Management Strategies for Social Work Interns:.....	31
GENERALIST FIELD CURRICULUM.....	33
Overview of Field Requirements, Curriculum and Activities:	33
In the second semester of first year field, students gradually transition into their Specialized Practice Area and increase their focus on their Specialized Practice Area and Specialized Practice Area-related behaviors established by each Specialized Practice Area.....	33
For complete information about the MSW courses offered and co- and pre-requisites see the SSW MSW Student Handbook.	34
FIRST SEMESTER GENERALIST YEAR (All Students)	34
Field Education Generalist Curriculum: Competencies and Behaviors:.....	34
Second Semester of First Year Field: Additional Behaviors (By Specialized Practice Area)	35

EDUCATIONAL CONTRACTS.....	35
FIELD EVALUATIONS.....	35
FIELD ADVISING SEMINARS.....	36
FED 5301-5302/FED 5310-5311	36
• Course Objectives.....	36
Learning/Teaching Formats.....	36
Evaluation of Student Learning	36
Required Reading	36
SUGGESTED THEMES.....	37
SESSION I: Beginnings in Field Instruction and Practice.....	37
B. Educational Contracts and Assignments	37
SESSION II: Work Phases in Field Instruction and Practice	37
SESSION III: Work Phases and Diversity (This session follows a program on diversity).....	37
B. Diversity.....	37
SESSION IV: Closures	37
B. Evaluation of field experience	37
C. Learning throughout one’s career.....	38
SPECIALIZED PRACTICE AREAS	38
INDIVIDUAL, GROUP, AND FAMILY PRACTICE (IGFP)	38
IGFP EDUCATION IN THE FIELD	38
IGFP FIELD ASSIGNMENTS.....	39
Students doing 20 hours per week internship:	39
Students doing 15 hours per week internship:	39
SEQUENCING AND OBJECTIVES OF REQUIRED COURSES	43
COMMUNITY ORGANIZING	44
COMMUNITY ORGANIZING EDUCATION IN THE FIELD	44
BUILDING ON GENERALIST KNOWLEDGE AND PRACTICE SKILLS.....	45
COMPETENCIES AND SPECIALIZATION BEHAVIORS	45
Five Community Organizing courses are required:	45
For detailed information about the Community Organizing Specialized Practice Area and MSW curriculum, see the MSW Student Handbook on the UConn SSW website.....	45
POLICY PRACTICE.....	46
POLICY PRACTICE EDUCATION IN THE FIELD.....	46
COMPETENCIES AND SPECIALIZATION BEHAVIORS	46

Five Policy Practice courses are required:.....	46
Process Recordings:.....	47
APPENDICES	48
IIb. IGFP: Narrative format with a group.....	48
IIc. IGFP: Narrative format with community or agency representative(s).....	48
Appendix III IGFP Monthly Activity Reporting Form.....	48
APPENDIX I: PUBLIC ACT No. 78-54: AN ACT CONCERNING LIABILITY FOR STUDENTS IN FIELD PLACEMENT PROGRAMS	49
APPENDIX IIa GUIDE FOR PROCESS RECORDING	52
Narrative format with an individual or family	52
4. Plan/Next steps.....	52
SAMPLE PROCESS RECORDING	53
Narrative format with an individual or family.....	53
Appendix IIb. GUIDE FOR PROCESS RECORDING	55
Narrative format with a group	55
4. Plan/Next steps.....	55
Focus/Purpose: A mutual aid group for cardiac patients in a hospital.....	56
Date Nov. 14 No. of Meeting: 1st meeting.....	56
Appendix IIc. GUIDE FOR PROCESS RECORDING	58
Narrative format with a community or agency representative(s).....	58
5. Plan/Next steps.....	58
SAMPLE PROCESS RECORDING	59
Narrative format with a community or agency representative(s)	59
<i>Feelings and reactions:</i>	59
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.	59
Appendix IId. GUIDE FOR PROCESS RECORDING	60
Three-column format with an individual	60
Appendix IIe. GUIDE FOR PROCESS RECORDING.....	63
Audio/video recording of session	63
4. Plan/Next steps.....	63
Appendix IIIf. PROCESS RECORDING FOR POLICY PRACTICE AND COMMUNITY ORGANIZING STUDENTS	64
Appendix IIg. For All Specialized Practice Areas: A General Process Recording	77

II. Plans for intervention - Learning objective: Interventive skills.....	77
III. The Process - Learning objective: Objective observation of the professional encounter.....	77
IV. Evaluation of the client system and the effect of intervention - Learning objective: Assessment skills 77	
V. Analysis and evaluation of student's performance - Learning objectives: Identifying learning needs through self-awareness and self-evaluation	77
Appendix IIh. For All Specialized Practice Areas: Process Recording Format For Meetings	78
APPENDIX III	80
IGFP Monthly Activity Reporting Form	80
Note: Students should be given 1 hour/week (for 20 hr and 15 hr students) and 1.5 hours/week (for block students) during field to work on process-recordings.	80
APPENDIX IV UConn School of Social Work: Guide for Agency Visit.....	81
STUDENT PRACTICE	81
SUPERVISION	81
FIELD INSTRUCTOR.....	81
APPENDIX V ACTIVITIES CHECKLIST for MSW Faculty Advisors	83

FIELD EDUCATION AND CAMPUS CONTACT INFORMATION

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Campus Office Numbers

All numbers start with (959) 200-

Dean's Office 3649
IT 3666
Library 3466
Security 3683
Office of Outreach (STEP) 3617
Office of Student & Academic Services 3687

Institute, Center, and Project Numbers.

All numbers start with (959) 200-

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

UConn School of Social Work

MISSION STATEMENT

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

POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE

The University 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 (OIE). 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.

An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. More information, including resources and reporting options, is available at equity.uconn.edu and titleix.uconn.edu

MSW CURRICULUM REQUIREMENTS

Consonant with this mission, the School's comprehensive, 60 credit master's program is designed to prepare graduates who are competent to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ effective interventions designed to meet these needs and problems. Thus, the School prepares practitioners well-grounded in social work values,

knowledge and generalist and specialized practice skills, who are specialized in: individual, group, and family practice; community organizing; or policy practice.

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

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

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

The SSW requires two 560-hour field placements for MSW students.

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

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

VALUES AND ETHICS

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

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

FIRST AMENDMENT RIGHTS

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

AGENCY-BASED VOTER REGISTRATION

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

Students are asked to organize a non-partisan voter registration project as they begin their field work using

materials provided to them by the Institute. With a very few exceptions, it is completely legal for social workers to register agency clients. If students encounter concerns at their field agency about the appropriateness of doing voter registration, the packet provided to students by NAHIPSW contains contact information for the Political Institute.

OVERVIEW OF FIELD EDUCATION

THE PLACE OF FIELD EDUCATION IN THE TOTAL CURRICULUM

Field education is an integral part of the curriculum and represents a significant portion of each student's educational experience. The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has designated field education as the signature pedagogy of social work education. Through engaging in in-person contact and working with client systems of many sizes and diverse backgrounds, students are helped to develop identification with the mission and values of the social work profession. Field education provides students with a supervised, educationally-directed experience which fosters integration of theoretical concepts and practice skills. Field education contributes to the development of a competent social work professional with generalist competencies and behaviors and specialized competence in the practice of Community Organizing (CORG) or Policy Practice (POPR), or in Individuals, Groups, and Family Practice (IGFP). The program ensures that the field education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities.

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

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

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

BEHAVIORS FOR EACH OF THE 9 COMPETENCIES

Over the course of both field placements, every student will gain knowledge and skills in the 9 CSWE Core Competencies. CSWE has developed generalist behaviors for each of the 9 competencies. The UConn SSW faculty have developed behaviors for the specialized practice year. Students, field instructors, and advisors will be emailed the specialized practice behaviors at the start of the specialization year field placement. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. Field instructors, in collaboration with their student interns, may develop their own assignments and activities.

FIELD EDUCATION REQUIREMENTS AND PLACEMENT OPTIONS

Hours in Field:

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

Field work takes place on weekdays (Monday – Friday) primarily between 8 am and 6 pm. We are unable to arrange field placements that take place exclusively during evening or weekend hours. You are required to align your schedule with your field instructor's schedule and agency needs. At all times there must be a supervisor on site when you are at the agency.

Academic Courses and Field Placement to be Completed Concurrently:

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

Structures Available for Field Placements:

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

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

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

- 1) **Concurrent Placements:** This is the usual arrangement in which students spend 20 hours per week (normally three full days in field) for 28 weeks (May Graduate) or 15 hours per week (normally two full days in field) for 37 weeks (August Graduate) in their field setting. In this arrangement field and classroom courses are taken concurrently throughout the academic year.
- 2) **Block Placement:** The School offers a block second-year placement for qualified Individual, Group and Family Practice (IGFP). The application form is available upon request from the Field Education Department. In this arrangement, the student spends 35 hours per week for 16 weeks in a field setting. **Students must apply for this option, it must be approved by the IGFP Chair, and an appropriate field site must be found by the field education department that meets University and School of Social Work requirements. A block placement is not guaranteed.**

Matriculated students may be able to get federal or UConn financial support for summer classes, although it is not guaranteed. Financial aid for these credits will have to be applied for independently. For further information about financial aid, see: <http://ssw.uconn.edu/financial-aid/>.

IGFP Students must indicate their intention to apply for summer block by emailing ellen.smith@uconn.edu by the first week of December. Students should **first** discuss their interest in the block placement with their advisor. Students then complete the application package. Please see the Summer Block Application for more information. The application consists of the following materials:

- the Summer Block Application

- the advisor recommendation form
- the instructor recommendation form
- a current transcript (please download from your student administration account)
- a copy of your most recent field evaluation
- an updated resume
- copies of two process recordings, each on a different case, including a brief case summary of each
- a written statement

The entire application is due on the first week of January. Materials should be submitted to Dr. Ellen Smith, co-chair of the IGFP summer block committee. **Please submit all the application materials, except for the recommendation forms, together in an email to ellen.smith@uconn.edu. Please ask your advisor and instructor to email their recommendation forms directly to ellen.smith@uconn.edu**

Materials will be reviewed by the IGFP summer block committee, which consists of IGFP faculty members and field staff. The committee may also consult with the student's instructors and advisors. Students will be advised of the committee's decision by email by mid-February.

Other procedures

Once a student is certain about applying for summer block, the student should complete and submit the online graduation form sent by OSAS (the Office of Student and Academic Services) in an email in late October/early November. When completing the form, please indicate August block as the graduation date.

August graduates may participate in the School of Social Work Recognition Ceremony and the UConn Graduate School Commencement.

OSAS will send information regarding graduation to students' UConn email at a later date; students are encouraged to thoroughly read through the information.

If accepted for summer block, a Plan of Study must be submitted to the OSAS office. Information will be emailed by OSAS at a later date.

If accepted for summer block, please apply for financial aid as needed.

- 3) **Employed Social Work Program (ESW):** A student may apply to have one of their two placements in their place of employment. This option is not available to Advanced Standing students. The application form is available upon request from the Field Education Department.

To be eligible to apply, the student must have been employed by the agency for at least six months. The proposed field instructor must have been employed by the agency for at least one year. In these instances, the field instructor must be someone other than the student's regular supervisor and must meet the usual field instructor requirements (see section on Criteria of Field Instructors). It is also required that the student's field work assignments be different than their work responsibilities. **Students must submit an employment / placement plan, to be approved by the Field Education Department, before this arrangement is confirmed.** Any agency/student wishing to explore this option should contact the SSW's Field Education Department for further information and materials.

There are instances in which an agency permits an employee/student to add an additional unpaid 15 or 20 hours to their regular job. This does not constitute an employed placement. Students are advised against accepting any 55 or 60 hour per week work/placement commitment in addition to their classroom courses.

Such a workload is extremely stressful at best, and for many students impossible to complete successfully. The School encourages agencies to participate in the ESW program which helps many students meet their employment and financial responsibilities.

Dual and Joint Degree Field Placements:

UConn currently offers dual and joint degree programs with several schools. For more specific information on each of these programs please refer to the student handbook. Students will complete two separate SSW field placements in addition to the field requirements of the other degree program. All standard criteria for placements will need to be met including:

- completion of all field paperwork in a timely manner
- full participation in the field seminar each semester
- completing the required hours each year
- supervision by a SIFI certified MSW and supervision by an LCSW for clinical placements
- use of a registered and approved SSW Agency
- tasks and assignments that align with the nine social work competencies

Given the complex nature of dual and joint degree placements, communication early and often with the Field Education Department is critical. The Field Education Department does not guarantee that a placement can be found that meets the needs of both programs, the individual's interests, or the field of practice that the student requests. During the placement process, the Field Education Department will work collaboratively with the faculty/staff of the other program to identify a placement as needed. The below are specific things that must be noted as part of this process:

- Students in the dual degree program with the School of Law cannot use the Asylum and Human Rights Law Clinic as a dual placement; while other clinics may be considered, this option is not guaranteed. *
- Advanced standing students are not eligible for dual and joint degree programs; and
- Students are not to reach out to agencies on their own.

* Students in the dual degree program with the School of Law cannot use a law clinic as a joint placement.

- Law clinics may be considered if year long
- MSW (or LCSW for clinical settings) required for supervision
- MSW/JD shared placement for Foundation Year only and must be able to meet shared criteria

Required Supervision Hours:

The required amount of weekly formal supervision is related to number of hours per week the student is in field, as follows:

20 hours per week – 1 ½ hours of supervision per week

15 hours per week – 1 hour of supervision per week

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

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

Micro Skills Laboratory:

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

Macro students who participate in the Micro Skills Laboratory are excused for two hours per week from their field setting during the fall semester.

SATISFACTORY ACADEMIC PROGRESS

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

- All students must earn a minimum of eighty-five (85) percent of their cumulative attempted credit hours. This may be an issue for students with a number of Incompletes and, in some cases, students who are in field 15 hours per week.
- The UConn Office of Student Financial Aid Services will not review students for adherence to the Satisfactory Academic Progress (SAP) Policy until their annual evaluation after the spring semester.
- Only students who are currently on a Financial Aid Eligibility Plan (e.g. a student who failed SAP at the end of last May and is on a 'probationary' status of sorts) would be evaluated at the end of Fall. This would not be relevant for the majority of our students. There is an appeal process.
- The UConn Office of Student Financial Aid Services office may send out a 'warning' email at the end of fall if students are not currently meeting the SAP standards, but this is a courtesy email from their office, and students do not appeal this.
- Students should contact the UConn Financial Aid office if they have questions at Phone: (860) 486-2819 or Email: financialaid@uconn.edu.
- A full description of the SAP policy and requirements of the Financial Aid Eligibility Plan can be found at <http://financialaid.uconn.edu/sap>.

CRITERIA FOR ENTERING INTO AND CONTINUING IN THE FIELD

There are certain circumstances which will result in a student **not being placed in field and not being allowed to enroll in the corresponding practice courses**. A student may be referred for an Educational Review meeting under some of these circumstances (please refer to the MSW Student Handbook for details about Educational Reviews). These include if a student:

- who is going into field does not complete their field work paperwork by the due date;
- does not respond to correspondence from the field office related to the placement process (Note: UConn's policy is for us to communicate with students via their UConn email address);
- in order to begin field, students must be compliant with university requirements (compliance) and any additional agency requirements (immunizations, trainings, fingerprinting, drug screens, etc) as determined by the individual field placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in field placement;
- is not able to meet the field placement time requirement of being able to be at the field placement **at least eight normal agency business hours (i.e., between 9 to 5 pm, Monday through Friday) each week, during the time the field instructor is at the agency, and according to agency policy**;
- based on interviews, is not accepted for a field placement by two agencies;
- does not accept a qualified placement following an interview and/or refuses three agencies that meet their educational objectives and the school's expectations;
- has incompletes in BASC 5390, BASC 5391, or any Specialized Practice Area course(s) two

- weeks after the beginning of the following semester; and/or
- has three active incompletes and/or N grades in any courses (not permanent incompletes that have been or are being addressed).

The following criteria are used to place students in field placements for the first and second year and as part of the replacement process if it becomes necessary to remove a student from one agency and place them into a different agency for their fieldwork during the academic year. These criteria are used to evaluate a student's readiness to enter or re-enter field. Reasonable accommodations will be made for students who are registered with the UConn Center for Students with Disabilities.

Students must demonstrate:

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

Additionally, a student may be **referred to the Educational Review Committee (ERC)** for an academic/field consultation or an Educational Review for unprofessional behavior or other difficulties experienced in the classroom or field placement (see MSW Student Handbook for details).

RESPONSIBILITIES FOR FIELD EDUCATION

Field education responsibilities are shared between the Field Education Department and the Specialized Practice Areas. The Field Education Representatives Committee is a subcommittee of the Educational Policy Committee (EPC) and is composed of the Director of Field Education, the Field Education Department staff, and a faculty representative from each Specialized Practice Area. The Committee makes recommendations about educational and administrative aspects of the field practicum and refers educational recommendations to EPC and administrative recommendations to the Faculty/Administration Advisory Committee (FAAC).

Field Education Department's Educational Responsibilities include:

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

- enhance the quality of field education in social work education; and
- providing training and consultation/mentoring to adjunct faculty advisors.

Field Education Department's Administrative Responsibilities include:

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

Responsibilities Shared by the Field Education Department and Faculty Advisors include:

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

FIELD EDUCATION POLICIES

In-Person Contact: The Council on Social Work Education (CSWE), our accrediting body, requires field education through “in-person contact.”¹ The SSW field placements are designed to provide students with in-person contact with clients and agency constituents following the CDC guidelines.

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

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

Process Recordings: All generalist year field students, regardless of their Specialized Practice Area, are required to write process recordings in the first semester of their generalist field experience for the direct service component of their field practice. :

- IGFP require 12 process (6 per semester) recordings
- CORG and POPR require 4 (2 per semester) for the year (2 out of the 4 process recordings must be about direct service)

¹ The CSWE Commission on Accreditation has broadened its interpretation of “in-person contract” during the COVID-19 pandemic to include remote-based field activity (see <https://www.cswe.org/CSWE/media/AccreditationPDFs/COA-Field-Reduction-Update-05-09-2020.pdf>). Remote field activity can include engagement such as field-related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with field site policies for secure communications.

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

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

Variable credit course: 1 to 4 credit(s). The purpose of this course is to allow those students who are required to take an additional year of field to register for a course titled, Field Practicum Extension. It also is available for any other instance where a student is required to log field hours and a grade of Incomplete is not appropriate. This course does not substitute for a required elective, nor does it substitute for the 4 credit field course.

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

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

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

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

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

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

Labor Strikes: Students who are in field placements at the time of a strike are considered to be learners rather than employees of the agency and should not be required to cross picket lines. If the strike action is of sufficient length, students may be transferred to another agency for placement. In the case of employed

social workers, their employee status takes precedence and they will be required to make up the lost field education time to ensure that they meet the number of field hours required by the School. Other types of job actions, such as "sick outs" and similar issues, will be discussed by the Director of Field Education and Specialized Practice Area Chairs, and reviewed by the Associate Dean for Academic Affairs and the Dean who will make a decision regarding how to handle the situation.

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

Field Related Expenses: Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Agencies are expected to reimburse students for travel expenses incurred through field assignments. All students entering field education placements are required to have background checks and immunizations per the university. Depending on requirements of the particular agency where they are placed, they may also be required to undergo drug screening and other background checks. The UConn School of Social Work does not pay for these. Students are required to pay for the cost of the background checks, drug screening, and immunizations (a very few agencies will cover the cost of these for their interns). Agencies are expected to pay for any pre- authorized expenses the intern incurs related to client services (e.g., program expenses, client transportation).

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

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

Disclosure of Student Status: The NASW Code of Ethics (Ethical Standard 3.02) states: "Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students."

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

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

Home Visit Policy: The field agency should provide safety orientation to students engaging in home visits. Policies and procedures will vary in different agency settings. Policies may include requiring home visits to be done in pairs. 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.

Narcan: SSW students can participate in training on Narcan. It is important that students are educated on the practices and resources related to opioid overdose. SSW students are not to utilize this training as part of their duties in the field. They will not carry or administer Narcan as part of their duties while in the field placement. Field placement supervisors or field instructors cannot expect SSW student to carry or administer Narcan as part of their duties while in the field placement.

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

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

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

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

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

Confidentiality of Student Educational Records: 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 from the educational records of a student 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, and staff. For more information about FERPA see: <https://ferpa.uconn.edu/>

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

CRITERIA FOR THE SELECTION OF FIELD SETTINGS

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

- the agency philosophy must be compatible with the values and ethics of the social work profession;
- the administrator and staff must have knowledge and appreciation of the social work professional education process and goals, and be willing to undertake, both individually and collectively, the various responsibilities that a field education program entails;
- the agency's administrator and staff must be committed to a field education program as a significant function and responsibility of the agency;
- the agency must have good standing in the community and in the profession. It must qualify for membership or be moving toward membership in those standard-setting bodies, national and local, appropriate to its field of service;
- the social service department or unit operating in a non-social work host setting, such as a hospital, court, school, or institution should be fully integrated into the philosophy and structure of the organization;
- the agency's staff must be of such size as to maintain and develop the basic program of the agency without reliance on students;
- the hosting agency must be prepared to give the graduate level student appropriate assignments and must provide students access to the following materials and documentations for their learning: budgets, annual reports, organizational charts as well as agency policies and procedures;
- the size and flow of the program of the agency should be such as to offer students a wide range of experiences; the selection of learning experiences for students must be based on their educational needs rather than upon the needs of the agency;
- the agency must be able to provide suitable space, telephones, and computers;
- the agency must free the field instructor to prepare for and provide one and a half hours per week for individual supervision of 20 hours a week students, one hour for 15 hours per week and two hours for students in a block placement;
- the agency must be willing to free first time field instructors to attend the required Seminar in Field Instruction (SIFI) and all field instructors to attend other School sponsored field education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the field.

CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

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

Field instructors must have an MSW degree from an accredited social work program, at least 2 years post-MSW practice experience, and be a licensed clinical social worker (LCSW) in good standing if supervising a student in a clinical setting.

Field instructors are expected to demonstrate:

- sound identification with the social work profession and its mission;
- commitment to their own continuing professional development as a practitioner and field educator;
- positive orientation to the need for innovation and change within a developing profession;
- basic understanding and respect for the knowledge base of social work;
- ability to learn and teach conceptually, reflecting an attitude of scientific inquiry;
- mature personality with knowledge about and sensitivity to the emotional components of the

- professional education process;
- respect for and understanding of the individualized learning patterns of students;
- ability to integrate the goals of professional practice and professional education and use good judgment in addressing the balance between the needs of the client, the agency, and the educational needs of the student; and
- commitment to participate in school sponsored educational activities for beginning and experienced instructors.

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

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

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

Respective responsibilities of the task and MSW field instructors:

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

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

- The task supervisor and field instructor are to meet jointly with the faculty advisor and student during an advisor site visit.
- **Responsibilities of the task supervisor:**
 - It is expected that students will receive **weekly supervision** by their task supervisor (in addition to the weekly supervision provided by the field instructor). The amount of supervisory time offered by the task supervisor in each placement will be developed by the school and field setting during the placement process.
 - New Task Supervisors are encouraged to attend the Seminar in Field Instruction (SIFI) but are required to attend the Task Supervisor Orientation Meeting.
 - Identify specific assignments for the student to work on related to educational objectives (cases, groups, projects) throughout the year.
 - Provide supervision around service delivery and the student's tasks and assignments.
 - Oversee the administrative aspects of the student's performance, e.g., orientation to the agency, attendance, time management, required agency record keeping.
- **Responsibilities of the MSW field instructor:**
 - Field instructors are expected to provide students with **weekly supervision** as follows:
 - Students in 20 hour/week placements are to receive 1 ½ hours of supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
 - Students in 15 hour/week placements are to receive 1 hour of individual supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
 - Students in block placements are to receive 2 hours of supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
 - Maintain primary responsibility for the writing, reviewing, and submission of the educational contract by the due date. ~~and sign it before the student submits it to their faculty advisor.~~
 - Maintain ongoing awareness and approval of the student's assignments.
 - Review and provide written feedback on materials written for educational purposes, e.g., process recording, logs, grant proposals.
 - Ensure that supervision includes regular focus on the 9 CSWE social work competencies and associated behaviors (these are what the student will be evaluated on at the end of each semester in field).
 - Help student link social work values, research, and theory to practice.
 - Communicate with the student and the student's UConn Faculty Advisor as soon as possible when any concern about the student's performance in field first emerges (in an effort to resolve the matter and prevent bigger problems from developing).
 - Maintain primary responsibility for writing the student's end of semester field evaluations and submit the signed copies to the Field Education Department by the due date.

FIELD PLACEMENT PROCESS & PROCEDURES

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

process is described below.

Incoming students:

- Students are to complete the Field Placement Form and updated resume; located in Core ELMS and must be submitted no later than or as close to the date specified by OCPC
- In order to begin field, students must be compliant with university requirements (complio) and any additional agency requirements (immunizations, trainings, fingerprinting, drug screens, etc) as determined by the individual field placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in field placement.
- All incoming students are to submit Field Placement form and an updated resume to the FED immediately following their orientation to the program. Placements will generally be made on a first-come, first-served basis, so it is in students' best interest to get their placement form in as soon as possible.
- **If placement forms are not submitted by the due date (June 1st), the student may not be placed by the start of field education.** Any student who has not heard from a Field Coordinator by July 1st must contact ssw.fieldded@uconn.edu to ensure that their materials have been received.
- Indicate any special circumstances (e.g., medical, public transportation, time constraints and/or geographic preference/s), which the School should consider when making field placement plans.
- Based on these materials, the assigned field coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a field coordinator to tell them about the agency and to provide information about who to contact for the interview. Field Coordinators also serve as advisors to incoming students and will address any questions and concerns they have.
- The student should: (1) contact the identified representative immediately to schedule an interview; and
- (2) report back to the field coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. If a student does not report back, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.
- Should the placement not be acceptable to either of the parties, the placement process will continue as above.

Returning students:

- Students meet with their current faculty advisors in the Fall semester of their first year to discuss their educational objectives and interests for the next year.
- students must complete the field placement form/webform by the deadline given from FED, students are assigned a coordinator in the order that forms are received. Please note some agencies require early submission of resumes, so some placements may be first come, first serve
- In order to begin field, students must be compliant with university requirements (complio) and any additional agency requirements (immunizations, trainings, fingerprinting, drug screens, etc) as determined by the individual field placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in field placement
- Based on these materials, the assigned field coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.

- Each student will be contacted by a Field Coordinator to tell him/her about the agency and to provide information about who to contact for the interview.
- The student is to: (1) immediately schedule an appointment with the identified agency representative (the appointment for the interview should be scheduled if possible within one week); and (2) report back to the field coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. If a student does not report back to the field coordinator, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.

Block Placement: For students planning a block placement for their second-year field experience, the Field Education Placement form and an updated resume must be submitted to the Field Education office. The block application (available upon request from the Field Education Department) is to be submitted to the Specialized Practice Area chair following **the November Field Advising Seminar and no later than the January Seminar**. Students who require further information or have any questions should contact their faculty advisor. **Summer block placement for IGFP students is only an option if there are enough qualified IGFP students to offer the session during the summer.** The block placement is only an option for IGFP and CORG students (see block placement section in the Field Education Requirements and Placement Options section earlier in this manual for further information).

Circumstances that may lead to referral to ERC and when removal from the program may be recommended: Agencies have the right to decline accepting students for a variety of reasons such as a student failing to pass the agency's background check. It is highly recommended that students inform the field placement coordinator who is seeking to place them if there is anything in their background that may cause a problem with their being placed. **If a student is not accepted into a placement by two agencies they will have an Educational Review meeting (see MSW Student Handbook for more information about Educational Reviews) to develop a recommendation to the UConn Graduate School that may include removal from the MSW Program.** If a student does not accept three qualified placements that are deemed able to meet their educational needs and the school's expectations, they too will be referred for an Educational Review (see MSW Student Handbook).

Background Checks and Immunizations:

MSW PROGRAM - BACKGROUND CHECKS AND IMMUNIZATION FAQ SHEET

Welcome to the UConn School of Social Work. The following are field education requirements in keeping with University-wide policy for programs with practicums or internships. Our staff and faculty are committed to working with all students to promote their success in the MSW program. We believe in second chances and have developed resources to assist students with a criminal record to navigate the difficulties that may arise while working towards earning a MSW degree from UConn.

FIELD PRACTICUM REQUIREMENTS:

In order to successfully complete the MSW degree and graduate, you must complete all required field practicum experiences. All required field practicum experiences must be completed at a UConn School of Social Work-approved facility ("Facility"). The School will identify an appropriate field placement for you based on learning objectives. Each Facility has its own requirements that must be met before accepting a student for a field practicum. All MSW students, regardless of their concentration, are required to the following compliance requirements. This is a UConn requirement to ensure that students are ready and able to meet a Facility's basic requirements and to begin a field practicum on time. Compliance requirements are designed to keep everyone safe in a field setting. They can include immunizations and screenings, background checks, required trainings, forms and attestations and more. Requirements may come from UConn policies, clinical site policies and/or clinical affiliation agreements between UConn and

clinical sites. These requirements can change during your time in the program and they apply to every student in a field placement regardless of discipline. Compliance ensures your personal health and safety, promotes public health and allows you to proceed with your field placement on schedule. Fulfilling these requirements is your responsibility as are any associated costs.

The School is not responsible for securing field practicum placements for students who are unable to meet a Facility's field placement requirements. No Facility field placement will be confirmed until *all* field placement requirements have been met. You will not be able to start any field placement until you have demonstrated that you have successfully completed all requirements required for a field placement at a Facility.

First Steps:

1. Review the information in the guide provided by the Office of Clinical Placement Coordination (OCPC) and the full Compliance Overview for Clinical & Field Students training video playlist for your program at <http://ocpc.office.uconn.edu/students>;
2. Review all requirements and ask any questions you may have. Mark your calendar with deadlines and make a plan to fulfill all requirements by your program's deadlines;
3. Set up your ADB/Complio account (instructions will be given during the OCPC Compliance training) and begin working on your requirements and link it to your CORE ELMS account; and
4. Make any necessary healthcare provider appointments as soon as possible.

In order to participate in any field practicum you will be required to meet the following compliance requirements. Compliance requirements include but are not limited to the following:

- 1) Successfully completing a background screening. Background screenings verify social security numbers and include checking state and federal criminal records and sex offender registries. Background screenings may occur at one or more times during the program. 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 a placement. If you have any questions regarding background checks, you can contact the UConn's Clinical Case Manager at clinicalcasemanager@uconn.edu.

If your background screening shows that you have a criminal record ("CR") or that you are listed as a sex offender ("LSO"), you may not be able to secure a field practicum.

Once admitted as a graduate student to UConn, will a CR/LSO prevent me from earning my MSW?

- The SSW's Field Education Department is committed to assisting students find a field placement for all enrolled students. A CR/LSO will most likely limit a student's ability to secure a field placement. Students who are unable to secure a field placement will not be able to earn a MSW.

How much choice will I have in my field placement if I have a CR/LSO?

- Unfortunately, there may not be a lot of choice. Some agencies may not be able to offer you an internship. We will work with you to find a field placement, but it will really depend on each agency's requirements and policies. While some agencies have accepted MSW interns with a CR/LSO in the past, there is no guarantee that a particular student can be placed at an agency that has previously accepted students with a CR/LSO.

- Students who wish to learn how to maximize their chances of securing a field placement should contact the Office of Clinical Placement Coordination in Storrs at clinicalcasemanager@uconn.edu.

Can a CR/LSO preclude a person with a MSW degree from becoming licensed in the State of Connecticut?

- A CR/LSO may preclude a person with a MSW degree from becoming licensed in the State of Connecticut. For more information you should contact the Connecticut State Department of Public Health licensing board: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Socialworker/LCSW-Licensing-Requirements>
 - A CR/LSO may also preclude a person with a MSW degree from becoming licensed in another state. For more information you should contact the individual state's licensing body.
- 2) **Demonstrate that you are current with immunizations.** Minimally, you will need to demonstrate immunity through titers for childhood disease such as measles, mumps and varicella. A record of previous immunizations is not sufficient to fulfill these requirements. Titers are required. Without them, you may not be able to secure a placement. It has been UConn's experience that facilities will not accept a religious exemption form in lieu of proof of immunity and will deny 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 personal provider or the University's student health and wellness service.
 - 3) Annual Tuberculosis screening is required. More details on the specific type will be provided in your onboarding session.

Annual documentation of receipt of the seasonal influenza vaccine is not required by the SSW but is strongly encouraged. It has been UConn's experience that many facilities will not accept a religious exemption form in lieu of proof of vaccination and will deny placements to any student who fails to provide such proof. Evidence of vaccinations and costs associated with testing are your responsibility. 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 a field practicum. It has been UConn's experience that students will be denied a field practicum placement if they fail to provide such proof (religious exemptions are very rarely accepted in lieu of proof of immunization).

Additional Field Placement Experience Requirements:

In addition to the above requirements, some facilities require the successful completion of other types of requirements such as those listed below. Students will be informed of any additional facility requirements at the time they are assigned a field placement and will have time to complete these requirements before beginning the field placement. It is also possible that a Facility may require a student to redo a screening that they may have already successfully completed in the past before being placed. You are responsible for meeting a Facility's requirements. The costs associated with meeting these additional requirements are your responsibility.

1. Successfully passing drug screenings. Drug screenings may occur at one or more times during the field placement. If you test positive for drug use, you may not be able to secure a placement at a facility or may be

removed from a placement. This includes, but is not limited to, testing positive for prescribed medical marijuana or opiates. If you have any questions regarding drug screenings, you can contact the UConn's Clinical Case Manager at clinicalcasemanager@uconn.edu. Disclosure of drug use does not indicate a passed drug screen.

2. **CPR:** Basic Life Support, including Adult, Child and AED, through the American Heart Association OR a current EMT license.
3. **Other:** Other types of screenings include fingerprinting, debarment list screenings, and Motor Vehicle Records checks.

If you are not able to meet a facility's additional requirements in a timely manner, you will not be able to complete the scheduled field placement experience, which in turn will delay your ability to complete the program.

If you have any questions regarding background checks and drug screens, you can contact the UConn's Clinical Case Manager at clinicalcasemanager@uconn.edu. For all other inquiries please contact sswfielded@uconn.edu

What is the deadline for completing the background checks and immunizations?

All MSW students are required to complete the compliance requirements described above by the deadlines given from OCPC which will depend on the students' year in the program. Failure to do so can result in not being placed and/or a disruption in field placement

Is it Required to Create a Complio Account with American Data Bank?

Yes, this is required. UConn has an approved contracted vendor, American Data Bank, which will be used for this purpose. Follow instructions provided by ocpc.compliance@uconn.edu

Is it Required to maintain an active Complio account during my entire time in the SSW Program?

Yes, students in field must maintain an active Complio account during their entire time in field placements.

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

Should I let the field education placement staff know if I think there may be a problem with my background check, drug screening or immunizations?

Yes, students should discuss their concerns with field placement staff prior to the start of the placement process in order to optimize their chances of obtaining a field placement. Field staff are committed to working with each student to find them a placement agency that will welcome them. Field staff, with a student's consent, may consult with the Office of Clinical Placement Coordination in Storrs (clinicalcasemanager@uconn.edu) to work through questions and issues for the best outcome for the student. The field education staff can answer questions about field placements.

Is there anyone at UConn that I can privately discuss my situation with in regards to background checks, immunizations or drug screens?

Yes, within the University system, students may contact the Office of Clinical Placement Coordination in Storrs (at clinicalcasemanager@uconn.edu) with any questions regarding background checks or drug screenings. These communications will be kept private and will not be shared with SSW without your consent. For all other inquiries, including regarding immunizations, please contact the Field Education Department at sswfielded@uconn.edu or 959-200-3636.

FACULTY ADVISING

The purpose of faculty advising is to help students make maximum use of their educational experience. Students are assigned faculty advisors by the Field Education Department. The faculty advisor is expected to be familiar with the student's class and field performance and overall professional development. The faculty advisor is also expected to complete the monthly online *Activities Checklist for MSW Faculty Advisors* (see appendix for a copy).

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

The Field Component of Faculty Advising Responsibilities includes:

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

Tasks and Activities:

- **With students:**
 - conducts the Field Advising Seminar which meets four times each academic year;
 - strongly encouraged to initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or by Skype)
 - reviews written materials relevant to the placement (e.g., process recordings and monthly activity reports as applicable to the student's Specialized Practice Area);
 - reviews educational contract (providing consultation as needed);
 - discusses student learning, informal and formal evaluations; and
 - jointly discusses options for next year's placement and submits required materials to Field Education Department.
 - issues grades for student's Field Seminar and Field Placement courses.
 - completes the monthly online *Activities Checklist for MSW Advisors* (see appendix for a copy).
- **With field instructors and field agencies:**
 - contacts each advisee's Field Instructor within the first week of field to introduce themselves
 - makes at least one site visit per academic year, in the first semester (more as needed);
 - Must document and submit site visit form to FED
 - ensures adherence to Specialized Practice Area expectations re: student supervision,

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

The Academic Component of Faculty Advising Responsibilities follows:

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

Tasks and Activities:

- at least one individual contact with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on academic, professional and career development -
- collect process recordings (from all students! 12 IGFP, 4 macro) ; monthly activity report, verify hours in field –all needed in order to submit a grade;
- consults as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the MSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- reviews transcripts and plans of study provided by the student;
- consults with OSAS and/or the MSW Program Director if a student requests a policy exception;
- consults with your field staff mentor and/or the MSW Program Director when considering making a referral to the Educational Review Committee (ERC) when one of your advisees is having serious problems in the field and/or in their coursework;
- accompanies advisee to the Educational Review Committee if they are referred to the ERC to provide a summary report of the situation and act as the advisee's advocate; and
- collects required process recordings and monthly activity reports of IGFP students
- write reference letters for scholarships, special honors, and potential employment when requested.
- issues grades for student's Field Seminar and Field Placement courses.
- completes the monthly online *Activities Checklist for MSW Advisors* (see appendix for a copy).

PROBLEMS IN THE FIELD

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

Field Replacements:

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

- In some circumstances, the field instructor and agency initiate terminating the student from their field placement. The SSW encourages field instructors to contact the faculty advisor as soon as possible when problems in the field arise and if they wish to request withdrawal of the student from the field placement. This will allow for collaborative problem-solving and hopefully prevent the need for the student to be replaced or to allow for careful planning for replacement.
- In cases when the student and/or SSW initiates the replacement, the faculty advisor, student and field education placement coordinator will determine the best plan for notifying the agency that the placement will be terminated.
- The faculty advisor and student, in consultation with the field instructor, will determine the appropriate ways for the student to terminate with the agency, clients, and field instructor.
- The faculty advisor will work with the student and any other parties involved to identify educational objectives to be addressed in the new placement. These will be shared with the new field instructor.
- Depending on the circumstances, student may be referred to ERC or consultation.

Appeal Procedures:

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

BENEFITS FOR CURRENT FIELD INSTRUCTORS

- Special lower registration rate for continuing education seminars offered by the UConn SSW Outreach Office. Attend as many programs as you want at the advertised special registration rate and earn CECs toward licensure.
- No fee CECs for workshops sponsored by UConn SSW Field Education Department.

ORIENTATION FOR FIELD INSTRUCTORS

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

SEMINAR IN FIELD INSTRUCTION (SIFI)

We require all field instructors who have never supervised an MSW student before take the Seminar in Field Instruction (SIFI). The SIFI course should be taken in the Fall Semester concurrent with the first time they are supervising a MSW intern. The Seminar provides a forum for the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of field teaching. **It is 3 hours seminar.** In the Fall semester, SIFI will be offered for the first time fully online and in an asynchronous format such that you can complete each learning module at a time and location that is convenient for you during the semester. It is possible to earn **3 CECs** for this seminar through the School's Continuing Education Department (please note that there is a small administrative fee to process the CECs). The School has a reciprocal SIFI arrangement

with the New York and New England schools of social work.

RECOMMENDED STUDENT ORIENTATION TO AGENCY (What to cover with students on the first day/week of field placement)

Provide student with the agency's:

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

Inform student about policies and procedures regarding:

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

SAFETY AND SECURITY PROCEDURES

Policies. The UConn SSW program has the following policies regarding safety measures for social work students placed in their field placement sites:

1. The University of Connecticut offers Professional Liability Insurance coverage for students in field placements.
2. Placements should only be made in agencies that have sound safety policies and procedures.
3. Field instructors should help the student balance safety with professional responsibilities and obligations.
4. Professional and field site-specific safety training should be part of each student's agency orientation.
5. Faculty Advisors should discuss student safety in their agency site visits.
6. If a situation should occur where a student experiences a safety breach (e.g., is threatened, injured, or harassed), it is the responsibility of the Field Instructor and student to immediately notify the SSW Field Education Department at 959-200-3636 or sswfielded@uconn.edu and the student's Faculty Advisor. Written documentation should be submitted to the Field Education Department and Faculty Advisor by the student and agency Field Instructor. The Field Education Department will notify the MSW Program Director. The School will be in contact with the Agency and the situation evaluated. If appropriate, a plan will be put in place to address the safety issue(s).

7. Students with safety concerns related to their field placement must be supported and a plan put in place to address their concerns.
8. A student may be offered an alternative placement, if safety concerns in their placement site persist.

Procedures. Procedures to support student safety in field include:

1. During the field placement process, agency personnel share their safety policies and procedures with the SSW field coordinator who is arranging the placement. Any concerns are discussed, if relevant.
2. Safety is discussed by the Field Instructor and student as part of the orientation to the placement, including procedures for reporting incidents where the student feels physically threatened or unsafe while in the practicum.
3. Field Instructors are encouraged to assign the student to conduct a safety inventory of their placement site at the beginning of their placement and discuss it in supervision.
4. Students are advised in the SSW orientation and in their initial Field Seminar that they should let their Field Instructor know if they have safety concerns related to their field placement. If the student does not feel supported in the placement concerning safety concerns, he/she should communicate this to their Advisor. A plan will be put in place by the Faculty Advisor and Field Director or her designee with the student to address any safety concerns. The MSW Program Director will be kept apprised of the situation.
5. Students only see clients when there are other staff present in the Agency.
6. Students have access to their supervisor or another supervisory level staff member designated by the agency whenever they are engaged in field placement activities.
7. Students have the right and responsibility to refuse any field assignment in which they feel physically at risk.

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

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

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. Remember you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Field Educators should provide an orientation for interns to personal safety procedures in their field education practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during some or all sessions; or a specific set of procedures which should be followed if a staff member determines they are in a potentially dangerous situation.
5. Develop a safety plan with your supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
6. Interns should always inform their field instructor and faculty advisor of incidents where their personal safety is threatened.

7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client's right to self-determination of their goals, using clear communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.
8. Be alert to all parties in your immediate environment.
9. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
10. Carry yourself in a confident manner. Be purposeful in your actions.
11. Be friendly, however do not disclose a great deal of information about yourself or family.
12. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
13. Dress in a manner conducive to your professional practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
14. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.
15. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.
16. Your supervisor or someone in the agency should know where you are. Before going on home visits, give specific information about your destination and approximate time of arrival and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you, or cancel or reschedule the appointment.

Criteria. Criteria to support student safety in field include:

1. Agencies have protocols to address any work situation that entails risk, such as, but not limited to: home visits, services outside the agency in isolated or high crime areas, services to clients who may become angry or violent, are using drugs or intoxicated, and services that are politically sensitive and could result in threats of violence. Each agency is responsible for determining its own situations where student safety may be placed in jeopardy.
2. Agency safety training should include information about the following, as relevant:
 - Agency's safety and sexual harassment policies
 - Required or suggested safety training for agency workers
 - Any safety measures that can be taken in the office setting (arrangement of office/ any emergency phone or button that can be used in case of an emerging incident in the office)
 - Risks specific to home visits
 - Risks specific to transporting clients
 - Need to advise supervisor when making client contacts outside of office, including location, plan, and estimated time of beginning and end of the client contact.
 - Method to report any incidents of client violence
3. Supervision is focused on enhancing student knowledge of methods to prevent client violence, such as:
 - Managing feelings that can arise when working with victims and perpetrators of violence
 - Examining the student's value system around violence - What are the student's assumptions regarding victims and perpetrators?
 - Enhancing the student's ability to manage his/her own anger
 - Understanding of student's rights (for example, the right to refuse to make a home visit)
 - Understanding the prevalence of different forms and types of violence
 - Understanding the cycle of violence
 - Understanding the use and misuse of power and the dynamics to various types of violence

- Understanding how violence may affect victims (i.e., reactions to potential violence)
4. Student supervision must be consistent (at least once a week) and adequate enough to allow time for the Field Instructor to be assured of the student's competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety and to attempt to address the student's feelings about any risk that may be present. In some cases, such as if a safety incident arises, additional supervision (beyond the 1.5 hours-per-week for students in field 20-hours-week and the 1 hour-per-week for students in field 15-hours-week) will be needed to accomplish this.

GENERALIST FIELD CURRICULUM

Overview of Field Requirements, Curriculum and Activities:

In line with the standards for master level education in social work and with its mission and goals, the School aims to prepare social work professionals with competencies and behaviors that enable them to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ a variety of interventions designed to meet these needs and problems. Thus, the School seeks to prepare generalist practitioners with a strong foundation in social work values, ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>), knowledge and practice skills. The program ensures that the field education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities.

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

In the **first year field placement**, students are expected to gain skills for generalist practice. Generalist practice includes the range of competencies and behaviors that are common to all of social work practice including work with individuals, groups, families, communities organizing and policy practice. Therefore, **all students are required to have field assignments in their Specialized Practice Area and have additional field assignments in another Specialized Practice Area, such that they are exposed to both micro and macro practice**. When work with individuals, groups, or families is not available to a first semester student in their field setting, students are referred to participate in a micro skills lab where they will gain skills in behaviors applied to work with individuals, families, and groups (see section on Micro Skills Lab later in manual for details). In their Specialized year in field, it is expected that students will focus primarily on applying Specialized behaviors within the framework of assignments in their Area of Specialized Practice.

All students in first semester of field, regardless of their Specialized Practice Area, are required to write at least two process recordings in order to support education for the micro practice component of their field experience. Some Specialized Practice Areas require more process recordings. For example, IGFP students in 1st and 2nd year field internships are required to write 12 process recordings during the academic year. All macro students (CORG and POPR) are required to write 2 process recordings each semester for their time in field.

In the **second semester of first year field**, students gradually **transition into their Specialized Practice Area and increase their focus on their Specialized Practice Area and Specialized Practice Area-related behaviors established by each Specialized Practice Area**.

Pre- and co-requisites for field education:

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

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

The following course must be taken any time prior to 2nd year Specialized Practice Year of Field Education:

- I Human Oppression (BASC 5300) 3 credits

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

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

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

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

All these courses described above must be completed before a student can enter into second year field placement. The second year of field education focuses on specialized practice, and requires concurrency of field and Specialized Practice Area courses.

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

To augment the learning which occurs through field instruction assignments, it is expected that students will take part in whatever in-service training programs are available in their field agency and, whenever possible, participate in agency seminars, teaching conferences, lectures or professional meetings. Concurrent with the provision of social work services through a range of social work modalities, students are to keep professional records and report directly to a field instructor for a minimum amount of supervision in concurrent placement (at least one and a half hours of supervision per week for those in a 20-hour/week internship; one hour of supervision per week for those in a 15-hour/week internship; and two hours per week in a block placement).

FIRST SEMESTER GENERALIST YEAR (All Students)

Field Education Generalist Curriculum: Competencies and Behaviors:

The program ensures that the field education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities. The curriculum for all Specialized Practice Areas includes 9 competencies, each to be operationalized through specific behaviors. At the end of each semester first year field students will be evaluated on each behavior. The evaluation form will be forwarded to field instructors several weeks before it is due.

First year student interns are to be given micro assignments to work with clients in the first 2 to 3 weeks of internship so that they will be able to complete their course assignment for the Micro Foundation Practice class. Students must be given an opportunity to work in a case management setting with an individual, group or family over a period of time. For macro students, this may be fulfilled through the micro work they are expected to do in the fall semester in their field placement or in the micro skills lab (see section on Micro Skill Laboratory elsewhere in this field manual).

Students, Advisors, and Field Instructors will sent (from Core ELMS) an Educational Contract worksheet with Behaviors and Suggested Activities/Assignments specific to their year in the MSW program and Specialized Practice Area at the beginning of the Fall Semester.

Second Semester of First Year Field: Additional Behaviors (By Specialized Practice Area)

In the second semester of the Generalist (first) year of field, the curriculum increases its focus to Specialized Practice Areas. Students learning assignments should be more focused on their area of practice in the second semester of their first year and that practice worksheets are shared to highlights the 9 competencies to ensure that assignments align with program expectations.

EDUCATIONAL CONTRACTS

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

The field Educational Contract (emailed to field instructors at the start of each field practicum year) should identify student assignments and activities that will help the student gain the competencies and behaviors identified. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. Field instructors, in collaboration with their student interns, may develop their own assignments and activities. An optional educational contract worksheet for the student will be emailed to students and their field instructor at the start of the field placement. It is intended to foster discussion between each student and their field instructor and to be used in working on the Educational Contract. There are a variety of approaches used to complete the Educational Contract. One popular strategy is to brainstorm a list of internship assignments and then insert them under the relevant competencies. Some assignments fulfill multiple competencies.

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

Educational contracts are to be submitted in Core ELMS early October for review and, as needed, consultation.

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

FIELD EVALUATIONS

Evaluations of student performance by field instructors **are to be completed and submitted in Core ELMS** 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 (20 hours December/April) and (15 hours January/June).

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 in Core ELMS using the link that was emailed to the field instructor.

FIELD ADVISING SEMINARS²

FED 5301-5302/FED 5310-5311

- **Seminar Description**

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

- **Course Objectives**

Upon satisfactory completion of the Field Advising Seminar students will have:

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

Learning/Teaching Formats

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

Evaluation of Student Learning

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

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

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

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

1. The paper should be 3-5 pages in length.
2. The Faculty Advisor will determine the main focus of the paper.
3. The paper should be related to the students’ field experiences, and should be both reflective and contain references to the field related material, e.g., The Field Manual, educational contract, competencies and behaviors.
4. The paper is due no later than 2 weeks after the missed session.
5. a student misses more than one seminar session, the student will be in jeopardy of not earning the 1 credit for seminar which may affect the conferral of the student’s degree.

Required Reading

UConn School of Social Work Field Manual

² Fall 2022 and Spring 2023 Field Seminars will be held remotely using WebEx.

Additional readings may be assigned by each faculty advisor.

SUGGESTED THEMES

SESSION I: Beginnings in Field Instruction and Practice

A. Student, Field Instructor, and Faculty Advisor

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

B. Educational Contracts and Assignments

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

SESSION II: Work Phases in Field Instruction and Practice

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

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

A. Evaluation

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

B. Diversity

- Processing of student practice examples in working with issues related to diversity
- Identification of challenges and successes in working with diverse clients, key stakeholders, and agency personnel
- Examination of strategies to address barriers related to the development of an environment that welcomes diversity

SESSION IV: Closures

A. Endings

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

B. Evaluation of field experience

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

C. Learning throughout one's career

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

SPECIALIZED PRACTICE AREAS

After successful completion of the macro and micro foundation practice courses (BASC 5390 and BASC 5391) in the fall semester, students begin their Specialized Practice Area courses and emphasis on specialized practice in the field. The specialized curriculum of the School's MSW program consists of 3 Areas of Specialized Practice: Community Organizing; Individual, Group, and Family Practice; and Policy Practice. The program ensures that the field education experience of MSW students captures the full scope of specialized practice opportunities to develop competencies within their chosen area of specialized practice. Students must choose from community organizing, policy practice, or practice with individuals, groups, and families as their Area of Specialized Practice. The second half of the first year in field serves as a transition semester into the Areas of Specialized Practice. During this semester, the first specialization courses must be taken concurrently with field, and students are required to place an increased emphasis on assignments that offer opportunities for gaining skills in behaviors as they related to the students' specialization. The following sections elaborate on the class and field curriculum requirements of each Specialized Practice Area.

INDIVIDUAL, GROUP, AND FAMILY PRACTICE (IGFP)

IGFP EDUCATION IN THE FIELD

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

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

IGFP social workers are involved in preventive activity at practice and program levels, in both urban and rural settings, and in activity to improve access to social services and enhance their quality. IGFP social workers find career opportunities in child welfare agencies, family service agencies, schools, mental health clinics and hospitals, health care settings, youth and children's services agencies, community and neighborhood centers, criminal justice settings, senior citizen centers and facilities, neighborhood development and citizen action programs, and other private and public settings. Student field education experiences are within one of these settings with populations that include racial, ethnic and socioeconomically diverse people of all ages, religious backgrounds, and sexual orientations, with an

emphasis on marginalized populations. We prepare students to work with diverse and oppressed populations including the poor; the elderly; women; children and youth; persons with lesbian, gay, bisexual and transgender orientations; refugees and migrants; and persons with physical and developmental disabilities. IGFP students will learn to become scholarly, competent and skillful practitioners who imbed practice with individuals, groups, and families within the larger context of social change and social action, adhering to the Social Work Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and to culturally competent practice. Field education allows students to integrate knowledge and theory with practice skills. The second semester of the first year of field education serves as a transition semester which bridges the Generalist curriculum and practice with the beginning of the IGFP Specialized Practice Area.

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

IGFP FIELD ASSIGNMENTS

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

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

Students doing 20 hours per week internship:

- First year – 1st year field students should be engaging in at least 2 contact hours per week by the second week of field. By the middle to the end of the first semester, IGFP students are expected to engage in 5 to 8 contact hours per week providing direct services to individuals, groups, and/or families.
- Second year – 2nd year field students should be engaging in at least 3 contact hours per week by the second week of field. By the middle to the end of the first semester of their 2nd year specialized practice internship, IGFP students are expected to engage in 8 to 12 contact hours per week providing direct services to individuals, groups, and/or families.

Students doing 15 hours per week internship:

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

practice internship, IGFP students are expected to engage in 6 to 8 contact hours per week providing direct services to individuals, groups, and/or families.

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

Case Assignments and Course Work: Some of the cases of individuals, groups, and families assigned to IGFP students need to be seen over a period of time, beyond the engagement and assessment phases of the helping process, to ensure integration of classroom material. All students are required to have multi-method assignments in the first semester of field placement. Since class discussions are frequently based on the field experience, students need to begin their assignments as quickly as possible. Field instructors are encouraged to contact the student's faculty advisor as soon as possible for consultation if they cannot provide students with case assignments within the first few weeks. Students are encouraged to notify their faculty advisor if there is a delay in obtaining case assignments.

In addition to their IGFP assignments, students must have assignments in a macro area of practice. For those in the IGFP Specialized Practice Area, this would translate into work with a large social system, i.e., the agency or community.

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

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

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

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

Expectations for Written Work (IGFP):

A. Process Recordings:

What is a Process Recording?

In writing process recordings, students document and analyze their practice taking into account the concepts and principles learned in the classroom and in the field. A process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview/session with a client, group meeting, etc.).

What is the Purpose of a Process Recording?

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

Types of Process Recordings

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

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

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

Five format options are suggested for process-recordings. Following consultation with the faculty advisor, field instructors should discuss with their students which of these UConn SSW formats they should use. Templates and guidelines for these formats are described in the Appendix.

1. Process Recording Format #1: Narrative format with an individual or family

The narrative format for recording includes a description of what took place, impressions of the individual client, group, or family, analysis of practice, next steps, and questions for supervision with Field Instructor.

2. Process Recording Format #2: Narrative format with a group

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

3. Process Recording Format # 3: Narrative format with an organizational or community representative.

This narrative format includes background information, the purpose of the contact, the content of the interaction, an assessment, next steps and questions for the field instructor.

4. Process Recording Format #4: Three-column format with an individual.

The three-column format includes a verbatim recording of key portions of the session and reflections of student's feelings and analysis of practice followed by an overall description and evaluation of the rest of the session.

5. Format #5: Audio/Videotaping

This option is for audio/videotaping your session. If the field instructor and placement agency are in agreement that the IGFP student with written client consent/release (consistent with their agency protocols), audio/videotape one or more client sessions, the field instructor may authorize that a student may write a process recording based on that audio/videotape in lieu of one of the other process recording

formats (see “suggested guidelines for recording sessions” in the Appendix). Any audio/videotape must be made following their agency protocols.

Here is some suggested language to request client consent:

Digital Recording. I understand that my interviews may be recorded using a webcam for the purpose of continued staff training and clinical supervision. The recordings are treated confidentially and are deleted after they are used. Any concern I have about recording will be addressed by my provider. I will never be recorded without my permission.

Expectations Regarding Process Recordings

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

Agencies should provide students with space and time to prepare process records, progress notes and other agency documentation/paperwork during their field work hours. The time required may vary week to week.

It is expected that students produce written process recordings on an ongoing basis throughout out the academic year and they should not wait until the end of the semester. Students who do not complete this requirement in a timely manner may not pass their fieldwork or may receive an “Incomplete” grade in field.

To whom do students submit their process recordings?

Students should discuss their process recordings with their field instructor in advance of their subsequent conferences. Students are also expected to submit their process recordings in CORE ELMS for their faculty advisor to review. In order to protect client identity, one option is for students to use the clients’ initials rather than their full real names in their process recordings.

A process recording is not to be used for agency documentation and is a private communication between the student and field instructor and faculty advisor. Task supervisors do not review process recordings. This responsibility lies solely with the field instructor. Process records should not be kept in agency records since they are learning documents. If students need access to process recordings for school assignments, all identifying data must be disguised.

The Use of Process Recordings

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

The field instructors should carefully read students’ records **prior** to supervision. The process recording becomes the basis for discussion and learning in the conference itself.

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

- We suggest that during the conference, students and field instructors work off of their respective copies for discussion.

Common Problems with Process Recording

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

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

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

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

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

B. IGFP Monthly Activity Reporting Form

The IGFP Monthly Activity Reporting Form includes a statement of the number of individual group and family and group sessions and other activities the student engaged in during the month. Students should complete this form **with the field instructor's signature** at the end of each month in their field placement and submit it (in **Core ELMS**) to their faculty advisor at the end of the month. A template is provided in the Appendix.

C. Agency Required Paperwork

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

SEQUENCING AND OBJECTIVES OF REQUIRED COURSES

The curriculum for IGFP is comprised primarily of four required courses: three sequential courses, IGFP 5301, 5302, and 5303, which are taken during the second, third and fourth semesters of field work; and the choice of one of four required IGFP electives (IGFP 5342, 5345, 5346, or #5365) which can be taken after the first semester of field and must be taken with field.

For complete information about the MSW courses offered and co- and pre-requisites see the [MSW Student Handbook](#) on our SSW website.

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

COMMUNITY ORGANIZING

COMMUNITY ORGANIZING EDUCATION IN THE FIELD

UConn School of Social Work is one of a select social work schools that offer students the opportunity to concentrate their studies in community organizing. The Community Organizing Specialized Practice Area is a social work method that combines direct service with advocacy, education, and social action to empower communities to work for change. Community organizing is part of a process that brings people together to collectively address problems, concerns or issues with the goal of enhancing self-determination, achieving greater equality, and affecting a shift in power relationships to benefit members of oppressed communities. Using a broad repertoire of skills including conflict, community building and planning, and collaborative models, community social workers examine political, social, and economic factors as they relate to issues of power, inequality, culture, values, and problem-solving. Community organizing is based on the assumption that social problems such as poverty, racism, sexism, heterosexism, ageism and other social ills are primarily a function of institutionalized oppression and thus must be addressed collectively and institutionally. Consequently, the efforts of community social workers focus on helping to build community, create solidarities, and deliver services at the grassroots level to empower people working together to make their own changes, meet their own needs, and participate more fully in public life and the democratic process.

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

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

PROCESS RECORDINGS FOR COMMUNITY ORGANIZING STUDENTS

A process recording is a tool used by the student, the field instructor, and the faculty advisor to examine the dynamics of a particular interaction. The process recording is a tool used for learning and refining interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in field. The aim is to capture the major elements and process of the interaction.

Requirement: All Policy and Community Organizing Concentration students are required to complete two process recordings each semester while they are in field. They are to be turned into the field instructor for review and comments and then given to the advisor before the end of the semester. Students may use the outline in the appendix, may use a journal or log, or use a format from the agency/placement site.

Purpose of Process Recording:

- Serve as instruments to guide learning.
- Help clarify the purpose of the activity or interaction.
- Information that furthers understanding of the person's/groups needs and available resources.
- Identify power dynamics.
- Identify structural context of and structural forces at play in interaction.
- Help focus on problem solving, critical thinking and self-critiquing approaches.
- Provide self-awareness and reflection.

- Development of observational and active listening skills and expand the power of recall.
- Provide information to the field instructor about personal growth of the student over time.
- Offer practice in providing systematic accountability for practice.
- Provide evidence of developing mastery of core and advanced competencies.
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice.

Refer to the Appendix for the Process Recording Outline to be used.

BUILDING ON GENERALIST KNOWLEDGE AND PRACTICE SKILLS

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

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

COMPETENCIES AND SPECIALIZATION BEHAVIORS

Over the course of both field placements, every student will gain knowledge and skills in the 9 CSWE competencies. The Community Organizing faculty have developed behaviors for the Specialized Practice field placement. Students, field instructors, and advisors will be emailed the specialization behaviors at the start of the specialized practice year field placement. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. They are not required. Field instructors, in collaboration with their student interns, may develop their own assignments and activities.

Five Community Organizing courses are required:

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

For detailed information about the Community Organizing Specialized Practice Area and MSW curriculum, see the [MSW Student Handbook](#) on the UConn SSW website.

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

POLICY PRACTICE

POLICY PRACTICE EDUCATION IN THE FIELD

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

COMPETENCIES AND SPECIALIZATION BEHAVIORS

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

Five Policy Practice courses are required:

- · POPR 5300: Advanced Policy Practice
- · POPR 5301: Policy Practice: Processes and Finances
- · POPR 5310: Program Planning, Development and Evaluation
- · POPR 5302: Policy Practice: Careers, Contexts & Quantitative Analysis
- · POPR 5312: Political Advocacy (prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; co requisites FED 5352 and FED 5302)
- For detailed information about the Policy Practice Specialized Practice Area and MSW curriculum, see the MSW Student Handbook on our UConn SSW website.

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

Process Recordings:

A *Process Recording* is a tool used by the student, the field instructor, and the faculty advisor that examines the dynamics of a particular interaction to build interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in field. The aim is to capture the major elements and processes of the interaction.

Objectives of *Process Recordings*:

- Guide learning
- Clarify the purpose of the activity or interaction
- Further understanding of the person's/groups needs and available resources
- Identify power dynamics
- Identify structural context of and structural forces at play in interaction
- Focus on problem solving, critical thinking and self-critiquing approaches
- Provide self-awareness and reflection
- Develop observational and active listening skills and expand the power of recall
- Provide information to the field instructor about personal growth of the student over time.
- Provide systematic accountability
- Provide evidence of developing mastery of core and advanced competencies
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice

Students in the Policy Practice Specialized Practice Area are required to complete *Process Recordings* (see Appendix IIf for sample) as follows:

1st year in field: 2 *Process Recordings* in the fall semester (1 related to policy assignment and 1 related to micro assignment) and 2 *Process Recordings* in the spring semester; and

2nd year in field: 2 *Process Recordings* in the fall semester and 2 *Process Recordings* in the spring semester.

The *Process Recordings* are to be turned into the field instructor for review and comments and then given to the advisor **before the last day of class of the given semester**. Students should use the sample in the Appendix IIf.

APPENDICES

Appendix I	PUBLIC ACT No. 78-54 AN ACT CONCERNING LIABILITY FOR STUDENTS IN FIELD PLACEMENT PROGRAMS
Appendix II	Guides for Process Recordings IIa. IGFP: Narrative format with an individual or family IIb. IGFP: Narrative format with a group IIc. IGFP: Narrative format with community or agency representative(s) IId. IGFP: Three-column format with an individual IIe. IGFP: Audio/video recording of session IIf. Policy Practice and Community Organizing Outline and Samples IIg. Samples for All Specialized Practice Areas: A General Recording IIh. Sample for All Specialized Practice Areas: For Meetings
Appendix III	IGFP Monthly Activity Reporting Form
Appendix IV	UConn School of Social Work: GUIDE for Agency Visit
Appendix V	Field Educational Contracts & Evaluation Forms / Timing & Process
Appendix VI	Activities Checklist for MSW faculty Advisors

**APPENDIX I: 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.

APPENDIX IIa 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).

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.

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.

Appendix IIb. 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.

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.

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.

Appendix IIc. 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.

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 IId. GUIDE FOR PROCESS RECORDING
Three-column format with an individual

Name of client:

Brief background information:

Date of contact:

The student should record the full interview using the three-column format that follows, unless instructed otherwise by their field instructor.

If the student records an excerpt of the session, they should first describe in a brief narrative what occurred prior to the session transactions recorded in the columns.

The three-column format is as follows:

Client-Worker Transactions	Student's gut level feelings and reactions	Analysis
<p>Each transaction is made up of one client's statement and worker's response to client's statement. The client statement always comes first, and then the worker's response to the client's statement.</p> <p>Write in chronological order the dialogue of the interaction, and a description of non-verbal observations and reactions.</p>	<p>Indicate <u>your</u> gut level feelings and reactions evoked by the client's statement, behavior and/or responses at the time of the transactions (e.g. sadness, relief, anger, resentment, happiness).</p>	<p>Your impressions/analysis of the content of the session, interactions between you and the client, your interactions, and interventions.</p> <p>Getting into the client's shoes, how might the client have experienced each transaction?</p> <p>The analysis can include the worker's intervention by labeling the skill used during each transaction, such as conveying understanding, exploring, clarifying.</p>

Plan/Next steps

Questions/Issues for supervision

SAMPLE PROCESS RECORDING **Three-column format**

An excerpt is presented but the student should record the full interview, unless instructed otherwise by their field instructor.

Name of client: Morris Green

Brief background information: Morris is a twenty-four-year-old white man who is struggling with the recent death of his mother. This was my fifth session with him.

Date of session: Nov. 18

Brief narrative of what occurred prior to the session transactions below

Client came to agency requesting help with recent loss. This was one of the first sessions that we began to talk about the loss of Morris' parents. During this particular excerpt, Morris started to express the feelings he experienced after the loss of his mother. Morris' first statement was a response to one of my questions which was how his mother died.

Client-Worker Transactions	Worker's Gut-Level Feelings	Analysis
<p><i>S: Student</i> <i>M: Morris</i></p> <p>Transaction #1 M: My mom died of a heart attack. She was always under a lot of stress and had a lot of health issues.</p> <p>S: (Nods head).</p> <p>Transaction #2 M: I always felt guilty for not doing more to help my mother. She was always helping us before she got sick. She was just good like that. I don't know if I could have been there more and if I could have done more.</p> <p>S: What do you think you</p>	<p>I feel so sad for Morris. I have lost one parent. I couldn't fathom losing both.</p> <p>I felt sympathy for Morris.</p> <p>I could empathize with Morris which makes me feel deeply saddened. I experienced similar regret when I lost my father. I felt my body tighten up as he spoke.</p> <p>I was worried about</p>	<p>This makes me think about my own losses that I have dealt with.</p> <p>I provided Morris with a nonverbal response as a way to prompt him to continue telling his story. I didn't want to overwhelm him with too many questions.</p> <p>Morris may be trying to deal with his grief and wondering if he did enough to keep her alive.</p> <p>I am wondering how my own feelings may affect my ability to further explore.</p> <p>Exploring: I was trying to</p>

could have done?	assuming that Morris felt the same way that I did.	better understand Morris' Feelings.
Transaction #3 M: I don't know. Maybe I could have visited her more when she was in the hospital. S: (I nod my head) Ah-huh. (Morris' voice lowers and his sadness is more evident.)	Morris's statements were affecting me emotionally because he was mirroring my own thoughts and feelings over my parent's death. I continued to empathize with Morris. I worried that he might start to cry in reliving his feelings and I would not know what to do.	My impulse was to reassure him, not to let him experience the pain. I tried to keep listening. I wanted my non-verbal response to reflect that I was listening to him. I also tried to let him continue sharing his feelings. I wondered what their relationship was like before she died.
Transaction #4 M: Um, and maybe tell her that I loved her more often. I mean I said it sometimes, but I could've said it more. I just feel like I didn't do enough. S: Can you tell me more about it?	I felt good that Morris trusts me enough to share his feelings. I feel profoundly connected with him. I am struggling to stay focused as I don't want to lose control of my own feelings or start to cry.	I tried to convey, through my voice, the sympathy that I felt. I tried to gently pace my question and response and not to move too quickly to dissolve my own discomfort. Client may be wondering what I think. He may think I am judging him or wonder if I understand.

Plans/Next steps: Explore more about the client's concerns and reactions to the loss of his mother, and what precipitates his feelings of guilt.

Questions/Issues for supervision: I would like to look at my transactions and examine if my discomfort has affected my responses to client. I think I should have been more overt in conveying my empathy, but I seemed to hold back.

Appendix IIe. GUIDE FOR PROCESS RECORDING
Audio/video recording of session

Name of client:

Brief background information:

Date of contact:

1. Summary

Briefly describe what happened in the session before and after the excerpt that you have chosen to share.

2. Recording

Please record a session with client, using either audio or video. You will need to obtain the client's consent. Your agency should provide guidance on this. Select a portion of the recording (approximately 10-15 minutes) to share with your field instructor.

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).

4. Plan/Next steps

5. Questions/Issues for supervision

Appendix IIf. PROCESS RECORDING FOR POLICY PRACTICE AND COMMUNITY ORGANIZING STUDENTS

A process recording is a tool used by the student, the field instructor, and the faculty advisor to examine the dynamics of a particular interaction. The process recording is a tool used for learning and refining interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in field. The aim is to capture the major elements and process of the interaction.

Requirement: All Policy and Community Organizing Concentration students are required to complete two process recordings each semester while they are in field. They are to be turned into the field instructor for review and comments and then given to the advisor before the end of the semester. Students may use the sample below, may use a journal or log, or use a format from the agency/placement site.

Purpose of Process Recording:

- Serve as instruments to guide learning.
- Help clarify the purpose of the activity or interaction.
- Information that furthers understanding of the person's/groups needs and available resources.
- Identify power dynamics.
- Identify structural context of and structural forces at play in interaction.
- Help focus on problem solving, critical thinking and self-critiquing approaches.
- Provide self-awareness and reflection.
- Development of observational and active listening skills and expand the power of recall.
- Provide information to the field instructor about personal growth of the student over time.
- Offer practice in providing systematic accountability for practice.
- Provide evidence of developing mastery of core and advanced competencies.
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice

Process Recording Outline:

Purpose: Reason/s for having the meeting/interaction

Describe goal and objectives:

1. What needs to be accomplished
2. Aims
3. Change or outcome/s expected

Environment/ Context/ Stage of Policy Practice:

1. Describe environment (setting)
2. Describe context (political, historical, economic, social, cultural, spiritual, etc.)
3. If relevant, describe stage of policy planning (problem definition/needs assessment; formulation and comparison of alternatives; develop recommendation; adoption of recommended policy; implementation plan; assess policy or program evaluation).

Dialogue:

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

Cognitive analysis:

Theory, research, intervention/s, critical thinking of what happened, manifest/latent meanings, symbolism, strengths/ capacities of systems/forces encountered, power dynamics, campaign strategy or other factors that are relevant in the setting. Describe the skill sets used (analytical, political, interactional, value clarification) used in this encounter. Integration between the classroom and field education is expressed here.

Affective analysis:

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

Evaluation of the emotional climate/and dynamics as perceived by the student in relation to the power dynamics and structural forces at play in the interaction. Analysis of the use/handling of student's feelings.

Reflective Skills:

The student evaluates their performance and identifies the goals and objectives of the meeting or interaction that were met, modified, or changed. Explains the rationale for change. The student identifies concerns, issues, learning needs, questions for future planning, follow-up needed, and working with the issue, structural system, and/or supervisor. Reflection on application of organizing skills, and professional use of self.

Supervisory Comments:

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

Self-Evaluation

Comment on your impression of how you conducted yourself professionally in the encounter. Any insight on how you may enhance your skill development set in meeting goals and objective in community organizing within this encounter and interaction.

Accountability - Areas of improvement and plan for the next meeting

Critically think and state any changes for professional self-improvement and express in writing what your plans are for future interactions. State any areas for creativity.

SAMPLE

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

Sample Process Recording Policy Practice				
Purpose of Interaction: Phone conversation between X/Z and Y on (date).				
Describe goals and objective: To plan for a legislative event to be held on (date).				
Environment/Context Stage of policy planning: <ul style="list-style-type: none"> Environment: Phone conversation held in X and Z's office. We called Y in his office. He was joined by his colleague W. We spoke using speaker phones. Context stage of policy planning: this was the "develop recommendation," and "adoption of recommended policy," phase. 				
Dialogue	Cognitive Analysis	Affective Analysis	Reflective Skills	Supervisor's Comments
<p>X: Hi Y. X and Z here. Thanks for joining us.</p> <p>Pause.</p> <p>Y: Is it ok if I call you back? This morning I asked a few of my staff if they wanted to be on the call, and now I want to go check with them.</p> <p>X: Sure, we're in R's office, so just ask for the call to be transferred in here.</p> <p>Y: OK</p> <p>A few minutes later.</p> <p>Y: Hi, I have W here. I'll put you on speaker phone.</p> <p>X and Z: Hi, W.</p> <p>W: Hi, nice to meet you.</p> <p>X: Same here.</p> <p>Y: So where are we?</p> <p>X: I still don't have any firm commitments. The legislators are waiting to see if any meetings are called</p>	<p>Conversation opened with Interactional and Communication (I&C) skills as I was trying to establish a working relationship with someone I don't know very well.</p> <p>I&C skills used here for W, whom I also didn't know.</p> <p>Used analytical and political skills here to figure out strategy for how to best get legislators to attend the breakfast event. Don't want to call them too often, but want to make sure they don't miss the opportunity. Used I&C skills to explain this to Y.</p> <p>Used I&C skills to solicit</p>	<p>I was a bit nervous, but tried to mask it with a friendly tone of voice. He was very friendly and engaging.</p> <p>W said hello and then didn't say another word for the entire conversation.</p> <p>I am feeling a little nervous here because I want him to be invested in the event, but I'm still not sure I can pull it off. I don't have any confirmed acceptances.</p>	<p>I think I did a good job of putting him and ease and letting him know his input was valuable.</p>	<p>Do you think this was important? Would you try something differently in the future? Maybe seek some role clarification?</p>

<p>on Monday. I made a lot of calls last Thursday and I will call again tomorrow. I wanted to give people the weekend.</p> <p>Y: When will they know about meetings?</p> <p>X: Z says they will hear by Wednesday or Thursday. We will make a decision by Thursday afternoon. I have also invited legislative aides to attend, so hopefully that will help.</p> <p>Y: OK, that's good.</p> <p>X: Y do you want me to start, or do you have some ideas you want to share first about what the event will look like?</p> <p>Y: Why don't you go first?</p> <p>X: OK. Here is what we did for the event in Stamford. It was pretty informal and was co-hosted by two agencies. We had three legislators there, and about 15 or more participants. Actually, it was bigger than we expected because at the last minute one of the agencies invited more people to attend so we probably ended up with more people than we needed. But that won't happen at your agency because of the nature of your organization.</p> <p>S facilitated and he gave some introductory remarks, introduced the legislators, and then went around the room and had each person introduce him or herself and talk about unemployment issues, long-term unemployment, or homelessness. Then at the end there were ten or fifteen minutes left for legislators to ask questions and talk</p>	<p>feedback from Y and let him know that his input is valuable.</p> <p>Also used “soft” power skills to let him go first if he wanted.</p> <p>I&C skills to try to explain what happened in a clear way.</p> <p>Using power skills here. I want him to facilitate, and if he said no I would have had to figure out a way to persuade him to do so.</p> <p>Analytical skills, trying to anticipate all outcomes. How do we get a good critical mass?</p>	<p>Feeling a little pressure to give a concise explanation of the event in Stamford so that he'll feel like it's something that he can do at his office.</p> <p>The tone is good and cordial.</p> <p>He sounded a little quiet, maybe didn't agree with me or was confused?</p>	<p>I think I went into too much detail here about this event, for example the part about having too many participants. That doesn't matter to Y. I was rambling a bit too much and not as concise as I would have liked.</p> <p>He said yes, which was the outcome I was hoping for.</p>	<p>Part of doing policy work is learning from past experience. Using this shows the other participant that you are shaping the best experience possible, not just on a guess.</p>
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<p>informally with the participants. How does that sound?</p> <p>Y: That sounds good.</p> <p>X: Would you be interested in facilitating?</p> <p>Y: Sure. That would be fine.</p> <p>X: OK, great. Is P able to attend?</p> <p>Y: Yes.</p> <p>X: Good.</p> <p>Y: How many students should I invite? I was thinking one or two per class. We have one class for current employees who are taking GED classes, and then one class for current employees who are transitioning to college. There is a computer class, too, but I don't think I'll invite those students.</p> <p>(in the middle of this Z received a call and had to leave the room).</p> <p>X: Maybe you should invite two or three per class in case someone gets sick. I'm sorry, I didn't follow up with Z on the gas card incentive for the participants, and now she has just stepped out of the room to take a phone call. I'll ask her when she comes back.</p> <p>Y: OK. And you mentioned a teacher too, right? Should I invite a teacher?</p> <p>X: That would be great. Y, these classes don't use public incumbent worker funds, right, but P's classes at I-Care do?</p> <p>Y: Yes, that's right. But we have used</p>	<p>Analytical skills to try to understand something I don't know that much about and explain it clearly.</p> <p>Analytical skills, trying to find a solution to problem of not the right kind of incumbent worker training.</p> <p>Value Clarification and Ethical Decision Making Skills—is it ok to offer incentive gift cards for participants to attend a legislative event?</p> <p>Analytical skills, trying to position the event in a way that will work for the legislators and our</p>	<p>Here I am feeling challenged by trying to explain something I don't know very much about.</p> <p>I'm sensing Z's frustration and feeling that maybe I didn't plan this event correctly.</p> <p>Frustration in the air over whether or not we should/can do this?</p>	<p>Here I should have asked him what he felt comfortable with, and/or waited until I spoke with Z about the gift card situation. I shouldn't have rushed to say two or three per class, when maybe he was thinking one or two. I should have followed up to clarify with him what he thought was feasible.</p> <p>Turns out I explained it correctly. He agreed with my description and liked the way I put it.</p> <p>Should follow up with Z about whether there were some glitches in the planning of this event that could have prevented this sense of frustration?</p>	<p>This is where phone meetings are tough, you cannot see the facial expressions to help facilitate understanding about reactions. Therefore, in future phone meetings you might want to think about asking more clarifying questions so you are not left wondering these things. I think your expectation that someone might get sick so you over invite is a valid point. However, since there is no follow up with Z had thought of that so that is why he was doing 2/3 total and thought that would be enough for 2. If Z knows his people well</p>
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<p>public funds in the past.</p> <p>Me: So you are an example of an organization that could use the funds, should they become available?</p> <p>Y: Yes, that's right. That's a good way to put it.</p> <p>Z comes back</p> <p>Z: Y, are the incumbent worker classes all adult ed types?</p> <p>At this point we got disconnected.</p> <p>X to Z: Yes, they are GED and college transition classes.</p> <p>Z: That's too bad. We need some classes that are really worker training for their actual jobs.</p> <p>X: That would be P's classes, but her students are at a different site. Maybe we could ask her to bring some students over? By the way, I had mentioned to Y that we might be able to provide gas incentive cards for the participants. Is that possible?</p> <p>Z: I'll have to check the budget, also the ethics of it. We don't want it to look like we are bribing people to be there to see legislators.</p> <p>X: Well, we don't have to do it. The participants will be there for their class anyway. During the Stamford event R was trying to make sure that his folks would come over from Bridgeport to Stamford, so it was more important to have an incentive.</p> <p>Z: I also don't want to have happen what happened there, where some people got</p>	<p>legislative agenda.</p> <p>I&C skills and power skills, trying to build connections with Y and give him ownership of the event.</p> <p>Ditto.</p> <p>I&C skills, expressing my gratitude for his cooperation.</p> <p>Overall use of Accountability and Self Evaluation Skills, as I used a variety of skills concurrently "while also mixing and phasing" skills.</p>	<p>Sense a little negative push back from Y, that there needs to be a "spin."</p> <p>Tone cordial again.</p> <p>Regained equilibrium.</p> <p>Tone remains friendly and cordial until the end.</p>	<p>enough, he knows they will be coming if they say they will be there.</p> <p>Particularly in these cases, you should ask that question—role and expectation clarification is always a good thing and frankly how moving forward we can continue to use these relationships that have taken a long time to build.</p> <p>Again, this is why we have this call/meeting--to continue planning and discussing any specifics. And clarify any misconceptions.</p>
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<p>payment and others didn't. Let me take a look at the budget and think about it.</p> <p>Y calls back.</p> <p>Z: Y, X answered my question. These are all adult ed type classes, right?</p> <p>Y: Yes. The more traditional incumbent worker training classes are at (blank).</p> <p>X: Maybe P could speak about the employer angle, how the incumbent worker classes help the employer.</p> <p>Y: Yes, I keep forgetting that we have to present it that way, from the employer's point of view. But the students will be talking about their own experience in any case, not the employer's experience.</p> <p>Z: That's fine. That's what they should do.</p> <p>X: That will give an important point of view, as well.</p> <p>X: I don't know if you want P to go first and set the context for the employers, and then have the employees speak? Is she someone who is able to keep her remarks within a certain time limit?</p> <p>Y: Oh yes. She'll do whatever we need her to do.</p> <p>X: Y, why don't you decide on sequencing, as you are the one who knows all the personalities? By the way, I asked Z about the incentive cards and she is going to think about it.</p> <p>Y: That would be great if I could know</p>			<p>Before I said good bye, I could have asked him if we had answered all his questions and if there was anything else he could think of. I could also have encouraged him to call me should any questions come up. I did end by saying I would be in touch on Thursday.</p>	
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<p>by today, so I will know when I invite the students tomorrow.</p> <p>Z: Y, I'll let you know by 4:00 today.</p> <p>Y: Great. Thanks.</p> <p>X: Y, will you be in the office on Thursday? I'll plan on giving you a call in the afternoon.</p> <p>Y: Yes, I should be here all day. If you don't reach me, you have my cell phone number, right?</p> <p>X: Yes. Thanks so much for all of your efforts in helping to make this event a success.</p> <p>Y: You are welcome. I hope it works out.</p> <p>X and Z: So do we. Bye.</p> <p>Y and W: Bye.</p>				
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Sample Process Recording

Propose of Interaction

The purpose of this interaction was to prepare for the puppy program coming to the XYZ Correctional Facility.

Goals and Objectives

The goal of the meeting was to see where the puppy program would go and what implications it would have on the Addiction Services unit.

Environment

This meeting took place in the XYZ Correctional Facility Wardens office on November 7th at 10 am.

Dialogue	Cognitive Analysis	Affective Analysis	Reflective skills	Supervisors Comments
<p>P1: It looks like we have everyone here, good morning you all *good morning*</p> <p>P1: So this is going to be a very brief meeting because I have to speak at the SOS graduation in 20 minutes. But as you all know the puppy program will be coming to our facility next month, and we need a location for them.</p> <p>P2: Excuse me Warden but I do have a</p>	<p>I felt eager because I too was attending the SOS graduation and looking forward to that</p>	<p>The meeting seemed to have a positive start</p> <p>The conversation began to take a</p>	<p>Utilized introductory skills</p> <p>Utilized explanatory skills</p>	

<p>suggestion. Perhaps the Addiction Service unit can move to F2.</p> <p>P3: We are gonna have to veto that</p> <p>P4: F2 is smaller than what we have now and that makes absolutely no sense because we need more space not less</p> <p>SW: Yes Warden, Currently, we have 156 inmates on our waiting list and in by moving to F2 we would lose space.</p> <p>P1: Yes that definitely won't work here</p> <p>P2: Well I think it can work if we can compromise a little. You all will only loose about 10 beds.</p> <p>P3: But in reality, losing 10 beds is refusing 10</p> <p>People treatment</p>	<p>I felt a little annoyed, because this suggestion would require major compromise on our part</p> <p>I felt glad that someone acknowledged the major issue</p> <p>I felt satisfied that the Warden agreed with us</p> <p>This made me appreciate social workers because we are able to see the implications of</p>	<p>turn in a negative way</p> <p>Tensions began to rise and many members felt</p> <p>The members got more upset by the lack of regard for life.</p>	<p>Advocacy skills</p> <p>Utilized leadership skills</p>	<p>This process recording is a great way to help me self reflect. As I am still new to this position, it is good to identify areas where I can improve.</p> <p>It appears there was some pushback, thank you for accurately capturing this.</p>
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<p>on top of the 100 who already have to wait.</p> <p>P3: No offence Captain but I'm having a hard time understanding that suggest. It feels a little to me that your saying dogs lives are more important and that is not okay.</p> <p>P1: I don't think that was the intention, but maybe we can try another solution</p> <p>P4: I don't know how you all feel about this, but Captain maybe you would want to trade with the Addiction Services Units, and we take the J's and you all take the F's and the dogs go to the basement</p> <p>P2: my only fear is that the Medically compromised guys will not be comfortable in the F's</p> <p>P1: Well,</p>	<p>something as simple as loosing 10 beds</p> <p>I began to admire Sandra's leadership style and ability to advocate for herself and her unit</p>	<p>A compromised was proposed</p> <p>One member</p>	<p>Pulled from the Social Work Code of Ethics</p>	<p>Nice connection</p>
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<p>luckily, there is an elevator very close by so that will allow them to travel back and forth.</p> <p>P2: That can work for me</p> <p>SW: that sounds good to us too!</p> <p>P1: perfect!</p>	<p>I was excited that we could come to an agreement</p>	<p>seemed unhappy by the compromise</p> <p>Overall, they compromise seemed reasonable.</p>	<p>Utilized leadership skills</p>	<p>Sometimes it can be intimidating to speak up in a wardens meeting, glad you felt comfortable to raise your voice.</p>
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Appendix IIg. For All Specialized Practice Areas: A General Process Recording

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

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

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

II. Plans for intervention - Learning objective: Interventive skills

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

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

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

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

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

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

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

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

This recording guideline is excerpted from:

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

Appendix IIh. For All Specialized Practice Areas: Process Recording Format For Meetings

I. Description of Meeting

A. Identifying data

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

B. Description of the assignment

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

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

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

D. Preparation for the meeting

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

E. Purposes

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

F. Context of the Meeting

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

G. In chronological order

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

II. Analysis

A. Analysis of Meeting

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

- B. In your opinion, how effective was the meeting?
1. For example, strategies used, questions raised, problems resolved, potential conflicts avoided or resolved.
- C. Follow up
1. What took place immediately following the meeting? For example, did some people linger and talk with each other?
 2. What will you do next?
 3. What plans do you have for following meetings? Why?
 4. What was going through your mind as you observed interactions of those at the meeting? What was discussed?
 5. What values were raised or implied?
 6. Were the values raised or implied congruent with social work practice?
 7. What did you learn?

APPENDIX III

IGFP Monthly Activity Reporting Form

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

Student Name: _____ Month/Year Faculty _____

Advisor Name: _____

Placement Agency: _____ Hours/Week _____

Field Instructor Name: _____

Number of cases carried during the month: _____

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

Number of individual sessions _____ Number of family sessions _____

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

contact hours of direct service: _____

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

Number of process recordings submitted to field instructor _____

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

Number of hours of individual supervision received _____

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

Comments: _____

Student's Signature _____ Date _____

Field Instructor's Signature _____ Date _____

Date received by Faculty Advisor _____

Note: Students should be given 1 hour/week (for 20 hr and 15 hr students) and 1.5 hours/week (for block students) during field to work on process-recordings.

APPENDIX IV UConn School of Social Work: Guide for Agency Visit
(for Advisor's own use – Please share concerns with the Field Education Department)

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

STUDENT PRACTICE

Student maintains professional presence? Yes No Uncertain_

Student is punctual? Yes__ No__ Uncertain__; Excessive absences? Yes__ No

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

Yes No Uncertain_

Student is able to seek out assistance and information from field instructor and colleagues?

Yes No Uncertain_

Student seeks out learning opportunities? Yes No Uncertain

Student shows initiative? Yes No Uncertain_

Is student being assigned individuals, groups/and or family cases? Appropriate Macro assignments? Please describe. _____

Student is given time during field placement to work on process recordings?

Yes No Uncertain_

How is student progressing with activities outlined in the Educational Contract? _____

SUPERVISION

Is the student receiving at least one hour of supervision per week? ____ Yes ____ No

Student prepares for supervision? Yes No Uncertain_

Student is reflective? Yes__ No__ Uncertain

Student is an active learner? Yes No Uncertain_

Student submits process recordings each week, on time? Yes__ No__ Uncertain

Student's process recordings are comprehensive and complete? Yes No Uncertain

Student submits macro assignments on time? Yes__ No__ Uncertain__

Does the supervisor or student have any safety concerns related to the student's internship? No ____ Yes (what is the nature of the concern and what steps have been taken to address it?) _____

FIELD INSTRUCTOR

Is FI accessible to student? Yes__ No__ Uncertain

FI holds regular supervision? Yes No Uncertain_

FI provides attentive feedback on process recordings? Yes__ No__ Uncertain

FI shows clarity of supervisory comments? Yes No Uncertain_

FI has reasonable expectations of student? Yes__ No__ Uncertain

FI's teaching skills are appropriate? Yes No Uncertain_

FI is responsive to Advisor's calls? Yes No Uncertain_

Rating of Placement: ____Excellent ____Good ____Satisfactory ____Unsatisfactory

Comment: _____

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

Should FI be used again? ____ Yes ____ No

Comments: _____

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

Comments: _____

Advisor Signature _____ DATE _____

APPENDIX V ACTIVITIES CHECKLIST for MSW Faculty Advisors

Activities Checklist for MSW Faculty Advisors

April 9, 2021

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

This [Checklist](#) is a quick view of activities to be completed by the Faculty Advisor.

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

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

Faculty Advisors are to intervene whenever there is a problem. Faculty Advisors should contact their mentor with any questions or concerns.

September

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

October

- Fall individual meeting with advisee (at least one meeting a semester). **Meet with advisee before registration in fall, mid-October.**
 - One meeting should occur early in the term to ensure the placement is developing as required/expected and explore academic progress and experience.
 - [Enter date of individual meeting with advisee:](#)

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

November

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

December

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

January

- Winter/Spring field placements begin
- An “I” grade (incomplete) in Field Education from the fall term must be changed to a permanent grade by the end of the first week in January, if the field work is completed. Otherwise, agreed date by Field Education Department and/or Program Director.
 - Enter Date “I” was changed to permanent grade – if applicable:
 - There will be a space for comments:
- Conduct Field Advising Seminar (after Diversity Day event)
 - Enter date Field Advising Seminar was held:
 - There will be a space for comments:
- Review advisee's process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee's progress and concerns.
 - Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
 - Policy Practice Specialist Practice Area requires two process recordings each semester.
 - The IGFP Specialist Practice Area requires more process recordings per semester.
 - Community Organizing Specialist Practice Area requires two process recordings each semester.

- Post COVID-19 (perhaps 2022 -2023) - Submit field education grades for 15 hr/wk advisees.
 - Enter date field grades entered for 15 hr/week students:
 - There will be a space for comments:
- Winter individual meeting with advisee **prior to spring registration**, which is mid-March (at least one meeting a semester).
 - Enter date individual meeting with advisee held:
 - There will be a space for comments:

February

- Review advisee's process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee's progress and concerns.
 - Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
 - Policy Practice Specialist Practice Area requires two process recordings each semester.
 - The IGFP Specialist Practice Area requires more process recordings per semester.
 - Community Organizing Specialist Practice Area requires two process recordings each semester.

March

- Conduct Field Advising Seminar.
 - Enter date of Field Advising Seminar:
 - There will be a space for comments:
- Review advisee's process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee's progress and concerns.
 - Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
 - Policy Practice Specialist Practice Area requires two process recordings each semester.
 - The IGFP Specialist Practice Area requires more process recordings per semester.
 - Community Organizing Specialist Practice Area requires two process recordings each semester.

April

- Review advisee's process recordings and monthly activity reports for the purpose of gaining an understanding of the advisee's progress and concerns.
 - Written feedback on process recordings or activity reports is the role of the field instructor. Please do not do this as a Faculty Advisor as it violates a boundary in role responsibility.
 - Policy Practice Specialist Practice Area requires two process recordings each semester.
 - The IGFP Specialist Practice Area requires more process recordings per semester.

- Community Organizing Specialist Practice Area requires two process recordings each semester.

May

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

June

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

July

August

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

Other Advising/Mentoring Activities

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

- Please enter other advising/mentoring below:

