

ADELPHI
UNIVERSITY

School of Social Work

Field
Instructor
Manual

School of Social Work Field Instructor Manual
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Field Education Department Contact Information

Field Education Department

Name	Title	Campus	Phone #	Fax #	E-mail
TBA	Director of Field Education	Garden City	516-877-4374	516-877-4376	TBA
Livia Polise, LCSW	Assistant Director	Garden City	516-877-4351	516-877-4376	lpolise@adelphi.edu
James Amato, LMSW	Assistant Director	Manhattan	212-965-8340 ext 8360	646-315-8968	amato@adelp hi.edu
TBA	Assistant Director	Hauppauge	516-237-8609	516-237-8612	TBA
Dr. Alissa Mallow	Assistant Director	Hudson Valley	845-471-3348 ext 8102	845-452-0967	amallow@ad elphi.edu
Phyllis Campagna	Administrative Assistant	Garden City	516-877-4375	516-877-4376	campagna@a delphi.edu

This *Field Instructor Manual* is designed to serve as a guide and resource for Field Instructors and Agency Educational Coordinators. The manual highlights important information about field work policies and practices for Adelphi University School of Social Work. This manual is also available along with other field education forms online.

1. Mission, Vision and Declaration of Values



1.1. The Field Education Department is committed to student-centered service and providing students with quality field practicum experiences that enable them to develop the knowledge, skills and values required for steadfast fidelity to professional social work practice.

1.2. Our vision is to service students efficiently and in a friendly manner. In addition, we aspire to develop students who are sought after in the social work practicum as well as the marketplace because of their strong professional identity and technical skill as well as their ability to appreciate and respond to ethical matters in day-to-day practice.

1.3. In the quest for excellence, the Field Education Department expects everyone with interest or concern in the field course of study to pledge to the following values. We aim to deliver on these expectations:

- *Accountability*: We will do what we are supposed to do by when we are supposed to do it and are prepared to justify our actions if called to task.

- *Professionalism*: We will strive to be reliable, competent, and poised in our business matters.
- *Interpersonal Intelligence*: We will make an effort to understand and interact effectively with others.
- *Efficiency*: We will operate in an organized manner to achieve work goals with minimum wasted effort or drain.
- *Commitment*: We will be faithful to the value system of the profession and the NASW Code of Ethics at all times and in all aspects of our work.
- *Communication*: We will relay accurate information in a uniformed and timely manner.

2. Who's Who in Field Education

2.1. Director of Field Education: The chief administrator at the School who is responsible for managing the multi-campus field education program.

2.2. Assistant Director of Field Education: Administrators located at each campus. They are responsible for the day-to-day management of the School's field education program at their respective sites. This includes the placement planning process.

2.3. Faculty Field Liaison: Full-time or adjunct faculty member who is assigned by the Field Education Department to serve as the go between the School of Social Work and host agencies. Responding to all student contacts within a reasonable timeframe.

- Visiting students' field placement agencies at least once per semester to meet with the Field Instructor and other relevant agency personnel. For 21-hour students, one visit is required in the fall and one in the spring. For 14-hour students, one visit is required in the fall, spring and summer semesters. These

visits are to take place during the first half of each semester.

- Examining students' *Four Week Assignment & Learning Plan* and communicating with students and Field Instructors, as necessary, regarding this document to ensure an appropriate/successful social work practicum.
- Follow up with students and Field Instructors regarding any complaints or reports of unsatisfactory performance in the field.
- Evaluating students' performance in the field practicum based on verbal and written evaluations from the Field Instructor.
- Assigning a grade in accordance with the evaluation from the Field Instructor as well as their overall impression of a student's learning and performance in the field practicum.

2.4. Field Instructor: A social worker who holds a Master of Social Work degree from a CSWE-accredited university as well as a social work license and is SIFI certified. Field Instructors are designated by the agency or the school and carry responsibility for training and supervising students. Field Instructors' responsibilities include:

- Conducting weekly individual and/or group field instruction conferences for a minimum of one hour.
- Selecting appropriate learning assignments based on the student's educational level.
- Monitoring and coordinating the student's work in the agency setting.
- Reading the student's process recordings and then offering constructive feedback to the student.
- Conducting formative and summative evaluations of the student's performance.

- Conferring with the student's Faculty Field Liaison.

2.5. Task Instructor: In some agencies, a student may be assigned to a task instructor. A task instructor need not be a social worker, but may work in a related discipline. A task instructor provides guidance to the student in carrying out specific learning assignments.

3. Placement Planning & Matching Process

3.1. All agencies require students to interview for the practicum. Agencies decide whether to appoint a student. After the interview is completed, the student must contact the Field Education Department to discuss the interview. The agency will inform the Department and/or the student regarding acceptance. If the agency contacts the student regarding the decision, the student must contact the Field Education Department to relay the information.

4. Academic Privileges for Field Instructors

4.1. Field Instructors are entitled to the use of the Adelphi University library. They may request a letter from the Field Education Department to obtain a temporary user card.

4.2. Field Instructors are considered adjunct instructors in the School of Social Work. This title has no tenure implications, offers no financial remuneration, or guarantees of future employment with the School of Social Work or university.

4.3. Agencies whose professionals provide field instruction sufficient to enable a student to satisfy credit bearing course requirements shall be awarded tuition remission credits on the following schedule:

- one-half (.50) credit per semester field instruction of a junior student.
- one credit (1.0) credit per semester field instruction of a senior student or MSW student.

4.4. Tuition remission is granted to an agency and may be assigned to an employee of the institution (but not members of their families) only with the written approval of both the institution's Director (or designee) and the School of Social Work.

4.5. Individuals are limited to a maximum of 6 credits of tuition remission in any one semester. Tuition remission credits expire two years from the date they are earned. Agency employees may use tuition remission to a maximum of 50% of the total credits taken during any given semester. Remission is accepted on a first come, first served basis. When the School's annual budget is exhausted, we will refrain from accepting/processing agency tuition remission.

4.6. Tuition remission is rendered in the form of an approved Application for Tuition Remission that is valid only when signed by a designated official of the agency and the School of Social Work. Contact the Budget Director at the School of Social Work: 516-877-4383 to request an application. Only the original approved Application for Tuition Remission shall be accepted by the University for satisfaction of tuition charges.

4.7. Tuition remission applies to tuition only; recipients of approved tuition remission remain responsible for all other fees associated with course registration. Tuition remission credits do not apply to persons who are employed full-time by Adelphi.

4.8. Tuition remission credits may be used for any course offered by the university providing that the agency employee meets the admission requirements for the course. For Continuing Education Certificate programs remission must satisfy up to 30% of the program cost per semester up to a maximum of 6 graduate credit equivalent.

4.9. There is a processing fee of \$25 to apply for tuition remission credits. Checks must accompany the application form.

5. Field Education Calendar

5.1. Students and Field Instructors should familiarize themselves with the *Field Education Calendar*. The calendar may be found online.

5.2. Students do not end their field course when the minimum number of hours are completed, but remain in placement until the last day of field for their educational path.

5.3. Students may not begin the placement prior to the first day of field. However, students may attend an agency orientation prior to the first day of field. When that is the situation, orientation hours are counted towards the student's total earned hours for the semester.

5.4. Students placed in school settings are required to complete a minimum of 18 hours a week and remain in placement from September through the end of June, if necessary to complete the minimum number of hours required OR if mandated by the agency at the time of assignment.

6. Field Schedules & Minimum Requirements

6.1. Students are expected to attend their field course for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student's educational level.

Required Minimum Number of Hours for Students*

Students are expected to attend their field work placement for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student's educational level. In computing hours, a "standard" day consists of 7 field work hours and 1 hour for a meal.

<i>Student Level</i>	<i>Annual # of Field Hours</i>	<i>Days per Week</i>	<i>Hours per Week</i>
Juniors	300	2	10
Seniors	400	2	14
Foundation & Advanced Year Graduate Students*	600	2 to 3	14** to 21
OYR (One Year Residency Students)***	900	3 to 4	30

* Foundation and Advanced Year MSW students may elect an extended model and complete 14 hours per week of field instruction over the course of the fall, spring and summer semesters to meet the minimum 600 hour field requirement.

6.2. A “standard” day consists of 7 field work hours and 1 hour for a meal/break, which is not to be included in the accumulation of field hours.

6.3. Students are required to adhere to a set weekly field course schedule.

6.4. Once the schedule is created and approved by the Field Instructor any **changes to the set days and/or times** must be approved by the Field Instructor and then by the Faculty Field Liaison.

6.5. Any increase in the **number of hours** over 5 hours per week must be agreed upon by the Field Instructor and the Faculty Field Liaison, and then **approved** by the Director of Field Education.

6.6. Students who wish to change their contracted field hours (e.g., from 14 hours to 21 hours, or 21 hours to 14 hours) must first obtain approval from both their Field Instructor and Faculty Field Liaison.

6.7. Field work hours may not be front loaded. Any hours above and beyond the required number for each semester will not be carried over or maintained from semester to semester or year to year.

7. Attendance Sheet and Verification

7.1. Students are to record the total number of hours spent in their field course each day on the Attendance Sheet and have their Field Instructor certify their attendance by signature. At the end of each month, students submit their Attendance Sheet by email to the Faculty Field Liaison who will officially document the hours with the Field Education Department. The Faculty Field Liaison will verify that the student is on track to earn the requisite number of hours. If a student is behind in hours at any time the Faculty Field Liaison, Field Instructor and the student will work together to create a plan to make up the missing hours.

7.2. Students must make up any time falling below the requirement because of holidays, illness, snow days, emergencies, or delayed start

to field. The student, Faculty Field Liaison, and Field Instructor must ensure that the minimum number of hours for field practice are completed for each semester.

8. Holidays and Vacations

8.1. There are no personal or vacation days for interns.

8.2. Students placed in a school setting adhere to the school’s calendar, not the *Field Education Calendar*.

8.3. If there are many agency closings due to holidays the student, Field Instructor and Faculty Field Liaison should immediately collaborate to create a schedule for the student to make up hours.

8.4. Students do not go into field during the Winter Break (i.e. between Christmas and New Year’s) because the University is closed. Students attend field course during the month of January (inter-session). With the Field Instructor’s permission, spring break may be used to make up hours if needed; however, that time may not be used to accrue extra hours.

9. Inclement Weather Policy

9.1. In the event of inclement weather, attendance is determined by the agency. However, students are encouraged to use their judgement about traveling.

9.2. Students and Field Instructors may prepare for a possible snow day by speaking in advance to develop a contingency plan that would go into effect if there is storm. This preparation will help students fulfill their professional obligation of providing services to clients.

9.3. In the event of absence due to inclement weather, the student, Field Instructor and Faculty Field Liaison should immediately collaborate to create a schedule for the student to make up hours.

10. Student Absence

10.1. Students MUST notify their Field Instructor and Faculty Field Liaison in advance of any unplanned or upcoming absences from the field course.

10.2. Students must make up any time falling below the requirement because of holidays, illness, snow days, emergencies, or delayed start to field. The student, Faculty Field Liaison, and Field Instructor must ensure that the minimum number of hours for field practice are completed for each semester.

10.3. If a student leaves the practicum earlier than the specified end date, the student may lose the placement and forfeit their hours.

11. Release Time from Field Work

11.1. A small number of field work hours may be earned through attendance at Social Action Day or involvement in school endorsed relevant events.

12. Malpractice Insurance Coverage

12.1. All students enrolled in field instruction are covered by the University for Professional Liability.

13. Identification of Student Status

13.1. Students must identify themselves as students or interns when in the field course.

14. Home Visits and Safety

14.1. If students are assigned home or community visits, agencies are expected to take appropriate measures to ensure the safety of students. Any concerns the student has regarding home/ community visits should be discussed with the Field Instructor. If the issue is not resolved, the student should speak with the Faculty Field Liaison and the Field Education Department.

14.2. The following safety guidelines should be considered when planning student involvement in home or community visits. The Field Instructor should speak with the student about the following safety guidelines:

- Visit between the hours of 9:00 a.m. and 4:00 p.m.
- Visit with an escort or co-worker.
- Inform the Field Instructor of the time and location of the home visit.
- Plan a route in advance.
- Use main streets for traveling on foot.
- Ride in the middle car or where the conductor is present when traveling by train.
- Meet a client in a community meeting place (e.g., church, community center) if it is appropriate and feasible for the client.
- If it is unsafe to enter a building alone, ask the client to meet you at the front door of the building and accompany you to the apartment.
- Use caution when entering elevators and stairwells.
- Carry official identification or a letter that establishes your status as an agency representative.
- Bring a charged cell phone.
- Use care in carrying bags and do not wearing expensive jewelry.

15. Transportation and Reimbursement

15.1. Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff.

15.2. Students should not use their own vehicle to transport clients.

15.3. Students may drive an agency-owned vehicle if they have the appropriate license and agency approval.



16. Agency Orientation

16.1. An orientation program in the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with students moving into their beginning assignments.

16.2. An orientation to the agency should include a review of:

- Agency mission, goals and organizational structure.
- The program where the student will be assigned.
- Agency policies and procedures including dress code, social media policy and the use of other technology (e.g. audio taping meetings or sessions).
- Role and responsibilities of the student in the agency setting.
- Role and responsibilities of the Field Instructor and Task Instructor (if applicable). Education.

17. Student Performance Expectations

17.1. Students are expected to:

- Attend the field course regularly and on time.
- Remain at the agency that has accepted the student, for the academic year. Changing agencies is not permitted.
- Read and abide by the NASW Code of Ethics.
- Adhere to social media ethics and etiquette.
- Maintain a professional demeanor.
- Display honesty and integrity.
- Demonstrate dependability and engagement in learning.
- Respond to supervision and feedback.
- Recognize their limits and when to seek help.
- Interact effectively and respectfully with others.

- Write process recordings weekly for the Field Instructor and submit two of these process recordings to the Faculty Field Liaison each month.
- Abide by the agency's policies and procedures.
- Demonstrate competencies for their educational level.

17.2. When students demonstrate inappropriate performance or behavior within field education, the Field Education Department utilizes a restorative approach based upon the Transtheoretical Model of Change (Prochaska & DiClemente, 1983) to assist students in establishing suitability for the social work practicum / profession.

18. Learning Assignments

18.1 The Council on Social Work Education (CSWE) requires students to develop the following competencies in the social work practicum:

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

18.2. Learning activities should be congruent with the student's educational level. See **Appendix B** for suggestions on developing field course practice assignments according to student educational level.

18.3. Process recordings are required. Process recordings are educational tools utilized by social work schools to teach students how to:

- Describe and reflect on their work.
- Record and examine their thoughts and feelings.
- Analyze their work with clients.

See **Appendix A** for suggestions on helpful comments in facilitating learning around process recordings. If there are questions, Field Instructors are encouraged to speak with the Faculty Field Liaison and/or the Assistant Director of Field.

18.4. Students are also to participate in weekly individual and/or group field instruction conferences. The focus of these sessions should be to help students integrate theory and practice and to improve their skills. See Appendix A for suggestions on helpful questions to facilitate discussion and learning during field instruction.

18.4. If the Field Instructor is using a group format for field instruction and needs to address a sensitive topic with a particular student, then an individual session would be required.

18.5. If the Field Instructor is using a group format for field instruction and a student requests an individual session, the Field Instructor should oblige.

19. Four Week Educational Plan

19.1. During the first four weeks of the practicum the Field Instructor and student should discuss and plan the details of learning activities the student will engage in during the course of the academic year.

19.2. The Field Instructor sends the *Four Week Educational Plan* by the fourth week of the practicum to the Faculty Field Liaison.

19.3. This form helps the Faculty Field Liaison and the Field Education Department know what types of learning activities the student will be engaged in and if the School can assist with further educational planning.

20. Challenges Students Encounter in the Practicum

20.1. The Field Education Department has policies and procedures to identify and correct challenges students may encounter in their practicum. Students who are experiencing difficulty in the practicum should do the following:

- First speak with their Field Instructor about the matter.
- If the matter is not resolved by the Field Instructor, the student should contact the Faculty Field Liaison.
- If the matter is not resolved by the Faculty Field Liaison in a timely fashion, the student should speak with the Assistant Director of Field Education.
- If the matter is not resolved in a timely fashion by the Assistant Director of Field Education, the student should speak with the Director of Field Education.

21. Evaluations

21.1. The Field Instructor is to monitor the student's learning and provide ongoing appreciative and constructive feedback.

21.2. At the end of each semester the Field Instructor and student should discuss and prepare an evaluation of the student's performance. Following are steps in the evaluation process:

- The student and Field Instructor should meet to review and discuss the evaluation.
- The Field Instructor is to complete a draft of the evaluation following the evaluation conference.
- The student should read, reflect on, and assimilate the content.
- The Field Instructor and student should meet together to review the "final" evaluation draft.
- If objections or differences are raised and the Field Instructor agrees, then changes

should be made to the evaluation. If, however, the Field Instructor does not agree, the student may choose to prepare and submit a rebuttal /addendum to their evaluation.

- Signing the evaluation indicates the student has read the document. If the student is not in agreement with the evaluation, the Field Instructor should note that at the end of the document.
- While field evaluations do not include recommendations for a grade of Pass or Fail, the final grade is determined in collaboration with the Faculty Field Liaison

- The Field Instructor is to provide a final copy of the evaluation to the student.
- The student and the Field Instructor should provide a copy to the Faculty Field Liaison.

22. Grading for the Field Practicum

22.1. Field instruction courses are graded Pass/Fail.

22.2. Ultimately, the Faculty Field Liaison has decision-making responsibility for grading the student.

APPENDIX A – Helpful Comments for Field Instruction and Process Recordings

Questions to Elicit Information for Field Instruction and Supervision

These sentence stems can be helpful to elicit information from students about client cases and their understanding of casework and concepts:

- Tell me about...
- Give me an example of...
- What...
- Explain...
- Describe...
- How would you...
- In what ways...
- If you could...
- In what circumstances...

Questions that Probe for Reasons and Evidence

As the Field Instructor is reviewing the process recordings and facilitating the field instruction conference the following questions may be used to develop the student’s self-awareness, integrate theory with practice and properly plan appropriate interventions with clients.

Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true?
Could you put that another way?	You seem to be assuming ____. Do I understand you correctly?	Do you have any evidence for that?

<p>Is your basic point _____ or _____?</p>	<p>All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ instead of _____?</p>	<p>What difference does that make?</p>
<p>What do you think is the main issue here?</p>	<p></p>	<p>What are your reasons for saying that?</p>
<p>Let me see if I understand you; do you mean _____ or _____?</p>	<p>You seem to be assuming _____. How do you justify taking that for granted?</p>	<p>What other information do you need?</p>
<p>How does this relate to our problem/discussion/issue?</p>	<p>Is that always the case? Why do you think the assumption holds here?</p>	<p>Could you explain your reasons to us?</p>
<p>What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?</p>	<p>Why would someone make that assumption?</p>	<p>Are these reasons adequate?</p>
<p>Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?</p>	<p></p>	<p>Why do you say that?</p>
<p>Could you give me an example?</p>	<p></p>	<p>What led you to that belief?</p>
<p>Would this be an example, . . .?</p>	<p></p>	<p>How does that apply to this case?</p>
<p>Could you explain this further?</p>	<p></p>	<p>What would change your mind?</p>
<p>Would you say more about that?</p>	<p></p>	<p>But, is that good evidence for that belief?</p>
<p>Why do you say that?</p>	<p></p>	<p>Is there a reason to doubt that evidence?</p>
<p></p>	<p></p>	<p>Who is in a position to know that is true?</p>
<p></p>	<p></p>	<p>What would you say to someone who said that _____?</p>
<p></p>	<p></p>	<p>Can someone else give evidence to support that view?</p>
<p></p>	<p></p>	<p>By what reasoning did you come to that conclusion?</p>
<p></p>	<p></p>	<p>How could we find out if that is true?</p>

Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	Questions about the Question
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Is this question easy or hard to answer? Why?</p> <p>Does this question ask us to evaluate something? What?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____? How would _____ state the issue? Why is this issue important? Is this the most important question, or is there an underlying question that is really the issue?</p>	<p>How can we find out?</p> <p>What does this assume?</p> <p>Would _____ put the question differently?</p> <p>How could someone else settle this question?</p> <p>Can we break this question down at all?</p> <p>Is the question clear? Do we understand it?</p> <p>Is this question easy/hard to answer? Why?</p> <p>Does this question ask us to evaluate something?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what questions would we have to answer first?</p> <p>I'm not sure I understand how you are interpreting the main question at issue. Is this the same issue as _____? How would _____ put this issue?</p> <p>Why is this question important?</p>

Source: Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

APPENDIX B. FIELD COURSE PRACTICE ASSIGNMENT EXAMPLES ACCORDING TO EDUCATIONAL LEVEL

BSW juniors must work closely with social workers and other professionals in the field course setting and be engaged in the following types of learning assignments:

- Make appropriate referrals for professional and community services
- Example: Student will make referral for **SNAP** Benefits & Food Program (The **Supplemental Nutrition Assistance Program**) by filling out the application with the client and accompanying the client to any necessary appointments at the local SNAP Benefits Office.
- Coordinate services for individuals, groups, families, and communities
- Example: Student will locate and **identify** a parenting skills program accessible to the client and provide a written referral to connect the client with the services. Student in a nursing home setting will make arrangements for home health care service provision for clients being discharged post-hip replacement surgery.
- Follow up to assure that services were provided and that conditions improved
- Example: Student will schedule and make follow up appointments and follow up phone calls one week after referrals for services.
- Provide other non-therapeutic assistance to individuals, families, groups, and communities
- Example: Student will develop and sustain working alliances with clients by relating authentically (**genuinely**) with clients. Student's expressions will be spontaneous rather than contrived.
- Facilitate the admission/service process
- Example: Student will make phone calls connecting clients to a service provider (e.g., a psychotherapist), and help the client initiate and follow through with the intake process.
- Contribute to the development of and participate in psychoeducation programming and recreational interventions
- Example: Student will co-facilitate the following group for teenagers: "*Alternatives to Joining a Gang.*"
- Advocate for individuals, groups, families, and communities
- Example: Student will accompany client to Housing Court to help client maintain housing.
- Fundraise and write grants
- Example: Student will assist supervisor in writing grants through researching available funding sources online or at the library.
- Get involved in coalition building at the agency and macro levels
- Example: Student will help agency organize voter registration drive.

BSW seniors and foundation year graduate students may be involved in the following types of assignments under direction and supervision of social workers and other professionals at the field course setting:

- Conduct intake and admission screenings or otherwise collect and analyze client information
- Example: Student will conduct agency intake as per Field Instructor's directions, and present the intake in the following field instruction conference ("weekly supervision.") Student will begin to analyze the client's life circumstances and present this during the field instruction conference. Student will conduct a home visit to assess the client's living environment.
- Develop individualized management plans, including discharge and aftercare plans
- Example: Student will develop mutually agreed-on intervention goals and objectives with clients.

- Do supportive counseling/provide (non-therapeutic) assistance to clients who are coping with problems
- Example: Student will take responsibility for directing the interview so that it moves toward a goal, and will actively listen during the interview. Intern will demonstrate the use of one of each of the following active listening techniques in each interview: use attending behaviors (an expression of attention and interest, e.g., nodding his head); use minimal verbal encouragements (e.g., “Hmmm,” “Mm..hmm”); paraphrase client’s words; reflect content during an interview; reflect feeling during an interview.
- Make appropriate referrals for professional and community services
- Example: Student will make referral for **SNAP Benefits & Food Program (The Supplemental Nutrition Assistance Program)** by filling out the application with the client and accompanying the client to any necessary appointments at the local SNAP Benefits Office.
- Coordinate services for individuals, groups, families, and communities
- Example: Student will locate and **identify** a job readiness program accessible to the client and provide a written referral to connect the client with the services.
- Follow up to assure that services were provided and that conditions improved
- Example: Student will schedule and make follow up appointments and follow up phone calls one week after referrals for services
- Provide other non-therapeutic assistance to individuals, families, groups, and communities
- Example: Student will create, organize and implement a Winter Coat or Toy drive for the clients of the agency over the course of the semester. *The Field Instructor will direct student to two resources in the planning of this task: 1) a worker who has organized a similar drive in the past; and 2) online resources, How to Implement a Coat/Toy Drive. The Field Instructor and student will create the steps of the drive together, devoting no less than 15 minutes of each field instruction session towards its development.*
- Facilitate the admission/service process
- Example: Student will make phone calls connecting clients to a service provider (e.g., a substance abuse service agency), and help the client initiate and follow through with the intake process. Student may accompany the client to the agency during the intake process.
- Contribute to the development of and participate in psychoeducation programming and recreational interventions
- Example: Student in a school setting will create a curriculum for and run a weekly psychoeducation group about *Substance Abuse Prevention*.
- Advocate for individuals, groups, families, and communities
- Example: If a client has a complaint about poor heat in the winter months, student will help client file an HP Action* against the landlord in Housing Court. If client lives in a rent regulated apartment, student will help client file a complaint with the NYC Division of Housing and Community Renewal. Student will accompany client to appointments including Housing Court to address heating issue. *Students will educate clients about this topic: A tenant can bring a case against a property owner in NY Housing Court to force them to make repairs and provide essential services, like heat and hot water. This case is called an “HP action.”
- Fundraise and write grants
- Example: Student will plan a trip to visit the Foundation Center in New York, located in the financial district. Students can make an appointment with one of the Center’s *resource specialists* who can help them broaden their proposals and maximize their impact. This would be the student’s first step once an agency need is identified.
- Get involved in coalition building at the agency and macro levels
- Example: Student will participate in the agency voter registration drive or a community town hall with constituents. If the agency does not offer a voter registration drive, student will raise topic in field instruction conference and ask to help organize a drive.

Advanced year graduate students may be engaged in the following types of learning assignment in the field course with appropriate direction and supervision from social workers and other professionals at the agency:

- Provide a full range of mental health services, including assessment, diagnosis, treatment planning, referral services, and treatment.
- Example: Student will assess clients holistically from a bio-psycho-socio-cultural perspective utilizing the agency's psychosocial assessment. Student will demonstrate the use of one of the following interventions during the developmental phase of an interview: support, use of silence, clarification, confrontation, use of open-ended questions, use of probing questions.
- Coordinate services for individuals, groups, families, and communities
- Example: Student will locate and **identify** a parenting skills program accessible to the client and provide a written referral to connect the client with the services.
- Follow up to assure that services were provided and that conditions improved
- Example: Student will schedule and make follow up appointments and follow up phone calls one week after referrals for services.
- Contribute to the development of and participate in psychoeducation programming and recreational interventions
- Example: Student in a job readiness program will create a curriculum for and run a weekly psychoeducation group about *Resume Writing and Interview Skills*.
- Advocate for individuals, groups, families, and communities
- Example: Student will attend treatment team conference or grand rounds conference and present case to intervene on behalf of a client who is at risk of termination of services due to no-show (non-compliance with agency regulations.)
- Fundraise and write grants
- Example: Student will use information from the Foundation Center in New York (located in the financial district) to write a grant proposal to address an agency identified need.
- Get involved in coalition building at the agency and macro levels
- Example: Student will create, organize and implement a Voter Registration drive. A nonprofit agency may conduct nonpartisan voter registration and may conduct nonpartisan get-out-the-vote campaigns ("GOTV"); student will use the following resources in NYC: *the League of Women Voters of the City of New York Voter Registration Guide* and *The Brennan Center for Justice at New York University School of Law* to plan the drive and become aware of legal restrictions. Following the drive student will assess its effectiveness and offer plans to improve the outcomes of the next drive.