AGENCY FIELD
INSTRUCTOR MANUAL
2013-2014
Adelphi University School of Social Work

Mission Statement

Consonant with the mission of the social work profession and that of the University, and responsive to the needs of our clients and communities, the AUSSW mission has three integrated components:

• To prepare competent, effective and ethical social workers who enhance human well-being and reduce suffering and oppression;

• To develop new knowledge for the profession; and,

• To provide leadership and to promote partnerships with community programs to improve services and contribute to the enactment of just social policies.
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Welcome to All Field Instructors

Welcome to Adelphi University School of Social Work Field Education. We thank you for your commitment and dedication to the profession and our students.

The Council on Social Work Education, which accredits schools of social work throughout the country, has stated that, “Field Education is the Signature Pedagogy.” Field instructors play such a crucial role in the development of students. You are their teacher and mentor. Your student looks to you for guidance, education and support.

This manual will serve as a guide for you to use while working with our students. It offers the same information that is in our student handbook in addition to information specifically for field instructors. The following is a list of key personnel that will assist and guide you throughout the year.

1. Faculty Field Liaison—Full-time or Adjunct Faculty from Adelphi University, who will oversee the students experience in field and be a support to both you and the student.
2. Assistant Director of Field Education—Full time administrator
3. Director of Field Education

Field Education provides students with numerous opportunities to challenge themselves beyond their comfort zone, problem solve in creative ways and grow personally and professionally. They are part of a team and a part of a profession that is committed to challenging injustice and working to ensure equal access to resources for all people (NASW Code of Ethics).

By challenging themselves, they will grow not only professionally, but personally.

The Field Education Department is committed to working with you to ensure that our students receive the best possible learning experience while at your agency. If you have any questions, please feel free to contact your Liaison, your Assistant Director of Field Education or myself, with any questions.

Thank you again for making the commitment to teach our future generation of social workers.

Social workers help change the world!

Anne Marie Montijo, LCSW

“Be the change you want to see in the world” (Gandhi)
**Important Phone Numbers & E-mail Addresses**

University Main Number – (516) 877-3000
School of Social Work Main Number – (516) 877-4300  fax – (516) 877-4392

**Field Education Department**

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**Purpose of the Manual**

This Manual is designed to serve as a guide and resource for field instructors, agency educational coordinators and executives. The Manual highlights relevant information about the learning outcomes, policies and practices of the field education program and the School.

The School welcomes and is most appreciative of our collaborative relationships with agencies for providing rich opportunities in field education, a crucial and invaluable contribution to the professional learning of our students.

**Accessing forms online**

We are pleased to share with you that all field information and forms are now available for your convenience on the Adelphi website. Please feel free to print out the forms needed.

To access this information go to [www.adelphi.edu](http://www.adelphi.edu)

- Go to Academics on the top of the page
- Under Colleges and Schools click on School of Social Work
- Go to Academics on the top of the page and click on Field Education
- Here you will find an Overview of the department
  - A message from our Director
  - Faculty field liaisons contact information
  - FAQ’s
  - Documents and Forms
    - For Students
    - For Field Instructors
    - For Faculty Liaisons
  - Agency request for students
  - Field Education calendar and Attendance Sheets
  - Field Education Workshops for Field Instructors

- Under Documents and forms you will see a section specifically for field instructors. Here you will find the following: Agency forms, Six Week Assignments, SIFI Registration, Evaluations

Please check the Field Calendar for due dates of the Six week assignment, Mid-year evaluation and Final evaluations.

If you do not have access to the internet or are unable to print the forms please contact Phyllis Campagna at 516-877-4375 or campagna@adelphi.edu

Thank you to all field instructors for providing our Students field education opportunities.
Orientation

Field Education is a very important part of a student’s development as a professional social worker. Adelphi University’s Field Education Orientation program is a mandatory part of the student’s education. Failure to attend Orientation could have a severe impact on the student beginning their internship. It is during this Orientation that students will learn about:

- Developing their Professional Identity
- The do’s and don’ts of field
- Field Manual basics
- Who’s Who in Field
- Process recordings
- Problem Solving
- Field Education Policies
- Student responsibilities and expectations

This orientation helps to ease the transition into the field agency and better ensure that students are adequately prepared to begin their work in the agency and with clients.

The Role of Field Education

The field education program plays a pivotal role in the student’s education. It is in the field work experience that students, utilizing classroom theory and knowledge, test out skills toward developing professional competence and identity. The overall objective of field education is to produce a professionally competent, ethical, self-evaluating, knowledgeable social worker with the capacity to learn and the initiative to keep on learning. As educators, we also need to model and help our students bring their humanity and authenticity to their practice, to act with courage, and to develop a vision about making a contribution toward the amelioration of the social problems that face our society today.

Field education is viewed as a unique partnership between the School and its agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication, the agency and School personnel work toward the development of a shared educational philosophy and standards regarding field assignments, field instruction, and student performance. We hope this partnership is responsive to changes in agency environments, in School curriculum, and in the students it seeks to educate.

Holidays and Vacations

Students do not attend field placement on agency holidays or on school holidays. During winter and spring recess from classes, students must follow the field calendar.

- Students placed in School systems may encounter difficulty in meeting minimum hour requirements since Schools usually have both a February and April vacation. It is suggested that students in these settings attend field placement during Adelphi’s spring recess so they to meet field work hour and client commitments.

- Our policy is to respect students’ observance of their major religious holidays. No student will be penalized due to religious observance and an alternative means will be sought for satisfying the field requirements involved.

- If a student has difficulty meeting the field work hour requirements because of a large number of holidays, the field instructor should seek help from the faculty field liaison or Field Education Department to discuss an alternative plan.
In planning the student assignment, the Field Instructor should review the Field Work Calendar which is available online. Ultimately, it is the student who is responsible for completing the required number of hours.

**Student Absences (Illness or Jury Duty)**

Students need to meet the minimum number of field hours per year. Brief absences from field work due to illness or personal reasons (i.e., death in the family) do not need to be made up unless the minimum number of field work hours cannot be met or there is some unmet or disrupted service need that the field instructor deems should be addressed. Extended absences (prolonged illness; jury duty) should be discussed with the student's faculty field liaison and field instructor, who will then help student determine a plan to make-up hours.

Students must notify field instructor and faculty field liaison of any absences from field.

**Field Education Calendar**

It is very important that field instructors familiarize themselves with the Field Education Calendar. There are many important dates including when the Six Week Assignment and evaluations are due. The beginning and end dates of field, holidays, etc. The Field Education calendar can be found on our website.

**Dress Code**

Students must comply with the dress code of the agency at which they are placed. It is the student’s responsibility to discuss this with the field instructor prior to beginning placement. If a student is not dressed in appropriate attire, the field instructor has the right to send the student home.

**Academic Privileges for Agencies and Field Instructors**

1. Field instructors are entitled to use the Adelphi University Library. They may request a letter from the Field Department to obtain a temporary user card from the Library.

2. Field instructors are considered adjunct instructors in the School of Social Work. This title has no tenure implications, offers no financial remuneration, or guarantee of future positions with the School.
The Structure and Function of the Field Education Department

The Field Education Department oversees the planning, implementation, and evaluation of the field education program of the School of Social Work. The Department carries primary responsibility for assessing all potentially new and continuing agencies and field instructors, and mutually planning with them. The Department consults with agencies about learning opportunities in their respective programs, including orientation, assignments, resources, and other issues which affect student learning. The Department also plans, conducts and evaluates seminars for field instructors new to Adelphi and new to student supervision. Through workshops for experienced field instructors, campus-field meetings and other programs, the Department promotes discussion and exchange on a range of professional, educational, and practice issues. The Field Education Department staff work with agencies to enhance communication and problem-solving, to mitigate difficulties, to advocate for and monitor sound standards for field education and social work practice, and to serve as a source for ideas and for information on School policy and procedures.

The Field Education Department is responsible for assigning students to their respective field placement agencies. In this role, the Department assesses the learning needs, capacities, and preferences of entering and continuing students in order to make an educationally sound match with a field placement and field instructor. The Department plans and sponsors required placement planning meetings for students entering field work for the first time. In cooperation with the student’s faculty field liaison, the Department staff serve as a resource to students with questions or concerns about their learning in the field and in planning their field placements.

Faculty members (faculty field liaison) are assigned by the Director of Field Education to serve in an advising role to students in the field and as liaison to specific agencies. Faculty liaisons keep the Field Department staff informed of developments in agencies, about concerns that may emerge in regard to student performance in the field, and prepare year end summaries on both students and agencies. At the end of the academic year, students are provided with the opportunity to submit an assessment of their total field experience to the Field Education Department. Recommendations on field policy and planning are carried out by the Field Education Committee composed of administrators, faculty, field instructors and student representatives. A Field Education Advisory Board also provides recommendations on policy and practices in field education and is comprised of members from the field education community.

The Faculty Field Liaison

Full-time and adjunct faculty are assigned as field liaisons and carry responsibility in their workload for maintaining contact with their students, field instructors and field agency educational coordinators. The faculty field liaison carries overall responsibility for helping the student, the field instructor, and the agency meet the educational objectives established for the student’s field training experience. As an educational consultant, the faculty field liaison assists the field instructor and the students identify the educational opportunities in the placement. They may serve as a mediator for the student and field instructor. They also assist in facilitating the integration of field and class learning. Faculty field liaisons carry academic advising responsibility for all students assigned to them in the field. They approve all course registrations and assist those students who are continuing in the field the following year, to identify agencies of interest.

Agency Visits

A faculty field liaison is expected to visit an agency to meet with the field instructor and student, and, when feasible, with the educational coordinator or the agency director. Faculty field liaisons are expected to visit the field agency at least once each semester and, in some situations, more frequently than the minimum. Field instructors are encouraged to request contact whenever the need arises. Faculty field liaisons and field instructors often maintain telephone and or e-mail contact between visits.
The Faculty Field Liaisons Role with Agencies

The faculty field liaison discusses the student's integration into the agency and the plan for the student's workload and assignments with the field instructor and, if necessary, with the agency educational coordinator or agency director. They monitor the ongoing educational experience of the student. The necessary two-way communication between the agency and the School is facilitated by the faculty field liaison who is in a position to share information with both parties. As the representative of the School, the faculty field liaison is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student's experience in the agency. It is also important for the School to hear through the faculty field liaisons about agency issues that may affect its planning and curriculum.

Responsibilities for Student Assignments

Faculty field liaisons monitor the assignments given to the student from early in the semester to ensure there are the suitability, the volume, the diversity, and the depth necessary for a solid educational experience. If there are difficulties with providing such assignments, it is of particular importance that the faculty field liaison be notified quickly. The faculty field liaison will work with the field instructor and agency to develop ways in which problems can be addressed or alternatives developed. The monitoring of the assignments is a yearlong activity as students' learning needs and capabilities change over the year and different assignments become appropriate.

Evaluation of Student Work

The faculty field liaison monitors the student's work throughout the year and is responsible for determining the student's pass or fail grade at the end of each semester. By periodically reading the student's process recordings, and/or other written material, and talking with the student and the field instructor, the faculty field liaison assesses the progress of the learning. The liaison ensures that the process between the student and the field instructor is one of mutuality and that the student and field instructor are taking responsibility for working on the expected learning tasks. The faculty field liaison provides consultation to the student and the field instructor about any issues or problems in the learning/teaching process. The faculty field liaison reads the evaluations of the student and might discuss it with the student and offer his/her perspective to the field instructor.

The faculty field liaison's role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance. The faculty liaison provides consultation on the use of effective field teaching techniques and confers with the field instructor to ensure that there is understanding and appropriate application of the school's field performance criteria for evaluation. Effective communication between the faculty field liaison, the student and the field instructor is an important factor in identifying gaps or potential difficulties so that all the parties can focus on areas that need improvement and change. Field instructors should immediately contact the faculty field liaison if there is any potentially serious problem with the student's performance in the field setting or in his/her capacity to meet expected criteria for the semester.

Contact with Field Education Department

Field instructors are encouraged to contact the faculty field liaison to discuss ideas or questions about specific assignments for their student. If the field instructor or agency encounters obstacles in providing students with sufficient or educationally suitable work (e.g. assignments are not available at the expected time), the faculty liaison should be contacted to discuss the problem.

The Field Education Department requests that field instructors complete the Six Week Assignment Form by the 6th week of the academic year. This form helps liaisons and Field Department staff to know what each student has been assigned and if the School can assist with further planning.

The Field Education Department serves as a resource and level of appeal if there are unresolved differences at the faculty field liaison level or unanswered questions about field work policies and practices. Students, field instructors, and agency educational coordinators may also contact the Director of Field Education or staff at any of the School's Sites with any pressing concerns.
Educational Roles in Field Placements

Primary Field Instructor

Every student is assigned to an agency designated Licensed Social Worker who has been approved by the School to serve as a professional social work field instructor. This field instructor carries the responsibility for the student’s training in the agency.

The field instructor is expected to hold weekly individual supervisory conferences with the student. They are responsible for: selecting appropriate assignments for the student, monitoring and coordinating the student’s work in the agency, reading the student’s process recordings prior to supervision, assuming responsibility for the students’ evaluations, conferring with the student’s faculty field liaison.

Mandatory Individual weekly supervision for:

- Juniors - 1 hour
- Seniors - 1 – 1 ½ hour
- Foundation Year (1st year graduate students) – 1 ½ - 2 hours
- Advanced Year (2nd year graduate students) – 1 ½ - 2 hours

Group Supervision

Some agencies provide regularly scheduled group supervision to students. This model of supervision can be very useful in expanding the student’s learning of practice through interchange with others. We particularly encourage agencies that have several students in placement from Adelphi or other schools to provide opportunities for them to meet together. Students can learn about practice in other programs and addressing the range of clients’ needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff.

If group supervision is offered it should be viewed as a supplement, not a substitute, to the student’s full weekly individual field instruction supervision. Requests for any modifications of supervisory time should be addressed with the Field Education Department.

SIFI (Seminar in Field Instruction)

All field instructors supervising for the first time are required to concurrently attend a twelve (12) session Seminar in Field Instruction taught by faculty of the School. Field instructors who have completed a comparable seminar at another School of Social Work may be exempt from this requirement by our Field Education Department. The seminar is offered at our Garden City, Hauppauge, Manhattan and Hudson Valley locations. There is no charge to participants.

The purpose of the Seminar is to provide training to new field instructors so they may gain the necessary knowledge and skills to effectively meet the range of educational responsibilities in their role as supervisors of social work students. The general content areas covered in this Seminar include:

- Beginning processes in field instruction
- Orientation to the agency and supervision
- Selection of student assignments
- Preparing a student to move into each assignment
- Range and use of student process recordings
- Teaching concepts and methodology
- Evaluation processes

To receive credit for completion of this Seminar, field instructors will be expected to attend all Seminar sessions (3 excused absences allowed) and to meet the recording requirements of the Seminar (e.g. periodic process recordings of a supervisory conference with their student). Certificates are issued to each participant upon completion of the Seminar’s requirements. Other Schools of Social Work within the tri-state area will usually honor a field instructor's completion of our Seminar.
The Placement Process

The Field Education Department carries responsibility for assigning students to field placements. In making judgments, the Department draws information from various sources, including student and agency preferences. Placement decisions are based on the availability and educational suitability of a setting for each student.

Agency Requests for Students

Students are not permitted to contact agencies regarding placements. All internships must be arranged through the Field Education Department. Students will not be permitted placement in an agency they contacted on their own. Please refer any student back to the Field Education Department at the school.

Agency Orientation for Students

Student Arrival at the Agency
Field begins the second week of September. The field instructor should instruct the student what time to report to field work on the first day. Students should not begin their placement at the agency prior to the first day of field work, unless permission has been given by the Director of Field Education. Field instructors (or educational coordinators) are expected to be available to greet the student upon their arrival at the agency.

Orientation Program in the Agency
An orientation program in the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with the students moving into their beginning assignments. It is helpful if students are offered information about agency function, services and procedures, but not overwhelmed with data. The student will especially want to know "What will I be doing here?" Therefore, information about the kinds of assignments and specific tasks they will be carrying out will be useful and should be provided in simple, understandable terms.

Students should feel welcomed. The student's office space and supplies should be prepared and ready for use. Students should have the opportunity to meet individually with their field instructor on the first day in placement.

Confidentiality

Adelphi social work students are expected to maintain the confidentiality of client information. Confidentiality is a principle according to which the social worker or other professional may not disclose information about a client without the client’s consent. The NASW Code of Ethics clearly states that “social workers should respect the client’s right to privacy” and both New York State and Federal law explicitly protect the privacy of confidential health care information.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) established national standards for the protection of privacy of patient health care information. This federal legislation as well as New York State confidentiality statutes, regulations and case law requires health and human service agencies and providers to safeguard and protect client information. Social work students are advised to ensure that they meet the professional and legal requirements informing ethical social work practice. Students who are in field instruction agencies covered by HIPAA are expected to adhere to the agencies HIPAA compliance procedures. All students in field instruction must ensure that all communications to the school, including process recording, do not contain any client identifying information such as: client name, case or medical record number, social security number, date of birth, date of admission to facility or program, date of death, address and zip code, health insurance number, phone numbers or any other identifying information.
Responsibilities of the Agency

It is important that close communication be maintained between the School and agency with the initiative coming from both. The School must be kept informed not only of the progress of an individual student but also changes in the agency which may affect field instruction.

It is the responsibility of the agency's field instructor or educational coordinator to inform the School immediately of any changes in field placement arrangements and if any of the following changes or problems occur:

1. Change in agency address, telephone number, or e-mail addresses;
2. Changes in agency director and/or educational coordinator;
3. Proposed changes in Field Instructor, field instructor leaving agency or resigning;
4. Pending strikes and labor-management disputes
5. Any extraordinary tension in the agency that may affect student learning;
6. Absence of the field instructor from the agency for more than one week
7. Student absences for more than three days per semester;
8. Significant concern about student's performance or ability to meet field work criteria;
9. Ability to provide students with appropriate assignments consonant with School expectations.

Educational Opportunities for Field Instructors

At the beginning of each academic year all field instructors and educational coordinators are invited to attend an Orientation and SIFI Kickoff. This meeting is an opportunity to network with field instructors and review the upcoming academic year. At the conclusion of the meeting all new field instructors taking SIFI start their first class of the SIFI course.

- **Advanced Forums/Workshops in Field Instruction**
  - The School offers field forums at the Garden City campus for interested, experienced field instructors. Forum presentations and discussions are led by different faculty members or Agency personnel on topics pertinent to the training of students in the field. Similar forums are also scheduled periodically at our Hudson Valley site.

- **The Directors of Field Education** of the metropolitan area Schools of Social Work sponsor a major annual symposium for all field instructors at one of its member schools.

- **The Directors of Field Education of the Long Island Schools** conduct an annual networking breakfast for all field instructors

- **The Field Education Advisory Board** is made up of key agency personnel for the purpose of maintaining an open dialogue in an effort to advance the quality of field education.

Selection of Agencies and Field Instructors

The selection of agencies and field instructors is an important part of the School's educational planning. The School carries the responsibility for determining an agency and field instructor's suitability for student training and works closely with interested agencies and potential field instructors in this process.

**Principles and Process of Selecting Placements**

Potential new field placements may be identified in a number of ways. Agencies may request to serve as training sites or they may be suggested by a student, faculty member, alumnus, or community representative. After clarifying the availability of a qualified field instructor and appropriate assignments, a letter acknowledging interest, a field agency application form and a field instructor personnel form will be sent. These forms are also
Upon receipt of the material, the Director for Field Education asks a Department staff member to make a formal assessment of the agency and prospective field instructor(s). The assessment covers such areas as:

- the function and services of the agency,
- possible student assignments,
- availability of resources for the student,
- level of practice competence of the field instructor,
- special requirements for student placement.

The Department staff member also interprets the school's curriculum, field work requirements and the School's expectations regarding assignments, supervision, and time commitments. The Agency material is then forwarded to the Director of Field Education who communicates the decision back to the Department staff. Information is also sent to those field instructors who must attend the Seminar in Field Instruction.

The Field Education Department also carries final decision making responsibility for the continuing use of agencies and field instructors based on reports and recommendations of faculty field liaisons, students, and their own administrative assessments and discussions with agencies.

Criteria for the Selection of Agencies

The following criteria are used in the selection of agencies:

1. The agency should have a commitment to training which is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."

2. There should be a correlation between the agency and School's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.

3. The agency's practice of social work is based upon recognized, professional standards.

4. The agency should provide a range of assignments on an ongoing basis which are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying service modalities and exposure to a diversity of people and problems.

5. The agency must provide the necessary space and resources for the student to carry out a professional role, including privacy for interviewing, desk and storage space, access to a telephone, clerical assistance, and reimbursement for expenses incurred in the performance of assignments (as would be afforded an employee of the agency).

6. The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.

7. The Agency adjusts the workload of the field instructor to make it possible for that person to provide the expected allotment of time to select assignments, review recordings, provide weekly supervision, prepare evaluation materials and to confer with the faculty field liaison. Field instructors supervising students for the first time are required to attend a 12 session seminar offered by the School and to meet the Seminar's written requirements.

Criteria for the Selection of Field Instructors

The following criteria are used in the selection of field instructors:

1. A Master's degree in social work, from a CSWE accredited institution, at least three years post-masters
experience and licensed by the state of New York. (Exceptions may be made for field instructors with one or two years of post-master’s experience to supervise juniors if approved by the Field Education Department.)

2. Interest in and time to fulfill teaching responsibilities of social work students.

3. Demonstrated practice competence and the potential ability to help students to learn.

4. Willingness to teach in more than one practice modality.

5. Familiarity with agency policies, program and procedures and the nature of client needs.

*The following are expectations of field instructors:*

1. Knowledge of the School's curriculum and practice content and orientation.

2. A flexible approach to practice that allows for a range of modalities including work with and on behalf of individuals, families, couples, groups, and communities.

3. A willingness to work collaboratively with the faculty field liaison for the purposes of meeting student educational needs and to call upon the faculty field liaison for consultation and guidance as needed.

4. Attendance at a 12 session seminar at the School required of new field instructors, and completion of the course's requirements.

5. Selection of educationally appropriate assignments for students and assistance in developing these where indicated.

6. Orientation to the Agency and the provision of weekly scheduled individual supervisory sessions in the time allotments specified by the School.

7. The utilization of process recordings and other recorded formats according to the School's guidelines.

8. Participation in an ongoing evaluation process with the student which includes written evaluations following the School's guideline and criteria at the end of each semester.

**SUPERVISION**

*Purpose*

There are two major purposes to a supervisory conference between the student and the field instructor. The first function is educational; the focus is on helping students to learn and to improve their skills. The second function is administrative; students are accountable to the agency for their activities in providing services.

Supervision is the place where students can reflect upon and analyze their own practice and explore alternative or newer modes of helping to broaden their practice repertoire. Such risk taking can occur in an open environment where free expression is positively sanctioned and new ideas are grist for the mill from both the student and the field instructor. Risk taking necessary for learning in the field cannot occur in an atmosphere that is judgmental or punitive.

The center of supervision is the student as practitioner, not the management of the case. The primary focus of the conference should be on the student's agenda and the mutual review of process recordings. To achieve this focus, students should be provided time and space during field work to prepare process recordings and they should submit their materials sufficiently in advance of supervision for the field instructor to fully review them. It is often a good idea for students and field instructors to each work from their own set of records, and in such instances, the duplication of records is necessary.
Structure and Expectations

Field instructors are expected to provide, at minimum, the following amount of time in individual, weekly supervisory conferences:

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior BSW Student</td>
<td>1 hour/week</td>
</tr>
<tr>
<td>Senior BSW Student</td>
<td>1-1 ½ hours/week</td>
</tr>
<tr>
<td>First Year MSW Student</td>
<td>1 ½ - 2 hours/week</td>
</tr>
<tr>
<td>Second Year MSW Student</td>
<td>1 ½ - 2 hours/week</td>
</tr>
</tbody>
</table>

In most instances, students and field instructors meet once a week for the full amount of time. In some instances, such as in health settings, the time for conferences is split so that there is ample time for field instructors and students to address the quick and changing pace of activities. It is anticipated that students and field instructors will converse periodically throughout the week on various issues of importance. Group supervision is a desirable educational supplement to individual supervision and should not be held in lieu of the time specified for individual supervision.

The School recognizes the multiple demands on the time of field instructors; however, regularly scheduled uninterrupted meetings are essential to the educational process. Hence, we ask field instructors to set a practical time and to secure space in which interruptions are minimal and phone conversations are deferred. The time agreed upon for meetings between field instructors and students should remain a priority in their respective schedules. Because conferences are viewed as the major arena for teaching/learning, failure on the part of either party to follow the School’s expectations would be deemed a very serious abrogation of responsibility. When indicated, the School will work with agencies to ensure that field instructors are given sufficient time in their workload to carry out their educational commitment.

Evaluations

Evaluation responsibilities

The following evaluation responsibilities reflect the policies of the School. Any request for deviating from this format or process should be directed to the faculty field liaison, who will in turn seek consultation from the Field Education Department.

Every student should have one mid-semester oral evaluation conference and a written evaluation at the end of each semester.

- **Mid-semester oral evaluation.** A mid-semester oral evaluation conference should take place sometime between the student’s 6th and 8th week in the field. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation. Students should be notified in advance so they and the field instructor can prepare in advance. It is a time for students and field instructors to discuss how students began, how they are progressing in the various areas of performance and learning, and what specific skills need to be developed in the remainder of the semester. Extenuating circumstances that may have affected the student’s learning should also be discussed (e.g. insufficient volume or suitability of assignments).

- **End of semester evaluations.** At the end of each semester, it is the field instructor’s responsibility to initiate an evaluation conference with the student and to write an evaluation of the student. If a student was supervised by a secondary field instructor, an assessment of this portion of the assignment should be reflected in the student’s evaluation. The primary field instructor should incorporate the assessment in the ratings of the evaluation and the comment fields. The secondary field instructor may prepare an addendum which should be attached to the student’s evaluation. In either case, the student should participate in the evaluation of his/her assignment with the secondary field instructor. Field Instructors should reflect on the performance criteria, in continual supervision of the student and utilize the evaluation instruments for the student’s educational level.
Purpose of Evaluation

The major purposes of an evaluation include:

1. An opportunity for students and field instructors to "take stock": to evaluate what students have learned and where they are now, as well as to consider what extenuating circumstances affected professional learning, e.g., poor assignments, degree of helpfulness of the field instructor.

2. An opportunity for students and field instructors to pull together and conceptualize what skills and learning needs they should focus on in the immediate future.

3. This document is a form of accountability from the agency to the School and becomes a permanent part of the student's record. Evaluations are not released by the school and are expunged three years after the student's graduation.

Evaluation Meeting

Field instructors should discuss the process for evaluation with their student well in advance of their evaluation conference. Both field instructor and student should prepare individually through review of the student's work by rereading student's records, their respective conference notes, and the School's performance criteria and evaluation instruments for the student's educational level. In addition, evaluative feedback from a task supervisor, practice consultant or secondary assignment should be addressed. It is the primary field instructor's responsibility to incorporate this content into the assessment of the student's performance.

During the evaluation process, both student and field instructor should share the initiative in evaluating performance. Assessments of skills and identification of patterns should be supported by illustrations from the students practice (process recordings, etc.).

Written Evaluation

It is the field instructor's responsibility to complete a draft of the evaluation following the evaluation conference. The student should be given some time to read, reflect, and assimilate the content. The field instructor and student should meet together to review the evaluation draft. If objections or differences are raised and the field instructor agrees, then changes should be made in the evaluation. If, however, the field instructor does not agree, the student may choose to prepare and submit a rebuttal/addendum to their evaluation.

Students should see their evaluation in its final form. Both student and field instructor sign the Evaluation Face Sheet and Attendance Sheet which should be attached to the evaluation and sent to the Field Education Department office at the Garden City campus, Hudson Valley, Manhattan or Hauppauge centers. Signing the evaluation indicates the student has read his/her evaluation. If the student is not in agreement with the evaluation, the field instructor should note that at the end of the evaluation.

Field instructors are asked to make a recommendation for a Pass or Fail grade for their student's field work performance. However, it is the faculty field liaison that carries responsibility for making the final determination and granting the grade.

Copies of the Evaluation

The School asks agencies to provide a final copy of the evaluation to the student. If students prepare a rebuttal/addendum they should provide the field instructor, the Field Education Department, and their faculty field liaison with a copy.
Field Instruction Assignments

An important educational principle of the School is that students must begin a specific assignment early in their field placement, since this serves as the nucleus of their learning. Students should not be assigned to meet with clients or other similar tasks on the first day of field work. However, students should begin their first assignment by the third day in the agency. It is critical that the field instructor carefully prepare the student for each of their first assignments.

Assignments serve as the foundation out of which all subsequent field teaching grows. The kinds of assignments that the field instructor selects directly affect the quality of education that one can provide to the student and the degree to which students can hope to meet the service needs of their clients.

Assignment Development

It is expected that beginning assignments will be available by the time the student arrives at the agency. After meeting the student, the field instructor should select appropriate assignments for him/her. The field instructor should thoroughly prepare the student for the first contacts. While there may be warranted variations (which should be discussed with the faculty field liaison), assignments should be gradually added during the following weeks. Students should be carrying their full complement of work at about 9 to 12 weeks into the semester.

Assignment Workload: Distribution and Volume

In order to learn direct practice skills, students need the opportunity to begin their actual work. For students, this will mean assignments in different methods of practice, including an appreciable number of face-to-face interviews with clients as individuals or as collectives, including families and groups. Students also need opportunities to work with organizational or community representatives on behalf of their clients. Students may also carry some assignments in community work, program development, social action, or research. Some settings require that students attend regular interdisciplinary meetings or seminars. We recognize the importance of these meetings, but time spent in such activities should not exceed 1/4 of their workload each week, so that students will have sufficient time for the needed practice experiences.

Types of Assignments

Consonant with their level of readiness and training, interests and prior experiences, students should be assigned a varied workload. We recognize that some agencies may not be able to provide as full a range of assignments as others. Workloads should reflect opportunities for training in multi-modality practice (individual, family, couples, group, and community) as well as exposure to a diversity of people and problems including oppressed populations. Students should be assigned work with different time dimensions and foci (e.g. crisis intervention, intake, short and long term contacts) and they should be able to address directly the interactions between clients and their environment.

Secondary assignments may be developed to broaden a student's opportunities for learning. To do so, an agency may wish to assign the student to another service in its own setting or in the community. This secondary assignment can be supervised by the field instructor (in tandem with a task consultant) or by another professionally trained social worker designated by the agency and approved by the advisor.

Preparation of Students for their Assignments

For every assignment it is important to prepare students carefully as they move into each facet of their work. It is assumed that students will be given the needed data to begin the assignment. For example, field instructors need to assist students in anticipating clients' reactions, so they can reach out to them in helpful ways. It is equally important to assist them in preparing for a telephone call to a client or for meeting with an organizational representative. Preparation should also include an interview plan, offering a service (contracting), ideas for further exploration, ways of demonstrating interest and concern, etc.
At full workload, students should spend the following range of time in each activity. The category called Practice Assignments includes: contact with clients (telephone, interview, and group meetings), collateral work, home visiting, program development, and outreach.

Sample workload distribution:

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>Hours per week</th>
<th>Practice Assignments</th>
<th>Individual Supervision</th>
<th># of Process Recordings per week (approx. 1-1 1/2 hours per recording)</th>
<th>Staff Meetings, seminars, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>10</td>
<td>3-4</td>
<td>1 hour</td>
<td>1 Minimum of 13 for each semester</td>
<td>1-2 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>14</td>
<td>6-8 hours (at full load)</td>
<td>1- 1 ½ hours</td>
<td>2 Minimum of 20 for each semester</td>
<td>2-3 hours</td>
</tr>
<tr>
<td>Foundation Level</td>
<td>21</td>
<td>10-12 hours (at full load)</td>
<td>1 ½- 2 hours</td>
<td>2-3 Minimum of 25 for each semester</td>
<td>3-5 hours</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>21</td>
<td>10-12 hours (at full load)</td>
<td>1 ½- 2 hours</td>
<td>2-3 Minimum of 25 for each semester</td>
<td>3-5 hours</td>
</tr>
</tbody>
</table>

**Group Work Assignments**

The educational philosophy of the School is to prepare students for integrated practice and to acquire the more specialized knowledge and skills to work with people as individuals, couples, families, groups, and in community based activities. All students begin to learn about work with groups in their first foundation practice course. In the subsequent semester, they are required to take a course focusing on work with groups and communities. In their second year of graduate training, students take a course on advanced group work practice.

Social work education is predicated on the principle that practice is learned through the "doing" - namely the opportunity to transform knowledge into action. Hence, **students need the opportunity to work with group(s) in their field placements**. The School recognizes that certain agencies may lend themselves more to the formation of group and/or that some field instructors may have greater expertise in providing group service than others. To further assist you in this effort, we are presenting some ideas about selecting or developing group assignments for students.

You are urged to consult with the faculty field liaison about any aspect of group selection or formation as well and about your supervision of group practice. Skills in group work are identified in the Field Performance Criteria for each educational level.

**Types of Groups**

As agencies think about suitable group assignments, it is important that the group is formed in response to a real need experienced by clients and not just as an assignment to meet a student’s School requirement. Similarly students should be assigned to groups in which they can provide a service to clients and not assigned to a group whose primary function is to meet agency needs. For example, such groups include those that are essentially diagnostic in nature (e.g. a psychiatric hospital who forms a group to assess patient interaction but for which there is no other reason to bring children together.) or groups whose primary purpose is to "control" clients' behaviors. Group service can be conceptualized in several ways:
1. **Problem solving groups** - Such groups are organized around common concerns, interests, or experiences of the clients as well as clients with common life issues or developmental tasks. Examples: People going through divorce, a widow/widowers group, newly admitted residents, parents of diabetic children, pregnant adolescents, bereavement groups, adolescents in foster care;

2. **Psycho-educational groups** - The major function of these groups is to provide information to clients and to assist them in dealing with concerns or feelings about the problem/issue involved. Examples: Families of psychiatric patients, post-surgery group for women with breast cancer, parents of learning disabled children, orientation groups for new public assistance recipients;

3. **Individual behavioral change** - These are groups whose major function is to serve as a context for individual change. Examples: a group for people with phobias, weight loss group, a group for children refusing to attend school.

4. **Socialization Groups** - These groups are geared toward meeting socialization needs of clients and helping them to get connected, e.g. isolated elderly people, children who need greater structure during recess periods, isolated young adults who lack social skills;

5. **Task focused groups** - Many social work groups meet to engage in some common interest (in which the primary purpose is not to acquire expertise in a skill). Examples: a special interest group for patients in a day treatment program, a tenants' group, a client advisory committee, a holiday planning group in a nursing home.

**Group Purpose**

Rarely do groups seek a service. Hence, it is the worker's responsibility to identify the commonality that brings the group together; clients should not have to figure out why they are there. Students should be helped to frame the purpose of the group in specific operational terms, and in language that reflects the clients' perception of their common problems/issues. Students should be helped to invite reactions to the offer of the service, reaching for hesitations and doubts.

**Example:**

**A vague statement of service**

This is a group for teenagers who are living at the ABC residential treatment center to talk about whatever is on their mind.

**A clear and more operational statement of service**

All of you are teenagers who came to live at the ABC residential treatment center in the past few months. We thought it might be helpful for you to get together to talk about what it's been like to have to leave home, to live in a cottage, to have to deal with a lot of rules. Maybe some of you are wondering about such questions as why you are here, or why your families couldn't keep you at home, and how long before you can get out. How about it? Do you think about these issues?

In view of the critical importance of beginnings, members should be helped to develop a frame of reference for what issues the group can address, to test the worker's credibility and if the agency has hidden agendas, to set up a structure for working together, and to extend an invitation that helps members to begin.

**Sanctions and Supports**

In many instances, developing a group entails the sanction of agency administration and the support and cooperation from other key staff members. This task should not be left to the student; it requires initiative and participation on the part of the field instructor. Students lack the status and organization influence, possessed by field instructors (or other staff), to carry out this often complicated task of obtaining acceptance, cooperation and
needed resources for a group.

**Timing of Assignment**

*Students should be given a group assignment early in the academic year.* Learning group work skills grows out of the actual experience of working with a group, for an extended period of time or with repeated opportunities for working with short term groups. Problems in providing suitable educational opportunities for learning group work skills occur when students spend an inordinate amount of time trying to form a group (such as interviewing prospective members over a period of many weeks); when a group assignment is made so late in the year that the student barely has a chance to engage with the group; when considerable time is spent on group formation and the group never comes to fruition.

**Worker Roles/Leadership Issues**

From an educational perspective, **students most effectively learn group work skills when they are assigned as the sole, or at least primary, worker for a group.** As the sole worker, they are accountable for their actions and learning and do not have to defer to the styles, preferences, or authority of another worker.

If co-leadership is a necessity, care must be taken in selection of a co-leader. While the "chemistry" between workers and their commitment to plan together is paramount, some other principles deserve consideration. Staff with high status or unusual expertise is rightfully intimidating to most students and students often assume, or are relegated to a passive role. Working with one's field instructor often produces increased self-consciousness. Co-leading with other disciplines may be useful if the roles are distinctly drawn (e.g. the nurse serves as a resource and the student assumes the more active leadership role) or it may be problematic if there is role diffusion since different disciplines may approach the helping role quite differently. Asking a student to join an ongoing group where the worker has well established relationships with members is potentially very problematic.

Assigning a student to the role of observer (or as a third worker to a co-led group) is not a suitable assignment, since there are insufficient opportunities for learning skills through "doing".

**Supervision of group practice**

While it is desirable for a field instructor to directly supervise his/her student on their group work assignment(s), some agencies provide alternative supervisory arrangements. These may include supervision by a secondary field instructor, a supplementary seminar on work with groups, etc. Whichever format is followed, students should record select group meetings, and should receive individual supervision by a social worker.

**Employment Based Field Placements**

Some students meet the School's field work requirements through their employment in social agencies. Students and agencies participating in Employment Based Internship must complete a special application process with the School which entailed meeting specified criteria, developing a field education plan, consultation with a member of the Field Department, and obtaining the approval of the Director for Field Education. Copies of the Employment Based plan are maintained in the students file.

Paid employees of agencies must meet the same educational requirements as regular students, given comparable time for field work assignments, field instruction and recording, and release time for field and classroom instruction. The following criteria must be met in an Employment Based plan:

1. Students must carry out their field work responsibilities in a role defined by the agency and known to clients as a social work intern.

2. Assignments used for field work learning should reflect a change from those carried as a worker and the type and focus of the assignments selected should be congruent with those assigned to a non-Employment Based student at the same educational level.
3. Agencies are expected to provide Employment Based students with the appropriate amount of time to meet educational recording requirements, to attend supervisory conferences with field instructors and carry out the full complement of field assignment responsibilities within their delegated field work hours.

4. The student's employment supervision and field instruction supervision are separate and distinct functions and should be carried out by two different people.

4. Field instructors of Employment Based students meet the same criteria and are expected to carry out the same educational responsibilities as those of non-Employment Based students.

**Possible Special Issues in Employment Based Arrangements**

The fact that students are employed by the agencies in which they are meeting their field work requirements and are carrying two work roles may lead to special tensions, conflicts or ambiguities for students and/or field instructors. Hence, the School plays an especially important role in monitoring the arrangement and in helping each party to carry out their respective roles. Students, for example, may be more reluctant than usual to express concern about aspects of the structure of the field placement, the time demands, the learning or the expectations of the agency. Such reluctance may exist because students feel the agency is doing them a "favor" and because they are also dependent upon the agency for their salary. Field instructors, on the other hand, may have reluctantly accepted an assignment to supervise a student/employee, may feel different pressures in teaching and evaluating the student and concern about the dual relationships the student/employee may have in differing roles with other agency staff.

Despite the best of intentions, agencies and students may incur unanticipated difficulties and get entrapped in educationally dysfunctional alliances. They need to bring their respective concerns and questions regarding the educational plan and its actual operation to the attention of the faculty field liaison. In some instances, the field education plan as initially worked out between the agency and Field Department may not be feasible and requires careful review and appropriate recasting or modification with the faculty field liaison involvement.
What is a Process Recording?

A process recording is an educational tool utilized by social work schools in an effort to teach students how to:
- Listen
- Observe
- Recall and review their work
- Accurately record and examine their thoughts and feelings
- Analyze their work

Function of a Process Recording

Recording is viewed as a major learning tool for students at all levels of training. It also serves as a form of accountability and should help students to improve their provision of service and assist them in organizing their work. Not handing in the required number of process recordings could result in students receiving an Incomplete or Failing grade.

A process recording is not agency documentation and is private communication between the student and field instructor only.

Types of recordings

Process Recordings can be written on:

1. Client interviews
2. Group meetings
3. Telephone contacts
4. Contacts with organizational or community representatives (e.g., teacher, nurse, landlord, team meetings, etc.)
5. Observations is the waiting room of the agency
6. Interactions/observations at a staff meeting

Process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview, group meeting, etc.). Preparing a record helps the student to reflect and think about their work. Students should be asked to record in different areas of practice, e.g. individual, group, environmental work.

A process recording is a narrative form of recording. A record should not include: any identifying data (e.g. the name of the client) a description in chronological order of what happened in the interview/meeting including actions, observations, interaction, and select dialogue; a section on the student's own reactions, impressions, assessment, questions, and/or future plans.

We have provided our guideline for the preparation of a process recording that includes Core Competencies and Practice Behaviors. As students prepare process recordings for the first time, they should simply be asked to “tell a story of what occurred.” Other features, e.g. impressions, may be added later as students’ progress in their ability to prepare and use process records for learning.

Field instructors may choose to request that students follow a different format for process recordings, such as partial verbatim. It is a must that students incorporate these practice behaviors into their process recordings. After students are comfortable in their field setting, some may use audio tape or video recordings with the permission of clients and field instructor. Taping offers the distinct opportunity for students and field instructors to hear and/or view the interviews.
Agency Documentation

Many agencies have their own guidelines for intake, bio-psycho-social, progress, referral, transfer, or closing summaries. Those records required of the agency's social workers may appropriately be required of students. Field instructors should provide the student with some guideline (and sample) for writing required agency summaries and preparing chart notes.

Use of Process Recordings

Students should submit process recordings sufficiently in advance of their supervisory conference. We view it as imperative that field instructors carefully read students’ records prior to the conference. The record becomes the basis for discussion and learning in the conference itself. Both field instructor and student are urged to prepare agendas that are specifically related to the records. Field instructors are encouraged to write marginal comments (or use a separate sheet with referenced comments) for their own use on student records, but are urged not to give them to the student prior to the conference. Giving a student marked up records in advance of the conference almost inevitably leads to the student's working on the field instructor's agenda (rather than their own) and to evoking some unnecessary defensiveness.

In the event the field instructor and student do not cover, in detail, all the student's material, records with marginal comments may be returned to the student after the conference.

Process recordings are viewed as learning tools and do not belong in permanent agency records. We ask that students keep a process recording portfolio so that it may be presented to their faculty liaison at the end of each semester. If students need access to records for school assignments, all identifying data must be fully disguised.

Process recording expectations

All students are expected to write process recordings throughout their student training. Field instructors may designate some variations in recording expectations, based on student learning needs or agency requirements. However, the School provides overall parameters for its recording expectations for students in the field.

The field instructor should ask the student to record on newly assigned work and then to move to other types of recording (e.g. log, summary) as the student gains a sense of direction and mastery. Students should not be asked to write process records on every assignment they carry at full load.

The required number of weekly process records is primarily influenced by the year of field work (Other required written expectations should be factored into the number of hours provided.) Time should also be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload while at the agency.

Agencies should provide students with space and time to prepare process recordings during their field work hours, although there may be periodic exceptions.

Process recordings are required papers. Not completing process recordings will affect the grade a student receives in Field Instruction.

DESCRIPTION OF PROCESS RECORDING

One of the most important skills to develop in social work practice is that of self-reflection. The process recording is a tool that helps to guide the acquisition of this skill, as it helps focus on one’s thoughts, beliefs, actions, and reactions in relation to practice. A good process recording will capture the various facets of a "practice moment,"
and allow for identification of what one did well and where improvement is needed. The process recording addresses and examines both the content and the process of the interaction with the client/client system.

The objectives of process recording are:

- To structure thinking about professional practice
- To conceptualize what happens in the transactions between the social worker and the client systems
- To heighten awareness of oneself in action and as part of a transaction
- To distinguish “facts” from judgments and impressions

The student determines the setting or “practice moment,” though the student should select events that will provide insight and feedback on his/her practice. It is suggested that the process recordings help address learning areas, as identified in the learning contract, that the student, field instructor, or faculty field liaison believe need improvement.

In doing the process recording, care should be taken to disguise identifying information (in accordance with HIPAA regulations). This is particularly important when material is used in class assignments or discussions. Students should ask their field instructors about the confidentiality guidelines used by the agency.

Directions/Format:

1. Cover Page:
   A. Students name in the upper left hand corner, with the date of the interview. B. Setting: describe the place in which this interaction occurred (e.g. office, home, playground)
   C. Why student selected this interaction:
   D. Client background (be sure student changes any identifying characteristics to maintain the anonymity of the client): provide general age of the client, race, gender and any other information that might be useful without disclosing the identity. E. Purpose of the interaction: Why is student seeing this client. What goals do you they have for this interaction?

2. Interaction:
   A. Students must recreate all or part of the actual interaction (should be at least a 15-minute time period). Students should write this as soon as possible after the actual interaction. Be as precise as you can in terms of verbal and nonverbal communication.
   B. What were students responses (thoughts/feelings/reactions?)
   C. Next Steps (please have students reflect on what they think would be best in terms of strategies, action steps, etc.)

3. POST INTERACTION ANALYSIS & INTEGRATION OF CLASSROOM LEARNING WITH FIELD:
   Note: Sections A, B, and C may not all be applicable every week. Please choose the one that links best with the interaction the student had with their client for this week.
A. Students must identify a theory that they learned in the Human Behavior & Theory courses. They need to explain how this theory helped them to understand the client/client’s situation better. Specifically reflect on how this theory helps guide their practice.

B. Students must identify a policy that they learned in their Policy/Organizational Context for Professional Practice courses. They also need to explain how their client/client system faces challenges in working through certain policies (agency policies, federal policies, etc) and how they think they can be addressed.

C. Based on the knowledge of Research (through research courses), Students must identify the possible research questions that could be developed on the issue. They also need to identify two evidence-based interventions that could be applicable to this client/client population? (Note: Use Adelphi databases to access peer-reviewed articles to answer this and bring them to supervision sessions).

D. Students must choose **specific practice behaviors** from the Core Competencies list on the back of the form or from the drop down menu and explain how they used these behaviors. (They should use their learning from Practice courses to reflect on this aspect, review them over a period of time and discuss in supervision). Choose an item.

4. **Students must answer the following questions on REFLECTIVE PRACTICE AND SELF-CARE:**

   a) **Identify any emotional reactions (physical or affective) that you may have had to this case?**

   b) **When did they come up? How do you understand them?**

   c) **How do you manage your own reactions?**

   d) **How might emotionally tuning-in to your reactions be helpful to you as a social worker?**

5. **FIELD INSTRUCTOR’S SUMMARY COMMENTS: (in addition to comments on the recording):**

   **Final Pointers:**
   - Remember the focus is on the student, the social worker, not the client. It is important to remember what students communicated (verbally and non-verbally). Their ability to recall will improve over time.
   - Perfect practice is not expected, so we do not want students to write this up in the manner that makes them look like a “text book” practitioner. They need to write honestly about this interaction; not writing a work of fiction. Reinforce with them that we all make mistakes, which are essential to our learning and professional development.
   - Students should leave room throughout (such as wide margins) for your comments. The students field instructor must review and provide feedback before students submit the process recording to their field liaison.
**CORE COMPETENCIES in Field Education**

The Council on Social Work Education (accrediting body for all schools of social work) has established a set of Core Competencies that a student must attain in order for them to be considered ready for practice. Embedded in these 10 Core Competencies are specific “**practice behaviors**” students must demonstrate in order to prove competent.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

Students are expected, upon completion of Foundation Level Field Education (end of senior year or end of first year MSW), to attain practice behaviors in the following Core Competencies with associated Practice Behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   A. Student demonstrates beginning advocacy practice behaviors in the following areas:

   B. Student demonstrates beginning practice behaviors in personal reflection and self-correction to assure continual professional development

   C. Student demonstrates beginning practice behaviors in attending to their professional role (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)

   D. Student demonstrates beginning practice behaviors in displaying professional demeanor in behavior, appearance and communication

   E. Student demonstrates beginning practice behaviors and interest in engaging in career-long learning
      a. Student demonstrates initiative and willingness to take on responsibilities and assignments

   F. Student demonstrates beginning practice behaviors in the use of Supervision and Consultation

2. **Apply social work ethical principles to guide professional practice.**
   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

3. **Apply critical thinking to inform and communicate professional judgments.**
   Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

4. **Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

5—Advance human rights and social and economic justice.
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and practice behaviors to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities
**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities.

**LEARNING OUTCOMES OF FIELD EDUCATION**

The criteria for field performance are presented by the School’s four levels of education and reflect the focus of the curriculum for each of these academic levels. The criteria presented, follow the field evaluation guidelines and reflect the practice behavior or skills of social work practice, learning how to help people through the methods of direct service and through work in and with the organizations that are designed to serve them. Practice behaviors or skills also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

**Junior-level (B.S.W.) Students**

Students at the Junior Level of the BSW Program are expected, upon completion of the Junior level field education to have basic knowledge of the following Ten Core Competences set forth by the Council on Social Work Education.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

**BSW Junior Level of Field Education Learning Outcomes**

By the end of the junior year, students should be learning to:

1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   - **A. Student demonstrates a beginning level of understanding of advocacy**
     - a. Learning how to assist clients in obtaining needed resources or knowledge of where to obtain this information
     - b. Learning how to advocate for the rights of
     - c. Gaining an awareness of the illogical and unfair systems

   - **B. Student demonstrates beginning level of understanding in personal reflection and self-correction**
     - a. Student is learning to reflect on their personal attitudes, values, and beliefs with regard to how they affect their thinking, behavior and relationships.
     - b. Student is learning to consider ethical issues and practice dilemmas that emerge in practice with clients
     - c. Student is learning to make a commitment to the essential values of social work
C. **Student demonstrates beginning level of understanding of the roles of a social worker (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)**
   a. Student is learning to empathize with clients
   b. Student is learning that client’s well-being and needs are of primary concern
   c. Student is learning to establish professional boundaries with clients to ensure that the focus remains on issues for which clients are seeking help
   d. Student is learning to form productive relationships with colleagues
   e. Student is learning to be goal directed with clients and does not expect to have own emotional needs met through these relationships

D. **Student demonstrates a beginning level of understanding of the importance of professional behavior, appearance and communication**
   a. Student is learning to communicate effectively.
   b. Student is learning to develop positive and cooperative relationships with clients, colleagues, supervisors, faculty and peers
   c. Student is learning to be responsible, reliable and self-directed
   d. Student is learning to exercise self-discipline and control over their own emotions

E. **Student demonstrates a beginning level of understanding that the field of social work requires career-long learning**
   a. Student is learning to identify gaps in knowledge and seek relevant information to achieve competence
   b. Student is learning to seek out learning and professional development opportunities
   c. Student is learning to develop an appreciation for the NASW Code of Ethics
   d. Student is learning to take initiative and willingness to take on responsibilities and assignments

F. **Student demonstrates a beginning level of understanding in the use of Supervision**
   a. Student is learning to prepare an agenda for supervision and asks questions that reveal a desire to learn
   b. Student is learning to demonstrate the ability to accept and utilize constructive feedback during supervision regarding their work, practice behaviors, and attitude in order to improve their performance.
   c. Student is learning to carry over suggestions from supervisory conference to practice
   d. Student demonstrates beginning level ability to function effectively within the structure of social service organizations.
   e. Student demonstrate beginning level skills in their organization of work and management of time in meeting professional responsibilities.

2. **Apply social work ethical principles to guide professional practice.**
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.
   A. **Student demonstrates a beginning level of understanding in:**
      a. The ability to recognize and manage personal values in a way that allows professional values to guide practice
      b. Making ethical decisions by applying standards of the NASW Code of Ethics
      c. The ability to tolerate ambiguity in resolving ethical conflicts
      d. Student is learning to conduct themselves ethically and engaging in ethical decision making.
3. **Apply critical thinking to inform and communicate professional judgments.**
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

   **A. Student demonstrates a beginning level of understanding in:**
   a. Effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

   **A. Student demonstrates a beginning level of understanding in:**
   a. Recognizing the intersectionality of age, class, race, culture, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex and sexual orientation.
   b. Appreciating the importance of multicultural identities in the lives of people.
   c. How one’s own culture, values and beliefs have an impact on their work with clients.
   d. Acknowledging that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
   e. Developing knowledge of self and understanding about the history, values, traditions, artistic expressions and family systems (without generalizing) of the clients they serve.

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

   **A. Student demonstrates a beginning level of understanding of:**
   a. Oppression and discrimination.
   b. Identifying issues of oppression and discrimination in work with their clients.
   c. Human rights, social and economic justices.
   d. The importance of advocating for social justice issues.

6. **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

   **A. Student demonstrates a beginning level of understanding of:**
   a. Distinguishing between fact and opinion in evaluating information.
   b. Understanding the potential ways in which research evidence can be used to inform practice.

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in
which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

A. **Student demonstrates a beginning level of understanding:**
   a. About human behavior across the life span
   b. Social systems and its impact on their clients

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
   Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

   A. **Student demonstrates a beginning level of understanding in:**
      a. How policy effects the well-being of their clients

9. **Respond to contexts that shape practice.**
   Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

   A. **Student demonstrates a beginning level of understanding:**
      a. The importance of seeking out different learning opportunities
      b. The ability to be flexible with the ever changing nature of practice
      c. The ability to tolerate uncertainty
      d. The ability to manage technology, including but not limited to e-mail, electronic medical records, etc.
      e. Understanding the mission, structure and function of the agency

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
    Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and practice behaviors to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

   **Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

   A. **Student demonstrates a beginning level of understanding in:**
      a. Preparing for action with individuals, families, groups, organizations and communities by seeking out existing sources of data, and identifying multiple influences that may be affecting the client system
      b. Uses empathy, genuineness, non-judgmental acceptance and other interpersonal practice behaviors to establish an environment of warmth.
      c. Conveys interest, concern and respect towards their clients
      d. Determining how to enter beginning situations, how to present self and interpret service and one’s role in working with the client
**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

A. **Student demonstrates a beginning level of understanding in:**
   a. Collecting, organizing and interpreting client data, taking into account factors including physiological, psychological socio-cultural, developmental, cognitive, economic, environmental, political, organizational and client readiness
   b. Assessing client strengths and limitations
   c. Recognizing diversity issues including age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex and sexual orientation
   d. Learning about clients using: psychosocial histories, genograms, ecomaps

**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities

B. **Student demonstrates a beginning level of understanding in:**
   a. Demonstrating the capacity to engage in professional transitions and terminations with clients.

**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities

C. **Student demonstrates a beginning level of understanding in:**
   a. Recognizing the importance of on-going evaluation of their practice.

**Foundation Level Learning Outcomes (Senior BSW and 1st Year Masters)**

The Council on Social Work Education (accrediting body for all schools of social work) has established a set of Core Competencies that a student must attain in order for them to be considered ready for practice. Embedded in these 10 Core Competencies are specific “practice behaviors” students must demonstrate in order to prove competent.

These learning outcomes follow the field evaluation guidelines and reflect the practice behaviors of social work practice. Learning how to help people through the methods of direct practice and through work in and with the organizations that are designed to serve them will be assessed. Practice Behaviors also refer to how students use learning opportunities and how they function as members of agencies. Progress in the learning of these practice behaviors is based on the assumption that all social work practice behaviors are learned selectively on a continuum and that students begin this learning as they enter the field and are provided with both educationally sound field assignments and professional supervision.

Students are expected, upon completion of Foundation Level Field Education (end of senior year or end of first year MSW), to attain practice behaviors in the following Core Competencies with associated Practice Behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**
   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

   G. **Student demonstrates beginning advocacy practice behaviors in the following areas:**
      a. The ability to assist clients in obtaining needed resources
      b. Advocating for the rights of clients through direct intervention or empowerment
      c. Awareness of the illogical and unfair systems in order to promote social justice
H. Student demonstrates beginning practice behaviors in personal reflection and self-correction to assure continual professional development
   a. Student is able to reflect on their personal attitudes, values, and beliefs with regard to how they affect their thinking, behavior and relationships.
   b. Student is able to consider ethical issues and practice dilemmas that emerge in practice with clients
   c. Student is able to make a commitment to the essential values of social work

I. Student demonstrates beginning practice behaviors in attending to their professional role (counselor, advocate, educator, negotiator, mediator, facilitator, organizer, researcher, case manager) and boundaries (with clients and colleagues)
   a. Student demonstrates the ability to empathize with clients
   b. Student demonstrates authenticity
   c. Student considers client’s well-being and needs to be of primary concern
   d. Student is able to establish professional boundaries with clients to ensure that the focus remains on issues for which clients are seeking help
   e. Student demonstrates the ability to form productive relationships with colleagues within the agency setting.
   f. Student demonstrates the ability to be goal directed with clients and does not expect to have own emotional needs met through these relationships

J. Student demonstrates beginning practice behaviors in displaying professional demeanor in behavior, appearance and communication
   a. Student is able to communicate effectively.
   b. Student is able to develop positive and cooperative relationships with clients, colleagues, supervisors, faculty and peers
   c. Student is able to be responsible, reliable and self-directed
   d. Student is able to exercise self-discipline and control over their own emotions

K. Student demonstrates beginning practice behaviors and interest in engaging in career-long learning
   a. Student is able to identify gaps in knowledge and seek relevant information to achieve competence
   b. Student is able to demonstrate ability to seek out learning and professional development opportunities
   c. Student is able to develop and enhance professional expertise (NASW Code of Ethics)
   d. Student is able to contribute to the knowledge base of the profession (NASW Code of Ethics)
   e. Student demonstrates initiative and willingness to take on responsibilities and assignments

L. Student demonstrates beginning practice behaviors in the use of Supervision and Consultation
   a. Student prepares an agenda for supervision and asks questions that reveal a desire to learn
   b. Student is able to demonstrate the ability to accept and utilize constructive feedback during supervision regarding their work, practice behaviors, and attitude in order to improve their performance.
   c. Demonstrate capability to link practice with theory
   d. Demonstrate ability to carry over from supervisory conference to practice
2. **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

   **B. Student demonstrates beginning practice behaviors in:**
   a. The ability to recognize and manage personal values in a way that allows professional values to guide practice
   b. Making ethical decisions by applying standards of the NASW Code of Ethics
   c. The ability to tolerate ambiguity in resolving ethical conflicts
   d. The ability to apply strategies of ethical reasoning to arrive at principled decisions.
   e. Knowledge about the value base of the profession, its ethical standards, and relevant law.
   f. Conducting themselves ethically and engaging in ethical decision making.

3. **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

   **B. Student demonstrates beginning practice behaviors in:**
   a. The competency to access, distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
   b. Considering and developing the capacity to analyze various models of assessment, prevention, intervention, and evaluation
   c. Effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Educational Policy 2.1.4—Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

   **B. Student demonstrates beginning practice behaviors in:**
   a. Recognizing the intersectionality of age, class, race, culture, disability, gender, gender identity and expression, immigration status, political ideology, religion, sex and sexual orientation.
   b. Appreciating the importance of multicultural identities in the lives of people.
   c. Understanding how one’s own culture, values and beliefs has an impact on their work with clients.
   d. Acknowledging that as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
   e. Developing knowledge of self and understanding about the history, values, traditions, artistic expressions and family systems (without generalizing) of the clients they serve

5. **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.
B. **Student demonstrates beginning practice behaviors in:**
   a. The application of knowledge in the forms and mechanisms of oppression and discrimination.
   b. Identifying issues of oppression and discrimination in work with their clients
   c. Student is knowledgeable about practices that advance human rights, social and economic justices
   d. Advocating for social justice issues.

6— **Engage in research-informed practice and practice-informed research.**
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

D. **Student demonstrates beginning practice behaviors in:**
   a. Distinguishing between fact and opinion in evaluating data and their own practice.
   b. The ability to use their practice experience to inform scientific inquiry.
   c. Understanding the potential ways in which research evidence can be used to inform practice.
   d. The ability to review developments in individual cases, group or organization and use the framework of ‘evaluation’ to assess the work that has occurred.

7— **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

B. **Student demonstrates beginning practice behaviors in:**
   a. The application of knowledge about human behavior across the life span
   b. Using this knowledge to guide them in the process of assessment, intervention, and evaluation of their client
   c. The application of knowledge of social systems and its impact on their clients
   d. Critiquing and applying their knowledge to understand person and environment.

8— **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

B. **Student demonstrates beginning practice behaviors in:**
   a. Understanding and demonstrating how policy affects the well-being of their clients
   b. Analyzing, formulating and advocating for policies that advance the social well-being of all people
   c. Advocacy for their clients
   d. Collaborating professionally with colleagues and clients for effective social and policy action.

9— **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
B. **Student demonstrates beginning practice behaviors in:**
   a. Seeking out different learning opportunities
   b. The ability to be flexible with the ever changing nature of practice
   c. The ability to tolerate ambiguity
   d. The ability to manage technology, including but not limited to e-mail, electronic medical records, etc.
   e. Understanding the mission, structure and function of the agency
   f. Understanding how legislation and social policy influence the work of the agency
   g. Leadership and the willingness to take on tasks
   h. Understands and demonstrates flexibility in Social Work roles

10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and practice behaviors to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Engagement:** Student engages with Individuals, Families, Groups, Organizations and Communities

B. **Student demonstrates beginning practice behaviors in:**
   a. Substantively and effectively preparing for action with individuals, families, groups, organizations and communities by seeking out existing sources of data, and identifying multiple influences that may be affecting the client system
   b. Uses empathy, genuineness, non-judgmental acceptance and other interpersonal practice behaviors to establish an environment of warmth.
   c. Conveys interest, concern and respect towards their clients
   d. Developing a mutually agreed-upon focus of work and desired outcome
   e. Determining how to enter beginning situations, how to present self and interpret service and one’s role in working with the client

**Assessment:** Student assesses Individuals, Families, Groups, Organizations and Communities

B. **Student demonstrates beginning practice behaviors in:**
   a. Collecting, organizing and interpreting client data, taking into account factors including physiological, psychological socio-cultural, developmental, cognitive, economic, environmental, political, organizational and client readiness
   b. Assessing client strengths and limitations
   c. Recognizing diversity issues including age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion, sex and sexual orientation
   d. Learning about clients using: psychosocial histories, genograms, ecomaps
   e. Assessing possible strategies (feasibility vs. constraints)
   f. Developing mutually agreed on goals and objectives
   g. Selecting appropriate intervention strategies
**Intervention:** Student utilizes intervention strategies with Individuals, Families, Groups, Organizations and Communities

E. **Student demonstrates beginning practice behaviors in:**
   a. Recognizing different uses of varied intervention techniques such as legitimizing, reassuring, universalizing, reflection, role-play, confrontation, insight giving, etc. in working with clients.
   b. Understanding the connection between organizational goals and client-oriented interventions.
   c. Recognizing the differential application of the practice behaviors of negotiating, mediating and advocating.
   d. Demonstrating the capacity to engage in professional transitions and terminations with clients.

**Evaluation:** Student evaluates their work with Individuals, Families, Groups, Organizations and Communities

F. **Student demonstrates beginning practice behaviors in:**
   a. Developing an understanding of basic evaluation concepts.
   b. Demonstrating competence in accessing research knowledge relevant to their practice.
   c. Using research knowledge for the purposes of measurement and monitoring client outcomes.
   d. Recognizing the importance of on-going evaluation of their practice.

**Advanced Year Graduate Students**

I. **INTRODUCTION**

Learning Outcomes for advanced year graduate students are organized to follow the helping phases and learning opportunities identified during the foundation year. Skills in the second year reflect the range and depth of learning in the school's concentration in **Contemporary Direct Practice**.

The Definition of Advanced Contemporary Direct Practice concentration focuses on advanced direct practice with individuals, families, couples, and groups, within dynamic context and challenges of contemporary organizations, diverse populations and changing communities. Through this advanced concentration, students learn to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical.

Advanced contemporary direct practice involves the ability to use individual, group, couple or family intervention, or a combination of these, as clients’ situations require. It builds on the knowledge, values and skills of the generalist foundation, and involves the ability to: conduct in-depth assessments; identify direct interventions based on evidence and/or practice derived knowledge which address the strengths and difficulties highlighted in the assessment; carry out the selected intervention on an advanced level consistent with clients’ unique cultural identity, values and preferences; and evaluate the effectiveness of their practice.

In order to best prepare students to serve clients, our conceptualization of advanced contemporary direct practice requires that interventions are understood within the context of the wider social, cultural, political and economic environment and are specific to agency settings, organizations and client communities. The concentration utilizes a range of theoretical perspectives, including cognitive-behavioral, interactional, organizational, psychodynamic, and systems to describe phenomena and inform interventions.
Upon completion of the concentration in advanced contemporary direct practice, graduates are able to:

A. Apply the knowledge, skills and values of advanced social work practice with individuals, families, couples and groups within the organizational and community contexts of their practice settings.

B. Critically select and apply appropriate evidence based and practice-derived knowledge to their advanced social work practice with individuals, families, couples and groups.

C. Demonstrate knowledge and skills in their advanced social work practice with individuals, families, couples, and groups related to gender, age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, race, religion and sexual orientation.

D. Perform advanced biopsychosocial diagnosis and assessment of individuals, families, couples and groups.

E. Design and implement advanced practice interventions with individuals, families, couples, and groups.

F. Enhance their practice effectiveness through systematic evaluation of their interventions and application of evidence-based and practice-derived knowledge.

G. Practice in an ethical, self-reflective, and autonomous manner and use consultation and supervision appropriately.

The advanced concentration in contemporary direct practice consists of six academic courses and a minimum of 600 hours of field instruction. It includes three method-based practice course in advanced individual, couple, family, and group modalities (concurrent with field), and course in the organizational context of practice, assessment and diagnosis and research.

By completion of the second year of graduate study, students should demonstrate consistency in the application of skills at a satisfactory level, the capacity to effectively integrate the art and science of the professional helping process, and to take responsibility for continuing learning needs.

II. STEPS IN THE DEVELOPMENT OF SKILLS IN THE ADVANCED YEAR

By the end of the advanced graduate year, the student should be able to:

A. In the first few weeks of field instruction, second year students often need assistance in relearning and adapting their skills to their new field placement.

B. During the first semester of the second year, the student’s skill development will be uneven. She/he will often see practice issues or alternatives in hindsight, and the expectation should be that s/he can apply this knowledge or insight in a future encounter.

C. By completion of graduate studies the student will:
   1. Demonstrate consistency in the application of a satisfactory level of skills in many areas of practice;
   2. Demonstrate initiative and comfort in knowing when and how to seek help;
   3. Will reflect the integration of technical skills with his/her individual style (the art and the science of social work)
III. SKILLS IN ADVANCED PRACTICE WITH INDIVIDUALS

By the end of the advanced graduate year, the student should be able to:

A. *Pre-engagement and preparatory skills* (Skills utilized before meeting the client)

1. Seek out and utilize existing sources of data;
2. Assume increasing initiative for anticipating client’s perceptions of asking for service;
3. Assume increasing initiative for anticipating how client might perceive own needs;
4. Assume increasing initiative for anticipating how client might perceive agency;
5. Assume increasing initiative for anticipating what client might view as solution to problems;
6. Incorporate social work values and ethics in planning initial client contacts.

At the beginning of the year, the student will need help and review from the field instructor in identifying and anticipating these factors during the preparatory period. By the end of the year, the student should be largely self-directive in considering these factors and how they affect both the worker’s and client's entry into initial contacts and responsiveness during ongoing contacts.

B. *Skills of the Beginning Phase: Engagement, Exploration, Contracting*

**Engagement skills**

1. Establish an environment of warmth, support and acceptance;
2. Convey interest and capacity to help;
3. Demonstrate ability to address and follow up on client’s identified needs;
4. Empathize non-stereotypically with client’s concerns;
5. Display understanding of cultural diversity factors (e.g., race, ethnicity, sexual orientation, gender, socioeconomic class) on client’s participation and presentation;
6. Interpret and respond to nonverbal cues toward developing working alliance;
7. Engage in medium most comfortable for client, including nonverbal techniques.

**Exploration Skills**

1. Communicate curiosity about client’s story;
2. Listen and respond to overt and hidden cues;
3. Elicit relevant feeling and data, using connections to further exploration;
4. Use informed understanding of cultural diversity factors to further exploration;
5. Ask appropriate open-ended questions;
6. Demonstrate capacity to time questions appropriately;
7. Offer clients rationale for asking questions;
8. Pose questions in a manner that clients can understand;
9. Help clients elaborate on responses to obtain better understanding;
10. Utilize clinical judgment to select areas for further exploration;
11. Maintain focus while remaining open to client’s agenda.

C. *Contracting Skills*

1. Help voluntary clients elaborate on concerns;
2. Clarify services to potential clients in outreach efforts;
3. Help mandatory clients connect offered services in relation to own perceptions of needs;
4. Consider client’s perception of needs in response to offered services;
5. Arrive at mutual understanding of client’s needs and agency’s services;
6. Mediate between agency and clients to develop needed resources
7. Accept client’s decision to reject services;
8. Re-contract with clients as needed;
9. Plan initial tasks with clients;
10. Demonstrate self-awareness and understanding of own agenda.

D. Assessment Skills

1. Elicit relevant feelings and data, using connections between them to further assessment;
2. Distinguish between fact and opinion in evaluating data;
3. Apply informed understanding of cultural diversity factors to develop assessment;
4. Distinguish between external and internal sources of stress;
5. Weigh influence of available support systems;
6. Assess problems and interventions transactionally;
7. Enlist client’s participation in assessment process;
8. Formulate intervention plan based on assessment;
9. Review case developments;
10. Move from general to specific in applying advanced assessment skills differentially to clients.

E. Intervention Skills in Ongoing Work with Clients

Intervention skills are evident in all phases of the helping process and take on particular prominence in the middle phase.

1. Identify client’s strengths, capacities and efforts;
2. Feel and convey empathy to client;
3. Utilize clinical judgment to point out discrepancies between verbal and nonverbal behaviors;
4. Display informed understanding of cultural diversity factors when making interventions;
5. Increasingly encourage expression of range of feelings;
6. Recognize and use themes from session to session;
7. Demonstrate ability to offer resources and referrals as needed;
8. Demonstrate ability to offer new perspectives for viewing problems;
9. Appropriately partialize issues;
10. Appropriately generalize issues;
11. Reach for negatives;
12. Sustain ambiguities;
13. Demonstrate expanding and differential use of range of intervention techniques, such as reflection, role-play, confrontion, et cetera.

In the beginning weeks, students may reflect a self-referential quality to their work, but by year’s end should be fully client oriented. Many interventions will not be carried out effectively in initial encounter, but after conference or reflection, student should increasingly return to the next encounter to carry out the newly identified intervention. By year’s end, student should develop practice principles, apply relevant research findings and transfer learning from one case situation to another.
F. Skills in Termination or Transfer

1. Display sensitivity to client needs in timing of termination;
2. Show growing self-awareness about separating from client;
3. Communicate own feelings to client genuinely and helpfully;
4. Anticipate range of client feelings about termination;
5. Recognize overt and subtle ways clients display feelings about termination;
6. Elicit client’s reactions to termination over period of time;
7. Help client reflect about meaning of work done together;
8. Plan alternative resources for clients who need ongoing service;
9. Implement alternative resources for clients who need ongoing service.

IV. SKILLS FOR WORK WITH COUPLES AND FAMILIES

By the end of the advanced graduate year, the student should be able to:

G. Pre-Engagement And Preparatory Skills

1. Anticipate clients’ concerns about participating in family or couple meetings;
2. Use informed understanding of cultural diversity factors in planning family or couple meetings;
3. Anticipate family or couple members differing perspectives on problems;
4. Display understanding of different role relationships in family or couple;
5. Display understanding of different developmental levels of family or couple members;
6. Plan for first family or couple interview so that all members, including children, will experience contact as positively as possible.

H. Engagement, Contracting And Exploration Skills

1. Display empathy for each family or couple member;
2. Apply cross-generational frame of reference in engaging family or couple;
3. Apply informed understanding of cultural diversity factors in engaging family or couple;
4. Express validation to each member;
5. Express validation to family or couple system;
6. Express validation of family or couple system’s social networks;
7. Present purpose of family or couple meeting clearly and specifically;
8. Develop atmosphere in which family or couple members feel safe to express themselves;
9. Demonstrate ability to gather information about family or couple communication;
10. Demonstrate ability to gather information about family or couple structure.

I. Assessment Skills

1. Display increased understanding of family or couple dynamics;
2. Apply informed understanding of cultural diversity factors and their influence on family or couple dynamics, structure and communication;
3. Demonstrate understanding of family or couple structural aspects;
4. Demonstrate understanding of family or couple communication patterns.

J. Intervention Skills

1. Help family or couple members cope with current life problems;
2. Utilize informed understanding of cultural diversity factors in family or couple interventions;
3. Facilitate family or couple communication;
4. Help family or couple members voice differing perspectives;
5. Demonstrate beginning facility using range of family/couple strategies;

Show understanding of ethical questions in working with families related to confidentiality, family secrets, reporting suspected child abuse or neglect, and confronting suspected domestic violence.

V. SKILLS IN WORK WITH GROUPS

By the end of the advanced graduate year, the student should be able to:

K. Group Formation Skills

1. Display understanding of impact of diversity (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion and sexual orientation) on group planning, assessment and intervention;
2. Identify a client need for organizing a group;
3. Determine group purpose;
4. Establish composition, structure and length of service.
5. Anticipate client concerns about joining group;
6. Display ability to help clients identify how group could address their identified needs;
7. Apply informed understanding of cultural diversity factors as they influence clients’ group entry.

L. Contracting skills

M. Assessment skills

1. Display proactive awareness of ethical values and conflicts possible in group work;
2. Display understanding of cultural diversity factors as they influence group stages, structure, norms, interactions, communication patterns and leadership roles;
3. Assess stages of group development;
4. Assess group structure;
5. Assess group norms;
6. Assess group interactions;
7. Assess group communication patterns;
8. Assess group leadership roles.

N. Engagement skills

1. Scan group to observe and maintain contact with all members;
2. Utilize informed understanding of cultural diversity factors as they influence members’ ability to engage in group;
3. Develop ability to identify with each participant;
4. Engage in medium most comfortable to group members.

O. Skills for facilitating the work of the group

1. Show understanding of role of social worker as change agent to promote social justice, equity, right social wrongs, enhance functioning and improve social conditions through group practice;
2. Develop creative ways to help members know one another;
3. Direct members’ transactions to each other’s;
4. Invite members to build on each other’s contributions;
5. Reinforce mutual support and assistance norms;
6. Help members develop group sanctions;
7. Encourage collective actions and activities;
8. Clarify members’ tasks and role responsibilities;
9. Structure collective decision-making;
10. Identify and focus on salient group themes;
11. Facilitate expression of clashing perceptions;
12. Invite individual members to participate;
13. Utilize clinical judgment to facilitate members’ participation based on individual style and readiness;
14. Demonstrate creativity in using range of strategies to help members address problems.

P. Addressing obstacles to mutual support and the work of the group

1. Identify maladaptive patterns;
2. Challenge collective resistance;
3. Identify common perceptions;
4. Lend support;
5. Support willingness to take risks;
6. Show beginning ability to evaluate effectiveness of practice with groups.

VI. PROFESSIONAL VALUES AND ETHICS

By the end of the advanced graduate year, the student should be able to:

1. Demonstrate understanding of social work values, ethical principles and standards of the profession and apply them in advanced social work practice
2. Understand and practice in accordance with the NASW Code of Ethics
3. Identify and address ethical dilemmas as they emerge in student practice
4. Demonstrate deepening self-awareness of personal values and biases and prevent/resolve their intrusion into practice
5. Demonstrate commitment to ongoing/lifelong professional development
6. Identify gaps in knowledge and seek relevant information to achieve practice competence

VII. USE OF LEARNING OPPORTUNITIES

By the end of the advanced graduate year, the student should be able to:

Q. Use of field instruction conference(Supervision)

1. Take increasing responsibility for initiating direction of own learning;
2. Formulate questions about client needs;
3. Formulate questions about agency operation;
4. Formulate questions about gaps in service;
5. Demonstrate capacity to disagree appropriately with field instructor;
6. Engage in critiques of own practice;
7. Elaborate how own feelings and attitudes influence a specific transaction;
8. Display understanding of difference between own intention to help and client’s perceptions of student’s efforts to help.
R. **Use of Process recordings**

1. Demonstrate ability to write narrative process record including selective observations, selective dialogue, interaction, impressions, and questions;
2. Demonstrate ability to write summary records;
3. Demonstrate ability to write logs;
4. Demonstrate ability to write correspondence;
5. Use process recording as major focus of conference.

S. **Use of other learning opportunities**

1. Prepare for other learning opportunities, such as case conferences, staff meetings, grand rounds, et cetera;
2. Seek out such opportunities for consultation and contribution;
3. Distill what is applicable and useful;
4. Respond to others’ perceptions;
5. Offer ideas or support to others;
6. Present and defend own position.

T. **Use of faculty field liaison**

1. Demonstrate initiative in bringing fieldwork and academic concerns to faculty field liaison’s attention.

VIII. **SKILLS IN ORGANIZATION OF WORK**

By the end of the advanced graduate year, the student should be able to:

1. Demonstrate ability to organize work.
2. Make effective use of time.
3. Meet administrative deadlines.
4. Meet recording deadlines.
5. Set priorities.
6. Organize materials.
7. Display organizational flexibility.

IX. **SKILLS IN ORGANIZATIONAL INVOLVEMENT**

By the end of the advanced graduate year, the student should be able to:

1. Demonstrate knowledge of how social policies influence service delivery.
2. Demonstrate knowledge of how organizational structures influence service delivery.
3. Display understanding of gaps in service.
4. Identify problems in organizational terms.
5. Demonstrate initiative in influencing agencies’ processes on behalf of client needs.
6. Function effectively in interdisciplinary work.
Administrative Policies and Procedures

SCHEDULES AND HOURS OF FIELD WORK

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.

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Annual # of Field Hours</th>
<th>Days per Week</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>300</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Seniors</td>
<td>400</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Foundation &amp; Advanced Year Graduate Students*</td>
<td>600</td>
<td>2 to 3</td>
<td>14** to 21</td>
</tr>
<tr>
<td>OYR (One Year Residency Students)***</td>
<td>900</td>
<td>3 to 4</td>
<td>30</td>
</tr>
</tbody>
</table>

* 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.

**Students who elect the extended model must register for an extended field class section and will receive a grade for the fall semester in February and for spring semester is August. Extended students will be charged a continuous matriculation fee of $150.00 per semester(s) during which they are in a field placement.

***One Year Residency (OYR) students may elect to complete the 900 hour OYR field requirement at 30 hours per week for the fall and spring semester –or- 21 hours per week fall and spring and 24 hours per week during the summer.
Students do not end their field placement when the minimum number of hours are completed, but remain in placement until the formal end of the field work term, the last day of the semester (Refer to yearly field work calendar). Students must make up any time falling below the requirement due to holidays, illness, or emergencies. Students and field instructors should maintain an attendance sheet to ensure that the minimum number of hours is completed. Attendance sheets are available online.

Student schedules are organized within agency hours. Students may be asked to work some evening and/or weekend hours. With the exception of juniors, students are usually in the field on Mondays. If any agency is open less than eight hours a day (e.g., a School system), field instructors may arrange for students to do a required number of hours of process recording at home to meet minimum hourly requirements.

Students changing their contracted field hours (i.e., from 14 hrs. to 21 hrs. or 21 to 14) MUST obtain approval from their field instructor, faculty field liaison and the Director of Field Education. Changing hours involves administrative involvement, including changing the course number. The student and faculty field liaison must submit this request in writing to the Director of Field. The Director will then submit the necessary paperwork to the Provost and Registrar.

**Student Attendance at School Committees or Special Student Campus Programs**

A student may be excused from field placement one-half day per month to participate in School committee work or to attend special programs on campus. In addition, a full day required educational program for all students is scheduled early in the spring semester. This time is credited toward field work hours.

** Strikes or Other Labor Disputes by Agency Personnel**

In the event of a work slowdown, work stoppage or strike by agency personnel, the Field Education Department should be notified preceding the action if possible or immediately upon its occurrence. The decision as to whether or not students continue at the agency during a strike rests with the School's administration, not with the agency. The School has as its objective the protection of the student's educational experience and makes a decision based on this principle. A decision is made separately for each strike action depending upon the individual situation and is communicated to the agency.

The School will also communicate its decision to students and plans for their conferring with agencies about any special needs of their clients. The School will also discuss opportunities for students' participation in alternative learning experiences during the labor dispute. Any student who asks, in good conscience, for permission not to be forced to continue placement during the course of a strike should be respected. However, discussion should ensue with the field instructor and faculty field liaison as to how professional responsibilities will continue to be carried out to clients.

In past years, the graduate schools of social work in the New York City metropolitan area have usually acted jointly in deciding whether or not students continue field instruction during a strike and it is anticipated that this practice will remain.

**Home Visits**

If students are assigned home or outside community visits, agencies are expected to take appropriate measures to ensure the safety of students. Any difficulties in agency/student planning or policy on home/community visiting should be raised with the student's faculty field liaison or with the Field Education Department.

Students and agencies may want to consider the following guidelines in planning home or community visits:

1. Students should consider visits between the hours of 9 AM and 4 PM.
2. Visit with an escort or co-worker in high risk areas.
3. Plan a route in advance. Use main streets for walking and stay away from entrances.
4. In subway travel, enter the middle car of the train where a conductor is present.
5. Consider meeting a client in a community meeting place (e.g. church, community center) if it is appropriate and also feasible for the client.
6. If it is unsafe to enter a building alone, ask a community member of client to meet and accompany you.
7. Carry official identification or a letter that establishes your status as an agency representative.
8. Use care in carrying purses and avoid expensive jewelry.
9. Use caution in entering empty elevators.
10. In planning trips for client groups, arrangements should be made to have a person available to help in emergencies. (e.g. another worker).

Transportation and Reimbursement

Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director for Field Education. Students should not use their own vehicle to transport clients. Students may however, drive an agency owned vehicle if they have the appropriate license and agency approval.

Malpractice Insurance Coverage

All students enrolled in field work are covered by the University for Professional Liability of $1,000,000 per incident and $3,000,000 aggregate.

Affiliation Agreements

Agencies that are required to maintain a formal affiliation agreement with the School can request and arrange this agreement with the Field Education Department. The School maintains a standard affiliation agreement and process with the University for execution. Agencies wishing to make an addendum or agreements which are subject to Agency legal review will require more discussion with the School and extensive legal review by the University. Such agreements will take longer to process. Otherwise, standard affiliation agreements can usually be processed within 30 days of receipt.

Identification of Student Status

It is the policy of the School and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

Disabilities

The School of Social Work will work with agencies to plan and make reasonable accommodation to the needs of students with disabilities registered with the University’s Office of Disability Support Services.
**Tuition Remission Policy - Application Instructions**

1. 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:
   
a. one-half (.50) credits per semester supervision of a junior student.
   b. one credit (1.0) credits per semester supervision of a senior or masters student.

2. 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.

3. Individuals are limited to a maximum of 6 credits of tuition remission in any one semester.

4. Tuition remission credits **expire two years** from the date they are earned.

5. Students 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.

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 Ms. Pat Durecko at the School of Social Work: 516/877-4383 to request an application.**

7. Only the original approved Application for Tuition Remission shall be accepted by the University for satisfaction of tuition charges.

8. Tuition remission applies to tuition only; recipients of approved tuition remission remain responsible for all other fees associated with course registration.

9. Tuition remission credits do not apply to persons who are employed full-time by Adelphi.

10. Tuition remission credits may be used for the following:
    
    o Any course offered by the University providing the student meets the admission requirements for the course.
    
    o Continuing Education Certificate Programs to satisfy up to 30% of the program cost per semester to a maximum of 6 graduate credit equivalents.
    
    o There is a processing fee of $25. Checks must accompany the application form. Field Instructors are eligible for one $25 coupon annually to be used for a discount for any of Adelphi University School of Social Work continuing education seminars.
**Students Experiencing Difficulty In The Field**

The School has policies and procedure to assist and address difficulties students may experience in their field placement. Students who are experiencing difficulty are expected to first contact their field instructor and then their faculty field liaison. S/he will assist in understanding the nature of the difficulty, what options exist and determining what next steps or plans to pursue.

One possible issue students may need to discuss with their faculty liaison pertains to the quality of their learning experience in the field, such as the quantity and suitability of their assignments or the availability and helpfulness of field instruction. After carefully exploring the problem, faculty field liaisons may assist the student in raising the issue at the Agency, and/or (with the student's knowledge) they may directly contact the appropriate personnel at the Agency, and/or they may consult with the Field Department.

Circumstances in one's current life situation or a reconsideration of one's educational/career plans may lead to a decision to request a leave of absence, to request a change from full-time to part-time status, or to withdraw from the School. Concurrently, the faculty liaison and field instructor should maintain contact and arrange a plan that ensures the student will terminate his/her work in a professionally responsible manner with clients and the Agency.

If a student is identified as being at risk or unable to meet the expected level of performance as defined in the Field Education Manual or appropriate professional/educational standards, the student and field instructor are expected to initiate immediate contact with the faculty field liaison. Every effort should be made to understand the difficulty and to provide the student and field setting with necessary supports and specific guidelines for amelioration or resolution.
STUDENT AGENCY ORIENTATION CHECKLIST*
The following items must be discussed in person by the Field Instructor/Agency and the student to orient the student to the Field Placement Agency.

Agency Overview
- Review agency mission /purpose statement/philosophy/goals.
- Review organizational structure.
- Review the funding auspices and staffing patterns of the agency.
- Review the role of the agency in relation to the community and its resources.
- Review the identified program(s) or service area(s) where the student is assigned.

Agency Policies and Protocols
- Review agency policies and procedures manual.
- Review telephone and communication policies/computer utilization, including cell phones and email.
- Review internal communications.
- Review office procedures, supplies, and provisions.
- Review parking details and mileage policy.
- Review work schedule, including late arrivals, absenteeism, lunchtime, and breaks.
- Review agency, department, and/or program meeting schedule.
- Review intake, admissions, eligibility, registration, and informed consent policies and procedures.
- Review information and referral policies.
- Review client fees and payment schedule.
- Review forms for documentation/accountability/utilization review.
- Review client records and charting policies and procedures.
- Review all laws, ethical codes, and social work values regulating social work practice.
- Review confidentiality, privileged communication, and release of information, and legal exceptions to confidential information.
- Review reporting laws and protocol, including child abuse/neglect, elder/dependent adult abuse/neglect.
- Review high risk/dangerous client laws, including suicide, Tarasoff statute.
- Review client emergency protocol.
- Review agency policy regarding safety and security procedures and protocol, including disaster preparedness, e.g. personal safety; agency safety; community safety, etc.
- Review policy regarding risk management and safety plan(s).
- Review agency policy regarding harassment and discrimination.
- Review agency policy regarding Americans with Disabilities Act.
- Review agency policy regarding HIPAA regulations and legislation.
- Review agency policy regarding OSHA.

Field Instructor / Student Responsibilities
- Review role, responsibilities, and expectations of student interns in the agency operation.
- Review role and responsibilities of field instructors and task supervisors (if applicable).
- Review supervision orientation, preparation and expectations for supervision, and supervision schedule.
- Review emergency consultation with field instructor protocol.
Review process recordings and schedule.
Review agency orientation, training, and staff development opportunities (if applicable).
Review plan for diversity/multi-cultural experiences.
Review plan for monitoring of student hours (by both field instructor and student), Adelphi Attendance sheet.
Review how student will represent professional self and identifying self as a social work intern with clients, staff, and professionals.
Review scope of practice within the agency and as a social work student.
Review professional boundaries in the students’ relationships with clients, collateral clients, agency staff, etc.

Faculty Field Liaison Responsibilities
- Telephone field instructor during 1st to 3rd week of field placement and introduce self as agency liaison.
- Contact student during 2nd to 3rd week of field placement.
- Serve as educational resource and consultant to field instructor.
- Meet with student regarding any academic or field education concerns.
- Act as liaison between school and agency by communicating and clarifying information.
- Develop Educational Contracts with student when needed.
- Enter grades
- Provide Academic Advisement and approve course work
- Complete Employment Reference for Graduating Students

*Adapted from: San Diego State University School of Social Work*
**ASSIGNMENT PLANNING SHEET**

Please feel free to use this form as a guide to developing student assignments and for completion of the Six Week assignment form.

**Micro Practice (check as many as apply)**

- [ ] individual
- [ ] family
- [ ] short-term
- [ ] long-term
- [ ] case management
- [ ] advocacy
- [ ] home visiting
- [ ] bio-psychosocial assessment
- [ ] multi-axial diagnosis
- [ ] treatment planning
- [ ] crisis intervention
- [ ] interdisciplinary collaboration
- [ ] information and referral
- [ ] psycho-education
- [ ] substance abuse monitoring

**Mezzo Practice**

**Types of Groups**

- [ ] short-term
- [ ] long-term
- [ ] milieu treatment
- [ ] problem solving
- [ ] psychoeducation
- [ ] behavioral change
- [ ] task focused
- [ ] socialization

**Group Leadership**

- [ ] sole worker
- [ ] co-leadership
- [ ] with field instructor
- [ ] with other staff
- [ ] with other student
- [ ] observe only

**Group Development**

- [ ] New Group
- [ ] Existing Group
- [ ] Student Developed

**Macro Practice (check as many as apply)**

- [ ] public presentations
- [ ] work with volunteers
- [ ] cause advocacy
- [ ] social action/reform
- [ ] work with coalitions
- [ ] grant writing
- [ ] fund raising
- [ ] lobbying
- [ ] voter registration
- [ ] community education
- [ ] resource development
- [ ] needs assessment
- [ ] inter-org.
- [ ] program development
- [ ] administration
- [ ] budgeting
Social Work Skill Sets

These skills are from Barry Cournoyer’s The Social Work Skills Workbook (1996/2nd edition).

Generic Social Work Skills (apply throughout all phases and processes)

- Self-understanding
- Self-esteem
- Acceptance of others
- Responsible assertiveness
- Self-control
- Talking and Listening
- Voice, speech and language
- Body language
- Active listening
- Ethical Decision Making
- Understanding the legal duties of professional helpers
- Understanding the fundamental values and ethics of social work
- Identifying ethical and legal implications
- Ethical decision making

Phase Specific Skills

- Preparing
  - Preparatory reviewing
  - Preparatory exploring
  - Preparatory consulting
  - Preparatory arranging
  - Preparatory empathy
  - Preparatory self-exploration
  - Centering
  - Preliminary planning and recording
- Beginning
  - Introducing
  - Describing initial purpose
  - Outlining roles
  - Discussing policy and ethical factors
  - Seeking feedback
- Exploring
  - Probing
  - Seeking clarification
  - Reflecting content
  - Reflecting feelings
  - Reflecting meaning
  - Partializing
- Assessing
  - Organizing descriptive information
  - Formulating a tentative agreement
- Contracting
  - Reflecting
  - Sharing your view
  - Specifying what to work on
  - Establishing goals
  - Developing an approach
  - Identifying action steps
  - Planning for evaluation
  - Summarizing the contract
- Working and evaluating
  - Rehearsing action steps
  - Reviewing action steps
  - Evaluating
  - Educating
  - Advising
  - Reframing
  - Confronting
  - Pointing out transitions/endings
  - Progress recording
  - Ending
  - Reviewing the process
  - Final evaluating
  - Sharing ending feelings and saying goodbye
  - Recording the closing summary
Tips for Developing a Professional Identity

Students in the Adelphi University School of Social Work are in the beginning phase of developing their professional identity. Your time in the School will assist you in becoming a professional social worker. Students are expected to develop their professional identity in the classroom, in your field placement, and in your interactions with the school. Attention to these tips will assist you in the growth of your identity as a person and professional.

1. Self-Awareness- Learn about yourself
   - Start becoming aware of how your values, attitudes, beliefs; emotions and past experiences affect your thinking, behavior and relationships.
   - Listen to constructive criticism and try not to be defensive.
   - Examine and change your behavior when it affects your work with clients and other professionals.

2. Professional Behavior and Commitment
   - Read and adhere to the professions code of ethics by respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time.
   - Recognize the importance of taking care of you.
   - It’s important for you to develop positive and cooperative relationships with faculty, field educators, administrators, colleagues and peers.
   - Students that excel, demonstrate a strong commitment to the goals of social work and to the ethical standards of the profession.
   - Make a conscious and deliberate commitment to the essential values of social work, which are the dignity and worth of every individual and his/her right to just share of society's resources.

3. Interpersonal and Communication Skills
   - It is important for you to communicate sensitively and effectively with other students, faculty, staff, clients and other professionals.
   - Be clear and concise.
   - It’s also important to demonstrate compassion, empathy, altruism, integrity, and respect for and consideration of others.
   - Feel free to express your ideas and feelings clearly and demonstrate a willingness and ability to listen to others.

4. Acceptance of Diversity
   - Demonstrate an appreciation of the value of human diversity by serving in an appropriate manner all persons in need of assistance, regardless of the person's; age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation and value system.
   - Make an effort to comprehend another individual's way of life and values.
   - Communicate empathy and support to the client as a basis for a productive professional relationship.

5. Knowledge Base for Social Work Practice
   - Be impartial in evaluating clients and their situations.
   - Learn about the social, behavioral, and biological science theory and research.
   - This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions and evaluation of practice.
### Helpful Comments for Students’ Process Recordings

#### Questions that Probe Reasons and Evidence

<table>
<thead>
<tr>
<th>Questions of Clarification</th>
<th>Questions that Probe Assumptions</th>
<th>Questions that Probe Reasons and Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you mean by ____?</td>
<td>What are you assuming?</td>
<td>What would be an example?</td>
</tr>
<tr>
<td>What is your main point?</td>
<td>What is Jenny assuming?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>How does _____ relate to _____?</td>
<td>What could we assume instead?</td>
<td>Why do you think that is true?</td>
</tr>
<tr>
<td>Could you put that another way?</td>
<td>You seem to be assuming _____. Do I understand you correctly?</td>
<td>Do you have any evidence for that?</td>
</tr>
<tr>
<td>Is your basic point _____ or _____?</td>
<td>All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ instead of _____?</td>
<td>What difference does that make?</td>
</tr>
<tr>
<td>What do you think is the main issue here?</td>
<td>You seem to be assuming _____. How do you justify taking that for granted?</td>
<td>What are your reasons for saying that?</td>
</tr>
<tr>
<td>Let me see if I understand you; do you mean _____ or _____?</td>
<td>Is that always the case? Why do you think the assumption holds here?</td>
<td>What other information do you need?</td>
</tr>
<tr>
<td>How does this relate to our problem/discussion/issue?</td>
<td>Why would someone make that assumption?</td>
<td>Could you explain your reasons to us?</td>
</tr>
<tr>
<td>What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?</td>
<td></td>
<td>Are these reasons adequate?</td>
</tr>
<tr>
<td>Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?</td>
<td></td>
<td>Why do you say that?</td>
</tr>
<tr>
<td>Could you give me an example?</td>
<td></td>
<td>What led you to that belief?</td>
</tr>
<tr>
<td>Would this be an example, . . .?</td>
<td></td>
<td>How does that apply to this case?</td>
</tr>
<tr>
<td>Could you explain this further?</td>
<td></td>
<td>What would change your mind?</td>
</tr>
<tr>
<td>Would you say more about that?</td>
<td></td>
<td>But, is that good evidence for that belief?</td>
</tr>
<tr>
<td>Why do you say that?</td>
<td></td>
<td>Is there a reason to doubt that evidence?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Who is in a position to know that is true?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What would you say to someone who said that ____?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can someone else give evidence to support that view?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>By what reasoning did you come to that conclusion?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How could we find out if that is true?</td>
</tr>
<tr>
<td>Questions about Viewpoints or Perspectives</td>
<td>Questions that Probe Implications and Consequences</td>
<td>Questions about the Question</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>The term &quot;imply&quot; will require clarification when used with younger students.</td>
<td>How can we find out?</td>
<td></td>
</tr>
<tr>
<td>What are you implying by that?</td>
<td>What does this question assume?</td>
<td></td>
</tr>
<tr>
<td>When you say _____, are you implying _____?</td>
<td>Would _____ ask this question differently?</td>
<td></td>
</tr>
<tr>
<td>But, if that happened, what else would happen as a result?</td>
<td>How could someone settle this question?</td>
<td></td>
</tr>
<tr>
<td>What effect would that have?</td>
<td>Can we break this question down at all?</td>
<td></td>
</tr>
<tr>
<td>Would that necessarily happen or only possibly/probably happen?</td>
<td>Is this question clear? Do we understand it?</td>
<td></td>
</tr>
<tr>
<td>What is an alternative?</td>
<td>Is this question easy or hard to answer? Why?</td>
<td></td>
</tr>
<tr>
<td>If _____ and _____ are the case, then what might also be true?</td>
<td>Does this question ask us to evaluate something? What?</td>
<td></td>
</tr>
<tr>
<td>If we say that _____ is ethical, how about _____?</td>
<td>Do we all agree that this is the question?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To answer this question, what other questions must we answer first?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How would _____ state the issue?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why is this issue important?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is this the most important question, or is there an underlying question that is really the issue?</td>
<td></td>
</tr>
</tbody>
</table>

HANDOUT A: DEFINITION OF GENERALIST SOCIAL WORK PRACTICE*

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development.

Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

*Handout drawn from definition adopted by Adelphi University School of Social Work
MACRO approach = looking at factors in the environment that contribute to a problem, and using our skills to help change the environment.

Two Macro Approaches covered in this handout are:

- **Practice in Organizations (Agency Practice)**
- **Community Practice (Community Organization)**

### 1. Practice in Organizations (Agency Practice): Assessment and Intervention

**Assessment** involves analyzing the components of formal organizations, to effect changes in:

- Agency policies and services (Examples: loss of benefits, poor or inadequate services)
- Broader social policies that affect clients in your agency (Example: new welfare law means you must now add job training to your agency’s mission)
- The work culture that influences staff relationships at your agency and other agencies/institutions.

To assess an organization, examine its:

**Goals**: Beyond “serving clients”, most agencies have other goals as well, some **Official** (=broad goals articulated in mission statements) and some **Operative** (=goals that tell you how daily decisions are made about programs, resource allocation, etc.)

**Structures**: How the agency is organized. Agencies have:

- **Formal Structures** (=roles and structures that are fairly well set in the agency). Job titles, descriptions, roles and specializations, organizational chart of who reports to whom, who makes which decisions, how planning and budgeting are handled, etc.
- **Informal Structures** (=the unofficial interaction that goes on in the agency). Who do people go to for support and advice, who interacts with whom, who do people listen to, how does the work actually get done, what is the culture of the agency, as expressed in the staff’s daily activities. Are the values as stated or implied in the mission statement the values that get played out in day to day operations? What’s the management or leadership style? What improves or impairs the ability of the organization to accomplish its mission?

**Intervention** in Agency Practice involves using macro skills such as:

- **Initiating**: Calling attention to a problem, issue or need
- **Advocacy**: Speaking out on behalf of client, on a Case or Cause level.
- **Outcome Evaluation**: Using evidence-based practice evaluation to make appropriate changes
- **Influencing/Persuading**: Making your cause known and getting people to agree with you
- **Consulting**: Providing ideas to organizations
- **Mediating**: Presenting organization’s views to others without coloring them with your own opinions

C. **Steps to Take in Organizational Assessment/Intervention**:

- Define the problem
- Read the agency
- Pinpoint feasible solutions
- Select a change strategy
- Prepare the agency and staff members for a change
- Initiate the change strategy
- Monitor, evaluate, and revise strategy as needed

### 2. Community Practice (Community Organization): Assessment and Intervention

Involves affecting change in and on behalf of the greater community.

**Assessment** in Community Practice involves understanding and analyzing a community’s:
• Physical setting
• History
• Demographics
• Cultural factors
• Economic & Political systems
• Social Systems (What are opportunities for socialization and social participation)?
• Educational Systems
• Human Service Systems

Note: Some communities are defined not by geography but by interest or need (examples: welfare rights communities, gay rights communities).

Intervention in Community Practice depends on which model of community practice you use, which itself depends on your community assessment. Three examples of Models for Community Practice are:

1. **Social Planning**: Problem solving on the community level. Are there a lot of drug addicts in your neighborhood but no services for them? Is there inadequate housing? Is there no grocery store for 10 miles? Roles played: fact-gatherer, data analyst, facilitator, planner, coordinator, and possibly, program implementer.

2. **Social Action**: Facilitates social justice by changing policies or otherwise protecting low-income or low-power groups. Involves advocacy around special populations, political and legislative action, networking with other groups. Your roles: negotiator, persuader, advocate, broker, agitator.

3. **Neighborhood and Community Organizing**: Assists local residents in gaining power to influence their environment. Unlike social planning, which may involve unmet needs more than urgent problems, the assumption here is that a group not perceived to have a strong power base has a pressing problem, and resistance by the powers-that-be is expected. Intervention might involve:
   • Raising the consciousness of the community to the problem and the causes of the problem
   • Enhancing self-efficacy of the community
   • Identifying issues and developing strategies
   • Putting together coalitions
   • Assisting residents to gain political power
   Your roles: organizer, facilitator, coach, teacher.

** Note: As with Organizational Practice, evaluating the effectiveness of assumed strategies and roles should be an integral part of any community intervention.

Sources:

*Handout developed by Judy Fenster, Ph.D., School of Social Work, Adelphi University, based on sources cited above*
Expanding Organizational and Community Assignments in Social Work Education
Adelphi University School of Social Work

HANDOUT C: PRE PLANNING ORGANIZATIONAL & COMMUNITY ASSIGNMENTS

These focusing questions guide social work students, workers and supervisors in identifying readiness for working with organizations and communities, assessing the agency environment as the context for social work practice, and understanding client, agency and community needs in relation to agency capacities.

**Phase One: Self-Assessment**
A. How do I feel about planning and implementing community and organizational interventions?

B. What experience and knowledge about social work practice with organizations and communities can I bring to this process?

C. What experience and knowledge about social work practice in general can I draw on?

D. What do I need to do to prepare myself to plan and implement community and organizational interventions?

**Phase Two: Identification of Past and Present Agency Experience**
A. Is there an agency ideology on organizational and community practice strategies?

B. What has been the agency experience these types of interventions?

C. Do certain groups of staff have a monopoly on working organizationally and with communities?

D. If agency staff does not work in these areas, what can be the reason(s)?

**Phase Three: Assessment of Client Needs and Agency Capacities**
A. Are there unmet client and staff needs in this agency which can be appropriately met through the use of organizational and community interventions and strategies?

B. In what ways will agency policies, procedures, and informal organization enhance and/or complicate such work?

C. How will we proceed to develop and implement an organizational or community intervention?

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HANDOUT D: IDEAS FOR MACRO ASSIGNMENTS*

SAMPLE ORGANIZATIONAL/ADMINISTRATIVE ASSIGNMENTS:
- Examining the agency’s official mission statement, strategies for achieving goals, and recommending policy changes if needed. It can also include developing alternative or contingency plans to achieve a particular agency objective.
- Defining the tasks and activities of various roles, positions, or programs in the agency, including the development of a job description for newly created agency positions or programs.
- Designing an orientation program for newly hired employees.
- Designing and implementing an in-service training program on a specific topic of concern to staff or the agency.
- Writing up an analysis of a meeting that the student has chaired and evaluating how effective the student was in moving through the agenda and facilitating communication.
- Supervising staff members or managing an agency unit, department or program with several employees or volunteers.
- Identifying the criteria necessary for assessment of employees’ performances and conducting evaluations of staff.
- Evaluating the financial resource needs of an agency in the present, or projecting the agency’s resource needs and allocations over a three to five year period.
- Participating in the planning, development and implementation of fundraising activities.
- Researching and writing proposals for additional agency funding.
- Presenting, interpreting and justifying an agency or program’s budget to a board of directors or potential funding source.
- Writing descriptive materials, such as flyers, pamphlets or brochures about the agency’s services or programs.
- Preparing press releases about agency activities for newspapers.

SAMPLE COMMUNITY ORGANIZATION ASSIGNMENTS:
- Utilize various planning tools (e.g., census data, PERT, MBO, and the Hill Directory).
- Distinguish between short range and long range planning procedures and methods.
- Initiate a planning process that includes the participation of appropriate groups (e.g., citizen groups, boards, target groups).
- Forecast potential developments for a series of planning objectives.
- Prepare a time schedule for a comprehensive community-based planning process.
- Form a problem-solving task group from diverse agencies or consumer interest groups.
- Serve as participant on a task force.
- Identify potential areas of group conflict among committee members.
- Initiate contact with a group or organization for purposes of mutual cooperation.
- Develop and implement an agreement to coordinate services with another agency.
- Prepare documents and proposals for negotiating sessions with funding sources.
- Participate in lobbying efforts on local and state levels.
- Prepare a public speaking presentation

*Drawn from material developed by Metropolitan New York Field Education Committee.
Expanding Organizational and Community Assignments in Social Work Education
Adelphi University School of Social Work

HANDOUT E1: PLANNING ORGANIZATIONAL AND COMMUNITY ASSIGNMENTS*

This work sheet guides social work students, workers and supervisors though planning macro interventions

Assignment/Intervention:___________________ Site:__________________________
Student: ______________________ Start Date: _____________________________

1. Purpose of Assignment/Intervention:
This section includes a concise statement of the primary goal of the assignment/intervention. It should include desired outcomes for clients and client systems engaged in the intervention. This statement sets the stage for the identification of specific objectives that can be monitored over the course of the assignment. The statement of purpose should be clear and able to be understood by all parties, including clients. It is the basis for the working contract, which can be adjusted over time. Once the purpose is developed, the structure, composition, content, beginning strategy, and evaluation strategy can be developed and judged on the basis of how well they serve to help achieve the purpose.

2. Organization/Community Need(s):
This section includes assessment of needs which help to further focus the purpose of the intervention. Sometimes it is done first, in order to formulate a specific purpose, but often comes after a tentative purpose has been identified. It is important to keep in mind that not all needs can be addressed by one assignment/intervention. Suggested assessment and data collection strategies for organizational and community interventions are identified in Handout B.

3. Agency/Environmental Context:
This section includes an analysis of the arena within which the assignment/intervention will take place. It includes data gathered through the pre-planning process, related to Handout C. It includes items that will influence the purpose and design of the intervention. Some of the items identified in this section should be addressed before launching the intervention – others will be considered as it moves forward.

4. Composition:
This section includes who is expected to be involved in the intervention, including student(s), clients, staff, community members, and/or constituents. These include the primary actors and the range of stakeholders. Since empowering interventions are those that include those most affected and involved in the issues addressed by the intervention, “maximum feasible participation” by clients and other parties directly affected is a goal in composition. Also in this section is the composition of workers, including whether the effort will have more than one student involved. A key question is whether the composition considered will help to achieve the purpose.

5. Structure:
This section includes the form of the intervention, including place, time, duration, leadership, fees, and/or transportation other components. The structure includes the roles for workers and participants, rules and norms for participation. It is the framework for the intervention, and to the extent possible, should be developed to serve the purpose most effectively. It must be flexible – the structure at the beginning of the intervention (such as weekly meetings of a task group for planning) may need to change as the intervention proceeds.
6. **Content:**
This section includes what happens, or what is actually done. It includes strategies, tactics, and other activities - everything that needs to be done in order to accomplish the purpose of the intervention. Content can easily be confused with purpose when “what” is done becomes more important than “why”. An example of this might be when a macro intervention is seen as a “social action” project, without specifying why such an action should be taken, or when a “needs assessment” project is undertaken, without identifying why needs should be assessed. As in all interventions, there is not only one “magic” content choice that will help to accomplish the purpose. Often other factors, such as agency/community context and time frames can influence choices of strategies and tactics.

7. **Beginning Strategy:**
This section focuses on the planning and launching of the intervention. It includes the preliminary preparatory and formulation stages and identifies how the initial contacts will be made and built upon as the intervention proceeds. If negotiations to begin the project within the agency are needed they should be addressed here, as well as the process of obtaining sanction and overcoming anticipated barriers in the start-up phase.

8. **Evaluation Strategy:**
This section is essential to monitoring what is being done, whether it is proceeding as planned and/or is being modified, and assessing the impact of the intervention on the issues being addressed and on the people involved. A variety of data collection strategies can be used, including those that capture the experience of those most affected by the intervention.

9. **Supervision Plan:**
This section includes the specific plans for monitoring and evaluating the students’ learning. It is closely related to the Evaluation Strategy, in that it must include monitoring and assessing the process and outcome of the intervention along with the development of the student as the intervention proceeds. Supervisory strategies can include process recordings, logs, role plays and observation, similar to strategies employed with other levels of social work practice. Supervisors may find it useful to consult with colleagues with more experience with macro practice, and may choose to invite them to join them with the student as part of a supervisory conference.

Assignment/Intervention: ______________  Site: __________________________
Student: __________________________  Start Date: ______________________

1. Purpose of Assignment/Intervention:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

2. Organization/Community Need(s):
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

3. Agency/Environmental Context:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

4. Composition:
_____________________________________________________________________________________________
_____________________________________________________________________________________________

5. Structure:
_____________________________________________________________________________________________
_____________________________________________________________________________________________

6. Content:
__________________________________________________________________________________________
__________________________________________________________________________________________

7. Beginning Strategy:
__________________________________________________________________________________________
__________________________________________________________________________________________

8. Evaluation Strategy:
__________________________________________________________________________________________
__________________________________________________________________________________________

9. Supervision Plan:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Required books for students in Foundation Social Work Practice courses with substantial content on Community and Organizational Interventions:

http://socialwork.adelphi.edu/pdfs/Field_Ed_Manual_SU06.pdf


Required and recommended articles, book chapters and other documents for students in Foundation Social Work Practice courses with substantial content on Community and Organizational Interventions:


