A Curriculum and Policy Guide for MSW Field Education

2008

Division of Social Work
Field Education
California State University, Sacramento

THIS DOCUMENT AND ALL FIELD MATERIAL AND INFORMATION MAY BE ACCESSED ON THE DIVISION WEBSITE:
www.hhs.csus.edu/swrk/field

PREFACE

TO ALL FIELD INSTRUCTORS, STUDENTS, AND FIELD FACULTY

This *Curriculum & Policy Guide* was written for you. It contains the what, why, and wherefore that will facilitate the education, training, gate keeping and professional development responsibilities each of you assumes when you take on your respective field education roles. Please review these guidelines before you begin the field placement.

Field is the "Heart of Social Work Education." It is the theory/practice nexus that demonstrates a student's readiness for the profession. Not simply an internship or an apprenticeship, field is an educational and professional development effort that involves real live clients and situations. Because of this, the utmost care must be given to this collective endeavor.

This Policy Guide describes the following:

1. The Division of Social Work's vision, mission, goals, objectives and overall student standards;

2. The Field Syllabus;

3. The roles and responsibilities of the Division, Agency/Organization, Field Instructor, and Student in the field education experience; and

4. The policies and procedures that relate specifically to the MSW Field Education program.

Which in turn, are intended to facilitate the:

- Professional development of the student.

- Integration of classroom and field content.

- Prevention/resolution of problems in the field.

The Field Education program of the Division of Social Work thanks each of you for carrying out your respective roles and responsibilities and it thanks every agency that volunteers its resources to assist in the education and training of competent professional social workers.

GLOSSARY OF TERMS

Client Systems: Refers to the "focus of intervention"/"target for change". This may be an individual, a couple, a family, a small group, a large group, an organization, a community, or society—politics & legislation and the environment in which that client exists.

Environment: Is the context, including the natural world, in which the client exists (context includes elements such as socio-economic and political conditions, culture, community, transportation or educational system, and so on).

Field Instructor: Is the student's "teacher in the field"—is a person with an MSW degree who is employed by the field agency (or who contracts with the agency) who is willing and able to provide instruction to a particular student and who has participated in the Division's Field Instructor training.

Task Supervisor: Is a regular agency staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. The person works closely with the Field Instructor to oversee the student's placement, and does not need to have a social work degree.

Faculty Liaison: Is a faculty member of the Division of Social Work who is responsible for monitoring the student's field experience and recommending the student's grade for the field course.

Generalist: Refers to the student who can engage in beginning social work practice with all client systems using social work roles such as advocate, broker, caseworker and employing the empowerment and strengths perspectives in their approach to working with clients.

Levels of Practice: Is a way of categorizing that refers to the size and complexity of the different client systems. Going from smallest (the individual) to largest (society), the terms variously used are as follows: **micro** (individuals, couples, families), **mezzo** (small treatment or task groups), **macro** (large groups, organizations, communities, society—politics & legislation); or **direct** (individuals, couples, families, treatment groups) and **indirect** (task groups, organizations, communities, society**);** or **small system** (individual, couple, families, treatment/task groups), and **large system** (organizations, communities, society).

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SECTION I

VISION, MISSION, GOALS AND STUDENT STANDARDS

The Division of Social Work is part of a comprehensive regional University located in the State Capital. Its service area encompasses all of Northern California, a predominantly rural geographic area (300 square miles) with major urban pockets. Given its service area, the Division is committed to addressing the professional needs of both rural and urban areas, including inner cities. It meets this commitment by providing CSWE accredited educational programs which focus on the empowerment of all oppressed groups and issues of social and economic justice.

The Division's mission of both the BASW and MSW programs is consistent with the professional competence and leadership missions of the University and the College of Health and Human Services. The following Vision, Mission, and Guiding Principles were unanimously adopted by faculty in October, 2006.

OUR VISION

We envision our graduates to be part of a globally conscious educational community with a lifelong passion for learning and a quest for excellence whose practice is guided by a commitment to sustainable human and societal development. Our individual faculty strengths join to create a mosaic of integrated program excellence. Our curriculum is distinctive and continually works toward evaluation and dynamic change through engagement and interaction with our diverse community. Through teaching, research, and joint collaboration we address solutions to community and world problems using various levels of intervention with a commitment to social justice.

OUR MISSION

The Division of Social Work strives to prepare competent social workers who can both lead and serve the richly diverse region in the development and delivery of services that contribute to human well-being and social justice. Towards this end, the division offers high quality undergraduate and graduate degree programs and teaching, research, and joint collaboration with the community.

Our mission is strengthened by the following guiding principles:

- As the Division of Social Work, we value the richness of human diversity; respect for human uniqueness; and constructive response to the challenges of diversity in an evolving pluralistic society.

- We value an educational curriculum and practice approaches that advance social justice: including, but not limited to, the attention to human rights; confrontation and transformation of oppressive forces; and empowerment of populations at risk.

- We value the importance of human relationships that are strength-based and promote human well-being, through collaborative and partnership processes.

- We value the preparation of ethically-driven, critical-thinking change agents who practice with and on behalf of individuals, families, groups, organizations, and communities.

- We value recruiting and maintaining a diverse faculty who collectively share the division's guiding principles and whose individual strengths and experiences provide special expertise to accomplish the division's mission.

- We value the inevitability of change as evidenced by our commitment to a curriculum that is dynamic and responsive to different levels of knowledge and practice approaches.

OUR GOALS

The following Division of Social Work goals derived from this mission serve as goals for both the BASW and MSW programs.

1. <u>Leadership</u>
   Provide leadership in the development and delivery of services responsive to strengths and challenges with the context of human diversity, human rights, oppression and social justice.

2. <u>Competencies</u>
   Prepare ethnically-driven, critical thinking, competent entry level and advanced professional social workers with a generalist perspective and skills as applied to specific and emerging areas of practice.

3. <u>Curriculum</u>
   Provide curriculum and teaching practices at the forefront of the new and changing knowledge base of the theory and research in social work related disciplines as well as the changing needs of our diverse client systems.

4. <u>Global Perspective</u>
   Analyze, formulate and influence social policies that develop and promote a global as well as local perspective within the context of the historical emergence of Social Work practice regarding human rights, oppression and social justice.

5. <u>Accessibility</u>
   Structure and offer programs and curricula in a way that provides availability and accessibility (weekend, night classes) that meet the needs of our diverse student body as well as complies with CSWE accreditation standards.

6. <u>Diversity</u>
   Recruit, develop and retain diverse students and faculty who will through multi-level practice contribute special strengths to our programs and profession.

MSW PROGRAM LEARNING OBJECTIVES

Consistent with these mission and goals, the MSW program is designed to achieve 17 learning objectives. The first 12 objectives are emphasized in the Foundation Year. These continue to be developed in the Advanced Practice year, and objectives 13 – 17 are added. Upon graduation, MSW's demonstrate the ability to (terms in parentheses refer to Division goals):

Foundation Practice Learning Objectives

1. Apply critical thinking skills to question, understand, and analyze phenomena in the context in which they occur (critical thinking).

2. Internalize professional values and ethics of the NASW Code of Ethics and the principles for ethical decision making (values and ethics).

3. Respect the multi-dimensions of diversity and understand the meaning of these in practice with and on behalf of diverse client systems (diversity).

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of empowerment, advocacy, and social action that advance social and economic justice (oppression and social justice).

5. Identify and interpret significant trends and issues in the history of the social work profession and its contemporary practices and issues (social work profession).

6. Apply the general problem-solving and strength-based methods and selected theory and skills specific to practice with individuals, families, groups, organizations, and communities (generalist practice).

7. Apply developmental and ecosystems perspectives and selected human behavior theories to multidimensional assessments in generalist practice (human development and behavior).

8. Assess the relationship of social policies to client system needs and engage in planned activities to develop policies and services responsive to human well-being and social justice (social welfare policies and services).

9. Develop an empirical base for practice through evaluation of research studies, use of research findings, and evaluation of practice interventions (research).

10. Use relationship and communication skills to establish facilitative conditions for professional relationships (relationship/communication skills).

11. Use supervision and consultation for continuous development of awareness, knowledge, values, and skills (supervision and consultation).

12. Use organizational resources to serve client systems and help develop needed resources (organizational competence).

Advanced Practice Learning Objectives

When integrated with the foundation objectives, graduates demonstrate the ability to:

13. Engage in multi-skilled practice through multi-level interventions to deliver and develop services that enhance human well-being while attending specifically to the needs and empowerment of those in vulnerable life conditions (advanced generalist).

14. Provide leadership through culturally competent direct practice; the development and administration of policies and services; and social and political action to facilitate sensitivity to cultural and ethnic diversity and the achievement of social and economic justice (social change/leadership).

15. Engage in theoretical and practice research and evaluation necessary for accountability and evidence of effective practice and to contribute to professional knowledge building (advanced research).

16. Understand and use specific theoretical models to inform strategies, skills, and techniques for practice respectively with individuals, families, groups, organizations, and communities (advanced theory).

17. Develop the ability to apply the core concentration knowledge and skills to specific practice contexts and populations and to add pertinent specialized knowledge and skills for this practice through the planned use of electives and the Culminating Experience (generic/specific integration).

STUDENT ACADEMIC STANDARDS

Based on the vision, mission, goals and objectives of the MSW Program, the Division of Social Work has identified the following Academic Standards for Student Performance. Students are expected to act according to these standards in all of their academic efforts, both classroom-based and field education. The standards are:

1. **Behave in an Ethical Manner**
   A student who behaves in an ethical manner undertakes to thoroughly understand and adhere to professional and personal codes of conduct that reflect an unyielding respect for self and others. This student acts in an ethical and principled manner not because it is expedient or self-serving but rather because to do so engenders, uplifts, and strengthens the inherent value and dignity of all peoples and because it is right in outcome and means.

2. **Take Responsibility for Learning**
   A student who takes responsibility for learning demonstrates intellectual curiosity and initiative. This student understands the importance of regular, punctual attendance, is prepared to learn, sets learning goals, actively engages in learning tasks, uses available resources, evaluates own actions and works, and meets deadlines and due dates.

3. **Think Critically**
   A student who thinks critically demonstrates willingness to question, patience to doubt, and readiness to reconsider. This student reflects on and evaluates information, details, evidence, and/or his or her own ideas and work in order to draw conclusions, solve problems, and/or conduct investigations.

4. **Communicate Skillfully**
   A student who communicates skillfully writes and speaks in a clear, organized, and interesting manner. This student does so in both formal and informal situations and for a variety of audiences and purposes.

5. **Collaborate Effectively**
   A student who collaborates effectively works with peers and/or mentors to produce something greater than he/she could accomplish individually. This student initiates their own involvement, helps lead groups to set and achieve goals, is an active learner, acknowledges contributions, and works towards solutions.

6. **Produce Quality Work**
   A student who produces quality work exceeds the minimum requirements of tasks to create products or performances that reflect skill, creativity, sophistication, and scholarly achievement. This student gives attention to detail and, uses technology effectively to complete tasks, products and/or presentations.

7. **Assumes Responsibility for Obstacles to Learning**
   A student, who assumes responsibility for obstacles to learning prioritizes the need to act on impediments and obstacles, seeks assistance early, as needed, from appropriate sources, and strives to increase self-awareness about learning style and resources to maximize benefits

from all learning experience

SECTION II

MSW FIELD EDUCATION COURSE SYLLABUS (SWRK 295A-D)

Field Education is a core requirement of the MSW program. It is a four-semester (64 weeks) series of integrated courses which place students in two human service organizations under the instruction of professional social work practitioners (Field Instructor), and with the guidance of faculty from the Division of Social Work (Faculty Liaison). Students are required to demonstrate a level of proficiency of social work practice commensurate with an MSW social worker.

Students take field courses concurrently with social work practice courses. Field Learning Objectives and practice course objectives are designed for maximum integration of the field/practice experience. In most cases the student's social work practice professor will also act as the student's Faculty Liaison. The Field Syllabus can be found on the field website.

Field Education is an educationally–directed practicum through which students are expected to progress in their professional development from one semester to the next. The program recognizes that students develop professionally at different rates, and allows for this differential timing within reason. Students who exhibit particular problem behaviors and/or skill deficiencies in one semester are expected to work on these areas and demonstrate improvement the next semester and throughout the remainder of the program.

Course Instructors

The Field Instructor is an MSW working within the placement agency, or contracted by the agency, providing oversight of the student's learning experience in the placement. The Faculty Liaison is a member of the Social Work faculty who tracks the placement, and provides consultation and monitoring for the student and the Field Instructor. In most cases, the Faculty Liaison will also be the student's practice course professor. Students can expect the Faculty Liaison to monitor their placements through sites visits (once per semester) email, phone contact, class discussion and in-person meetings.

Pre-requisites and Co-requisites

Admission into the MSW program is a pre-requisite for field education. Fulltime MSW students begin field during their first semester in the program. Part-time students begin field during their second year of the three-year program. Students must pass each semester of field in order to proceed to the subsequent field course.

Field education courses (SWRK 295A – D) must be taken concurrently with social work practice courses (SWRK 204A – D). All students, including part-time students, are required to take their social work practice course while they are in field placement and must meet all other University prerequisites (see the University Catalogue). Students must be in good academic standing to proceed into field. Students with grades of "I" or "NC" in the preceding SWRK 204 course will not be allowed to enter field.

Time Requirements

The time requirement for the first year MSW field course is 2 days/week, 8 hours/day, over the course of 32 weeks (Fall and Spring semester). Field placement days for MSW I students are Thursday/Friday, to accommodate the first year course schedule.

Second year master's field students (MSW II's) are in the field 3 days/week, 8 hours/day, over the course of 32 weeks (Fall and Spring semester). Field placement days for MSW II students are Monday/Tuesday/Wednesday, to accommodate the second year course schedule.

Placement hours are typically 8am – 5pm. Some placements may require some evening or weekend work. If a student cannot be available during the 8am – 5pm time period, he or she may not be able to secure a placement, and thus may not be able to complete the social work program.

Exceptions to the above schedules are rare; if a student cannot be available on the specified days, it is probable that he/she will not be able to enroll in the field course. Students may not begin the placement before the start of the Fall semester. Students must follow the field calendar published at the beginning of each academic year. Students may not accumulate hours in an effort to complete the requisite hours before the specified ending date for Field, and the Division of Social Work assumes no responsibility for any student who engages in field activities outside the specified published time periods. Any alternative schedule must meet with the approval of both the agency and the Field Director and cannot conflict with the student's class schedule. These arrangements should allow for the student to participate in the "life of the agency," e.g., staff meetings, case conferences, and in-service training. Most placements run from early September through mid May. Some school settings may require students to extend their placements until the first of June. The Division of Social Work, on occasion, requires students to attend on campus events during their normal field hours. Students are not required to make up these hours at their field agency. All such required meetings are published on the field calendar before the academic year begins.

Students with Disabilities

Students in need of an accommodation in field due to a disability must follow the University procedures regarding students with disabilities (see University Catalogue). Students should contact Services for Students with Disabilities, 916-278-6955, for assessments and accommodation plans, prior to applying for field.

Faculty Liaison Contact Outside of Practice Class

Faculty Liaisons will develop additional means of monitoring students' placements outside of the practice class. Liaisons may require students to meet as a group in addition to practice class, and/or may require students to meet individually with the Faculty Liaison on a regular basis to discuss field issues.

FIELD EDUCATION LEARNING OBJECTIVES

The following section outlines the professional/personal capacities, knowledge and skill objectives for students in MSW placements. Each Learning Objective relates to one or more Program Objective of the Division of Social Work, indicated in parentheses after each Learning Objective.

All students work on developing increased competency in the basic elements of social work practice:

- Values & Ethics
- Social Work Knowledge
- Use of Self
- Professional Work Ethics
- Foundation Practice Skills

The Field Learning Objectives have been developed to encompass these elements.

MSW Field Learning Objectives are divided into two main categories: Development of a Professional Self, and Development of Social Work Skills. Category 1 Learning Objectives are the same for first and second year MSW field students.

Category I: Developing a Professional Self

1. Demonstrates knowledge of NASW Code of Ethics and conducts self according to all aspects of the Code**, especially** regarding the **key values of confidentiality, self-determination, non-judgmental attitude and maintenance of appropriate boundaries**. Recognizes ethical dilemmas and follows principles for ethical decision-making. (P.O. #1, 2)*

2. Recognizes own biases, values, attitudes and feelings about others' backgrounds, ethnicities, cultures, religions, lifestyles, personalities. Recognizes potential impact of own history on perception of others. (P. O. #1, 2, 3, 4, 10, 11)

3. Able to work with clients/client systems of various cultural, ethnic and racial backgrounds, regardless of gender, sexual orientation, age of disability, and with a variety of problems and value-sensitive issues. (P. O. #2, 3, 4, 7)

4. Understands & applies SW values regarding social & economic justice. Recognizes impact of oppression and discrimination on clients and communities. (P. O. #3, 4)

5. Knowledgeable about agency mission, organizational structure & protocols. (P. O. #5, 12)

6. Demonstrates knowledge of significant social work trends and issues as they relate to the placement setting. (P. O. #1, 5)

*The "P.O" numbers following each Learning Objective refers to the Division of Social Work's Program Objective(s) that relate to each Learning objective.

7. Adhres to agency expectations re: working hour, attire, conduct, professional demeanor, record-keeping, etc. (P. O. #12)

8. Able to manage time, prioritize daily work tasks and client requests. (P. O. #12)

9. Uses supervision proactively and effectively. Accepts and utilizes constructive feedback in non-defensive manner. (P. O. #11)

10. Takes advantage of additional learning opportunities (e.g., seminars, staffing, consultations). Useses professional literature. (P. O. #1, 5, 9)

11. Able to form effective working relationships with peers, supervisors, administrator and members of the community. (P. O. #7, 10)

12. Demonstrates effective verbal communication skills according to agency expectations. (P. O. #10)

13. Demonstrates effective written communication skills according to agency expectations. (P. O. #10)

While some Category II Learning Objectives are the same for both first and second year MSW field students, second year students work on four additional objectives. For clarity purposes, Category II objectives will be listed separately for MSW I and MSW II students.

Category II: Developing Practice Skills with Clients and Client Systems (MSW I Foundation Objectives)

14. Establishes effective working relationships with clients/client systems. Able to develop and maintain trust, communication empathy and respect. (P. O. #3, 7, 10)

15. Able to conduct effective bio-psychosocial assessments on clients & client systems, applying the strengths & ecological perspectives. (P.O. #1, 3, 4, 6, 7)

16. Able to do effective organization and community analyses (e.g., resource-mapping, needs assessments, analysis of power sources and dynamics, locating barriers to service, constituency identification, etc.) using a variety of information-gathering approaches and analytical modes. (P .O. #1, 3, 6)

17. Implements effective interventions with individual clients and families, including counseling, case management, problems solving, advocacy, and brokering. Demonstrates familiarity with and ability to access appropriate resources, both agency-based and external. (P.O. #3, 6, 12)

18. Demonstrates understanding of group dynamics and can apply this understanding in working with groups. Groups may be task-oriented, therapeutic, or psycho-educational. (P.O. #3, 6)

19. Develops and implements appropriate organization & community development interventions, including task group development, event organizing, developing communication linkages, developing new resources, etc. (P.O. #3, 6, 12)

20. Recognizes impact of social and organizational policy on client populations. Familiarizes self with organizational, legislative and other policy-making processes in order to participate in the betterment of the lives of client/client systems. In policy-oriented placements, demonstrates policy analysis skills. In all placements, can identify agency policies and structure that may adversely affect clients (both initially and as populations or communities) and can suggest possible changes and ways of bringing about change. Acts on this knowledge in an effective and professional manner. (P.O. #1, 3, 48)

21. Identifies and implements strategy for evaluating own practice within agency, demonstrates familiarity with evidence base for agency practice, identifies possible strategies for enhancing agency-based practice evaluation. (P.O. #1, 9)

Category II Learning Objectives (for MSW II Advanced Students)

14. Establishes effective working relationships with clients/client systems; able to develop and maintain trust, communication empathy and respect.

15. Able to conduct effective bio-psychosocial assessments on clients & client systems, applying the strengths & ecological perspectives.

16. Able to do effective organization and community analyses (e.g., resource-mapping, needs assessments, analysis of power sources and dynamics, locating barriers to service, constituency identification, etc.) using a variety of information-gathering approaches and analytical modes.

17. Applies relevant theoretical models to assessment and intervention planning.

18. Implements effective interventions with individual clients and families, including counseling, case management, problems solving, advocacy, and brokering. Demonstrates familiarity with and ability to access appropriate resources; both agency-based and external.

19. Applies pertinent specialized knowledge and skill relevant to agency client population. Includes knowledge of DMS, recovery-based strategies, etc.

20. Demonstrates understanding of group dynamics and can apply this understanding in working with groups. Groups may be task-oriented, therapeutic, or psycho-educational.

21. Develops and implements appropriate organization & community development interventions, including task group development, event organizing, developing communication linkages, developing new resources, etc.

22. Recognizes impact of social and organizational policy on client populations. Familiarizes self with organizational, legislative, and other policy-making processes in order to participate in the betterment of the lives of client/client systems. In policy-oriented placements, demonstrates policy analysis skills. In all placements, can identify agency policies and structure that may adversely affect clients (both initially and as populations or communities) and can suggest possible changes and ways of bringing about change. Acts on this knowledge in an effective and professional manner.

23. Develops multi-level interventions for clients and clients systems, combining strategies identified in #16, 17, 18 and 19. Plans interventions for at least two levels (micro, meso, macro) simultaneously.

24. Takes leadership role in at least two levels of practice (micro, meso, macro) particularly in the areas of advancing culturally competence practice, and the achievement of social and economic justice.

25. Identifies and implements strategy for evaluating own practice within agency, demonstrates familiarity with evidence base for agency practice, identifies possible strategies for enhancing agency-based practice evaluation.

COURSE ASSIGNMENTS

Faculty Liaisons assign the following course requirements. Satisfactory completion of these assignments as directed by the Liaison is required to receive credit for the field course. Liaisons have discretion to develop their own versions of the asterisked assignments. Each student is responsible for completing each of the following within the time frame specified on the Field Calendar (the Faculty Liaison will specify due dates for those assignments not specified on the Calendar):

1. **Learning Agreement –** During the first month of placement, students and their Field Instructors will engage in an assessment of student educational needs, and together will develop a *Learning Agreement (LA)* according to a form provided by the Division. Faculty Liaisons, if needed, are available to assist in developing the LA. The LA should be considered as the overall roadmap for the student's learning experience throughout the year. It should be reviewed regularly during the field instruction hour by the student and Field Instructor, and modified as needed.

2. Students must provide their Field Instructors with a copy of their **practice course syllabus** and should discuss ways of integrating course material with the field experience. Students must give Field Instructors sufficient advanced notice about any field-related assignments that requirement Field Instructor participation and/or review.

3. *__Field Journal –__* The purpose of this assignment is for students to demonstrate the ability to engage in self-reflection and integration of classroom knowledge with field practicum experience. Journals also provide an opportunity for Liaisons to monitor the progress of the placement. Liaisons have discretion regarding the frequency and format of the journals. A minimum of once every two weeks is recommended.

4. ***Process Recordings –** The purpose of this assignment is for students to practice skills of recall and retention of the content of client interviews, and to engage in self-reflection and self-evaluation of their practice. Process Recording formats are provided in Appendix II of *A Curriculum and Policy Guide for Field Education.* Liaisons may use other formats at their discretion. While the Process Recording is assigned by the Liaison, the Field Instructor should also review and discuss it with the student. A minimum of one Process Recording per semester is required.

5. **Field Evaluation –** At the beginning of each semester, students must provide Field Instructors with a copy of the end-of-semester Field Evaluation. This document should be consulted while the *Learning Agreement* is developed. The student is responsible for making arrangements in a timely manner for the Field Evaluation to be completed at the end of the semester. The recommended process is for student and Field Instructor to complete the Evaluation form individually, then meet together to discuss the results. If there is a Task Supervisor who has worked with the student, he or she should have input into the Field Evaluation and should sign the form in addition to the Field Instructor. <u>Students must turn in an original Field Evaluation with signatures by the end of the semester in order to receive Credit for the course</u>. Students are encouraged to make copies of their field evaluations for future reference. The Division will not make copies.

6. **Evaluation of Field Instructor and Faculty Liaison –** Students are required to complete and return these to the Field Director as specified on the *Field Calendar*.

NOTE: Faculty Liaisons may require additional assignments, but these must be clearly stated in writing and provided to the student at the beginning of the academic year. In addition, Liaisons may require students to meet individually and/or as a group during the semester, outside of practice class. <u>Students failing to complete field assignments in a timely manner may receive a NC for field.</u>

GRADING

Field Education is a year-long course graded on a Credit/No Credit basis. A grade is given at the end of each semester. A student may not proceed to the next semester unless he or she receives "Credit" for the preceding semester. Field Instructors do not assign grades. They evaluate students and provide input into the overall assessment of students' performance in the field. The Faculty Liaison assigns either **Credit (CR)** or **No Credit (NC)** at the end of the semester. Grades are largely based on performance in the placement, but are also based on the completion of any field-related assignments required by the Faculty Liaison. Grades are based on the following criteria:

1. student completes all field assignments (specified above),

2. the quality of these assignments,

3. the student's field evaluation, completed by Field Instructor, and

4. the liaison's assessment of the student's professional development relative to the practicum objectives set forth in this Syllabus, and whether or not the student is ready to practice social work at the baccalaureate level.

Students must complete the entire 32 week placement in the same agency in order to receive credit and a grade for the course regardless of the student's demonstrated professional qualities and competencies. Exceptions may be made to this policy in extreme circumstances based on the discretion of the Field Director.

Occasionally, a Liaison may assign an "Incomplete – I" for the field course. This occurs when a student has not developed the minimum competency expected of a student at the end of that semester, and/or the student has missed several days of field for legitimate reasons, and needs to make up time. In these cases, a plan for completing the required hours and/or improving in specified Learning Objectives will be developed, with a timeline for completion. The Field Director will be involved in developing and approving this plan. The student will receive "CR" when this plan is fulfilled.

REPEAT POLICY

Students may receive a NC for field due to inability to complete the required time commitment, and/or for inability to achieve minimum competence in one or more key Learning Objectives. When this occurs, the Field Director, in consultation with the Graduate Field Coordinator, Field Instructor, Faculty Liaison, and the student, will make a professional determination regarding the student's potential for succeeding in field.

If the reason for the NC is because of excessive but legitimate absences, and no other performance issues have been identified by the Liaison and/or the Field Instructor, the student will be allowed to repeat the field course.

If the reason for the NC is due to any other performance issues and the student wishes to repeat the course, the following steps must be followed: (These steps are in accordance with the *Student Performance Review Procedures* outlined in the *Graduate Student Handbook*.)

Level 1: The Field Director will meet with the student to discuss the performance issues involved. The Field Director will consult with the Graduate Field Coordinator, the Graduate Program Director, the student's Faculty Liaison and the student's academic advisor prior to the meeting. In most cases these persons will also be involved in meeting with the student. The purpose of this meeting will be to make an initial determination as to whether the behavior that caused the student to receive a NC for the field placement course is amenable to change, and whether the student exhibits self-awareness of the areas needing improvement. If these criteria are met, the Field Director will develop with the student a written plan for improving the areas of problem performance.

The student must communicate with the Field Director 60 days prior to repeating the field course. If the student gives evidence that the he or she has followed the performance plan and has improved sufficiently in the problem areas, the Field Director will refer the student to another placement to repeat the course. The course may only be repeated at the time the same course is again offered. Students repeating a field course must audit the concurrent practice course (even if the student previously passed the practice course). The Field Director will facilitate the placement of the student in a new placement, and the student's Learning Agreement will specify the behaviors, actions, or inactions that need attention. If the repeat field placement is not successful for reasons of poor performance, a NC will again be assigned and the student will not be allowed to repeat the course a second time.

If the Field Director determines that improvement has not been sufficient, a Level 2 review will be triggered at the student's request.

Level 2: If, after meeting with the student and the faculty listed above, the Field Director concludes that the problem behavior is either (a) not amenable to change (b) an egregious breach of ethical conduct that poses serious concern about the wellbeing of others, especially clients, and/or (c) the student does not exhibit self-awareness regarding the performance problems. The Field Director may then recommend to the Graduate Program Coordinator and the Director of the Division that the student not be allowed to proceed in field education. This recommendation triggers a Level II review (Student staffing) chaired by the Graduate Program Director, as outlined in the *Graduate Student Handbook*.

Effect of Failing a Field Course or Co-Requisite Practice Course

Field and practice courses are co-requisites and must be taken concurrently. Failing one will stop a student's progress into the next semester of field and practice. Please see examples below.

EXAMPLE 1:	RESULT:
204A – C- or less 295A – Credit	Student must repeat 204A the following year and may not proceed to 295B until 204A is passed.

EXAMPLE 2:	RESULT:
204A – C or better 295A – No Credit	Student must repeat 295A the following year and may not proceed to 204B until 295A is passed. Student must audit or retake 204A when repeating 295A.

SECTION III

ROLES AND RESPONSIBILITIES IN FIELD EDUCATION

Education is the primary function of the Division; service is the primary function of the Agency; professional development is the primary function of the Field Instructor. The agency's role in the educational process is predicated on its primary function of service and complements the basic educational objectives of the School.

THE AGENCY

Qualifications

To qualify as an approved field site, an agency must be recognized by the State of California as a corporate entity. It must have written standard operating policies and procedures, policies and procedures regarding sexual harassment and discrimination, and must have policies and procedures regarding health and safety. In addition, agencies must be administratively and financially sound in order for students to be placed or continue to be placed within it. Agencies wishing to become field sites must submit an Organization Application to the Division of Social Work. Upon approval by the Field Director, the agency's request will be forwarded to the University Procurement Office, which will issue a contract with the agency.

Role

The agency provides a setting in which practicum may occur.

Responsibilities

The Agency is expected to provide each student with the following to ensure the student's learning in the field:

1. A qualified Field Instructor whose responsibility is the teaching of the student.

2. A sufficient number and variety of assignments to support the progression of student learning. We expect students to become involved in practice activities <u>within three weeks</u> of the start of the placement (includes shadowing, etc).

3. An orientation to the agency's total program and its relevant communities.

4. An orientation to the agency's safety policies and procedures and ongoing support to ensure safety in the field.

5. Adequate workspace and access to telephones, computers, records, etc., to fulfill the requirements of the agency and Division.

6. Adequate facilities for recording.

7. Reimbursement for expenses involved in rendering agency services (e.g., mileage reimbursement for agency-related travel.)

8. Adequate insurance coverage for students as stipulated in the University contract with the agency, particularly for students who are expected to use personal vehicles for agency purposes (the Division discourages the use of personal vehicles to conduct agency business, unless the agency fully insures the student).

9. Access to staff, committee, and seminar meetings when appropriate.

10. Use of selected agency records (appropriately disguised to ensure client and agency confidentiality) for class assignments.

11. Use of agency consultation resources when appropriate.

12. Release time/support for the Field Instructor so that s/he can meet the Division's criteria for working with a student (see *Responsibilities of the Field Instructor*).

13. If the agency agrees to be the placement site for a student who is also employed by the agency, the agency also agrees to consider the student's status as a student paramount to the student's employment status (see "Privacy/Confidentiality" and "Use of Employment Site as a Field Site" sections in this manual). For example, when a problem arises involving a student, the agency may not claim "confidentiality based on employment" as a reason for not discussing the problem with the Faculty Liaison or otherwise obstructing the Faculty Liaison from carrying out his/her role and responsibilities as pertaining to the student. The Division recognizes only the student status and expects the agency to comply with the policies and procedures of field education.

14. Agencies that do not have an MSW on staff must provide an Off Site Field Instructor and must provide the student a Task Supervisor. A Task Supervisor is a regular staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. The individual staff member assuming this role must be approved by and able to work with the Field Instructor of record. It is expected that the Task Supervisor will model skills and observe the student in his/her daily assignments, meet with the Faculty Liaison as appropriate, and provide relevant feedback to both the student and the Field Instructor.

THE FIELD INSTRUCTOR

Field Instructors are qualified staff members of an agency who possess a Master's of Social Work Degree and who, with the approval of agency administrators and the Division, are willing and able trainers of social work students. Field Instructors are considered Adjunct Faculty. Their dual role as a staff member and an Adjunct Faculty member of the Division of Social Work makes their responsibility unique and demanding. Field Instructors who volunteer or contract with an agency to provide field instruction are considered off-site Field Instructors (p. 27).

Qualifications

1. MSW degree from an accredited social work program.

2. Minimum of two years, relevant full-time, supervised post-MSW experience.

3. Sufficient term of employment at the agency to ensure familiarity with agency policies and procedures and availability to meet student's needs.

4. Agreement to act as Field Instructor on a continuing basis during the academic year or full placement period and to participate in the required 7-hour “Introduction to Field Instruction” training required of all Field Instructors and to engage in Field Instructor trainings every 3 years thereafter.

5. If the Field Instructor and the student have had a pre-existing professional or social relationship, this information should be shared with the Field Education Faculty so that the appropriateness of the placement can be determined.

Role

Field Instructors carry out three different roles relative to each student: they are educators, teachers, and gatekeepers. As an “educator,” they guide and assess the overall professional development of the student. As a “teacher,” they facilitate “learning opportunities” for students and model for and observe the student and provide meaningful feedback. As a “gatekeeper,” they assist the Field Faculty in assessing whether or not the student is appropriate for the profession – demonstrates the personal/professional capacities/behaviors requisite of professional social workers.

Responsibilities

Over the course of an academic year it is expected on average, that Field Instructors will spend approximately three hours per week in the training of a student. A portion of these three hours must be individual instruction (the “instructional hour”) and the remaining time is to be spent observing students in the practice of social work and their engagement with other staff in organizational tasks/activities, modeling for students, reviewing students’ case notes/charting, analyzing and providing feedback on process recordings, and any other such tasks that enable the Field Instructor to properly facilitate and assess the student’s professional competency, identity, and behavior. In addition to time spent with students, Field Instructors are expected to consult with and be consulted by Division representatives (Faculty Liaison). Lastly, Field Instructors are required to participate in a 7-hour “Introduction to Field Instruction” and thereafter engage in field instruction seminars at least once every three years.

The specific responsibilities of Field Instructors include, but are not limited to, the following:

1. Be involved in the interviewing and selection of the field student(s).

2. Provide on average three hours of training/instruction per week that includes, but is not limited to, the "instructional hour" observation, modeling, reading case notes/charts, reviewing process recordings, etc.

3. Provide time for reading student materials, holding informal conferences and meetings, and consulting with Division faculty.

4. Use recordings as a teaching tool in individual conferences.

5. Develop a written educational contract with the student.

6. Provide appropriate assignments for the student throughout the placement.

7. On an ongoing basis, assess and provide feedback to students regarding their social work skills, professional behavior/identity and to provide written evaluations consistent with the Division's calendar and deadlines. Note: identification and documentation of student performance problems in the field are the responsibility of the Field Instructor. Field Instructors who fail to carry out this responsibility in a professional manner will not be allowed to continue as Field Instructors.

8. Conduct a formal written evaluation of the student at the end of each semester. Complete an evaluation of the Faculty Liaison using the form provided by the Division.

Field Instructors of students are expected to provide students learning opportunities (tasks that allow students to learn or develop the required subject matter). Appropriate assignments for Foundation Level MSW students are ones that enable the student to:

- acquire a broad understanding of the field of social work at all levels of practice,
- recognize and use generalist principles and concepts, and
- select intervention methods for meeting client—individuals, group, or community needs based on a careful and comprehensive assessment process.

Advanced Level MSW students require assignments that enable them to:

- practice integrative social work at multiple levels;
- develop in-depth competencies related to the specific placement;
- carry more complex cases;
- develop a personal theory of social work practice;
- engage in more in-depth evidence-based practice evaluation;
- take on a leadership role within the placement setting.

Off-Site Field Instructors

Field Instructors who are off site are responsible for insuring that the responsibilities noted above are carried out in whole through both their own efforts as well as those of the Task Supervisor (see below). The off site Field Instructor must meet with the student weekly for one hour. The focus of these meetings is social work content—social work perspective, values, ethics, practice theories and theories for practice. The reference point for discussion should be the Learning Agreement. These hours constitute the "instructional hour." In addition to the instructional hour, the off site Field Instructor must communicate with the Task Supervisor to obtain feedback on the student's progress in the area of skill development and must review the student's process recordings and case notes. Lastly, the off site Field Instructor is responsible for completing the student's evaluation in concert with the Task Supervisor.

Task Supervisors

A Task Supervisor is a regular staff member who is responsible for the day-to-day assignments of the student and the observation and assessment of the skills portion of student learning. The individual staff member assuming this role must be approved by and able to work with the Field Instructor of record. It is expected that the Task Supervisor will model skills and observe the student in his/her daily assignments, meet with the Faculty Liaison as appropriate, and provide relevant feedback to both the student and the Field Instructor. The Task Supervisor does not need to have a social work degree.

THE STUDENT

The student’s primary obligation is to his/her own learning and professional development through the provision of social work services in the field setting in accordance with the social work code of ethics and the agency’s policies and procedures.

Students are expected to adhere to their assigned agency's personnel practices, policies, and procedures. Failure to do so may result in termination from the agency and a “NC” in field. Students are expected to adhere to the same workday hours as the professional social work staff in the agencies. Students may be granted, but are not entitled to, prorated sick time in accordance with the agency's personnel policies for social work staff. Time lost for additional absences will need to be made up by the student.

The field experience comprises the task and activities agreed to by the Field Instructor and his/her student as documented in the *Learning Agreement* and the Field Course Assignments required of all students enrolled in field (see *Field Education Syllabus*). Field course Assignments are to be done during regular field hours. The tasks and activities agreed to by the Field Instructor and student are to be documented in the Field Program’s prescribed *Learning Agreement.*

Students will meet with their Faculty Liaison during the first class meeting of their 204A and 204C practice courses to go over the field course assignments and the required educational forms.

It is the responsibility of each student to be at the first class meeting in order to meet with his or her Faculty Liaison**.** Students not in attendance at the first class meeting of their assigned practice course must schedule an appointment and meet with their Faculty Liaison prior to starting their field placement. If such a meeting takes place after the official start date of field the student will be required to make up the lost days.

If students have any questions about or problems with their field placements, these should be discussed with the Faculty Liaison before they are brought to the Director of Field Education. If a problem or question arises during the time when faculty are on academic holiday, the student must contact the Director of Field.

Absence from Field

Protracted absences (more than two consecutive days) or absences in excess of the prorated sick time (if provided by the agency) must be addressed by the Field Instructor and Faculty Liaison. When disruption of the field experience, due to repeated or protracted absence, is determined to interfere with student learning and/or services to clients, a decision regarding the student's continuation in the field placement will be made in accordance with the Problem Resolution process outlined in this guide. Requests for time off for religious observance and professional conferences should be assessed on an individual basis. Arrangements to make up such time should be made in accordance with clients' service needs and the student's learning needs.

Disclosure of Student Trainee Status

In accordance with federal and state law, the Division of Social Work requires that social work students identify themselves as student trainees to clients either verbally or through the use of name tags except in emergency situations where it is clinically contraindicated as determined by student and supervisor. “Student trainee” status should be clearly designated in signing notes in records/chart and all other documents produced by student trainees for or on behalf of the field agency.

Privacy/Confidentiality of Student Performance

Student placement and performance/conduct in an agency is neither private nor confidential, even if the student is engaged in a job conversion wherein the student trainee is also an employee of the field agency. Field Instructors are considered adjunct faculty and thereby entitled to receive and share information among and between Social Work Faculty members pertinent to the educational endeavor regarding a student from the time of the placement interview through termination of the field placement. Student conduct during the placement process through the entire placement period is a matter of educational concern to the faculty of the Division of Social Work.

Disguise of Confidential Material

When students use case material from their agency (e.g. Process Recordings, Case Records, Meeting Minutes, Group Recordings) they are required to do the following:

1. change client's names (first and last) and initials;

2. delete any reference to agency name and/or worker names;

3. delete any reference to address or any information specifying geographical area, such as street names, businesses, or hospitals;

4. delete any information that would enable identification of clients, agencies, or agency personnel.

THE FACULTY LIAISON

The Faculty Liaison is the university-based field educator who oversees and monitors the student’s placement.

Role

The Faculty Liaison’s role is threefold:

1. to assist and assess students in their professional growth and development as they progress through the field education curriculum;

2. to assist Field Instructors in the development of appropriate learning opportunities or support them in their role as a Field Instructor; and

3. to mediate or resolve problems affecting a student's progress in the field.

Each student is assigned a Faculty Liaison. In most instances the student's liaison is also the student's 204A-D practice course instructor and generally, all practice course instructors are full time faculty members.

Responsibilities

The Faculty Liaison:

1. Serves as liaison between Division and Agency;

2. Consults with the student and Field Instructor about assignments, learning agreement, field evaluation, etc.;

3. Serves as the student's advocate to ensure that the Division's expectations of the agency are being met;

4. Serves as troubleshooter, problem-solver and mediator in the event that a problem in the field placement experience is identified (whether the problem rests with the student, agency, or Field Instructor);

5. Reviews/approves and provides feedback to the student on each of the required field assignments;

6. Meets with each student on a regular basis individually or in group (at least bi-weekly) to ascertain the student's progress towards his/her professional development and to assess the quality of the experience based on Liaison/student discussion about the tasks/activities or cases in which the student is engaged;

7. Visits the agency during the Fall semester, meeting with the student and Field Instructor(s) to insure the viability of the placement experience once it begins and to establish a working relationship with the Field Instructor; and in the Spring semester to review the *Learning Agreement* and ensure that the student is able to work towards all competencies.

8. Maintains telephone or e-mail communication with the Field Instructor on a monthly basis.

9. Assigns the student's grade for the Field Education based on course grading policy (see p. 20).

The Faculty Liaison also serves as a general resource for students who need a sounding board, referral source and/or general support regarding personal problems or life issues that may arise (health, family, financial, housing, workload) interfering with the completion of the field experience or the student's competence in the field. In such situations, the liaison can assist the student to follow a course of action that will result in a positive outcome for the student, clients and the agency.

Liaisons will also be in touch with the Field Instructors during the first few weeks of the Fall semester to insure that agency orientations are underway and to verify contact information (phone numbers, e-mail addresses, etc).

SECTION IV

EDUCATIONAL METHODS AND RESOURCES FOR FIELD INSTRUCTORS

EDUCATIONAL RESPONSIBILITIES OF THE FIELD INSTRUCTOR

The Field Instructor plays a key role in the professional education of the social work student. The Field Instructor, who has the closest and most continuous relationship with the student, serves as both a role model and a teacher.

The student/Field Instructor relationship provides the context for significant growth and learning for the student. Over the course of the placement the Field Instructor may be called upon to address challenging or sensitive issues such as the student's inability to separate personal/professional issues, holding the student accountable for meeting agency and Division requirements and accommodating the student's particular learning needs.

An early focus of field instruction with the student should be on the educational assessment of the student which incorporates the knowledge, skills, strengths and limitations brought by the student into a formulation of learning goals and a learning plan. It is based on a review of previous education and work history, an evaluation of learning style and learning phase, an understanding of the student's professional goals, and identification of the strengths and challenges with which the student approaches the identified learning tasks. Adult education theory, learning style theory, learning stages and developmental theory all inform the educational assessment.

It is important for the Field Instructor to be aware of his/her own characteristic learning/teaching style, operating/communication style, knowledge and skills, strengths and weaknesses; as these will influence transactions with the student. The Field Instructor may be called upon to develop new approaches to the teaching tasks that meet the learning needs of individual students.

The educational responsibilities of the Field Instructor include using the learning tools of the Field Education program of the Division of Social Work. For the most part, the required learning tools are variations of the most common practices among field education programs across the nation.

THE EDUCATIONAL CONTRACT BETWEEN FIELD INSTRUCTOR AND STUDENT

Adult education theory emphasizes the shared responsibility between the teacher and the learner for the quality and content of the learning – teaching transactions. Building on this notion, it is a Division policy that each Field Instructor and student jointly develop a written educational contract that defines the work they will be doing together.

In order to enable the student to become an active participant in the development of his/her educational experience, information that helps define the boundaries and foundations of the supervisory relationship and the content and process of the learning must be provided. The Division uses a *Learning Agreement* available on the field web site, to facilitate this process. The form should be completed by the Field Instructor and student collaboratively within the first four to six weeks of the placement. A signed copy should then be sent to the Faculty Liaison for review and approval.

If the Field Instructor and student have had a pre-existing professional or social relationship, this information should be shared with the Field Education Director, so that the appropriateness of the placement can be determined.

RECORDING AS A TEACHING/LEARNING TOOL

The Field Education Faculty require the use of detailed recording as a teaching and learning tool in the field education experience. Audio and video recordings may be used in place of written recordings.

Recordings have a number of purposes including: 1) keeping the Field Instructor informed of what the student is doing; 2) encouraging the student to reflect on and conceptualize from practice; 3) encouraging the student to plan ahead; 4) encouraging the student to sort and remember important information about their practice; 5) providing a framework for the “instructional hour”, individual conferences; and 6) serving as a tool for evaluating the student's progress over time.

Field Instructors and students are encouraged to use a format that accommodates the student's learning needs, goals, and style. For small system clients, the most common form of recording is the process recording, a written account of the interaction between student and client(s). Typically, process recordings include goals and plans for the session; the content of the interview, including student's interventions; the student's impressions, observations, and assessment; plans for the next session; questions for supervision. Students will most often record face-to-face sessions with clients. It is also useful for them to record telephone or in-person contacts with family members, colleagues, or professionals in other settings. These provide opportunities to examine interactions and use of self in other contexts and professional roles. Examples of process recording outlines are included in the Appendix for students' and Field Instructors' reference.

For large system clients/assignments, the student’s written account should include all of the above but the focus is on the group dynamic and the group roles and skills (or lack thereof) evidenced (the focus is not on the interaction between student and the client). Students and Field Instructors may find agendas, work plans, and minutes of meetings useful in the student’s effort to record the dynamics involved in large system practice. Ultimately, however, the large system process recording should focus the student's attention on group dynamics, large system interventions, use of self, and group skills development.

MSW students are required to write a minimum of one small system and one large system recording per semester.

Field Instructors and students are encouraged to use other teaching/learning tools, such as audiotapes, videotapes, observed interviews, and one-way mirrors, in addition to the minimum required recordings. These tools can be used differentially to meet a range of learning goals.

Written recording teaches the student to listen and remember, and is a good indicator of the student's perceptions of his/her experience and interventions. Audio and video recording provide an accurate record of contact with the client(s) and can be used to focus on the student's assessment and intervention skills.

In addition, please note:

- Teaching recording skills is primarily the responsibility of the field placement, although this learning is supported and reinforced in practice courses,

- The recordings referred to above are in addition to those required by the agency itself for its own record or files,

- Time should be allotted in the student's schedule at the agency to work on recordings,

- Students should be informed of and adhere to the agency's policies regarding removal of case records and process recordings from the agency premises.

Field Instructors of all students are advised to review all process recordings or case based papers written by students to insure students have sufficiently disguised names, places, and other confidential information; even though students are repeatedly reminded to disguise confidential information.

ASSIGNMENT TIMETABLE AND LOAD

The Field Education Department expects students to be provided a thorough orientation to the agency before becoming involved in direct practice activities or indirect practice actions. However, students are expected to become involved in client focused practice within the first weeks of field placement. Early work (includes "shadowing") with clients, groups, committees, or projects allows students to begin the process of integration of learning from class and field and it enables Field Instructors to begin the educational assessment of the student. Field Instructors are advised to review the practice course syllabus of their students to insure congruency between field assignments and practice course assignments. Additionally, a review of the practice course syllabus will assist the Field Instructor to plan the field assignments in a "building block" format that is congruent with the "progression of learning" perspective built into all practice courses.

Students must be provided time for "processing" each day they are in field (approximately 10-15 minutes after engaging in some major activity—seeing a client, participating in a staff or committee meeting). "Processing" is defined as time to reflect upon what the student is engaged in and what the student has learned from that engagement—what is being learned by "doing". Processing time includes the instructional hour, time to do written process recordings, self reflection, processing after each client or major activity, and, time to write the required weekly Field Journal entries.

Processing time must be taken into consideration when assigning a case/workload. In addition to a caseload, students are expected to participate in team meetings, case conferences around their clients, committee staff meetings, community group meetings, resource development, telephone contacts, group work and the like.

Given the above, in general, Foundation Level MSW students are expected to work with their Field Instructor's less complex cases and to carry a case/workload that is no more than ½ of 2/5ths of their Field Instructor's caseload. Advanced Level MSW students should be able to carry more complex cases, and the case load should approximate ½ of 3/5ths of a normal caseload. These approximations are considered maximums in light of the time we expect students to spend in other organization activities and in "processing".

Any questions regarding sufficiency of assignment load should be addressed to the Faculty Liaison.

STUDENT EVALUATION

Field Instructors are responsible for completing a mid-semester evaluation and for evaluating the student's performance at the end of each semester. The mid-semester evaluation is a monitoring tool that is for monitoring purposes only. The content of the end of semester evaluation is divided into two categories: Developing a Professional Self and Developing Practice Skills with Clients and Client Systems. The "desired outcomes" for each of these categories are consistent with the learning objectives for Field Education and have been incorporated into the student's learning contract.

The Evaluation tool requires a Field Instructor to assess his/her student in accordance with the Division's "desired outcomes" for Foundation and Advanced students. The rating scale provides for a range of behaviors and should be used by the Field Instructor as a guide in their evaluation of the student.

By the end of the MSW Foundation practicum, students are expected to demonstrate behaviors that are consistent with scores of "3." MSW students who receive a score of "1" on any dimension at the end of the first semester of the foundation year may be allowed to proceed into the second semester with an "Incomplete (I)" grade with the clear understanding that the identified dimension must be improved upon by an agreed upon date during the second semester (otherwise the "I" will be changed to a "NC (NC)" and the student will not be allowed to continue in field). Students receiving a score of "1" on any of the dimensions at the end of the practicum year may not be allowed to progress into the advanced (second) year of field.

Advanced Level MSW students are expected to achieve consistent ratings of "3" and "4" by the end of the second year. Any ratings of "1" or "2" in *Category 1 Learning Objectives* indicate serious problems, and may result in an "I" or "NC" grade (assuming the Field Instructor has followed the Problem Solving Process as outlined in Section V of this manual).

We believe, however, that evaluation should be an ongoing process, and that the student and Field Instructor should regularly give feedback to each other regarding the field education experience. Students and Field Instructors should discuss any concerns as they emerge, and not just at the formal evaluation time—students should not be surprised by their end of semester evaluation.

SECTION V

FIELD PROBLEMS AND RESOLUTIONS

Problems in the field tend to fall into one of three categories: situational, environmental, and inadequate performance. Each category of problems is described below along with its respective possible resolutions. In addition, the descriptions for "situational" and "inadequate student performance" include the standard operating/grading procedures of the University as these types of problems may affect the student's field grade. Field grades are subject to appeal, just like any other on-campus classroom course. Students wishing to appeal a field grade must use the grade appeal process of the University (see University Catalogue). "Environmental problems", problems caused by or that are solely a function of the field agency environment, are addressed by the Faculty Liaison or Director and shall have no negative grading consequences to a student. Students are expected to read the descriptions below and to follow the *General Problem Solving Procedure* described at the end of this section.

PROBLEM TYPES AND THEIR RESOLUTION

Type 1: Primarily Situational

The problems include illness, personal crisis, or other occurrences resulting in prolonged absence from the field or inability to engage in competent social work practice.

Problem Identification: Students are expected to notify immediately both their Field Instructor and their Faculty Liaison when personal situations will adversely affect their attendance or participation in.

Resolution Process: The faculty liaison is responsible for mediating or negotiating a resolution of this type of problem with the relevant parties (usually Field Instructor and student) such that the resolution is educationally sound for the student and does not negatively affect clients. The Faculty Liaison will take into consideration the timing of the occurrence, the student's performance to that point in time, and other such factors that might pertain to the situation. As in any other academic course, if the student is passing the course (satisfactory progress relative to all field course objectives) the possible outcomes are as follows: an "I" grade with a specific date for completion (Incomplete contract should be signed), or "W" indicating authorized withdrawal from field, or the problem is immediately addressed and will not affect the grade. In all cases, the Liaison should inform the Field Director and Graduate Field Coordinator of the situation. The resolution should be documented in written form and initialed or signed by the Faculty Liaison and the student.

A student who officially withdraws or is unable to complete the semester at the same agency must repeat the entire semester (e.g. hours accumulated in one semester do not count/may not be carried over into future semesters). Students who do not receive permission from their Field Instructor or Faculty Liaison regarding prolonged or intermittent absences from the field will receive a "NC" field grade. Students wishing to receive a "W", authorized withdrawal, for field must also withdraw from their respective practice course. In order to officially withdraw from a course students must initiate university procedures for a "Withdrawal".

Type #2: Primarily Environmental

These problems involve a lack of adequate opportunity provided by the agency to accomplish learning objectives, little/no suitable field instruction, a personality conflict between student and Field Instructor or other agency staff person that create a negative learning environment. In an instance of perceived discrimination or sexual harassment, the student must immediately notify his/her Faculty Liaison.

Problem Identification: Typically these types of problems are first identified by the student. It is, however, the responsibility of the Faculty Liaison to monitor the student's learning environment in the field and to identify problems of this type.

Resolution Process: The Faculty Liaison is responsible for mediating or negotiating a resolution of this type of problem. Typically, the Faculty Liaison will meet with the Field Instructor, student, and other agency personnel as necessary in order to discuss/identify the environmental problems and to discuss possible intra-agency alternative solutions. If no educationally sound resolution is forthcoming, the Faculty Liaison, after consulting with the Director of Field, will notify the agency and Field Instructor that the student will be removed pending appropriate student/client termination. The Director of Field will work with the student to secure a new placement. Students having to change placements mid-semester may be required to extend their time in the new field agency beyond the regular ending date for field.

No immediate negative grading consequences will accrue to the student (except that an "I" may be given if there has not been sufficient time for the existing Field Instructor to provide a reasonable assessment of the student). Again, depending upon the timing of such situations, the Director of Field may negotiate an educationally sound plan for the new placement that falls outside traditional operating procedures (e.g. a three semester placement or placement through the summer months). The resolution of these problems shall be noted in writing on the student's *Learning Agreement* or field evaluation (depending on the timing of the occurrence) by the Faculty Liaison or the Director of Field.

Type #3: Primarily Inadequate Student Performance

Student performance in the field must be in accordance with the NASW Code of Ethics and the Student Standards of the Division of Social Work. Behavior in conflict with these standards and code will be cause for immediate attention, corrective action, and possible termination from field.

These problems include (but are not limited to) poor professional behavior or conduct (includes not following agency policies) or unsuccessful achievement of competencies for any reason, including lack of ability or low motivation to learn social work skills, disrespect for clients or co-workers, inability or unwillingness to utilize feedback, or interpersonal qualities interfering with one's ability to be professionally appropriate or engage in sound social work practice. Student performance problems may also involve ethical violations threatening or criminal behavior, or behavior or performance not suitable to the profession of social work. Problems of this nature place the student in jeopardy of being dismissed from placement and receiving "NC" for field.

Problem Identification: It is the responsibility of the Field Instructor to identify this type of problem and bring it to the attention of the student and the Faculty Liaison. While it is possible that the Faculty Liaison, acting in the capacity of the student's practice course instructor/Faculty Liaison, may be aware of such problems in the field, it is the Field Instructor who must identify and document such problems as they relate to the field placement.

Resolution Process: The Field Instructor must identify the behaviors, actions, or inactions that indicate performance problems or raise questions about the student's suitability for the profession of social work. The Field Instructor must communicate her/his concerns to the student (preferably in writing). The behaviors eliciting concern must also be communicated to the Faculty Liaison immediately upon identification or as soon as is practical. Once notified, the Faculty Liaison should immediately contact the student to discuss the concerns of the Field Instructor. A joint meeting of the student, Field Instructor, and Faculty Liaison should be held as soon as is possible to discuss the concerns and the recommendations for corrective action. Students normally will be afforded a reasonable period of time (assuming there is sufficient time left in the academic year for corrective action to occur and be monitored) during which progress or improvement upon the behaviors, actions, or inactions may be demonstrated by the student and monitored by the Faculty Liaison.

Students experiencing performance problems may not change placements. Performance problems typically must be resolved in the agency in which they were first identified. If the agency is unwilling to continue working with the student, the student is issued a "NC" grade for field, and the student will need to follow the *Repeat* procedure identified in the *Field Syllabus.*

Depending on the nature of the performance/situation and the timing (within the semester) the Faculty Liaison may require a performance agreement between the student, Field Instructor, and the Division of Social Work. The performance agreement should be signed by all three parties and consist of the following:

- Specific tasks/behaviors that need to be accomplished/demonstrated;
- Goals to be reached or indicators of progress;
- Criteria for assessing the extent to which concerns have been ameliorated;
- Date(s) by which tasks/behaviors and goals are to be assessed.

Lastly, in the case of inadequate student performance wherein the student is dismissed from the agency or the Faculty Liaison is recommending a grade of "no credit (NC)", the Director of Field will follow the procures outlined in the *Repeat Policy* section of the *Field Syllabus.* If any student is identified by their Field Instructor to be engaging in behaviors or actions that jeopardize clients or violate agency policy the student may be dismissed immediately from the field site and the placement terminated by the Field Instructor. The dismissal/termination must be quickly reported to the Faculty Liaison and/or field director. The student's assigned grade will be "NC".

GENERAL PROBLEM SOLVING PROCEDURES

The purpose of this procedure is to clarify the roles of all concerned, to identify specific steps to take along the way and to insure, as much as possible, a smooth problem solving process.

1. Problems with a field placement should be identified as early in the semester as possible.

2. Field Instructors and students are encouraged to keep supervision notes that identify topics discussed in supervision meetings (instructional hour).

3. Anyone in the field education triad – the student, liaison, or Field Instructor – can initiate the problem-solving process.

4. The process involves communication – verbal and/or written – between at least two of the parties.

5. The first level of the process can be informal, verbal communication. All three (FI, liaison and student) should be made aware of the problem. If the problem is resolved to the satisfaction of both parties within a reasonable period of time (no more than two weeks) then formal written documentation of the problem is not needed.

6. If the problem is not resolved in a reasonable period of time, and/or if another problem surfaces, the problem must be documented by the appropriate person, and all three parties should receive a copy.

7. At this point, liaisons should meet with the student and Field Instructor, and possibly both, within a week of the written problem report, in order to facilitate a resolution. Liaisons should document these contacts and meetings through a written summary, and give copies to the student and the Field Instructor.

8. Field Instructors are expected to identify any known problems on the mid-semester evaluation.

9. The substance of the end-of-semester evaluation should be no surprise to the student. Any problems noted should have been discussed, and documented in supervision notes and with the liaison.

10. Students may not end a field placement (or change to another placement) without permission of the Director of Field. If a student fails to get this permission in writing, the student may receive a “NC” for field, and may be required to wait until the next academic year to enter field again.

11. Students who complete a partial semester or who request (and are granted) a change of placement during any semester must repeat an entire semester. Students may not “count” any field hours previously accumulated during the semester in which the request was made/granted (This statement does not apply to students who, through no fault of their own, cannot continue with their assigned field agency/instructor).

SECTION VI

GENERAL POLICIES OF FIELD EDUCATION

PLACEMENT PROCESS AND PROCEDURES

The Director of Field, in consultation with the Field Education Faculty, is responsible for arranging the field placements of all students. Students should not contact an agency directly without approval from the Field Faculty. Agencies may not arrange placements with students without the student going through the formal placement process as outlined below.

Field Education policies and procedures facilitate the placement of students into settings that best meet the educational needs of each individual student.

The Director of Field and the Graduate Field Coordinator assign field placement sites to graduate students. The placement process for entering graduate students begins in the summer preceding the first semester, after students have been admitted to the MSW program, with each student submitting a *Field Application* that is reviewed by the Field Director and Graduate Field Coordinator. Based on this preliminary review, field faculty assess each student's experience in human services and related fields, and stated area of interest and learning goals. Tentative field assignments are made (on paper only). The Field Director and Field Coordinator then meet with all entering graduate students in small groups of two-hour duration during the month of August. Meetings are structured sharing sessions, during which students offer information about themselves, their backgrounds, their apprehensions and their goals. These meetings allow the field faculty to orient students to Field Education, and provide opportunity for interpersonal interaction and on the spot assessment of the appropriateness of the tentative field assignment. If the tentative assignment seems reasonable to both the student and the Field Director, the student then proceeds to arrange an interview with the prospective Field Instructor.

Students do not compete with other students for a placement. Either the student or the agency can decline the other if either or both determine the placement is not a good fit. Students are allowed up to three interviews to successfully obtain a placement. Agencies are responsible for conducting any criminal background checks; the university does not gather this information. The field faculty determine placement referrals for first year master's students, according to the following criteria:

- The placement gives the student an opportunity to experience a client population and/or service setting that is different from the student's previous experience;
- The placement is appropriate to the student's level of professional development;
- The placement and/or Field Instructor is a good fit with the student's learning needs, strengths and personality.

During the first week of classes, first-year master's students attend a large-group orientation, where they receive more detailed information about field policies and procedures, and receive a copy of this manual. If a student cannot successfully obtain a placement after three interviews, the Field Director, after discussion with the student, may determine that the student is not ready to enter field at that time, and will make recommendations to the student concerning how he or she might improve readiness.

Students must successfully complete both semesters of the first year placement as a condition of applying for a second year placement. For their second year placement, students identify three preferred placement choices. They begin their selection process in February by attending the Field Faire, an event which involves representatives of over 100 agencies interested in providing placements. Students do not interview with or commit to an agency at the Field Faire. Rather, the Faire is an opportunity for students to become acquainted with the range of placement choices. Through a combination of information gathered at the Field Faire, in discussion with faculty advisors, and through their own experiences in the field, students identify three choices for placement on their field application. Field faculty make every attempt to refer a student to one of these choices for an interview. Most second year students are successfully placed at one of their three choices.

Students who are not in good academic standing will not be allowed to proceed into placement. Students with "I" grades in the preceding social work practice class may not proceed into placement.

If at any time after the student has been assigned to the agency, but before placement begins, the agency or the student raises questions regarding the placement, the situation is reviewed by the Director of Field and the parties involved. The Field Education Faculty will re-place the student in a more appropriate setting, if necessary. When the initiation of the field placement is delayed for whatever reason, it may be necessary for the student to extend the placement beyond the normal ending date to accommodate the agency's need and/or to meet the practicum learning objectives.

UNSUCCESSFUL PLACEMENT INTERVIEW

While the Division attempts to place all students in accordance with the Division's placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies, or a combination thereof, will meet with the Director of Field Education and Graduate Program Coordinator. The possible outcomes of such a meeting are as follows:

1. Student may be asked to work or volunteer at a human service agency to gain more experience and maturity; or

2. Student may be advised to sit out the year due to personal life complications that seemingly interfere with the student's ability to present well in interviews or perform the work of a social worker; and will be referred to appropriate community services if warranted; or

(In the case of #1 or #2, students may petition the Graduate Program Director to enter the part-time MSW program.)

3. Student may be advised to re-consider the appropriateness of a MSW degree. If necessary, a Level 2 review may be initiated.

CONFLICTS OF INTEREST

No student may be placed in an agency wherein she/he or an immediate family member was/is a client now or within the last five years; or is a Field Instructor. Since the Division does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Declining a placement based on conflict of interest is not the same as "refusing to accept" delineated in this policy under *Unsuccessful Placement Interviews*.

Students who want a placement that may be perceived as a conflict of interest are encouraged to discuss the situation with the Director of Field before requesting or accepting the placement. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client during the previous five years will be administratively dropped from the field course and will not be allowed to enroll in the future.

CRIMINAL CONVICTIONS

The Division of Social Work expects students with prior felony or misdemeanor convictions to inform the Director of Field Education of such convictions prior to placement. Most agencies will require some form of criminal background check prior to accepting a student for placement. In most cases, agencies pay for these checks. Students with any record of criminal conviction should discuss with the Field Director or Graduate Field Coordinator the specifics of the conviction, so that the student may be referred to a placement with background criteria that can be more likely met by the student. During the field interview, students are advised to be open with prospective Field Instructors about any criminal background that might act as a barrier to placement.

USE OF EMPLOYMENT AS A FIELD SITE

Many students ask if they can use their employment site as a field education placement. The use of an employment site as a field site must be approved by the Director of Field Education. Approval is granted only if certain conditions are met and the situation is educationally sound and appropriate for the particular student. The conditions are as follows:

Criteria for Job Conversions

Job conversions make educational sense in situations where students consider themselves “career employees”, plan to remain in their place of employment in the future, and where the agency wishes to make an educational investment in their employee. The agency must be large enough to provide significantly different opportunities for students to gain social work experience with different populations, services, sites, etc. In addition:

1. There must be an MSW employed at the work site who is not the employment supervisor who is willing and able to be a Field Instructor, and who meets the Division’s criteria for Field Instructors.

2. The Field Instructor cannot have any authority over the student's employment status.

3. The field instruction tasks/assignments must be different from the employment tasks and must be in accordance with both the Division's general educational criteria and those appropriate to the student's chosen educational goals.

4. There must be evidence that role confusion (between the student role and the employee role) will not occur. A general rule is that role confusion will always exist in agencies with fewer than 25 employees unless the student is physically located in separate locations for the job and the placement.

5. Job conversions must be approved in writing by the agency and the Field Director. Job conversion application forms are available from the field website. It is best to discuss the proposed job conversion with the Director of Field before completing the job conversion form.

Criteria for Job-Related Placements (Paid Placements)

A job-related placement may be for a student who is hired by a new agency, or assigned a substantially different job within a larger agency for whom the student has already been working. The new position should provide opportunities for the student to grow in all competencies of the *Learning Agreement*. When these competencies are not a regular part of the job description, the employer must agree to give students flexibility to engage in additional activities so that the student may progress in those competences. The Field Instructor must not be the student’s employment supervisor.

These placements have been approved to increase accessibility to the MSW degree for students who must work full-time in order to attend school. The placements must be closely monitored by the Faculty Liaison to ensure adequate learning opportunities for the student.

UTILIZING STUDENTS IN PLACE OF EMPLOYEES

The Division of Social Work does not condone any organization utilizing students as employees under the guise of field instruction with the exception of the employment based placements. Generally, agencies from which social workers have been, and continue to be laid off, will not be allowed to serve as field sites.

FIELD INSTRUCTOR TRAINING

All Field Instructors are required to participate in Field Instructor training offered by the Division of Social Work. The training covers such issues as: orientation of the student, introduction to the field experience, *Learning Agreement* and the evaluation process, teaching social work in the field, learning styles, operating styles and teaching tools.

PROFESSIONAL LIABILITY INSURANCE

The University requires students to purchase professional liability insurance through a CSU system-wide policy. No other insurance is purchased or provided to students by the Division of Social Work. Agencies requiring students to carry insurance other than malpractice must make this known to the students during the interview process so that the student can make an informed choice of field placement site.

SECTION VII

SAFETY GUIDELINES AND PROTOCOLS

These guidelines have been created in recognition of the fact that physical and mental vulnerability of professional social workers (and violence in the lives of clients) are realities. No social worker is immune to these vulnerabilities, regardless of practice setting or geographic location. Issues of safety are relevant in all communities and settings and need to be addressed. The following guidelines are set forth to facilitate awareness of safety issues.

Students are required to review these guidelines and to ask and discuss with their Field Instructor the safety guidelines and procedures of the field agency.

GUIDELINES FOR SAFETY

The Division faculty will address safety issues as they relate to the content of lectures and discussions in the classroom.

Each agency is responsible for orienting student trainees to the safety policies and procedures of that setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

Students must not be required to engage in assignments in which they feel physically at risk. The agency should make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the Faculty Liaison should be contacted to facilitate exploration of the concerns.

HEALTH RISKS

Exposure to diseases is a safety issue in many agencies, including those that are not designated health facilities. Therefore, all students are to assess for themselves, health risks associated with different settings and discuss with his/her Field Instructor appropriate precautions even though the agency may not require such things as vaccinations or other such preventive health measures.

PROCEDURES WHEN SAFETY ISSUES ARISE

If an incident occurs in which a student is personally threatened or hurt, the Field Instructor, agency contact person, or agency director should contact the Faculty Liaison immediately to discuss what actions the agency and Division should take to ensure student's physical and emotional well-being.

The Faculty Liaison will document the incident and the steps taken to address it and will meet with the student and other faculty to assess the student's readiness to return to the field, the need for replacement, and any other issues relevant to the situation.

SAFETY TIPS FOR STUDENTS IN THE FIELD

Agency Protocol

It is important for students to know the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the Field Instructor and student should discuss any issues related to safety and security in the setting.

The guidelines and suggestions below may be helpful to students, Field Instructors, and Faculty Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

Security of Belongings

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker, and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students consult with agency Field Instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency Field Instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered

for the meeting. Also important to discuss is the plan for backup and assistance in the event that the client becomes agitated.

Safety Tips for Travel

When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows.

When traveling by foot or public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Safety Tips for Home Visits

It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with Field Instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan.

It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit.

APPENDIX I

SPECIFIC LEARNING OBJECTIVES FOR WORK WITH INDIVIDUALS & FAMILIES, GROUPS, AND ORGANIZATIONS & COMMUNITIES

In assignments with individuals and families the student is expected to:

1. Empathize with clients.
2. Explore appropriately by:
   a. Asking relevant and well-formulated questions
   b. Listening to and learning what client system is saying on more than one level
   c. Observing and making note of nonverbal behavior.
3. Enable client system to recognize available choices and make decisions about alternatives.
4. Facilitate client system's use of external resources, and when appropriate, intervene directly on behalf of client system.
5. Use concrete services, selectively offering suggestions and advice.
6. Tolerate strong emotional expression.
7. Serve an educational function by giving information and sharing professional knowledge.
8. Help client system identify and examine interactional responses, patterns of behavior and their effects.
9. Help client system in termination phase (e.g., evaluate progress in relation to goals, understand different reasons for termination, and identify strengths as well as areas for further work).

In group work assignments (may be Treatment or Task Group) the student is expected to:

1. Use appropriate group work model based on agency mission and client goals and needs.
2. Attend to factors of group composition (e.g., heterogeneity/homogeneity, common needs and interests).
3. Prepare group members (e.g., discussion of fee contracts, confidentiality, protection of individual and group interests).
4. Arrange for adequate space, programming supplies, and equipment to facilitate group operation and ensure professional standards of practice.
5. Create an atmosphere of acceptance and trust.

6. Articulate purpose of the group as perceived by the agency and worker.

7. Establish goals with individual members and with the group as a whole.

8. Develop and implement a range of activities and techniques in relation to age, competence, type, and goals of the group.

9. Apply knowledge of stages of group development to interventions.

10. Help members in the termination phase evaluate total group experience, reminisce, and anticipate future experiences and/or referrals.

In large/macro system practice assignments (within the field setting working on a project, policy, or program or on behalf of the field setting within the community) the student is expected to:

1. Define the problem, taking into account individuals or groups involved, domain, frequency, and others who should be involved.

2. Collect data from multiple sources.

3. Apply differential intervention techniques as appropriate: a conflict management/mediation policy analysis, program planning, advocacy, legislative initiatives, program evaluation, community organization, and community education.

4. Utilize an assets approach to communities with particular emphasis on vulnerable groups.

5. Apply the concepts power, empowerment, and participation within a multicultural context.

6. Identify and assess formal and informal mechanisms for change in human service organizations and communities.

7. Foster a productive role for the agency within the community.

8. Evaluate the effectiveness of the intervention in relation to the task and stated goals.

APPENDIX II

SUGGESTED OUTLINES FOR PROCESS RECORDINGS

PROCESS RECORDING OF A SMALL SYSTEM CLIENT

1. Please be sure to disguise all identifying information to maintain client confidentiality.

2. The client may be an individual, a couple, or a family – children and adult(s). The interview being recorded must be an initial interview, but not one in which an agency intake form needs to be filled out or eligibility determined. The questions must be yours, not from a form.

3. Follow the outline below:

A. Introduction

- The Agency: Briefly describe the nature and purpose of your agency.
- The Client: Age, gender, ethnicity, religion, and a brief overview of client's family, living and work situation.
- The Need: Reason for Referral/Presenting Problem

  a. Initial presenting problem: Who referred the client to the agency and to you? When? Why? What has been done since then to the time this client was assigned to you?

  b. Any collateral contacts you have had on behalf of this client and the information obtained from these and other sources.

B. The Interview (see suggested format)

- Number and specific purpose of the interview being recorded.
- Time and Location of the interview.
- Appearance and affect of the client during this interview.
- Transcript of the interview: You are encouraged to tape-record and transcribe the interview. If recording is not possible, please write the complete interview in the form of a conversation exactly as it occurred, from the first hello to the last goodbye. Do not summarize portions. Whether or not tape-recorded, include all non-verbal behavior observed (yours and client's) as well as your (unspoken) thoughts and feelings as they occur during the interview.

SUGGESTED FORMAT

The Agency: ____
____
____

The Client: ____
____
____

The Need: ____
____
____

The Interview

	Conversation	Client Affect	Students Thoughts & Feelings	Field Instructor Comments
1. Client				
2. Student				
3. Client				
4. Student				

4. Analysis

Go over your process recording line by line and identify:

A. From client's verbal and non-verbal communications – examples of stressors of the client, and any feelings, anxieties, transferences, ambivalences and resistances, coping mechanisms…anything that tells you something about the client.

B. From your verbal and non-verbal communications – examples of social work values, principles and techniques, counter-transferences. If at any point you feel your communication did not reflect the values/principles etc. appropriately, what could you have done or said differently?

C. Identify the beginning, middle and ending phases of the interview. Was the intended purpose of the interview achieved? Is yes, substantiate…

D. Based on the information you have about the client so far – what is your assessment at this time? Is the client functioning at an age-appropriate level? If not, at what level is he/she functioning?

PROCESS RECORDING OF LARGE CLIENT SYSTEM
(Treatment or Task Group, Organization or Community)

The Agency/Unit you represent. (Describe the agency, its services, the demographics of its client population and staff; and other relevant descriptions.)

1. Purpose of meeting:

2. Who is at the meeting:
   Roles of individuals and units/agencies represented.

3. Need for meeting:
   Presenting problem; who called the meeting? Why? What has been done about the problem in previous meetings? What social policies pertain to the presenting problem?

4. Transcript of group dynamic:
   Who said what? What is the affect of different individuals and their responses/statements? What is the nature/characteristic of the different interactions?

	Conversation	Affect/Nature of Interaction	Unanswered Questions/ Thoughts/ Feelings of Student	Field Instructor Comments
1. Person 1				
2. Person 2				
3. Person 3				

Summary Description of Group Dynamics: Was purpose accomplished? Why or why not? What is the future collective action of the group?

APPENDIX III

SUGGESTED BIO-PSYCHOSOCIAL CULTURAL (BPSC) ASSESSMENT, DIAGNOSIS AND INTERVENTIN PLAN FOR SMALL AND LARGE SYSTEMS

SMALL SYSTEMS

Relevant History: (1) History of the need/problem from the beginning, in chronological order. When did it first start? What has been done about it so far, by the client and/or by anybody else? With what success? What is the current status of the need/problem? (2) Other relevant history, e.g. family, work, changes, life events etc. in chronological order, bringing up to the present.

Assessment:

Your understanding and explanation of the presenting problem. In this explanation, identify the following:

1. **Biological factors:** Are there any biological/physiological/medical factors relevant to the presenting problem?

2. **Social factors:** Are there any social/environmental factors relevant to the presenting problem? (Nature of support systems, interpersonal relationships, accessibility of community services.)

3. **Psychological factors:** Select and use one or more of the theoretical frameworks (from HBSE) that give you the clearest understanding of the client and his/her/ their situation/psychological functioning.

4. **Cultural factors:** Identify any ethnic/cultural issues that may be relevant to the presenting problem.

If your client is an individual, you must answer the following questions:

1. Is this client functioning age-appropriate level, according to psychoanalytic, psychosocial, and/or cognitive theories? If not, what level is the client functioning at? For how long? Why? Include any separation/attachment issues. Substantiate your answer ...

2. What kind of defense mechanisms and coping behaviors does this client seem to use habitually? At this time? Substantiate your answer ...

If your client is a family, you must answer the following questions:

1. In which task area/s is this family experiencing difficulties – at this time and historically?

2. What factors are contributing to this difficulty? Societal resources? Ethnic/cultural conflicts? Intergenerational baggage? Inner family system? Normal developmental life-cycle crises?

Summarize your assessment:

Explain briefly:

1. Why is this client (individual or family) experiencing this problem at this time?

2. What are the client's strengths and limitations? Motivation for change? External barriers and internal resistances?

Intervention:

Based on your summary above:

1. What kind of help does this client need at this time? From whom? For how long? What kind of help does this client not need at this time? Why? Substantiate your answer…

2. If you worked in an ideal agency with all the resources and authority you needed. How would you help this client a) to address the presenting problem and any underlying factors; and b) to prevent future problems (your action plan)? Specify your intervention modality/ies and your rationale for it.

3. But since you don't work in an ideal agency, how would you help this client in the agency you are currently working with?

4. Specify the intervention modality you suggest and your rationale for it.

Prevention:

What could have been done – by your agency and/or any other people/agencies/organizations in the community – to prevent this presenting problem?

LARGE SYSTEMS

Assessment:

1. What is the presenting problem?

2. Relevant History: (1) of the need/problem from the beginning, in chronological order. When did it first start? What has been done about it so far, by the client and/or by anybody else? With what success? What is the current status of the need/problem? (2) Other relevant history, e.g. family, work, changes, life events etc. in chronological order, brining it up to the present.

3. How was the presenting problem brought to your attention (client, co-worker, community member, it is your own issue with the larger system)?

4. What is the "problem solving" capacity of this large system? Does the system follow the problem solving process (e.g., identification of a problem→ communicating the problem→ developing goals/objectives and interventions/alternatives→ select alternatives→ implement→ monitor→ evaluate)?

5. What are the communication patterns in this is large system? Who talks with whom? Are communications clear/not clear direct/not direct?

6. Who are the players in this large system? Name them. What are the roles and responsibilities of each player?

7. Describe the characteristics of the interpersonal communications (affective responses). Do individuals personalize their responses (focus on the individual) or do individuals respond professionally (focus on the issue/substance)?

8. Lastly, describe the behavior control characteristics of the system. Is the system flexible (not chaotic) and open to change or rigid (not bending) and closed?

Summarize your Assessment: Same as “small system,” but substantiate “large system” for client.