

**Bachelor of
Social Work Program**

**Department of Social Work
2005-2006**

**Field Education
Manual**

**Southern Connecticut State University
New Haven**

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DEPARTMENT OF SOCIAL WORK
Pauline R. Lang Social Work Center

August 2005

Dear Colleagues and Students:

We are pleased to present you with this manual for our undergraduate program in field education.

In this manual we have described the content and requirements of field education. Policies and procedures are outlined. This should be useful for field instructors, liaisons, and students. In the appendix, you will find the forms which can be copied for use throughout the year. Please feel free to call the office if anything appears unclear, or if you should have any questions or suggestions for improving the manual or any other part of field education.

I wish you the best during the coming academic year, and thank you for your commitment to our program. Know that the Field Education Office is always open to your input.

Sincerely,

Minou P. Michlin, LCSW/DSW
Professor of Social Work
Director of Field Education

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Department of Social Work

Southern Connecticut State University

MISSION STATEMENT

Southern Connecticut State University is one of four universities in the Connecticut State University system and the Department of Social Work at Southern Connecticut State University is the only program in this system and state that offers both undergraduate and graduate programs in social work. The program curriculum emphasizes a perspective that views people as having the capacity to change and adapt while in continuous and reciprocal interchange with all elements of their environment. The academic and field practicum components are designed to teach professional social work knowledge and to impart tools for scholarship, critical thinking, and evidenced based practice. We are committed to ethical practice and the integration of social work values in all educational activities and practice. The purpose of undergraduate education is to prepare students to work in entry level agency based social work positions. The focus of graduate education is professional education for students who will provide clinical or management services.

The mission of the Department of Social Work is to provide quality social work education to undergraduate and graduate students and to advance knowledge through study, practice, and research. Further, the Department is also committed to preparing social workers to promote system change to achieve economic and social justice in the life of communities impacted by rapid economic and social shifts. We are committed to students in the program being able to engage in practice with diverse populations in metropolitan settings. In addition, the Department is committed to educating social workers to be effective practitioners and leaders in the public and private sectors. The Department is also committed to developing partnerships with the community to further both the Department's and the University's commitment to scholarship and professional preparation.

The following program goals evolve from the mission statement. These goals are designed to give greater emphasis to the Department's commitment to educate social work students who are competent to bring about change. The program intends to prepare professionals to:

- Practice agency-based social work at administrative or interpersonal levels with individuals, families, groups, organizations, and communities.
- Practice with a commitment to the values of the profession and to ongoing professional development.
- Address the needs of vulnerable populations in urban communities by increasing the quality and quantity of professional social work services.
- Improve existing public social work services by offering formal educational opportunities and in-service training to professional and non-professional employees.

We view the field component of our curriculum as a primary way of operationalizing the mission of our program and curriculum. In addition to the specific educational objectives we have for students, the field sequence is seen as a way to bring the profession's commitment for social justice and progressive social change into the community. Liaison work is viewed as an opportunity not only to learn about the community and agency, but also to influence agency policy and procedure in a direction that reflects the profession's values.

The selection of a field agency begins a cooperative effort between the University, the School, and the community to provide a challenging and sound professional education for each student.

PURPOSE OF FIELD EDUCATION

Field education is a central and essential part of social work education. It provides a dynamic opportunity to practice the theory-oriented learning of the classroom within an educationally directed practice experience. The curriculum is planned as a continuum of increasingly complex, agency-based, educationally directed assignments which lead the student to acquire greater professional competence as a generalist social worker.

The purpose of the field practicum is to guide the student in the acquisition and integration of social work practice knowledge, values, and skills. In each placement required of Baccalaureate of Social Work (BSW) students there are two complementary dimensions: a field agency assignment and a field seminar.

The educationally directed field assignments provide opportunities for the student to apply concepts to practice experience and to develop social work competencies within an agency setting. Field instruction and supervision are provided on-site in the agency by an experienced social worker employed by the agency and approved by the Department of Social Work.

The seminar is a weekly class in which the students are guided in discussion of ways to integrate theory and practice, to develop strategies to improve field performance, to tap the expertise of peers and the field seminar instructor, and to learn to use assessment and feedback to further their own professional development. Written seminar assignments are focused on competency areas. The weekly field seminar is taught by a faculty member who serves as a liaison to the student's field agency and field instructor.

Objectives of the Field Practicum

The field practicum objectives are to provide opportunities to practice and demonstrate the following generalist foundation competencies:

- A. Social Work Code of Ethics and its utilization in practice
- B. Professional use of self
- C. Knowledge base of practice
- D. Written and oral communication skills

- E. Organizational context of practice and its utilization in the delivery of services
- F. Community context of practice
- G. Awareness and use of community resources
- H. Assessment of existing social policy, and
- I. Use of the helping process

Administration of Field Education Office and Field Practicum

The Field Education Department is headed by Dr. P. Minou Michlin. The staff includes Nicole Philibert, the Field Education Department Secretary, and a Placement Coordinator.

The staff of the Field Education Department, along with the faculty, is responsible for evaluating all current and potential agencies, conjointly planning the students' program, and resolving any problematic issues that arise in this context. The staff also approves field instructors, and plans additional continuing education seminars for their professional development. It brings together field practitioners and faculty to design innovations in field education.

The Department is responsible for matching students with approved agencies. In this role, it assesses, with faculty, the needs and capacity of each student, counsels each student in his/her choice of placements, and orients that student to field practice. Although geographical considerations are respected, students must be willing to travel to field assignments within a 50-mile radius of their homes. There is a list of agencies in the Field Education Office which may be used by students to consider which agencies may be appropriate. Students who wish to suggest an agency to be approved should contact the Director of Field Education.

Through the Field Education Committee, the Field Education Department reviews and develops curriculum, deals with practicum problems helping the student to overcome barriers to satisfactory performance, and makes recommendations on special student requests. The Field Education Committee meets several times a year to review the operations of the Field Education Department, to examine the curriculum of the field integrations seminars, and to recommend possible changes.

CURRICULUM DESIGN

Foundation

Each student is required to take university requirements which make up the student's liberal arts foundation. These are generally taken during the first two years of undergraduate education. They include courses in history, English literature, oral and written communications, foreign language, mathematics, biology, chemistry or physics, philosophy, economics, anthropology, health, and physical education.

The Department of Social Work requires other courses which make up the foundation of our program: general psychology, developmental and abnormal psychology, personality

development, sociology courses on the family, social problems in the United States, minorities, and research methods. In the junior year, students begin professional social work courses in human behavior and the social environment, social welfare institutions and policy, and methods of intervention with individuals and families, organizations, and communities. They also take a course in micro skills counseling during the junior year. In the senior year, students study methods of intervention with groups, social policy, and research methods.

Field Education Sequence

Field education begins in the first semester of the senior year for students who have been formally accepted into the program.

Senior Year: SWK 490L and SWK 491L Field Practice and Seminar. Two days per week for two semesters, for a minimum of 200 hours per semester, plus a 1.5 hour weekly seminar. Six credits per semester.

In the senior field placement, a framework for assessment and intervention for a range of human needs using a problem solving approach to service delivery becomes the focus of assignments. Students also learn about recording, use of supervision, and the application of the National Association of Social Workers (NASW) Code of Ethics.

In the field practice seminar, the student is helped to integrate theory and practice, to develop strategies for improving field performance, to tap the experiences and expertise of peers and instructor, and to learn to use feedback to further the student's own professional practice. Written and oral assignments are focused on the integration of theory and practice. Since SWK 490L and 491L are L-courses, extensive writing is required. See the appendix for the requirements for L-courses.

Prerequisites

The field practicum SWK 490L and SWK491L Field Practice Seminar are completed in the fall and spring of the senior year in one agency. The following prerequisites must be completed to register for the course:

1. 86 credits including SWK 390
2. all incompletes must be cleared from transcript
3. minimum of 2.5 Q.P.R. (quality point ratio)
4. application for placement by the appropriate date

ESSENTIAL ABILITIES AND ATTRIBUTES FOR ADMISSION AND CONTINUANCE IN THE DEPARTMENT OF SOCIAL WORK

The following standards, in addition to accepted academic standards, describe the physical, cognitive, emotional, and character expectations that the Department of Social Work at SCSU requires of its students. These characteristics, coupled with academic standards, provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice.

Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the Department of Social Work at SCSU are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practice, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission as well as by faculty responsible for evaluating students' classroom and practicum performance and continuation in the program. In the event that a student is perceived as not meeting these standards, they will be referred to the Student Review Committee (SRC).

MOTOR ABILITIES

The social work student must have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Office of Disability Services will be consulted regarding reasonable accommodations.

SENSORY ABILITIES

The social work student must have the ability through his/her senses to participate in classes and practicum placement. Students must acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed. The Office of Disability Services will be consulted regarding reasonable accommodations.

COMMUNICATION SKILLS

The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

PROFESSIONAL COMMITMENT

The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and his/her right to a just share of society's resources.

SELF-AWARENESS

The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals and must be able to work effectively with others in subordinate positions, as well as with those in authority.

KNOWLEDGE BASE FOR SOCIAL WORK PRACTICE

The professional activities of social work students must be grounded in relevant social, behavioral and biological science, knowledge, and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, intervention and evaluation of practice.

OBJECTIVITY

The social work student must be sufficiently objective to systematically evaluate clients and their situations in an unbiased, factual way.

EMPATHY

The social work student must endeavor to seek to comprehend another individual's way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

ENERGY

The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

ACCEPTANCE OF DIVERSITY

The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender, ability, sexual orientation, and value system.

INTERPERSONAL SKILLS

The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

PROFESSIONAL BEHAVIOR

The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

PROCEDURES FOR STUDENT APPLICATION FOR FIELD PLACEMENT

All students planning to take field practice need to submit an application to the Field Education Office. They will then interview with a member of the Field Education Office. The deadline for application for the Fall semester is the preceding February 28th.

A listing of possible placements is maintained on a disk in the Field Education Office at Lang Social Work House. Students can access this file and are encouraged to use this data as a resource for information about the agency. We attempt to be sensitive to issues of preference and convenience, but recognize that educational need must figure most prominently in the matching process. Based on experience in working with agencies, faculty members know which agencies can help to meet the student's learning objectives best. While we see the overall process between student and school as being collaborative, the faculty is responsible in ensuring the educational appropriateness of the placement.

Students are notified of the placement selected and they then contact the agency for an interview. The student's placement is confirmed by a letter from the field office.

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum.

Students applying to use employment for field placement must apply directly to the Director of Field Education by February 28th.

FIELD LIAISONS

Faculty liaisons are primarily full-time faculty who assist the field instructor and student to maximize the learning process in the field agency. These liaisons meet with the students in a weekly field practice seminar and are expected to meet at least three times per year with the field instructor to:

1. Develop an educational contract which includes student's learning goals and the assignments which will assist the student in his or her professional development;
2. Monitor the assignments given to the student to ensure that there is sufficient volume, breadth, depth, and diversity;
3. Evaluate the student's progress at the end of the first semester and set goals for the second semester; and

4. Evaluate the student and the field experience at the end of the year; and,
5. Keep the agency informed of any changes in the curriculum which would have an impact on the student's experience in the agency and to bring to the Field Department issues in the field which might have an impact on the student's learning.

CRITERIA USED IN THE SELECTION OF FIELD AGENCIES

The Field Education Department looks for field agencies whose board and staff are committed to the education and training of professional social workers. It further seeks field settings which serve persons from a range of ethno-cultural backgrounds. Agencies include those which serve infants, children, teenagers, young adults, aging persons, and families. Crisis-oriented settings as well as residential treatment, corrections, outreach, medical and health services are utilized. Agencies are selected which are responsible to vulnerable populations with special needs, such as single parents, the developmentally disabled, the homeless, victims of domestic violence, the frail elderly, children and adults with AIDS, the mentally ill, persons with physical impairments, and immigrants. Consistent with the Department's mission, special efforts are made to work toward providing students with placement in a public service agency.

Students who are employed by social agencies which meet the Department's criteria for field settings may apply to the Director of Field Education for approval to use the place of employment for field placement. The agency administrator must submit a written plan for approval by the Director of Field Education.

The following criteria are used in selecting field agencies:

- The agency philosophy and standards must be consistent with the goals of social work education and with the mission of the Department of Social Work.
- The agency must provide a qualified field instructor with a Master's in Social Work (MSW) with release time, to offer instruction and supervision.
- The agency must be willing to structure educationally focused experiences which are appropriate to the student's educational needs and to provide opportunities for working with various size systems, with an exposure to a diversity of people.
- The agency must be able to provide the student with adequate office space, supplies, and equivalent reimbursement privileges given to staff, e.g., mileage, field expenses.
- The agency must allow the field instructor time to attend required meetings on campus, as well as the Seminar in Field Instruction (SIFI) for the new field instructors.

CRITERIA USED IN THE SELECTION OF FIELD INSTRUCTORS

The candidate must have:

- A Master's degree in Social Work (MSW) and two years of post master's practice experience.
- Interest in developing competence in teaching.
- Competence in more than one practice modality.
- Time to provide a minimum of one hour weekly conference with the student and to attend orientation and training seminars provided by the Social Work Department.
- A commitment to provide assignments to the students, evaluations and other data in as timely manner.
- Either have completed the Seminar in Field Instruction (SIFI) or be willing to attend this course concurrently with the assignment of a student intern to the field instructor.

Seminar in Field Instruction (SIFI)

All new field instructors are required to attend a seminar in field instruction taught by the Director of Field Education unless he/she has taken a comparable seminar at another School of Social Work. The purpose of the seminar is to provide the knowledge and skills necessary to provide the educational experience needed by students. The course outline emphasizes developing an educational contract, educational assessment, the evaluation process, use of process recording, as well as teaching and supervisory skills. This curriculum is based on a syllabus developed by the Greater New York Area Directors of Field Education Consortium. A certificate is awarded which is recognized by other schools in the Consortium. In addition, the participants receive 12 CEC's.

All new field instructors are expected to attend an orientation meeting held during the academic year, usually before the fall internships begin.

Seminars and Workshops

The Field Department periodically provides seminars or workshops which may be of interest to field instructors. Because the department wishes to express its gratitude for the educational opportunity field instructors provide our students, field instructors can participate in a continuing education seminar of their choosing offered at Southern Connecticut State University *gratis*. They will be awarded continuing education credits for the courses as well as for the SIFI. Field instructors also will be invited to attend various lectures and events in the Department of Social Work throughout the year.

HONORARY CLINICAL TITLES

The Board of Trustees for the State of Connecticut has established honorary clinical titles for the field instructors of the Department of Social Work as follows:

- Clinical Instructor of Social Work
- Clinical Assistant Professor of Social Work
- Clinical Associate Professor of Social Work

- Clinical Professor of Social Work

Upon recommendation of the Social Work faculty and the appropriate dean, such titles may be conferred by the campus president or president’s designee on Social Work professionals who satisfy the criteria for appointment.

Holders of the above clinical titles shall receive no pay from the University, shall not earn tenure in such titles not by service in such titles accrue service toward tenure in any title, and shall not be entitled to the privileges of faculty appointment other than those specifically designated by the campus president.

The scope of appointment to such titles shall be strictly confined to those professional acts which are directly related to the field instruction, advisement, and evaluation of Social Work students in the field.

The term of appointment to such titles shall be for a maximum of three years with the option to renew by action of the campus president or president’s designee.

Criteria for Appointment to Honorary Titles in Social Work

Honorary clinical titles are not conferred automatically. Field instructors may apply by using the form in the appendix.

To be appointed to honorary titles in Social Work in the Connecticut State University social work field instructors must:

1. Hold a Master’s in Social Work from an accredited Social Work program and have three years agency experience;
2. Have individually agreed to participate in the education of the University’s Social Work students under the terms specified by the University’s Social Work faculty;
3. Be employed by an agency which meets the criteria for becoming a field education site, has been approved by the Social Work Department, and in which the University’s students will receive field education;
4. Have the head of the agency in which the student’s education will occur submit a letter of recommendation and authorization; and,
5. Meet the additional requirements listed below for appointment to the specific titles:

<i>Title</i>	<i>Requirement</i>
Clinical Instructor of Social Work	Has successfully completed three years as a field instructor at SCSU including appropriate attendance and participation at Departmental events

Clinical Assistant Professor of Social Work	Is licensed by the State of Connecticut as a Licensed Clinical Social Worker and has five years post Master's agency experience and three years as Clinical Instructor, including appropriate attendance and participation at Departmental events
Clinical Associate Professor of Social Work	Is licensed by the State of Connecticut as a Licensed Clinical Social Worker, and has five years post Master's agency experience and three years as a Clinical Assistant Professor, including appropriate attendance and participation at Departmental events
Clinical Professor of Social Work	Holds a doctorate, is licensed by the State of Connecticut as a Licensed Clinical Social Worker, and has five years post Master's agency experience and three years as Clinical Associate Professor, including appropriate attendance and participation at Departmental events.

A form is provided in the Appendix to apply for an honorary clinical title.

RESPONSIBILITIES OF THE FIELD INSTRUCTOR

Every student is assigned to an individual field instructor who has been approved by the School. The field instructor is responsible for planning an orientation for student, providing a minimum of a one hour weekly supervisory conference, selecting educationally directed assignments for the student, reading the student's recordings in preparation for conferences, and preparing for the liaison a written educational contract that summarizes what educational goals, assignments, and schedule have been agreed upon. The practice competencies are used as a frame of reference.

It is preferable that the student's field instructor is a staff person. Sometimes it is necessary for the agency to arrange supervision through an outside person who meets our qualifications.

A field instructor who is not a regular employee of the agency must have full access to the student's work, including observation and client records, and must have the authority to negotiate field assignments for the student. The field instructor should be on site for 25% of the student's field practicum hours, and supervision should be provided on site.

The First Day in the Agency

The field instructor is expected to be available to greet the students when they arrive at the agency on the first day. An orientation program should be planned which will take place over the first few weeks so that the students will not be overwhelmed. The student's first questions will be about what they will be expected to do. The field instructor should be prepared to cover the range of assignments and tasks that the student will be expected to carry out.

The student's office, desk space and supplies should be ready for use and each student should have the opportunity for an individual conference with the field instructor on the first day.

Providing case records to read may reduce anxiety for the student and give him/her a feel for practice at the agency.

Assignments

Field assignments provide the student the opportunity to put knowledge into practice. The assignments should provide a challenge for the student without overwhelming him/her.

The student should begin the first assignment on the second or third day in the agency. Prolonged waiting to begin causes undue anxiety and should be avoided by having one assignment ready and by carefully preparing the student for this first contact. Subsequent assignments should be added until the student reaches a full load by the tenth week of field. Assignments should begin with what the student knows and progress to unknown or unfamiliar areas. Attention should be given to providing assignments which call for diverse methodologies and involve diverse populations and problems. Keep in mind the competencies of the program and the goal of educating a generalist practitioner.

When the student has reached a full complement of assignments, his or her workload should be as follows:

Senior Year	
Work Assignments	8-10 hours
Supervision	1 hour
Process Recording	2-4 hours
<u>Staff Meetings</u>	<u>2 hours</u>
Total	16 hours

Process Recording

One of the practice competencies is the use of written and oral communication skills. Recording, then, is viewed by the School as an important learning tool for it helps students organize their work, be accountable, and see professional growth. All beginning students should use process recording for their client contacts in various sized systems, including telephone contacts and meetings with agency representatives. As the student

progresses, the field instructor may choose certain assignments on which the students will continue to use process recording to deepen their learning and sharpen their skills. There is a form in the appendix which may be useful for organizing process recordings.

In addition to the process recording, the student should learn to use whatever type of recording or charting is used in the agency. Field instructors may require a journal or log in addition to the process recording requirement. Students should submit their recordings to the field instructor in sufficient time for the instructor to carefully review the work prior to conferences.

EVALUATION OF STUDENTS

Evaluation is viewed as an ongoing process shared among field instructor, field liaison, and student. Practice competencies and the assignments to achieve them become part of the educational contract established jointly between student and field instructor at the beginning of the field placement. They are reviewed during the end of semester evaluation by the field instructor, field liaison, and student. Out of this process, a written evaluation and the goals and assignments for the following semester are prepared in triplicate using the form provided in the appendix and submitted by the due date listed on the field education calendar. The evaluation should include a brief description of the educational goals, assignments, orientation to agency, and evaluation of the student's progress in competency areas as they relate to field performance. The field instructor and student should sign the evaluation, indicating that the evaluation has been read and discussed. The student may wish to add additional comments or a rejoinder.

The student will need to demonstrate congruence with the values and ethics of the profession and an understanding of their own feelings and attitudes about individuals of different cultures, races, genders, sexual orientation, and ages. The students must also be able to identify facets of their own behavior and values which must be modified to achieve respect for and acceptance of persons whose culture and lifestyle are different from their own.

Two copies of the evaluation are sent to the Department, one to the Director of Field Education, and one to the faculty liaison. A copy should be given to the student by the field instructor. The field instructor should feel free to recommend a grade for the student. The final grade, however, is given by the field liaison based on field performance and classroom participation.

In field practice seminars there are oral and written assignments which assess the student's attainment of the generalist competencies. In the senior year field practice seminar, assignments focus on using research methods learned in SWK 350 (Research Methods) to examine an area of practice. Students use research skills to evaluate their own achievement in one or more practice areas. Oral and written assignments focus on the integration of theory and practice in the development of practice competency. Assignments such as logs and case presentations focus on reflections and new perspectives gained by the student in the practicum.

Focus on Students' Strengths

We hold a view that the underlying purpose of social work is to release human potential and empower clients to function more fully in society. A focus on people's weaknesses tends to diminish self-confidence and the ability to function. Focusing on strengths increases self-esteem and helps people realize what their potential may be.

Our competency based program uses this philosophy. Students learn to articulate what they have accomplished which, in turn, enhances their self esteem and builds their ability to work with people. It is important that field instructors strive to ascertain the strengths which each student possesses and focus the student on what it is he/she knows or is accomplishing. Helping the student see what he/she is doing by labeling it in the language of the practice competencies is part of this process.

PROBLEMS IN THE FIELD PRACTICUM OR FIELD INTEGRATION SEMINAR

The following policy has been established to guide students and faculty in situations that have arisen in field practice or in the classroom. They have been established for the benefit and protection of the students, and to provide due process in the review of student performance. This process can be initiated either by the field instructor, the field liaison, or the student.

If during the field placement either the field instructor, field liaison, or the student determines that the student may not be able to reach appropriate levels of competence, the following procedures need to be followed:

1. A three-way conference needs to be held including the student, liaison, and field instructor. Concerns should be made explicit.
2. A written contract will be drawn up detailing the concerns to be addressed and the expectations for change. A time period for subsequent review should be set. This period of time should not exceed one month. During this time, there should be frequent communications between the parties involved. A copy of the written contract should be submitted to the student's advisor and the Director of Field Education.
3. If, at the end of the stated period, the student demonstrates progress or the field situation is remedied, the matter is deemed to be resolved.
4. If the student does not show progress or the field problem continues, the following will happen:
 - a. If the problem is agency-based, reassignment may be necessary.
 - b. If the student's performance is in question, the field liaison calls a meeting of the Student Review Committee (Director of Field Education, Coordinator of the BSW Program, field instructor, student's advisor, and classroom teachers). The Committee will review the student's record and, having reached a consensus, will make one of the following decisions:
 - To extend the time for the student to resolve the problem.

- To extend the period of time that the student is in placement.
- To place the student in a new agency.
- To ask the student to withdraw from the program.

Any student who fails field integration seminar is dismissed from the program.

ETHICAL, PROFESSIONAL, LEGAL CONDUCT

The department expects students to adhere to the standards of conduct defined by NASW Code of Ethics and standards of conduct established by Southern Connecticut State University and the Board of Trustees of Southern Connecticut State University. Violation of these standards can result in immediate suspension. Students who are thought to have violated standards for conduct are subject to the Department's Student Review Committee (SRC) procedures.

The following are illustrations of conduct or behavior which may result in termination after due process by the SRC:

- A. Knowingly falsifying application for admission to the program.
- B. Deliberate destruction of property of the school, agency, colleague or client.
- C. Theft of property of the school, agency, colleague, or client.
- D. Any type of physical, mental, or verbal abuse of clients or colleagues.
- E. Unauthorized possession of or any infraction related to intoxicants or drugs on school or agency property or reporting to classes or field under the influence of intoxicants or drugs.
- F. Lewd or obscene conduct or expression on school or agency property (obscene shall be defined by Connecticut General Statutes, section 53a-193).
- G. Possession of any weapon, with or without permit, on school or agency property.
- H. Breach of ethics concerning the confidentiality of clients.
- I. Threatening, intimidating, or coercing fellow students, faculty, or agency personnel on school or agency premises at any time.
- J. Sexual harassment, defined as any unwelcome sexual advance, request for sexual favors, or another verbal or physical contact of sexual nature, when accompanied by intimidating or coercive pressure to comply with the same.
- K. Sexual assault as defined as any unwanted physical contact of a sexual nature.
- L. Conviction of felony in state or federal court.
- M. Repetition of conduct which resulted in prior probation or suspension or written warning.

PROCESS AND PROCEDURES

When a student is suspected of violating the NASW Code of Ethics, appears to be seriously harmful to clients, or has committed a criminal act, the following procedure will be followed:

- a. The appropriate faculty member (e.g., advisor, classroom instructor, or field staff) must make a written request to the BSW Coordinator for a status review by the Student Review Committee (SRC).
- b. The BSW Coordinator sets the time and date for the SRC meeting and advises the student of his/her rights at least one week in advance.
- c. The appropriate faculty member prepares a report for review. The report will be available to the student and committee members at least one week in advance of the Status Review meeting.
- d. The student and/or the advisor can provide additional information at the Status Review meeting. Minutes of the meeting are kept by a designated faculty member of the committee. The student can ask to be accompanied by another student, this student can provide a “student perspective.”
- e. The SRC committee meets in closed session to make decisions regarding the student's continuation in the program. All discussions and deliberations are to be carried out maintaining professional standards of confidentiality.
- f. Decisions are forwarded in writing by the BSW Coordinator to the student and advisor, and copies are placed in the student's file.
- g. If the decision is that the student continues in the program, it is the responsibility of the BSW Coordinator and the advisor to monitor whether the recommendations have been implemented and followed and whether the identified problem has been satisfactorily resolved.
- h. If the decision is made that the student shall not continue in the program, the student shall be notified of dismissal in writing by the Chairperson of the Department. A copy of the letter shall be sent to the Dean of the School of Health and Human Services, BSW Program Coordinator and the student's advisor.
- i. Should the student choose to continue the process, they are advised to follow the grievance procedure listed in the BSW Student Handbook.

STUDENT RIGHTS AND RESPONSIBILITIES

Students should be aware of their rights to receive the full benefit of being a field intern. They have a right to receive regular supervision and instruction, to be assigned appropriate learning experiences, and to have input into the assessment of their field performance.

Students should be knowledgeable about grievance procedures specified in the student handbook and their right to use them if they believe they have not been treated fairly.

EVALUATION OF AGENCY AND FIELD EDUCATION PROGRAM

In the appendix there are forms for the field instructor, liaison, and student to complete at the end of each field placement. These evaluations are helpful to the Director of Field Education in planning for the coming year.

LIABILITY OF STUDENTS IN FIELD PRACTICE

In the appendix there is a copy of the legislation which protects any student enrolled in a supervised program of field or clinical practice.

FIELD DAYS

Classes and field integration seminars are held at the University on Mondays and Tuesdays. Wednesdays and Fridays are reserved for field education. Alternative field days may be scheduled to accommodate student or agency needs, if approved by the Director of Field Education.

SCHOOL/AGENCY HOLIDAYS AND VACATIONS

Students do not attend field on agency and University holidays or during the spring break. However, there may be occasions when the University is closed but the agency is open. In this instance, the student is expected to be at the agency. During the break between semesters the student may take two weeks off from the field agency but must attend field during the other weeks; the student and the field instructor must agree on which two weeks are selected, giving consideration to the agency schedule and the needs of clients. The required minimum hours must be maintained, and the field instructor should review the calendar sent along with this field manual in planning to meet the requirements. If a student has difficulty meeting the minimum hour requirement, consultation with the Director of Field Education is required to develop an alternative plan.

Dormitory students should be aware that remaining in the dorm through winter and spring breaks to do field will require an additional fee for the room during these periods. Students also will have to move to a temporary dorm room during these periods.

STUDENT ABSENCES

If a student is absent due to illness or a death in the family, he/she is expected to notify the agency and plan for client needs. The student does not need to make up the days missed if the minimum number of hours requirement is met.

STUDENT DEFINITION OF SELF IN AGENCY

Students are expected to identify themselves as social work interns in their work with clients, in accordance with the NASW Code of Ethics.

PROCEDURE FOR USE OF EMPLOYMENT AS FIELD PLACEMENT

1. The student must apply for use of employment as field placement using the appropriate forms and complete all paperwork by February 15th.
2. As part of this application, the agency must supply a statement indicating that the agency is in agreement with the request, the name and credentials of the proposed MSW field instructor, the job description of the employee, a description of possible educational assignments, and a statement as to how the guidelines will be followed.
3. The agency must meet the criteria of the SOUTHERN CONNECTICUT STATE UNIVERSITY Department of Social Work for becoming an approved agency.
4. The field instructor must meet the SOUTHERN CONNECTICUT STATE UNIVERSITY Department of Social Work's criteria for selection of field instructors and have completed or be registered for a Seminar in Field Instruction (SIFI).
5. A field instructor who is not a regular employee of the agency must have full access to the student's work, including observation and client records, and must have the authority to negotiate field assignments for the student.
6. For two days per week in each semester the employee-student must be reassigned to activities which are more challenging, skill enhancing, and educationally directed, based on the curriculum of the School. The student is expected to keep a log of field activities, documenting the day, amount of time, and description of the activity. The employee-student may use University vacations for field activities and extend the hours into the summer if the hours are not completed.
7. The employee-student must be in good standing with the employing agency, not a probationary employee or the subject of disciplinary action within the agency.
8. Evaluations for the educational experience shall be separate from the work evaluation and must be consistent with academic standards.
9. The field instructor must be on site for 25% of the student's field practicum hours.
10. The field instructor must be different from the work supervisor.
11. Weekly conference with the field instructor should be scheduled during the student's field practicum hours.

EXCEPTIONS TO FIELD POLICIES

Students who wish to request an exception to any field policy must use the form in the Appendix and submit it to the Director of Field Education.

DEPARTMENT OF SOCIAL WORK

Appleby, George
Interim Dean

Colon, Edgar
Director of MSW Admissions

Dripchak, Valerie

Gesino, Jack

Hamilton, Julia

Haymes, Elayne

Howe, Esther

Jennings, Joanne

Keenan, Liz

Maltese, Tony
BSW Program Coordinator

Michlin, Minou
Director of Field Education

Mindell, Constance

Munck, Judi
MSW Admissions Coordinator

Catherine Perrotti
Field Placement Coordinator

Philibert, Nicole
Secretary

Rakfeldt, Jaak

Rofuth, Todd
Chairperson

Senzer, Mark

Siegel, Elbert

Stambler, Moses

Worden, Barbara
MSW Program Coordinator

APPLICATION FOR SENIOR (490) FIELD PLACEMENT

Student ID # _____

Name (please print) _____

Permanent Mailing Address _____

Telephone: Home _____ Work _____

Cell _____ Campus _____

E-mail (please print) _____

SWK200 Volunteer Placement

Agency _____

Supervisor _____

Assignments

Related Social Work Experience (paid or volunteer)

What geographic areas do you prefer for your placement?

Do you own or have access to a car or other transportation? Yes _____ No _____

Do you read or speak a second language? Yes _____ No _____

Do you have any physical disabilities which will have implications for a placement?
Yes _____ No _____ If yes, please explain:

Please list, in order of preference, three types of setting in which you would like to be placed.

- a) _____
- b) _____
- c) _____

Please write a paragraph about your interest in social work. Include personal qualities and strengths which you feel will contribute to your ability to be a good social worker.

SUBMIT WITH A COPY OF YOUR RESUMÉ BY FEBRUARY 28, 2006

Return to:
Field Education Office
Social Work Department - SCSU
101 Farnham Ave
New Haven, CT 06515

Rev: 2/05

APPLICATION FOR USE OF EMPLOYMENT AS FIELD PLACEMENT

Name _____ Phone: () _____ - _____

Address _____

City _____ State _____ Zip Code _____

Applying for: SWK 490 _____

Please provide information about your first field placement (if applicable):

Agency _____ Year _____

Field Instructor's Name and Degree _____

Name of Employing Agency _____ Phone: () _____ - _____

Address of Employing Agency _____

City _____ State _____ Zip Code _____

Name of Agency Adm. _____ Phone: () _____ - _____

Your Job Title _____ Years in Position _____

Supervisor's Name _____ Phone: () _____ - _____

List names of MSW's who can provide supervision: _____

Please attach any brochures, reports, and job descriptions that relate to your place of employment.

Student's Signature _____ Date _____

Please attach to this form a statement from the administrator of your place of employment that indicates that the agency is in agreement with your request. In this statement would be the name and credentials of the MSW field instructor, your job description, a description of the possible educational assignments, and a statement as to how our policies and guidelines for the use of employment will be followed. **Any potential supervisor must have taken and passed a Seminar in Field Instruction Course, or must be willing to take the course while supervising a student.**

EDUCATIONAL CONTRACT

**DEPARTMENT OF SOCIAL WORK
SOUTHERN CONNECTICUT STATE UNIVERSITY**

Student's Name _____

Field Instructor's Name _____

Agency _____

Student's Schedule at Agency (provide days and times)

Brief Description of Orientation to Agency

Field Instruction Conferences (provide day and time)

Nature of Planned Assignments for Students

DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTION EVALUATION FORM
SENIOR PLACEMENT EVALUATION FORM (490-491)

NAME OF STUDENT: _____

FIELD AGENCY: _____

**FIELD
INSTRUCTOR:** _____

PERIOD COVERED FROM: _____ **TO:** _____

PROFESSIONAL SOCIAL WORK EVALUATION

The student will be prepared during this generalist year for the foundations of generalist social work practice with individuals, families, small groups, communities and organizations. Preparation for a broad range of professional roles, tasks, and processes is emphasized.

GATEKEEPER ROLE OF FACULTY AND AGENCY FIELD INSTRUCTORS

Professional education requires continuous evaluation of the student. This evaluation includes not only periodic objective evaluations such as grades, performance on examinations, and acceptance of thesis or projects, but also subjective appraisal by faculty of the student's progress and potential.

Continuation in a professional program is contingent upon positive, ongoing faculty evaluation of the graduate student's grades, professional or scholarly attributes, and performance in real or simulated professional situations. A student may be suspended or dismissed from a graduate program for deficiencies in any of the foregoing.

The student will need to demonstrate congruence with the values and ethics of the profession, and an understanding of one's own feelings and attitudes about individuals of different cultures, races, genders, sexual orientation and ages. The student must also be able to identify facets of one's own behavior and values which must be modified to achieve respect for and acceptance of persons whose culture and lifestyle are different from one's own.

I. EVALUATION OF GENERALIST SKILLS:

Generalist social work practice students are expected to demonstrate the following skills at least once. The field instructor is asked to rate the student's demonstration of skill in each area on the following scale:

NEVER / PARTIAL / FREQUENT / N/A
1 2 3 4

***Remember that this range refers to the intern's reasonable level of performance as a graduate student, not as an experienced practitioner. Please include any pertinent comments regarding the intern's progress in each area.**

II. EVALUATION OF GENERALIST SKILLS

A. ENGAGEMENT SKILLS:

- _____ 1. Encourage the client to express concerns and reactions regarding the problem situation
- _____ 2. Formulate a clear and concise statement of the problem
- _____ 3. Elicit previous attempts at problem solving
- _____ 4. Discuss what the client can do in relation to the problem
- _____ 5. Establish a working alliance

Comment: _____

B. DATA COLLECTION AND ASSESSMENT:

- _____ 1. Assess non-verbal cues
- _____ 2. Identify areas of strength
- _____ 3. Identify areas of stress and conflict
- _____ 4. Identify potential sources of help existent in the social network
- _____ 5. Select targets for intervention
- _____ 6. Formulate a written statement analyzing the problem
- _____ 7. Uses ecosystems perspective to understand the interaction between the client system and the social and physical environment
- _____ 8. Understands the relevance of difference and ethnic diversity to the helping relationship for both the worker and the client system

Comment: _____

C. CONTRACTING AND GOAL SETTING:

- _____ 1. Review client's expectations and objectives regarding service needs
- _____ 2. Determine appropriate objectives
- _____ 3. Establish a mutually agreeable contract
- _____ 4. Renegotiate the contract based on feedback

Comment: _____

D. INTERVENTION SKILLS:

- _____ 1. Employs problem-solving methods in conducting both micro and macro practice interventions
- _____ 2. Partializes global issues into manageable concerns
- _____ 3. Holds to focus
- _____ 4. Gives necessary information
- _____ 5. Offers advice selectively
- _____ 6. Suggests alternative viewpoints
- _____ 7. Elicits client's thinking and feeling
- _____ 8. Seeks information about relevant present or past situations
- _____ 9. Points out and asks about manifest disagreement
- _____ 10. States possible consequences of client behavior
- _____ 11. Summarizes what has been said and done
- _____ 12. Asks for concrete examples
- _____ 13. Brings to the client's attention any discrepancy between verbal and non-verbal messages
- _____ 14. Moves from the general to the specific or vice versa
- _____ 15. Understands the meaning of silences
- _____ 16. Opens up discussion about taboo areas
- _____ 17. Arranges or provides for needed concrete service
- _____ 18. Expresses reassurance appropriately
- _____ 19. Identifies and supports client strengths
- _____ 20. Initiates and develops advocacy strategies
- _____ 21. Collaborates on both inter- and intra-agency levels

Comment: _____

E. TERMINATION (If applicable):

- _____ 1. Prepare client for termination
- _____ 2. Identify the dynamics of ending, i.e., apathy, denial, anger, guilt, and shared sorrow
- _____ 3. Work through feelings of loss for worker and client
- _____ 4. Evaluate progress and areas for further work
- _____ 5. Explore future application of newly acquired problem solving skills

Comment: _____

III. PROFESSIONAL CONTEXT

A. MAKE EFFECTIVE AND EFFICIENT USE OF SUPERVISION:

- _____ 1. **Seek, evaluate and respond to feedback about professional performance**
- _____ 2. **Show ability to examine practice with sufficient self-awareness**
- _____ 3. **Transfer knowledge and skills from one situation to another**
- _____ 4. **Plan for continuing professional growth**

B. COMMUNICATE CLEARLY AND EFFECTIVELY:

- _____ 1. **Prepare and submit process recordings promptly**
- _____ 2. **Meet agency requirements for recording**
- _____ 3. **Conceptualize and organize ideas clearly and concisely in speech and in writing**

Comment: _____

C. ASSUME RESPONSIBILITY FOR ASSIGNMENTS:

- _____ 1. **Use time productively**
- _____ 2. **Asks for information related to assignments**
- _____ 3. **Organizes work and sets priorities**
- _____ 4. **Meets deadlines and task expectations**
- _____ 5. **Prepares for case conferences and meetings**

Comment: _____

D. FOSTER PROFESSIONAL RELATIONSHIPS:

- _____ 1. **Identify and sort out organizational relationships**
- _____ 2. **Collaborate with colleagues**
- _____ 3. **Maintain work relationships**

Summary with examples: _____

E. SHOW COMMITMENT TO PROFESSIONAL VALUES:

- 1. Recognize own biases and values
- 2. Use self-awareness in working with people different from self
- 3. Struggle with value dilemmas, considering conflicting allegiances and choices
- 4. Uses the Code of Ethics to guide practice
- 5. Analyzes practice and programs from a philosophic, historical and social work value base

Comment: _____

IV. THE STUDENT HAS PERFORMED IN THE FIELD PRACTICUM FOR THE SEMESTER AT THE FOLLOWING LEVEL:

UNSATISFACTORY	MARGINAL	SATISFACTORY
()	()	()

SIGNATURE OF FIELD INSTRUCTOR _____ **DATE:** _____

SIGNATURE OF STUDENT: _____ **DATE:** _____

TO THE STUDENT: Your signature indicates that you have read this evaluation. In the event you do not agree with any aspect of this judgment of your performance by your instructor, append a statement describing your specific agreements and reasons for them.

STATE OF CONNECTICUT
ADDENDUM
Substitute House Bill No. 5465
PUBLIC ACT NO. 78-54

An Act Concerning Liability for Student in Field Placement Programs

Be it enacted by the Senate and House Representatives in General Assembly convened: Subsection 9a) of Section 10-235 of the general statutes, as amended by section 24 of public act 77-573, is repealed and the following is substituted in lieu of thereof:

(a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the state board of education, the board of higher education, the board of trustees or each state institution and each state agency which employs any teacher, and the managing board of any public school, as defined in section 10-161, shall protect and save harmless any member of such (board) BOARDS, or any teacher or any employee thereof or any member of its supervisory or administrative staff employed by it, from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage or destruction of property, within or without the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his duties or within the scope of his employment or under the direction of such board of education, the board of higher education, board of trustees, state agency, department of managing board. For the purposes of this section, the terms "teacher" and "other employee" shall include any student teacher doing practice teaching under the direction of a teacher employed by a town board of education, any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of a certified staff member, (and) any member of the faculty or staff or any student employed by the University of Connecticut Health Center or health service **AND ANY STUDENT ENROLLED IN A SUPERVISED PROGRAM OF FIELD OR CLINICAL PRACTICE WHICH CONSTITUTES ALL OR PART OF A COURSE OF INSTRUCTION FOR CREDIT BY A CONSTITUENT UNIT, PROVIDED SUCH COURSE OF INSTRUCTION IS PART OF THE CURRICULUM OF A CONSTITUENT UNIT, AND PROVIDED FURTHER SUCH COURSES (1) IS A REQUIREMENT FOR AN ACADEMIC DEGREE OR PROFESSIONAL LICENSURE OR (2) IS OFFERED BY THE CONSTITUENT UNIT IN PARTIAL FULFILLMENT OF ITS ACCREDITATION OBLIGATIONS.**

Certified as correct by:

Legislative Commissioner

Clerk of the Senate

STUDENT EVALUATION OF FIELD AGENCY

Student's Name _____

Course: Circle one: SWK 490 - 491

Agency _____ Field Instructor _____

Please rank the situation below using the following scale:

5	4	3	2	1	N/A
strongly agree	agree	undecided	disagree	strongly disagree	not applicable

Overall items:

_____ My overall experience as an intern this year was excellent.

_____ The orientation provided by the agency was adequate and helpful.

_____ The quality of the work environment (e.g., office space, mileage reimbursement, secretarial support, recording devices, copy machines) supported my learning.

_____ Agency administrators or other staff members were supportive of my work.

_____ The agency experience met my overall expectations.

The agency provided opportunities for me to:

_____ learn about the structure and function of a social agency, including agency policy.

_____ learn about the interrelatedness between the agency and community

_____ learn about the relationship between social policy and service delivery.

_____ learn about and use the helping process.

_____ use the Code of Ethics

_____ work with diverse people

_____ work with various systems (individual, group, family).

_____ evaluate my own practice and/or engage in other research activities

Please rank the situation below using the following scale:

5	4	3	2	1	N/A
strongly agree	agree	undecided	disagree	strongly disagree	not applicable

Supervision and training opportunities:

_____ I met with my field instructor for supervision each week

_____ My field instructor modeled openness by encouraging my questions and opinions.

_____ My field instructor facilitated the development of my social work practice skills by engaging in ongoing evaluation and mutual goal setting with me and my field liaison.

_____ My field instructor was available to handle questions and concerns as needs arose.

_____ Process recordings were required and used in supervision

_____ Process recording were valuable in the learning process

_____ I had opportunities to use audio-visual equipment or a two-way mirror as learning tools.

_____ In-service training opportunities were provided within and/or outside the agency.

Please take time to provide us with additional comments. Your responses will help us improve the quality of field education in agencies and in the field education office.

Important information regarding your agency experience:

Comments on your experience of the placement process with the field education office:

Thank you for taking the time to share your experience with us!

REQUEST FOR SEQUENCE POLICY EXCEPTION

Criteria for Policy Exception

- 1. extenuating circumstances beyond the student's control;
- 2. alternatives explored by the student are not feasible;
- 3. exception proposed is educationally sound.

Student's Name _____ BSW _____

Policy for which you request exception: _____

Rationale: _____

ACTION

Approval Recommended:

Signature of Advisor Date

Signature of Director, Field Education Date

Signature of Program Coordinator Date

Approval Granted _____

Approval Denied, Re: Criterion # _____

Signature of Chairperson Date

Field Instructor's Evaluation of Field Education at SCSU Department of Social Work

Agency: _____

Field Instructor's Name: _____

Number and level of students you supervised from SCSU this year:

Senior BSW _____ 1st Year MSW _____ 2nd Year MSW _____

Please use this scale to rate the following statements:

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

1. The placement process was positive for the agency. 5 4 3 2 1

2. I was sent a field placement contract in a timely fashion. 5 4 3 2 1

3. I was given a field manual in time to prepare for the student(s). 5 4 3 2 1

4. The field manual is informative and well organized. 5 4 3 2 1

5. Did you contact the Field Education Office during the year? Yes__No__

If yes, did you receive sufficient assistance and support? 5 4 3 2 1

I worked with the following faculty liaison(s) from Southern:

Name: _____

6a. The support I received was excellent. 5 4 3 2 1

6b. The time made available by the liaison was sufficient for my needs. 5 4 3 2 1

Name: _____

6a. The support I received was excellent. 5 4 3 2 1

6b. The time made available by the liaison was sufficient for my needs. 5 4 3 2 1

Please add your comments pertaining to any of the above questions:

Please provide any additional suggestions for improving the quality of field education at the SCSU Department of Social Work:

Thank you for taking the time to complete this evaluation.

Please mail your evaluation to:

Director of Field Education
SCSU Department of Social Work
101 Farnham Avenue
New Haven CT 06515

You may also fax it to: (203) 392-6580

**Agency Contact's Evaluation of Field Education
at SCSU Department of Social Work**

Agency: _____

Agency Contact's Name: _____

Number and level of students you coordinated from SCSU:

Senior BSW _____ 1st Year MSW _____ 2nd Year MSW _____

Please use this scale to rate the following statements:

5	4	3	2	1
strongly agree	agree	undecided	disagree	strongly disagree

1. The placement process was positive for the agency. 5 4 3 2 1

2. I was sent field placement contract(s) in a timely fashion. 5 4 3 2 1

3. I was given field manual(s) in time to prepare the field instructor(s) for the students(s) 5 4 3 2 1

4. The field manual is informative and well organized. 5 4 3 2 1

5. Did you contact the Field Education Office during the year? Yes__No__

If yes, did you receive sufficient assistance and support? 5 4 3 2 1

Please answer the following if applicable:

I worked with the following faculty liaison(s) from Southern:

Name: _____

6a. The support I received was excellent. 5 4 3 2 1

6b. The time made available by the liaison was sufficient for my needs. 5 4 3 2 1

Name: _____

6a. The support I received was excellent. 5 4 3 2 1

6b. The time made available by the liaison was sufficient for my needs. 5 4 3 2 1

Please add your comments pertaining to any of the above questions:

Please provide any additional suggestions for improving the quality of field education at the SCSU Department of Social Work:

Thank you for taking the time to complete this evaluation.

Please mail your evaluation to:

Director of Field Education
SCSU Department of Social Work
101 Farnham Avenue
New Haven CT 06515

You may also fax it to: (203) 392-6580

APPLICATION FOR HONORARY CLINICAL TITLE

Name: _____

Agency: _____

Address: _____

Telephone: _____ Ext. _____

Email: _____

MSW: 19____ DSW/PhD 19____ ACSW: Y / N LCSW #____

Years of post masters experience _____

Years experience as a field instructor at SCSU Dept of Social Work _____

Years experience as Clinical Assistant Professor at SCSU _____

Years experience as Clinical Associate Professor at SCSU _____

Signature _____

Recommendation by Agency Director:

Signature: _____

Print Name and Title: _____

Mail to:

Director of Field Education
SCSU – Department of Social Work
101 Farnham Avenue
New Haven CT 06515

GUIDELINES FOR ORIENTATION TO AGENCY

The following kind of information would be important for your student to know about the agency. Begin gradually to introduce the information over the first few weeks of the semester. A gradual process of orientation to the agency, community, and community resources will be helpful for the student.

- I. Agency Building and Personnel
 - A. How to negotiate the building. Where are offices, desks, bathrooms, lunchrooms? How do you use the phone? How do you mail or receive a letter?
 - B. Introductions to staff, director, people they will work directly with. When and where do people go to lunch or have coffee breaks?
- II. Agency Services
 - A. What are the services that the agency provides? Information and referral, provision of concrete resources or counseling.
 - B. What means does the agency rely on for provision of these services? Outreach, face-to-face interviews, phone?
 - C. What is considered traditional or new in terms of services?
- III. Clients
 - A. Who are the agency's clients? Are they defined by problem, geographic area, age, income level?
 - B. How do they most commonly get to the agency? Referral, out-reach, self-referral?
 - C. What is the typical "movement" of a client through the agency? A synopsis of a typical case from beginning to end may bring the above to light.
- IV. Organizational Structure
 - A. Who are the other staff members? What are their roles? To whom are they responsible? How will the student relate to them?
 - B. What is the policy making structure of the agency?
 - C. Are there other students? How will they relate to each other?

V. Funding

- A. How is the agency funded? What sources? What are the implications?

VI. Supervision

- A. Who will provide supervision? What form will it take?
- B. How is the student expected to prepare for supervisory meetings? What will be the structure of the meetings? (Information asked and given, use of method, skill development, agency issues?)

The utilization of community resources is an important learning experience in the practicum. Students should have the experience of visiting an agency with or without a client. They should learn how to make referrals to agencies. In order to assist this learning process we suggest that you encourage them to develop a resource file or book. Below is the kind of information that they might keep in such a file:

- Name of Agency
- Address
- Telephone: home and work
- Directors, Program Coordinators
- Services or programs provided
- Eligibility requirements, fees, type of clients, area served
- Referral format: letters, phone calls, client calls, etc.
- Contact staff for each program

Articles concerning the type of client population or type of agency would be important for the student to read. This not only helps them understand their work better, but it makes a connection between field and the academic experience. This is a task they can do early on in their placement when they cannot function independently and a staff member cannot be with them.

A tour of the surrounding geographic community might be helpful to the student. Many of them do not know New Haven and may not know how to negotiate in the city. Students may be fearful to walk around alone.

OUTLINE FOR PROCESS RECORDING

I. Identifying Data

Name of Client (individual, family group, organization, or project)

Date

Which Session

Worker

Who present, who absent

Agency

II. Pre-Session Activities

Preparatory work: Meetings, phone calls, research before contact

III. Goal of Session

IV. Narrative of Interaction (use attached narrative sheets)

Include: description of client, what worker did and said, word by word written account, points raised, discussions, decisions, positions, conflicts, agreements. Be clear about differences between what you felt, thought, and said.

V. Analysis of Session (or Contact)

Did you meet your goals?

What do you think happened?

What went right, wrong? Why?

What issues were raised? What contacts were made?

What values were expressed? What were the dynamics between people?

Who played what roles?

What things do you need to watch out for?

VI. Goals

What are your plans for:

a. next session?

b. collateral work?

VII. Evaluation of Your Work

What were your interventions?

What did you think about your interventions?

VIII. Question for Next Supervisory Session Based on this Client Contact

PROCESS RECORDING FORM

Worker's Name: _____

SUPERVISOR'S COMMENTS	VERBAL/ NON VERBAL NARRATION/ DIALOGUE	HELPER'S FEELINGS/ THINKING

American Psychological Association Reference Format (APA)

The Department of Social Work requires that APA format be used on all papers. The following basic elements of the APA format should be used as a guide for faculty and students.

A. **IN THE TEXT (or narrative) of your paper:** All source references are to be identified at the appropriate point in the text by **the last name of the author, year of publication and pagination** where needed. Identify subsequent citations of the same source in the same way as the first, not using “ibid.,” “Op.cit.,” or “loc.cit.”.

1. If the author’s name is used in the narrative of your paper, follow it with the year.

e.g.: “Duncan (1959) said that there were...”

2. If the author’s name is not in your narrative, insert, in parentheses, the last name and year, separated by a comma.

e.g.: “In an early study of social work values (Bartlett, 1949) it was reported that...”

3. Pagination (page numbers shown as “p.” or “pp.”) follows the year of publication after a period and would always be used when making direct quotes or when citing a specific part of your source.

e.g.: “Kuhn (1970. p.71) said...”

4. Give all the names up to six authors; for more than six use “et al.” in the text. When two authors have the same last name, use identifying initials in the text. For institutional authorship, supply minimum identification from the beginning of the complete citation.

e.g.: “...(U.S. Bureau of the Census, 1963, p. 117)...”

B. **IN THE APPENDIX.** List all source citations alphabetically by author, and within author, by year of publication, in the appendix titled **REFERENCES** (not Bibliography).

1. The Reference appendix must be complete and include only those references used in the text. The use of “et al.” is not acceptable in the appendix; instead list the name of the authors. (See A.4 for text format above).

2. If there is more than one reference to the same author and year, arrange them alphabetically and distinguish them by letters (a, b, c, etc.) added to the year.

e.g.: “Douglas, P.H., Pinsky, L. (1989a) The essential AIDS fact book. New York: Pocket Books.” Then “Douglas, P.H., Pinsky, L. (1989b)...”

3. Book and article titles: Capitalize only the first word of the title and subtitle, except for proper names (e.g.: The word “AIDS” above.) Capitalize each word of a journal name. Book titles and names of journals are underlined. Volume number is underlined; issue number is in parentheses; no “p” before page numbers (see periodical example below).
4. Give the publisher’s name in brief intelligible form: “John A. Wiley and Sons” should be “Wiley”. If the cited material is yet unpublished, use “forthcoming” with the name of the journal or publisher; otherwise use “unpublished”.

EXAMPLES:

Book:

Strean, H.S. (1978). Clinical social work: Theory and practice. New York: The Free Press.

Periodical:

Becker, L.J., Seligman, C. (1981). Welcome to the energy crisis. Journal of Social Issues, 37(2), 1-7.

Report:

Dumesmil, E.L. (1975). Racial Factors: The forgotten dimension in helping. (Tech. Rep. No. 52) San Francisco: University of California, Center for Human Information Processing.

A TEN POINT CHECKLIST

1. Author. (Last name, initials.)
2. Date. (In parentheses.)
3. Period.
4. Title of Book. (Underlined.)
5. Colon. (If subtitle – underlined.)
6. Period.
7. Location of publisher. (City only. Use state if city is not well known.)
8. Colon.
9. Name of publisher.
10. Period.