

**MASTER OF  
SOCIAL WORK PROGRAM**

**Field Education  
Manual**

**Fall 2005**

**Department of Social Work**

**Southern Connecticut State University**

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**DEPARTMENT OF SOCIAL WORK**  
**Pauline R. Lang Social Work Center**

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Dear Colleagues and Students:

We are pleased to present you with this manual for our graduate program in field education. In this manual we have described the content and requirements of field education. Policies and procedures are outlined which should be useful for field instructors, liaisons, and students. We want to draw your attention to several changes in the requirements of the field practicum, especially the hours required of first and second year internships. 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.

Sincerely,

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

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Department of Social Work Faculty

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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 advanced 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 the social work program. It provides a dynamic opportunity to carry out 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 social worker over the course of two internship years.

The purpose of the field practicum is to guide the student in the acquisition and integration of social work knowledge, values, and skills with practice. In both placements required of MSW students there are two complementary dimensions: a field agency assignment and a field seminar.

#### **Field Agency Assignment**

The educationally directed field assignment provides 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 selected by the Department of Social Work.

#### **Seminar**

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 liaison to the student's field agency and field instructor.

## FIELD OBJECTIVES

The field objectives are as follows:

- I. To provide opportunities to practice and demonstrate the following 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
  
- II. To provide opportunities to practice and develop the advanced assessment and intervention competencies of the Services for Children and Families, Addictions Services and Services for the Chronically Mentally Ill, Health and Elders Services specializations, or to practice and develop the advanced competencies of the Social Service Management concentration. These competencies are listed in the evaluation forms in the Appendix.

## FIELD EDUCATION SEQUENCE

The field education sequence requires the MSW student to complete two academic years (four semesters) of field experience concurrent with classroom learning. Each practicum, then, is completed in two semesters. The first and second field assignments have different educational objectives and take place in different settings.

Below illustrates the timing of field work based on the number of years program selected by the student.

### **Two-Year Program: Direct Practice and Social Service Management**

First Year: SWK 570-571 Field Practice and Seminar. 18 hours a week for two semesters **for a minimum of 500 hours for the year in field**, plus a 1.5 hour weekly seminar. 3 credits per semester.

Second Year: SWK 572-573 Field Practice and Seminar. 21 hours per week for two semesters, **for a minimum of 600 hours for the year in field**, plus a 1.5 hour weekly seminar. Also included is the completion of a special project (presently a research project). 6 credits per semester.

### **Three-Year Program: Direct Practice and Social Service Management**

Second Year: SWK 570-571 Field Practice and Seminar. 18 hours a week for two semesters **for a minimum of 500 hours for the year in field**, plus 1.5 hour weekly seminar. 3 credits per semester.

Third Year: SWK 572-573 Field Practice and Seminar. 21 hours per week for two semesters, **for a minimum of 600 hours for the year in field**, plus 1.5 hour weekly seminar. Also included is the completion of a special project (presently a research project). 6 credits per semester.

### **Four Year Program: Direct Practice and Social Service Management**

Second Year: SWK 570-571 Field Practice and Seminar. 18 hours a week for two semesters **for a minimum of 500 hours for the year in field**, plus 1.5 hour weekly seminar. 3 credits per semester.

Fourth Year: SWK 572-573 Field Practice and Seminar. 21 hours per week for two semesters, **for a minimum of 600 hours for the year in field**, plus 1.5 hour weekly seminar. Also included is the completion of a special project (presently a research project). 6 credits per semester.

### **Advanced Standing Program:**

- The minimum credit requirements are 39.
- Student will be required to take **one field placement totaling 900 hours**. Students will need to start their SWK 572 field seminar at the beginning of Summer Session C, typically around August 1. Students will be awarded three credits for this summer session seminar and then continue SWK 572 in the fall. Students will then take SWK 573 in the spring for a total of 15 credits for Field Placement, Seminar and their special project (presently a research project). The actual placement schedule has been modified so that the 900 hours can be completed between September 1 and May 1 (approximately). This means shortened breaks and holidays.
- Provided Advanced Standing students receive all possible waivers, those wishing to accelerate their program in order to complete their program by May of the following year must take SWK 521 and 552 during the summer. These courses are offered during Summer Sessions A and B. Summer Session A starts around June 1.

### ***FIELD EDUCATION FOCUS***

During the first field practicum, the assignments focus on the development of generalist competencies which tap foundation knowledge required in concurrent classes in Human Behavior and the Social Environment, Social Welfare Policy, and Practice Theory courses.

First year field assignments are directed toward helping students develop a framework for assessment and intervention in relation to a range of human needs and differing approaches to service delivery.

The second field practicum builds on the generalist competencies developed during the first year and focuses on either advanced clinical practice and research or social service management in a specialized field of practice (children and families, mental illness and drug abuse, or health and the aged). Students concurrently attend specialization classes in policy, advanced practice and electives.

The direct practice learning opportunities are directed more intensively on intervening with clients at risk and with problems which have a greater degree of complexity. The Social Service Management learning opportunities are directed more toward working with systems and organizations that serve clients at risk.

All students in their second year of field are also required to identify a research problem in agency, develop a research design, and produce a research paper. The faculty liaison will consult with the agency to interpret the purpose of the MSW research project and provide guidance to the student in the development and implementation of either a single subject or problem evaluation design. The field instructor is expected to enable the student to access data for the research paper. The outcome of the research is presented formally to the agency by the student.

### **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 FIRST FIELD PLACEMENT**

All students anticipating taking the first field practice course must apply to the Field Education Office early in the preceding semester, complete a student profile, and submit a resume which is forwarded to the prospective agency. The deadlines for application for first year field placements for students who will complete the program in three or four

years is February 15. Newly accepted students who will complete the program in two years must apply by May 15.

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

Students can expect some consideration to be given to geographic preferences. While students can state agency preference for their first year placement, they are not guaranteed a specific placement. Educational goals are the primary reasons for choosing a placement.

Student applications are reviewed by the field placement director / coordinator. After reviewing the student's file, the coordinator matches the student with an agency. The student is afforded the opportunity to meet with the prospective supervisor at the agency. If there is agreement between the agency and the student about the suitability of the placement, letters of confirmation are sent to the agency and the student, confirming the placement, the name of the field instructor, and the name of the field liaison.

If there is a mutual sense that the site is not appropriate to the student's learning needs, the student will be referred to another placement site. (It is expected that the second placement opportunity will be the final one).

Students applying for use of their place of employment as their field placement must submit all required paperwork directly to the Director of Field Education by the same deadline as the other applications. See forms in the appendix. **This option is available only for one year of the two year field practicum requirement and is not available to students admitted for Advanced Standing.**

Students must recognize that no agencies offer only evening and weekend hours. Students are expected to be present during some day time hours to attend staff meetings and case conferences. Embarking on professional training in social work requires significant sacrifice in terms of time and energy. Students must realize that they will be unable to work full-time while completing the two years of field placement required for the MSW degree.

## **PROCEDURES FOR STUDENT APPLICATION FOR SECOND FIELD PLACEMENT**

1. Second Year students must fill out application for field placement along with a student profile and submit it to the Field Education Office by January 30<sup>th</sup> of the semester prior to the beginning of field placement.
2. Students should meet with a faculty member who knows them well or their academic advisor to identify their placement interests before interviewing in the Field Education Office.

3. The Director of Field Education or Placement Coordinator meets with the Chairperson of the student's specialization as well as the student before making placement assignments.
4. The Placement Coordinator will:
  - a. call the contact person at the agency to discuss the student,
  - b. give the student a letter of introduction with attachments requesting that the agency confirm the placement with the Field Education Office.
5. After student and field instructor have met and the field coordinator and agency have agreed with the terms of placement, a confirmation letter is sent to both the student and the agency confirming placement, field instructor, and field liaison.
6. Students applying to use **employment for field placement** shall apply directly to the Director of Field Education by January 15<sup>th</sup> using the appropriate forms.

### **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. Students are assigned to the liaison by the Field Education Department. 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 and student providing consultation as needed to:

1. Initially develop an educational contract which includes the student's learning goals and the assignments which will assist the student in his/her achievement;
2. Monitor the assignments given to the student to ensure that there is sufficient volume, breadth, depth, and diversity;
3. Review the process recordings written by the student and utilized by the field instructor in supervision (**all students must write two process recordings a week and they must be used for supervision**);
4. Evaluate the student's progress at the end of the first semester and set goals for the second semester;
5. Evaluate the student, the agency and field instructor, and the field experience at the end of the year;
6. Plan for additional student placements in subsequent semesters, and;

7. (For students in their second field practicum) consult with the agency to interpret the purpose of the MSW research project and provide guidance to the student and field instructor in the development and implementation of either a single subject or program evaluation design.

Liaisons are expected to 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 Education Office issues in the field which might have an impact on teaching and student learning.

### **CRITERIA USED IN THE SELECTION OF FIELD AGENCIES**

The Field Education Department looks for 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 schools, residential treatment, corrections, outreach, medical and health services are utilized. Agencies are selected which are responsive 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 each student with at least one placement in a public service agency.

The following criteria are used in selecting field agencies:

- The agency's 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 be able and willing to provide a qualified MSW field instructor who can offer the kind of field instruction that the student requires.
- The agency must be willing to structure educationally focused experiences which are appropriate to the student's educational needs, provide opportunities for working with various size systems and which provide 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.
- It is desirable that agencies take more than one student.
- The agency must be willing to allow the field instructor time to provide the student intern with the required hours of supervision, to attend required meetings on campus, as well as the Seminar in Field Instruction (SIFI) for new field instructors.
- Each experienced field instructor must attend at least one of several offered continuing education opportunities at Southern Connecticut State University during the academic year.

## **CRITERIA USED IN THE SELECTION OF FIELD INSTRUCTORS**

The candidate must have:

- A Master's Degree in Social Work and three years of post master's practice experience in the appropriate methodology.
- Interest in developing competence in teaching.
- Competence in more than one practice modality.
- Time to provide at least one and a half hours of individual supervision weekly to the student and to attend orientation and training seminars in the Social Work Department.
- A commitment to provide assignments to the students, evaluations and other data to the Field Department in a timely manner.

## **SEMINAR IN FIELD INSTRUCTION (SIFI)**

All new field instructors are required to attend the Seminar in Field Instruction taught by a faculty member of the School 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, and teaching and supervisory skills.

## **SEMINARS AND WORKSHOPS**

The Field Education Department periodically provides advanced seminars in field instruction which may be of interest to field instructors. Field instructors also can participate at reduced rates in the workshops offered through the Department's continuing education program, or they can elect to attend one annually gratis. **It is expected that each field instructor will participate in at least one program on campus a year.** Continuing education credits (CEC's) are provided.

## **HONORARY CLINICAL TITLES**

The Board of Trustees for the Connecticut State University has established honorary clinical titles for field instructors of the Department of Social Work. These titles are 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 nor 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 setting and to consultation with University Social Work faculty regarding the nature of the degree program.

The term of appointments 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**

Social Work professionals may be appointed to honorary titles in Social Work in the Connecticut State University who:

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. Are 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. For whom the head of the agency in which the student's education will occur had submitted a letter of recommendation and authorization; and,
5. Who meet the additional requirements listed below for appointment to the specific titles:

<b><u>Title</u></b>	<b><u>Requirement</u></b>
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.

**It is the responsibility of the field instructor who wishes to receive an honorary clinical title to apply to the Field Director in writing. A form is provided in the Appendix.**

### **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 the student, providing a minimum of two one-hour weekly supervisory conferences (a one and half hour conference and a staff meeting may be substituted) selecting appropriate 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 on. The practice competencies are used as a frame of reference for this document.

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 must be on site for at least 25% of the student's field practicum hours, and supervision should be provided on site.

### **FIELD ORIENTATION**

The Field Department conducts orientation for field instructors and liaisons at various intervals throughout the year. This provides a forum for informing field instructors of the

School's expectations of the students; for field instructors to share matters of agency concern with the field education staff; and, for the encouragement of a sense of partnership in the professional education of our students. Separate orientation is held for students once the academic year has started to prepare them for work in the field.

### **THE FIRST DAY IN THE AGENCY**

The field instructor is expected to be available to greet the student when he/she arrives 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 student 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 or her a feel for the practice at the agency.

Expectations regarding days and times of attendance should be clearly communicated, as should any special needs of the agency and/or student.

### **ASSIGNMENTS**

Field assignments provide the student with the opportunity to put knowledge into practice. Assignments which provide a challenge for the student without overwhelming him or her will be important.

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:

<b><u>First Year</u></b>		
Work Assignments:	8-10 hours	(6-8 hours, at least, should be direct contact hours)
Supervision:	2 hours	
Recording:	4 hours	(includes process recording)
Staff Meetings:	2 hours	
<b>Total:</b>	<b>18 hours</b>	

### **Second Year–Clinical Practice**

Work Assignments:	12-14 hours
( 8-12 hours should be direct contact hours)	
Supervision:	2 hours
Recording:	4 hours
Staff Meetings:	2 hours
<b>Total:</b>	<b>21 hours</b>

### **Second Year–Social Service Management**

Work Assignments:	12-14 hours
Supervision:	2 hours
Project Planning/Mgmt:	2-4 hours
Staff meetings:	2 hours
<b>Total:</b>	<b>21 hours</b>

## **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 as it helps students organize their work, be accountable, and see professional growth. In addition, it is a necessary tool for thorough field instruction.

All students must write two process recordings per week – although individual field instructors may require more – until the second semester of the second year. At that time the field instructors may reduce the requirement to one per week. Process recordings should be used for 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 student 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. Process recording time is included in the student’s field hours. 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 review carefully prior to conferences. Field liaisons will review process recordings at least twice a semester.

## **PERFORMANCE IN FIELD INTERNSHIPS AND SEMINARS**

### **First-year Field Assignment**

All students in the first field experience must complete all field seminar assignments at an acceptable level and must demonstrate in his/her field agency all generalist skills: Engagement, Professional Use of Self, Data Collection and Assessment, Contracting and Goal Setting, Intervention, Termination, Use of Supervision, Communication, Assignments, Professional Relationships, and Professional Values at **level 2 (Partial) of the current evaluation instrument by the end of the first semester to pass SWK 570**. Some agencies may not afford opportunity to demonstrate a specific generalist skill. These skill areas should not be included in calculating the evaluation. Students will receive either a pass or fail grade for SWK 570.

Students must complete all class assignments at an acceptable level and must demonstrate a majority of the generalist skills mentioned above at **level 3 (Frequent) with no skill lower than level 2 (Partial) by the end of the second semester to pass SWK 571.**

### **Second-year Field Assignment**

All students in the second field experience must complete all class assignments at an acceptable level, receive full approval for the research project proposal, and must demonstrate all advanced skills: General Clinical, Clinical Assessment, Clinical Intervention, and Professional Context or Social Service Management Skills, Management Competencies, and Professional Context at **level 4 (Occasional) by the end of the third semester to pass SWK 572.** Some agencies may not afford opportunity to demonstrate a specific skill. These students will receive a letter grade (A, A-, B+, B, B-, or F) for SWK 572.

Students must complete all class assignments at an acceptable level, complete and receive full approval for the thesis, and demonstrate a majority of the advanced skills listed above **at level 5 (Frequent) by the end of the fourth semester to pass SWK 573.** The Integrated Clinical Social Work Competencies must be passed at level 5 by the end of the year. The guiding principle is demonstrated professional competence in all areas. Students will receive a letter grade (A, A-, B+, B, B-, or F) for SWK 573.

## **EVALUATION OF STUDENTS**

Evaluation is viewed as an ongoing process shared among field instructor, student, and faculty liaison. Practice competencies and the assignments designed to help achieve them become a part of the educational contract established jointly between the student and field instructor at the beginning of the field placement. They are reviewed during the end of the semester evaluation by the field instructor, the field liaison, and the student. Out of this process, a written evaluation and the goals and assignments for the following semester are prepared in triplicate 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 an evaluation of the student's progress in competency areas as they relate to field performance, using the competency specification forms for each year, concentration, and specialization in the Appendix. 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.

Two copies **with original signatures** of the evaluation are sent to the Department of Field Education. One of these is given 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 field grade, however, is given by the field liaison based on field performance and classroom participation.

Continuation in the graduate program is contingent upon positive ongoing faculty evaluation of the student in three distinct yet related areas:

1. Classroom achievement as reflected in grades and total Q.P.R (quality point ratio).;
2. Performance in field as reflected in ongoing faculty and supervisor evaluation;
3. Ethical, professional, legal conduct as embodied in the NASW Code of Ethics and University standards for student behavior.

The SRC will conduct a Spring review of all student in first year internships to ascertain that they are performing at acceptable levels in all three areas.

## **PROCEDURE FOR DEALING WITH FIELD EDUCATION-RELATED PROBLEMS**

The following policies have 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 students. They provide due process for the review of student performance. All parties involved in field education can initiate this process: the student, the advisor, the field instructor, or the faculty liaison.

If during the field placement the faculty liaison, the field instructor, or the student determines that the student may not be able to reach appropriate levels of competence or that the agency is not providing an educationally sound experience, the following procedures need to be followed:

1. A three-way conference needs to be held including the student, field 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 which is timely and appropriate to the situation. This usually entails one month. During this time, there should be frequent communication among the parties involved. All concerns must be put in writing with copies given to:
  1. The student
  2. The field instructor
  3. The faculty liaison
  4. The field department
  5. The MSW Coordinator, Chair, SRC
  6. The faculty advisor
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 agency based problem continues, the matter is turned over to the Student Review Committee (SRC). The SRC determines what remedies are appropriate.

- a. If the problem is agency based, reassignment may be necessary.
- b. If the student's performance is in question, the SRC will review the student's record and, having reached a consensus, will make one of the following decisions:
  - To place the student in a new agency
  - To extend the time for the student to resolve the problem
  - To extend the period of time that the student is in placement
  - To ask the student to withdraw from the program
- c. Should a second year student not complete the research project requirement by the end of the second semester, he/she will be required to register for a summer independent study to complete it.

### **STUDENT REVIEW COMMITTEE (SRC)**

As a member of an academic, intellectual, and professional community, it is expected that feedback between faculty and students be continuous. The assumption is made that growth and change can and will occur, both for faculty and students, and that evaluation and feedback are essential parts of the process. The work of the Committee in no way supplants these processes or the evaluations that classroom and field faculty may make.

The purpose of the Student Review Committee is twofold: 1) to deliberate, monitor, and review those situations where a student's behavior and/or performance are not meeting department standards, and 2) to review all students before they proceed to their second field internship. The SRC becomes active relative to any particular student when a faculty member believes that a student is not meeting the department's expectations for continuation in the program.

The Student Review Committee is comprised of the Coordinator of the MSW Program, who is responsible for chairing and convening meetings, the Director of Field Education, three faculty chosen by the MSW Core, and the faculty advisor of the student being reviewed. His/her advisor will notify any student who is reviewed by the Committee. Students will be able to bring another matriculated student for support.

Minutes will be kept. The Committee will try to reach consensus regarding any decisions that need to be made, but it is understood that where a consensus cannot be reached majority rule will apply. When voting is required, the advisor does not vote. The committee will maintain the confidentiality of the proceedings.

Faculty may want to consult with the MSW Program Coordinator prior to any review.

## **EXPECTED ETHICAL, PROFESSIONAL, AND 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 SCSU and the Board of Trustees of SCSU (each student is responsible for reviewing these codes and standards). Violation of these standards can result in immediate suspension, pending a meeting of the SRC. 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 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.

<b>Process and Procedures</b>
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When a student is suspected of violating the NASW Code of Ethics, appears to be harmful to clients, or has committed a criminal act, the following procedure will be followed:

- A. Student may be asked to stop attending placement until the committee has met.
- B. The appropriate faculty member (e.g., advisor, classroom instructor, or field staff) must make a written request to the MSW Coordinator for an emergency status review by the SRC.
- C. The MSW Coordinator sets the meeting, time, and date for the SRC meeting and advises the student of his or her rights at least one week in advance.
- D. The appropriate faculty member prepares a report for review. The report will be available to the student and committee members at least a week in advance of the Status Review meeting.

- E. The student and/or the advisor can provide additional information at the Status Review meeting. A designated faculty member of the committee keeps minutes of the meeting. The student can ask to be accompanied by another student; this student can provide a “student perspective.”
- F. The SRC 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.
- G. Decisions are forwarded in writing by the MSW Coordinator to the student and advisor, and copies are placed in the student’s file.
- H. If the decision is that the student continues in the program, it is the responsibility of the MSW Coordinator and the advisor to monitor whether the recommendations have been implemented and followed and whether the identified problem has been satisfactorily resolved.
- I. 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, MSW Coordinator, student’s advisor, and the Dean of Graduate Studies.
- J. Should the student choose to continue the process, they are advised to follow the grievance procedure listed in the MSW Student Handbook.

## **STUDENTS’ RIGHTS AND RESPONSIBILITIES**

The Social Work Department adheres to the University student policies as well as the Department By-Laws, which pertain to the student rights and responsibilities. Graduate students receive the Graduate School Bulletin and the Department’s Graduate Student Handbook, which detail all policies, procedures, rights and responsibilities. Students should be aware of their rights to receive the full benefit of being a field student. 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 are encouraged to make use of the grievance process for any grievance other than grading. The first step in this process is for the student to meet with the person with whom he or she has the grievance. Problems are often resolved at this stage. Further steps in the process are listed in the student handbook.

<b>DISABILITY ISSUES</b>
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Southern Connecticut State University does not discriminate on the basis of disability in admission or access to its programs and activities. Accordingly, the Social Work Department will place its students in Field Instruction assignments based only on a student’s ability to perform the tasks of that assignment and without stigmatizing consideration of disability. The Social Work Department expects field agencies to accept any students assigned by the department and the make reasonable accommodations to meet the needs of disabled students. The Social Work Department will work with agencies to plan and make reasonable accommodations to students’ needs and, where

appropriate, will share the cost of making special provisions for a student. **Only students who are registered with the Disability Resource Office can be accommodated.**

### **RESPONSIBILITIES OF THE STUDENT IN FIELD PLACEMENT**

- First year MSW students are responsible for completing a minimum of 500 hours for the academic year in an approved field placement.
- Second year MSW students are responsible for completing a minimum of 600 hours for the academic year in an approved field placement.
- Students need to utilize process recordings in the field placement and are responsible for preparing a minimum of two recordings per week. These process recordings will be used as a learning tool. In addition, the student is responsible for learning and using the standard recording and charting format as utilized by the agency.
- All first year MSW students are expected to complete all class assignments. They must demonstrate in their field the following generalist skills: engagement, communication, data collection, professional use of self and demonstrate the use of professional values and ethics in their clinical work.
- All second year MSW students are expected to complete all class assignments. They must demonstrate at a higher and more sophisticated level the above mentioned generalist skills. In addition, second year MSW students must demonstrated at an advanced skill level clinical assessment, clinical intervention, or social service management skills and management competencies. In addition, all second year MSW field students must receive approval for their research proposal and project from their field agency which may require Institutional Review Board approval, and must successfully complete the project prior to graduation. This is a practice-based research project.
- All students will receive professional supervision from a supervisor provided by the field agency and approved by the Social Work Department according to accreditation standards.

### **FIELD PLACEMENTS**

Graduate students are expected to complete two field placements in two different field agencies in order to afford them a comprehensive educational experience. The student may apply to use his/her place of employment for one year of placement in accordance with the policies listed below upon the approval of the Director of Field Education. Advanced Standing students cannot use place of employment as the field site.

### **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.

## **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. New students may review previous student evaluations in considering choices for placement.

## **FIELD DAYS**

Classes and field practice seminars are held at the University on Tuesdays and Thursdays. Mondays, Wednesdays, and Fridays are reserved for agency-based field education. Students generally do their field on Mondays, Wednesdays, and Fridays. Alternative field days may be scheduled to accommodate student or agency needs.

## **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 and 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 vacation from the field agency but must attend during the other weeks; the student and 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 their field manual in planning to meet these requirements. If a student has difficulty meeting the minimum hour requirement, please consult the Director of Field Education to develop an alternative plan.

## **STUDENT ABSENCES**

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

## **STUDENT DEFINITION OF SELF IN AGENCY**

NASW Code of Ethics states that social workers should not misrepresent professional qualifications, education, experience, or affiliations. Consistent with the Code, students are expected to identify themselves as social work interns in their work with clients.

## **STUDENT LEAVE OF ABSENCE OR WITHDRAWAL FROM THE PROGRAM**

Students who find it necessary to withdraw or take a leave of absence should arrange a conference with their faculty advisor and submit a written statement. The advisor will send the letter with the leave of absence form to the MSW Coordinator. When approved, the MSW Coordinator forwards it to the Chair of the Department and the Graduate

Office, which will officially inform the student of the status of their leave request. Students should be aware that they are required to complete the graduate program within six years.

Students who withdraw after completing 490, 570, or 572 will not be reinstated automatically in the second semester. Because field education is predicated on a continuous full academic year's experience, the student's file will be reviewed by a committee to determine how to structure subsequent field internships.

### **POLICIES FOR USE OF EMPLOYMENT AS FIELD PLACEMENT**

1. Students applying for use of their place of employment as their field placement must submit all required paperwork directly to the Director of Field Education by the same deadline as the other applications. See forms in the appendix. This option is available only for one year of the two year field practicum requirement and not available to students admitted for Advanced Standing.
2. The student must apply for use of employment as field placement using the appropriate forms and complete all paperwork by February 15<sup>th</sup> preceding the beginning of placement (May 30<sup>th</sup> for incoming two year students).
3. 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.
4. The agency must meet the criteria of the SCSU Department of Social Work before becoming an approved agency.
5. The field instructor must meet the SCSU Social Work Department's criteria used in the selection of field instructors and have completed or be registered for the Seminar in Field Instruction (SIFI).
6. 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.
7. For the first year placement employee-student must be reassigned to activities which are more challenging, skill enhancing, and educationally directed, based on the curriculum of the School for at least 18 hours per week for 30 weeks, totaling 500 hours minimally. For the second year placements the requirements entail 21 hours a week for 30 weeks totaling minimally 600 hours. 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, with the permission of the field liaison and agency, if the hours are not completed.
8. 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.
9. Evaluations for the educational experience shall be separate from the work evaluation and must be consistent with academic standards.

10. The field instructor will be on site for 25% of the student's field practicum hours and supervision must be done on site.
11. The field instructor must be different from the work supervisor.
12. Weekly conferences 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 education policy may apply for such an exception to the Ad Hoc Committee on Field Education Policy on the form in the Appendix.

### SCHOLARSHIPS, GRANTS, AND FINANCIAL AID

The following represents a partial list of funding possibilities. Exact dollar amounts vary from year to year. Students should apply to the Coordinator of the MSW Program with a single page letter. The Coordinator, in turn, will forward the application to the Scholarship Committee. Additional grant opportunities are posted on the bulletin boards outside the Coordinator's office. Some awards are granted upon recommendation of the faculty even when no application has been made.

<b>GRANTS WITHIN THE UNIVERSITY</b>
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*Alumni Association Scholarship of SCSU:* The MSW Class of 1989 instituted a grant for single parents. Award amount is \$450 for 2002-2003. Apply by May 15<sup>th</sup>. Requirements: MSW student in good academic standing; single parent in financial need.

*The Rosalind Flammia Membrino, MSW, Memorial Award:* Instituted by the Membrino family as a memorial to Rosalind Membrino who earned both her BSW and MSW at SCSU. Approximately \$300 granted to an outstanding graduating MSW student. Requirements: Recipient must be a woman who returned to university studies later in life, have completed all requirements, be a candidate for the MSW at SCSU, and have demonstrated excellence or special achievement during her time of graduate study. Financial need is not a requirement, but may be taken into consideration.

*Research Grant in Aid:* Awarded by the Graduate Student Affairs Committee to a student in the process of completing their thesis. Requirement: the thesis proposal must be submitted by November of the current academic year.

*Financial Aid:* Students must demonstrate financial need. Students should contact the University's Financial Aid Office to learn how to apply.

## GRANTS OUTSIDE THE UNIVERSITY

Specific information about these grants, as well as sundry others, is posted on the bulletin board outside the MSW Program Coordinator's office as they are received by the department.

*Verne Lyons Memorial Scholarship.* Established by NASW to honor Verne Lamarr Lyons, who was a staff member with an interest in improving the health care service delivery system for African Americans. Requirements: full-time graduate student with a demonstrated interest and/or experience in health/mental health practice and a commitment to working with African American communities.

*Mary G. Desmond Scholarship.* The New Haven Council of Catholic Women grants awards to graduate students enrolled in an accredited Masters degree program in Social Work. Preference will be given to children and stepchildren of Council members in good standing. Selection based on demonstrated scholarship, evidence of genuine interest in social work, and need.

*The Connecticut Association of School Social Workers Scholarships.* Two scholarships are awarded to MSW students entering their last year or semester of study. Requirements: intern must work, attend school, or permanently reside in Connecticut, be enrolled in a Master's-level social work degree program, be interested in pursuing a career in school social work, and be entering their final semester or year of study.

cjw – 2/1/05  
MSWFIELDMANUAL.doc

# APPENDIX

## DEPARTMENT OF SOCIAL WORK

Appleby, George  
*Interim Dean, School of Health and Human Services*

Colon, Edgar

Dripchak, Valerie

Gesino, Jack

Hamilton, Julia

Haymes, Elayne

Howe, Esther

Jennings, Joanne

Keenan, Liz

Maltese, Anthony  
*BSW Program Coordinator*

Michlin, Minou  
*Director, 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*

# REQUEST FOR FIELD 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 \_\_\_\_\_ MSW \_\_\_\_\_

Policy for which you request exceptions:

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Rationale:

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## 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

**APPLICATION FOR USE OF EMPLOYMENT  
AS FIELD PLACEMENT**

Name \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address \_\_\_\_\_

No. and Street

\_\_\_\_\_

City

State

Zip Code

Applying for what level of placement: SWK 570, SWK 572

Specialization: \_\_\_\_\_ Concentration: \_\_\_\_\_

Name of agency, field instructor, and academic year during which first field placement (or BSW senior field placement) took place (if applicable):

Agency \_\_\_\_\_ Year \_\_\_\_\_

Field Instructor's and degrees \_\_\_\_\_

Name of Employing Agency \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Address of Employing Agency \_\_\_\_\_

City

State

Zip Code

Name of Agency Administrator \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Your Job Title \_\_\_\_\_ Yrs. in Position \_\_\_\_\_

Your Supervisor \_\_\_\_\_ Phone (    ) \_\_\_\_\_

List Names of MSW's who can provide supervision: \_\_\_\_\_

State reason why you think that your place of employment would make a good field placement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 should be the name and credentials of the MSW field instructor, your job description, a description of 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 (SIFI) course or must be willing to take the course while supervising a student.**

**APPLICATION FOR MSW FIELD PLACEMENT (SWK 570)**

Concentration: Clinical Practice \_\_\_\_\_ Social Services Management \_\_\_\_\_

Social Security # \_\_\_\_\_ SCSU ID # \_\_\_\_\_

Name \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_  
(PRINT)

Address \_\_\_\_\_  
(PRINT)

Home Phone \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone \_\_\_\_\_ E-Mail (PRINT) \_\_\_\_\_

Do you expect to be employed during field placement? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, state place of employment and weekly schedule of hours: \_\_\_\_\_

State plan for completing field hours if you are working. (Bear in mind that very few agencies can use students evenings and weekends exclusively.) \_\_\_\_\_

Will you be requesting to use employment for field placement? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please obtain an application package from the Field Office by calling (203) 392-6573 and complete all requirements.

Do you speak a foreign language? Yes \_\_\_\_\_ No \_\_\_\_\_

Language \_\_\_\_\_

Are there special factors which need to be considered in planning your placement? e.g., conditions requiring handicapped access, geographical limitation, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list, in order of preference, 3 types of settings in which you would like to be placed:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

Please indicate your geographic preference: \_\_\_\_\_

### STUDENT PROFILE

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

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**SUBMIT WITH A COPY OF YOUR RESUMÉ BY JANUARY 31, 2006**

Return to:     Field Education Office  
                  Lang House Social Work Center  
                  101 Farnham Avenue  
                  New Haven CT 06515

**APPLICATION FOR MSW FIELD PLACEMENT (SWK 572)**

Application for (please check one): Second Field Placement \_\_\_ Advanced Standing \_\_\_

Concentration: Clinical Practice \_\_\_\_\_ Social Service Management \_\_\_\_\_

Specialization: Children & Families \_\_\_\_\_ Health Systems \_\_\_\_\_  
Elders & Families \_\_\_\_\_ Community Mental Health/Substance Abuse \_\_\_\_\_  
School Social Work \_\_\_\_\_

SCSU ID # \_\_\_\_\_ Social Security # \_\_\_\_\_

Name \_\_\_\_\_ Sex: Male \_\_\_ Female \_\_\_  
(PRINT)

Address \_\_\_\_\_  
(PRINT) Street City State Zip

Home Phone \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone \_\_\_\_\_ E-Mail (PRINT) \_\_\_\_\_

Please give agency, field instructor's name, and academic year of your first field placement or senior year BSW placement if Advanced Standing:

Agency \_\_\_\_\_ Year \_\_\_\_\_

Field Instructor's Name \_\_\_\_\_

What are your educational goals for the next placement?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you expect to be employed during field placement? Yes \_\_\_ No \_\_\_

If yes, state place of employment and weekly schedule of hours: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

N.B. It is the department's position that it is difficult to work full time during the second year of placement.

Will you be requesting to use employment for field placement? Yes \_\_\_ No \_\_\_

If yes, please obtain an application package from the Field Office by calling (203) 392-6573 and complete all requirements.

Do you speak a foreign language? Yes \_\_\_ No \_\_\_ If yes, specify: \_\_\_\_\_

Are there special factors which need to be considered in planning your placement? e.g., conditions requiring handicapped access, geographical limitations, etc.

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Please list, in order of preference, 3 types of settings or specific agencies in which you would like to be placed:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

Please indicate your geographic preference: \_\_\_\_\_

**Submit with a copy of your resume by January 31, 2006**

**Field Placement Office  
Social Work Department, SCSU  
101 Farnham Avenue,  
New Haven CT 06515**

Rev: 5-5-04 cjlw

# EDUCATIONAL CONTRACT

DEPARTMENT OF SOCIAL WORK  
SOUTHERN CONNECTICUT STATE UNIVERSITY

Student's Name \_\_\_\_\_

Field Instructor's Name \_\_\_\_\_

Agency \_\_\_\_\_

Student's schedule at agency (days and times) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brief description of orientation to agency: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Field Instruction Conferences: Day and time \_\_\_\_\_

\_\_\_\_\_

Nature of planned assignments for students \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(over)

Specify educational objectives and goals using field competencies as a frame of reference.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Field Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**A COPY OF THIS CONTRACT SHOULD BE GIVEN TO YOUR FACULTY LIAISON. THE STUDENT SHOULD ALSO BE GIVEN A COPY.**

**DEPARTMENT OF SOCIAL WORK  
FIELD INSTRUCTION EVALUATION FORM  
FIRST YEAR PLACEMENT EVALUATION FORM (570-571)**

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: \_\_\_\_\_

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### 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: \_\_\_\_\_

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### 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: \_\_\_\_\_

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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: \_\_\_\_\_

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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: \_\_\_\_\_

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D. FOSTER PROFESSIONAL RELATIONSHIPS:

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

Summary with examples: \_\_\_\_\_

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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: \_\_\_\_\_

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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.

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

**FIELD INSTRUCTION EVALUATION FORM  
SECOND YEAR MSW STUDENTS**

**SOCIAL SERVICE MANAGEMENT**

NAME OF STUDENT: \_\_\_\_\_

FIELD INSTRUCTION AGENCY: \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

FACULTY ADVISOR: \_\_\_\_\_

PERIOD COVERED FROM: \_\_\_\_\_ TO: \_\_\_\_\_

FALL SEMESTER: \_\_\_\_\_ SPRING SEMESTER: \_\_\_\_\_

**I. DESCRIPTION OF BASIC AGENCY SERVICE:**

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**II. DESCRIPTION OF LEARNING ASSIGNMENTS (Place the corresponding outcome number after each assignment):**

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## **PROFESSIONAL SOCIAL WORK EVALUATION**

The student of the social service management concentration will be prepared during the first 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 will be emphasized.

The focus of the second year will be preparation for advanced practice with an emphasis on social service management. The practicum will emphasize demonstrated generalist competence at a more sophisticated level and specialist expertise in social service management interventions with individuals, groups and families. Students are trained in a wide variety of macro intervention strategies and methodologies that are designed to relieve distress among individuals and to improve the functioning of agencies and organizations.

Attention is given to continued rapid social change, racism, sexism, and the pervasive social and economic problems, which have accelerated the distress within families.

### **GATEKEEPER ROLE OF FACULTY AND AGENCY FIELD INSTRUCTORS**

Graduate 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 graduate program is contingent upon positive on-going 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.

## **II. EVALUATION OF GENERALIST SKILLS:**

Second year social service management students are expected to have both a generalist and specialist skill repertoire. Students by the end of the year's field practicum should be applying most skills in practice at a "4" or "5" level. While the scale includes a rating of "6" only to indicate the full range of skill levels, ratings of "6" are not required or expected.

The Field Instructor is asked to rate the student's demonstration of skill in each area on the following scale:

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- 1 NEVER OR NOT ACHIEVED – The student has not yet developed this competency. It is neither understood nor practiced.
- 2 PARTIAL OR UNDERSTOOD BUT NOT ACHIEVED – The student grasps the idea and is beginning to recognize how it might have been applied in a given situation.
- 3 ACHIEVED AT LEAST ONCE – The student demonstrated the competency at least once. Performance is uneven and there is need for time and practice.
- 4 OCCASIONALLY DEMONSTRATED – The competency is applied but there are frequent gaps.
- 5 FREQUENTLY DEMONSTRATED – The competency is used consciously and can be applied as appropriate.
- 6 INTEGRATED – The competency is an integrated part of the student's perspective and is used spontaneously.
- 0 NOT APPLICABLE – The field instructor does not have evidence needed to make this judgment. The student may or may not have developed this competency.

**THE FOLLOWING ARE GENERALIST OR FOUNDATION PRACTICE COMPETENCIES WHICH SHOULD HAVE BEEN DEMONSTRATED BY THE END OF THE FIRST YEAR:**

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_ 1. Knowledge of the **ecosystems perspective** and its application to understanding the interaction between the client system and the social and physical environment and how this interaction influences human growth and development (M6.9 and M6.11);
- \_\_ 2. Knowledge of the contributions of biological, psychosocial, and sociological **models** to understanding how client systems function (M6.9 and M6.11);
- \_\_ 3. Understanding of the **historical**, philosophical, and value base informing social work practice and social welfare (M6.5, M6.6, M6.7, M6.9, M.6.10, and M6.11);
- \_\_ 4. Identification with the **values** and ethical base of the social work profession, specifically the NASW Code of Ethics (M6.5);
- \_\_ 5. Knowledge of and ability to employ **problem-solving** methods in conducting both micro and macro practice interventions (M6.11);
- \_\_ 6. Knowledge of the techniques for establishing the **helping alliance** and disciplined use of the self in direct practice with individuals, families, and small groups (M6.11);
- \_\_ 7. Understanding of organizational dynamics and its application to assessing organizational functioning, as well as developing and implementing **social change** strategies (M6.11);
- \_\_ 8. Understanding of and ability to apply the skills needed for successful inter and intra-agency professional **collaboration** (M6.11);
- \_\_ 9. Knowledge of basic concepts of **community** and the techniques specific to developing community-level prevention and advocacy strategies (M6.11);
- \_\_ 10. Understanding of the relevance of human **diversity** as reflected in race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin and how these influence the helping relationship for both the worker and the client system (M6.6 and M6.10 and M6.11);

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_11. Knowledge of institutional racism, discrimination, prejudice, and sexism, as well as all forms of human oppression and their effect on the populations-at-risk and the distribution of available resources, social policy formation and **economic and social justice** (M6.6, M6.7 and M6.8);
- \_\_12. Knowledge of the influence of historical, political, social, and economic contexts on national social welfare **policy processes** (M6.7, M6.8 and M6.10);
- \_\_13. Knowledge of the ways in which social **policy impacts** service delivery and organizational structure (M6.9 and M6.10);
- \_\_14. Knowledge of **scientific method** as one of the systematic approaches to inquiry and knowledge building (M6.12);
- \_\_15. Knowledge of **practice and service delivery evaluation** methodologies (M6.12);
- \_\_16. Understanding of her/his own needs for continuing professional development and the ability to use **supervision** proactively (M6.11).

### **GENERAL SOCIAL SERVICE MANAGEMENT COMPETENCIES**

The student demonstrates the following professional social work behaviors in agency based social service management practice:

- \_\_1. Recognize and resolve ethical and professional dilemmas.
- \_\_2. Commitment to prevention at all levels.
- \_\_3. Advocate for consumer rights and needs and the humane delivery of services.
- \_\_4. Identify the needs of high-risk populations.
- \_\_5. Commitment to client empowerment and self help.
- \_\_6. Work toward planned change in service delivery systems.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

### **SOCIAL SERVICE MANAGEMENT SKILLS COMPETENCIES**

The student will demonstrate the following skills competencies in practice:

- \_\_1. Produce relevant “policy analyses” for the organization.
- \_\_2. Implement policy and programs.
- \_\_3. Conduct social work policy and program research and evaluation.
- \_\_4. Complete a planning document that incorporates strategic planning concepts.
- \_\_5. Analyze some aspect of the agency’s budget.
- \_\_6. Develop or improve an agency’s “management information system.”
- \_\_7. Exhibit leadership ability.
- \_\_8. Exhibit management and supervisory ability.

### **SOCIAL SERVICE MANAGEMENT COMPETENCIES**

The student demonstrates the following analytic and interactional behavior in social service management interventions:

- \_\_1. Design and implement program and/or service needs assessments.
- \_\_2. Engage in decision making related to the selection and use of a range of interventions with different size client systems.
- \_\_3. Write and communicate clearly the intervention strategies that are most relevant to the agency or community.
- \_\_4. Document agency progress towards achieving its goals and objectives and develop new strategies for increasing the likelihood of attaining agency goals and objectives.
- \_\_5. Design and implement change strategies to help the organization or agency to better understand its organizational development.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_6. Actively engage in the implementation of agency policies and programs.
- \_\_7. Identify, develop and use resources within and outside the organizational system.
- \_\_8. Evaluate your own effectiveness as a social work practitioner.
- \_\_9. Understand and respect the role and function of each staff member.
- \_\_10. Work with interdisciplinary teams to prevent, ameliorate, or solve problems impeding both the organizational development and the organization's treatment of clients.
- \_\_11. Mediate in a dispute to resolve differences and find a solution satisfactory to all sides.
- \_\_12. Supervise volunteers, paraprofessionals and social work interns.
- \_\_13. Practice ethically (abide by the NASW Code of Ethics).
- \_\_14. Define best strategies for specific target populations and systems, i.e., children and families, the aged, and health care.

**COMPETENCIES RELATED TO THE PROFESSIONAL CONTEXT OF PRACTICE**

The student will demonstrate the following professional behaviors and attitudes in agency-based practice:

- \_\_1. Make effective and efficient use of supervision.
- \_\_2. Assumes responsibility for assignments.
- \_\_3. Plan, organizes and completes tasks in a timely fashion.
- \_\_4. Prepares for staff/project conferences and meetings.
- \_\_5. Foster collaborative professional relationships.
- \_\_6. Show commitment to professional values, social and economic justice.
- \_\_7. Represent the role and function of the agency.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_8. Distinguish the different roles and responsibilities of administrators, staff, and interns.
- \_\_9. Meet agency expectations related to projects and accountability.
- \_\_10. Identify and sort out interorganizational (outside agency) relationships.
- \_\_11. Use the NASW Code of Ethics to guide practice.
- \_\_12. Use self-awareness and recognize own biases in working with people who are different than self.
- \_\_13. Advances the mission and values of social welfare and social work.
- \_\_14. Demonstrates the ability to take initiative toward increasing knowledge and skills relevant to performance demands.

### **INTEGRATED SOCIAL SERVICE MANAGEMENT COMPETENCIES**

The student will demonstrate the following Social Service Management competencies:

- \_\_1. The ability to establish professional helping relationships with clients **at-risk** and who may differ in social class, race/ethnicity, religion, age, gender, or sexual orientation (M6.6 and M6.8).
- \_\_2. An awareness of the dynamics of sociocultural **diversity**, and of discrimination and/or oppression based on those differences, and their implications for instituting an effective helping process (M6.6, M6.8, M6.9 and M6.11).
- \_\_3. A degree of professional self-awareness that allows for the **ethical**, creative and effective use of self at any phase of the helping process with diverse client populations in various settings (M6.5, M6.6, M6.8 and M6.11).
- \_\_4. An ability to identify organizational impediments to effective social work practice and to influence and change agency **policies** and procedures (M6.10).
- \_\_5. An ability to identify gaps or barriers in social policies that impede effective social work practice or **economic and social justice** and to modify or to initiate policies (M6.5.3, M6.7 and M6.10).

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_6. An ability to assess her/his own needs for continuing **professional development**, to use supervision proactively, and to seek out opportunities for continuing education and development.
- \_\_7. An ability to employ a wide variety of macro intervention strategies and methodologies that are designed to relieve distress among individuals and to improve the functioning of agencies and organizations (M6.4).
- \_\_8. An understanding of the procedures necessary for knowledgeable decision-making in program development and design (M6.10).
- \_\_9. The successful application of policy development and planning skills to “real world” conditions (M6.10).
- \_\_10. An ability to assess the adequacy of policy in relation to human needs (M6.10).
- \_\_11. An ability to use planned action to develop and change policy (M6.7, M6.10).
- \_\_12. An appreciation of the complexities involved in entering into an organizational system for purposes of conducting evaluative research (M6.12).
- \_\_13. An ability to apply research-based knowledge and skills in the helping process and to **evaluate** one’s own practice and the programs of one’s agency (M6.10, M6.11 and M6.12).
- \_\_14. An ability to apply the methodology of the evaluation process in social work to social service settings (M6.10, M6.11 and M6.12).
- \_\_15. An ability to apply the evaluation process as a tool for decision making (M6.10, M6.11 and M6.12).
- \_\_16. An ability to use community resources creatively (M6.5.3).
- \_\_17. An ability to work effectively with diverse individuals and cultural situations (M6.5.5).



V. THIS 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 disagreements and reasons for them.

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FIELD INSTRUCTION EVALUATION FORM  
SECOND YEAR CLINICAL PRACTICE MSW STUDENTS  
HEALTH CARE SYSTEMS SPECIALIZATION  
COMMUNITY MENTAL HEALTH/SUBSTANCE ABUSE SPECIALIZATION**

NAME OF STUDENT: \_\_\_\_\_

FIELD INSTRUCTION AGENCY: \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

FACULTY LIAISON: \_\_\_\_\_

PERIOD COVERED FROM: \_\_\_\_\_ TO: \_\_\_\_\_

I. DESCRIPTION OF BASIC AGENCY SERVICE:

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II. DESCRIPTION OF LEARNING ASSIGNMENTS:

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III. EVALUATION OF GENERALIST SKILLS:

Second year clinical practice students are expected to have both a generalist and specialist skills repertoire. Students by the end of the year’s field practicum should be applying most skills in practice at a “4” or “5” level. While the scale includes a rating “6” only to indicate the full range of skill levels, ratings of “6” are not required or expected.

The Field Instructor is asked to rate the student’s demonstration of skill in each area on the following scale:

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

**THE FOLLOWING ARE GENERALIST OR FOUNDATION PRACTICE COMPETENCIES WHICH SHOULD HAVE BEEN DEMONSTRATED BY THE END OF THE FIRST YEAR:**

- \_\_1. Knowledge of the **ecosystems perspective** and its application to understanding the interaction between the client system and the social and physical environment and how this interaction influences human growth and development (M6.9 and M6.11);
- \_\_2. Knowledge of the contributions of biological, psychosocial, and sociological **models** to understanding how client systems function (M6.9 and M6.11);
- \_\_3. Understanding of the **historical**, philosophical, and value base informing social work practice and social welfare (M6.5, M6.6, M6.7, M6.9, M6.10 and M6.11);
- \_\_4. Identification with the **values** and ethical base of the social work profession, specifically the NASW Code of Ethics (M6.5);
- \_\_5. Knowledge of and ability to employ **problem-solving** methods in conducting both micro and macro practice interventions (M6.11);
- \_\_6. Knowledge of the techniques for establishing the **helping alliance** and disciplined use of the self in direct practice with individuals, families, and small groups (M6.11);
- \_\_7. Understanding of organizational dynamics and its application to assessing organizational functioning, as well as developing and implementing **social change** strategies (M6.11);

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_8. Understanding of and ability to apply the skills needed for successful inter- and intra-agency professional **collaboration** (M6.11);
- \_\_9. Knowledge of basic concepts of **community** and the techniques specific to developing community-level prevention and advocacy strategies (M6.11);
- \_\_10. Understanding of the relevance of human **diversity** as reflected in race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin and how these influence the helping relationship for both the worker and the client system (M6.6, M6.10 and M6.11);
- \_\_11. Knowledge of institutional racism, discrimination, prejudice, and sexism, as well as all forms of human oppression and their effect on the populations-at-risk and the distribution of available resources, social policy formation and **economic and social justice** (M6.6, M6.7 and M6.8);
- \_\_12. Knowledge of the influence of historical, political, social and economic contexts on national social welfare **policy processes** (M6.7, M6.8 and M6.10);
- \_\_13. Knowledge of the ways in which social **policy impacts** service delivery and organizational structure (M6.9 and M6.10);
- \_\_14. Knowledge of **scientific method** as one of the systematic approaches to inquiry and knowledge building (M6.12);
- \_\_15. Knowledge of **practice and service delivery evaluation** methodologies (M6.12);
- \_\_16. Understanding of her/his own needs for continuing professional development and the ability to use **supervision** proactively (M6.11).

## GENERAL CLINICAL COMPETENCIES

The student demonstrates the following professional social work behaviors in agency-based clinical practice:

- \_\_1. Recognize and resolve ethical and professional dilemmas.
- \_\_2. Commitment to prevention at all levels.
- \_\_3. Advocate for consumer rights and needs and the human delivery of services.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_4. Identify the needs of high-risk populations.
- \_\_5. Commitment to client empowerment and self help.
- \_\_6. Work toward planned change in service delivery systems.

### **ASSESSMENT COMPETENCIES IN PRACTICE IN HEALTH CARE SYSTEMS**

The student in the formulation of an assessment will demonstrate an understanding and application of:

- \_\_1. Individual, family, group, community and organizational dynamics.
- \_\_2. The influence of genetic, social, cultural, religious, spiritual, and philosophical beliefs and environmental factors on behaviors.
- \_\_3. The influence of racism, sexism, homophobia, ethnocentrism, gender bias, ageism, and social class on development and social functioning.
- \_\_4. Information on the epidemiology of disease including social, environmental, and life style risk factors.
- \_\_5. Awareness of the impact of illness on the individual, family, significant other, health care delivery service, and community.
- \_\_6. Knowledge of the organization of the particular health and mental health systems and relevant legislation which has resulted in changes in the health care delivery service system and the reimbursement system.
- \_\_7. Knowledge of health and mental health care system language, norms, values, goals, conflicts, and boundaries.
- \_\_8. Knowledge of the language of the professionals in the health care system and how to collaborate with the interdisciplinary team for the benefit of the patient and family.
- \_\_9. Knowledge of the interaction between physical health and mental health.
- \_\_10. Role theory, family systems theory, life cycle, life cycle of illness, developmental stages of children and adults, engagement, and bereavement.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_11. The dynamics of social networks and support systems.
- \_\_12. Ego psychology, psychopathology, and mental health theories with a focus on identification of ego strengths.
- \_\_13. Causes and effects of stress, disability, disease, chronic illness, deprivation, including neglect and abuse on behavior and development.
- \_\_14. State and federal laws pertaining to civil rights, public services, and access to health care.
- \_\_15. Organization and access to health and human services resource system and barriers to the use of these services.
- \_\_16. Current developments in nutrition, medicine, psychology, psychiatry, health care management, community resources, and the social sciences related to social work practice in health care systems.
- \_\_17. Current findings in practice and research.

**INTERVENTION COMPETENCIES IN PRACTICE IN HEALTH CARE SYSTEMS**

The student will demonstrate an integration of social work knowledge, values, skills, and practice principles in the implementation of the following interventions:

- \_\_1. Design and implement client program/services based on needs assessment and on the dictates of the managed care system.
- \_\_2. Select and use a range of interventions with different size client systems.
- \_\_3. Perform the following case management activities: client identification and outreach, assessment and diagnosis, service planning, resource identification, service linkage, service implementation and coordination, monitoring service delivery, advocacy, evaluation and termination.
- \_\_4. Demonstrate familiarity with community resources and how to prepare and refer clients/patients and families/significant others to appropriate agencies for purposes of, e.g., discharge planning and counseling.

- \_\_5. Involve the client and appropriate others in developing and implementing realistic plans (contracts) for problem resolution, enhancement of coping skills, and improvement of social functioning and communication with health care delivery team.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_6. Write and communicate clearly the social work assessment, contract, treatment goals and objectives, intervention strategies, performance indicators, evaluation, and summary recommendations/referrals.
- \_\_7. Monitor and evaluate progress towards achievement of treatment goals and/or need for new strategies.
- \_\_8. Design and implement psychoeducational interventions to help clients and their families to better understand the factors interfering with their well-being and to enhance coping skills.
- \_\_9. Identify, develop, and use client’s internal and external resources and strengths.
- \_\_10. Meet all organizational requirements for documentation, quality assurance, and total quality management.
- \_\_11. Evaluate own effectiveness as a social work practitioner and be able to identify areas which need input, strengthening, and reevaluation.
- \_\_12. Work with interdisciplinary teams to prevent, ameliorate, or solve problems impeding the client’s and family’s/significant other’s coping and adaptive ability accompanied by an understanding and respect for the role and function of each team member.
- \_\_13. Mediate in a dispute to help to resolve differences and find a solution satisfactory to all parties.
- \_\_14. Supervise volunteers, paraprofessionals or social work interns.
- \_\_15. Demonstrate skill in public relations, communications, technology, and public speaking.
- \_\_16. Utilize effectively the following psychosocial interventions; supportive counseling, crisis intervention, problem solving, network development, individual, group, and family psychotherapy, insight-oriented therapy, behavioral, cognitive approaches, short term dynamic therapy, and bereavement counseling.

- \_\_17. Determine and select the appropriate timing and strategies for interventions.
- \_\_18. Conduct ethical practice-oriented research and critically evaluate existing research.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

The following competencies pertain to focused areas of practice:

Medical Settings

- \_\_a. Basic knowledge of medical terminology, diagnoses, treatments, and the use of Diagnosis Related Groups.
- \_\_b. Skill in multidimensional assessment and documentation of biological, psychological, social, economic, religious, cultural, and spiritual factors which affect development and functioning when illness and/or disability exist.
- \_\_c. Familiarity with total quality assurance and accreditation standards specific to the medical setting.
- \_\_d. Familiarity with the changes occurring within the health care delivery systems and how this impacts upon and effects the provider and the consumer.
- \_\_e. Familiarity with short term focused therapy.

Psychiatric Settings

- \_\_a. Basic knowledge of psychopathology; DSM IV as well as other existing approaches.
- \_\_b. Familiarity with Mental Status Examination and its uses.
- \_\_c. Basic knowledge of psychopharmacology: types, purposes, effects, and side effects of medications used for different psychiatric illnesses.
- \_\_d. Familiarity with short term focused therapy.

Substance Abuse

- \_\_a. Knowledge of how to diagnose types of substance abuse.

- \_\_b. Knowledge of the pharmacological effects of substance abuse.
- \_\_c. Understanding of the consequences of substance abuse for the individual, families, significant others, organizations, and society at large.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_d. Knowledge of the community resources which are available to work with this population.

**COMPETENCIES RELATED TO PROFESSIONAL CONTEXT**

- \_\_1. Represents the role and function of the agency.
- \_\_2. Distinguishes the different roles and responsibilities of administrators, staff, and interns, as well as new roles created by reorganization within the system.
- \_\_3. Uses supervision effectively by seeking and using feedback about professional performance and by bringing focused questions and concerns to supervisory sessions.
- \_\_4. Generalizes assessment and intervention activities from one situation to another when appropriate.
- \_\_5. Meets agency expectations related to recording and accountability.
- \_\_6. Manages time and work load effectively.
- \_\_7. Assumes responsibility for assignments.
- \_\_8. Prepares for case conferences and meetings.
- \_\_9. Fosters professional relationships within the agency and is familiar with the language of the other professionals within that agency.



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

UNSATISFACTORY

MARGINAL

SATISFACTORY

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( )

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 disagreements and reasons for them.

**SOUTHERN CONNECTICUT STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FIELD INSTRUCTION EVALUATION FORM  
SECOND YEAR CLINICAL PRACTICE MSW STUDENTS  
CHILDREN & FAMILY, AND ELDER & FAMILIES SPECIALIZATIONS**

NAME OF STUDENT: \_\_\_\_\_

FIELD INSTRUCTION AGENCY: \_\_\_\_\_

FIELD INSTRUCTOR: \_\_\_\_\_

FACULTY LIAISON: \_\_\_\_\_

PERIOD COVERED FROM: \_\_\_\_\_ TO: \_\_\_\_\_

I. DESCRIPTION OF BASIC AGENCY SERVICE:

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II. DESCRIPTION OF LEARNING ASSIGNMENTS:

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III. EVALUATION OF FOUNDATION SKILLS:

Second year clinical practice students are expected to have both a generalist and specialist skills repertoire. Students by the end of the year’s field practicum should be applying most skills in practice at a “4” or “5” level. While the scale includes a rating of “6” only to indicate the full range of skill levels, ratings of “6” are not required or expected.

The Field Instructor is asked to rate the student’s demonstration of skill in each area on the following scale:

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

**THE FOLLOWING ARE GENERALIST OR FOUNDATION PRACTICE COMPETENCIES WHICH SHOULD HAVE BEEN DEMONSTRATED BY THE END OF THE FIRST YEAR:**

- \_\_1. Knowledge of the **ecosystems perspective** and its application to understanding the interaction between the client system and the social and physical environment and how this interaction influences human growth and development (M6.9 and M6.11);
- \_\_2. Knowledge of the contributions of biological, psychosocial, and sociological **models** to understanding how client systems function (M6.9 and M6.11);
- \_\_3. Understanding of the **historical**, philosophical, and value base informing social work practice and social welfare (M6.5, M6.6, M6.7, M6.9, M6.10 and M6.11);
- \_\_4. Identification with the **values** and ethical base of the social work profession, specifically the NASW Code of Ethics (M6.5);
- \_\_5. Knowledge of and ability to employ **problem-solving** methods in conducting both micro and macro practice interventions (M6.11);
- \_\_6. Knowledge of the techniques for establishing the **helping alliance** and disciplined use of the self in direct practice with individuals, families, and small groups (M6.11);
- \_\_7. Understanding of organizational dynamics and its application to assessing organizational functioning, as well as developing and implementing **social change** strategies (M6.11);

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_8. Understanding of and ability to apply the skills needed for successful inter- and intra-agency professional **collaboration** (M6.11);
- \_\_9. Knowledge of basic concepts of **community** and the techniques specific to developing community-level prevention and advocacy strategies (M6.11);
- \_\_10. Understanding of the relevance of human **diversity** as reflected in race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin and how these influence the helping relationship for both the worker and the client system (M6.6, M6.10 and M6.11);
- \_\_11. Knowledge of institutional racism, discrimination, prejudice, and sexism, as well as all forms of human oppression and their effect on the populations-at-risk and the distribution of available resources, social policy formation and **economic and social justice** (M6.6, M6.7 and M6.8);
- \_\_12. Knowledge of the influence of historical, political, social and economic contexts on national social welfare **policy processes** (M6.7, M6.8 and M6.10);
- \_\_13. Knowledge of the ways in which social **policy impacts** service delivery and organizational structure (M6.9 and M6.10);
- \_\_14. Knowledge of **scientific method** as one of the systematic approaches to inquiry and knowledge building (M6.12);
- \_\_15. Knowledge of **practice and service delivery evaluation** methodologies (M6.12);
- \_\_16. Understanding of her/his own needs for continuing professional development and the ability to use **supervision** proactively (M6.11).

## GENERAL CLINICAL COMPETENCIES

The student demonstrates the following professional social work behaviors in agency-based clinical practice:

- \_\_1. Recognizes and resolves ethical and professional dilemmas.
- \_\_2. Commitment to prevention at all levels.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_3. Advocates for consumer rights and needs and the humane delivery of services.
- \_\_4. Identifies the needs of high-risk populations.
- \_\_5. Commitment to client empowerment and self help.
- \_\_6. Works toward planned change in service delivery systems.

### **CLINICAL ASSESSMENT COMPETENCIES**

The student applies the following in the development of a biopsychosocial assessment of individuals, families and groups:

- \_\_1. Individual, family, group and community dynamics.
- \_\_2. Ego psychology, human sexuality, psychopathology (DSM IV) and mental health theories and Mental Status Examination.
- \_\_3. Influence of genetic, social, cultural, spiritual and environmental factors on individual and family behaviors.
- \_\_4. Influence of human diversity and oppression on development and social functioning.
- \_\_5. Causes and effects of stress, disability, disease and deprivation, including neglect and abuse on individual and family development and social functioning.
- \_\_6. Dynamics of social support systems and social networks.
- \_\_7. State and federal law pertaining to civil rights and responsibilities.
- \_\_8. Organization, norms, language, values, goals, conflicts and boundaries of health, mental health and human service delivery systems.
- \_\_9. Role and function of agency administrators, staff, and interdisciplinary teams, quality assurance, and accreditation standards.
- \_\_10. Current developments in medicine, nutrition, psychiatry, psychopharmacology, education and allied social and behavioral sciences.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_11. Epidemiology of disease including social and environmental risk factors.
- \_\_12. Interaction between physical health and mental health.
- \_\_13. Impact of Diagnostic Rated Groups and managed care.
- \_\_14. Etiology, life cycle, and consequences of substance abuse and domestic violence and AIDS.
- \_\_15. Current findings in social work practice research.

### **CLINICAL INTERVENTION COMPETENCIES**

The student demonstrates the following analytic and interactional behavior in clinical interventions:

- \_\_1. Engage the client and begin a therapeutic alliance.
- \_\_2. Design and implement client intervention/program/services based on a needs assessment or comprehensive biopsychosocial assessment;
- \_\_3. Select and use a range of interventions with different size client systems.
- \_\_4. Perform case management related activities: identification and outreach; assessment and diagnosis; service planning; resource identification; service linkage; service implementation and coordination; monitoring service delivery; advocacy; evaluation; and termination.
- \_\_5. Involve the client and appropriate others in developing and implementing realistic plans for problem resolution, enhancement in coping skills and improved social functioning.
- \_\_6. Write and communicate clearly the social work assessment, treatment goals and objectives, intervention strategies, performance indicators, evaluation and other referrals and recommendations.
- \_\_7. Monitor and evaluate progress toward goal achievement and the need for new strategies.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_8. Design and implement staff training or psychoeducation interventions for clients, families, significant others, and staff to help them better understand the client's problem or concern.
- \_\_9. Identify, develop, and use the client's interpersonal resources and available community resources (social supports, social networks, and formal and informal services).
- \_\_10. Evaluate own effectiveness.
- \_\_11. Work with interdisciplinary teams to prevent, ameliorate or solve client system and agency problems.
- \_\_12. Utilize mediation and conflict resolution on behalf of clients.
- \_\_13. Perform psychosocial interventions: supportive counseling, crisis intervention, problem solving, time-limited individual, group and family psychotherapy.
- \_\_14. Determine and select the appropriate timing and strategy for termination.
- \_\_15. Consult with family or significant others and with community systems to enhance the client's social functioning.
- \_\_16. Conduct practice-oriented research and program evaluation.

**COMPETENCIES RELATED TO THE PROFESSIONAL CONTEXT OF PRACTICE**

The student demonstrates the following professional behaviors and attitudes in agency-based clinical practice:

- \_\_1. Makes effective and efficient use of supervision.
- \_\_2. Assumes responsibility for assignments.
- \_\_3. Plans, organizes and completes tasks in a timely fashion.
- \_\_4. Prepares for conferences and meetings.
- \_\_5. Fosters collaborative professional relationships.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_6. Shows commitment to professional values, social and economic justice.
- \_\_7. Represents the role and function of the agency.
- \_\_8. Distinguishes the different roles and responsibilities of administrators, staff, and interns.
- \_\_9. Meets agency expectations related to projects and accountability.
- \_\_10. Identifies and sorts out interorganizational (outside agency) relationships.
- \_\_11. Uses the NASW Code of Ethics to guide practice.
- \_\_12. Uses self-awareness and recognizes own biases in working with people who are different than self.
- \_\_13. Advances the mission and values of social welfare and social work.

### **INTEGRATED CLINICAL SOCIAL WORK COMPETENCIES**

- \_\_1. An understanding of the dynamics of a **clinical social work process** that emphasizes client competencies and strengths within an ecosystemic, developmental, psychosocial framework and is based on a commitment to the values and ethics of the social work profession.
- \_\_2. The ability to establish professional helping relationships with clients **at-risk** and who may differ in social class, race/ethnicity, religion, age, gender, or sexual orientation.
- \_\_3. An awareness of the dynamics of sociocultural **diversity**, and of discrimination and/or oppression based on those differences, and their implications for instituting an effective helping process.
- \_\_4. An ability to promote a collaborative and **empowering** process with individuals, families, and small groups in developing bio-psycho-social assessments, mutually acceptable goals, intervention plans, and evaluation procedures.
- \_\_5. A degree of professional self-awareness that allows for the **ethical**, creative and effective use of self at any phase of the helping process with diverse client populations in various settings.

never	partial	once	occasional	frequent	integrated	n/a
1	2	3	4	5	6	0

- \_\_6. The ability to select from a range of clinical social work **interventions** with individuals, families, and small groups and effectively implement those most suited to a given client's at risk status, problems, strengths, psychopathology, and vulnerabilities, and the context of the helping process.
- \_\_7. An ability to apply research-based knowledge and skills in the helping process and to **evaluate** one's own practice and the programs of one's agency.
- \_\_8. An ability to identify organizational impediments to effective social work practice and to influence and change agency **policies** and procedures.
- \_\_9. An ability to identify gaps or barriers in social policies that impede effective social work practice or **economic and social justice** and to modify or to initiate policies.
- \_\_10. An ability to assess her/his own needs for continuing **professional development** to use supervision proactively, and to seek out opportunities for continuing education and development.

IV. GENERAL SUMMARY: Please individualize the student, commenting on talents and on areas where additional effort is needed:

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

UNSATISFACTORY

MARGINAL

SATISFACTORY

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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 disagreements and reasons for them.

## 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 \_\_\_\_\_ 1<sup>st</sup> Year MSW \_\_\_\_\_ 2<sup>nd</sup> 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:

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

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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 \_\_\_\_\_ 1<sup>st</sup> Year MSW \_\_\_\_\_ 2<sup>nd</sup> 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:

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

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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

**STUDENT EVALUATION OF FIELD AGENCY**

Student's Name \_\_\_\_\_

Course: Circle one: SWK 570 – 571    SWK 572 - 573

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!

## 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 to gradually 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 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, have coffee breaks, etc.?

### II. Agency Services

- A. What are the services that the agency provides? Information and referral provision of concrete resources, counseling.
- B. What means does the agency rely on for provision of these services? Outreach, face-to-face interviews, phone, etc.
- 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, and 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 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 related 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  
Director, Program Coordinators, Services or program 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. It 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 geography community might be helpful to the student. Many of them do not know New Haven, and may not know how to negotiate in a city. Students may be fearful to walk around alone.

## **OUTLINE FOR PROCESS RECORDINGS – CLINICAL PRACTICE**

### **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 contracts 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. Evaluations of Your Work**

What were your interventions?

What did you think about your interventions?

### **VIII. Questions For Next Supervisor-Session Based on this Client Contract**

**PROCESS RECORDING FORM**

Worker's Name: \_\_\_\_\_

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

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

**An Act Concerning Liability for Students in Field Placement Programs**

Be it enacted by the Senate and House of Representatives in General Assembly convened: Subsection (a) of Section 10-235 of the general statutes, as amended by section 24 of public act 77-573, repealed and the following is substituted in lieu 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 to or destruction of property, within or without the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his 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 WORK OR CLINICAL PRACTICE WHICH CONSTITUTES ALL OR PART OF A COURSE OF INSTRUCTION FOR CREDIT BY A CONSISTUENT UNIT, PROVIDED SUCH COURSE OF INSTRUCTION IS PART OF THE CURRICULUM OF A CONSISTUENT UNIT, AND PROVIDED FURTHER SUCH COURSE (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:**

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Legislative Commissioner

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Clerk of the Senate

## Council on Social Work Education

### Curriculum Policy Statement for Master's Degree Program in Social Work Education

Approved by Board of Directors July 19, 1992

#### **M1.0 SCOPE AND INTENT OF THE CURRICULUM POLICY STATEMENT**

M1.1 This document sets forth the official curriculum policy for the accreditation of master's (MSW) programs of social work education by the Council on Social Work Education (CSWE). It supersedes all prior statements of curriculum policy for the baccalaureate program level.

M1.2 The curriculum policy statement establishes mandates for minimum requirements for the curricula of baccalaureate program to be accredited by CSWE. The policy statement specifies certain content areas and requires that they be logically related to each other, to the purposes and values of social work as set forth in this document, and to the purposes, mission, resources, and educational context of each professional program. The statement does not prescribe any particular curriculum design.

M1.3 Each program is responsible for making every faculty member, student, field instructor, and administrator associated with the program aware of the content of the Curriculum Policy Statement.

#### **M2.0 RELATIONSHIP TO ACCREDITATION STANDARDS**

M2.1 The Commission on Accreditation of CSWE develops standards by which social work education programs are evaluated for accreditation. These standards pertain to the organization, administration, and curriculum implementation of programs of social work education. Curriculum standards are derived from and must conform with this Curriculum Policy Statement.

#### **M3.0 PREMISES UNDERLYING SOCIAL WORK EDUCATION**

M3.1 The purpose of social work education is to prepare competent and effective social work professionals who are committed to practice that includes services to the poor and oppressed, and who work to alleviate poverty, oppression, and discrimination.

M3.2 Social work education is based upon a specific body of knowledge, values, and professional skills. It is grounded in the profession's history and philosophy. Education for the profession promotes the development and advancement of knowledge, practice skills, and services that further the well being of people and promote social and economic justice. Social work education is responsible for the production and application of research and scholarship aimed at advancing social work practice.

M3.3 Programs of social work education are offered at the baccalaureate, master's and doctoral levels. Doctoral programs are not accredited by CSWE.

M3.4 Programs of social work education maintain close, reciprocal, and ongoing relationships of social work and with groups and organizations that promote, provide, or seek to influence social policies and social work services. Responsibility for initiating these relationships rests with social work education programs. Effective programs develop and maintain a systematic process of communication with these individuals and groups.

M3.5 The effectiveness of any profession depends on the active engagement of its members in continuous learning. Programs of social work education strive to promote continuing professional development of students and faculty. Programs seek to teach students how to become lifelong learners who are motivated to continue the development of knowledge and skills throughout their careers.

M3.6 Effective social work education programs recognize the interdependence of nations and the need for worldwide professional cooperation.

M3.7 Social work education programs assume a leadership role within the profession by offering curricula that are at the forefront of the new and changing knowledge base of social work and its supporting disciplines.

#### **M4.0 PURPOSE OF SOCIAL WORK**

M4.1 The profession of social work is committed to the enhancement of human well-being and to the alleviation of poverty and oppression. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services within its general scope of concern. Professional social work is practiced in a wide variety of settings and has four related purposes:

M4.1.1 The promotion, restoration, maintenance, and enhancement of the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources.

M4.1.2 The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

M4.1.3 The pursuit of policies, services, resources and program through organizational or administrative advocacy and social or political action, so as to empower groups at risk and promote social and economic justice.

M4.1.4 The development and testing of professional knowledge and skills related to these purposes.

## **M5.0 PURPOSE AND STRUCTURE OF MASTER'S SOCIAL WORK EDUCATION**

M5.1 The purpose of professional social work education is to enable students to integrate the knowledge, values, and skills of the social work profession into competent practice. The achievement of this purpose requires clarity about learning objectives and expected student outcomes, flexibility in programming and teaching to accommodate a diverse student population, and commitment of sufficient time and resources to the educational process.

M5.2 Two levels of social work education are accredited by the Council on Social Work Education: the baccalaureate and the master's. The baccalaureate level prepares students for generalist social work practice, and the master's level prepares students for advanced social work practice in an area of concentration. These levels of education differ from each other in the depth, breadth, and specificity of knowledge and skill that students are expected to synthesize and apply in practice.

Both levels of social work education must provide a professional foundation curriculum which contains the common body of values, and skills of the profession. This common base is transferable among settings, population groups, and problem areas. The master's level of social work education must include a liberal arts perspective and the professional foundation content, which prepares students for direct services with client systems of various sizes and types.

M5.3 Professional social work education at the master's level takes place in accredited baccalaureate degree granting colleges and universities.

M5.4 All Master's of Social Work programs must:

M5.4.1 Provide content about social work practice with client systems of various sizes and types.

M5.4.2 Prepare graduates to practice with diverse populations.

M5.4.3 Provide content about the social context of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.

M5.4.4 Infuse throughout the curriculum the values and ethics that guide professional social workers in their practice.

M5.4.5 Prepare graduates who are aware of their responsibility to continue their professional growth and development.

M5.5 The master's curriculum must be based upon a liberal arts perspective and must include the professional foundation.

M5.6 The master's curriculum must be developed and organized as a coherent and integrated whole.

M5.7 Graduates of a master's of social work program are advanced practitioners who can analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. They must synthesize and apply a broad range of knowledge as well as practice with a high degree of autonomy and skill. They must be able to refine and advance the quality of their practice as well as that of the larger social work profession. These advanced competencies must be appropriately integrated and reflected in all aspects of their social work practice, including their ability to:

M5.7.1 Apply critical thinking skills within professional contexts, including synthesizing and applying appropriate theories and knowledge to practice interventions.

M5.7.2 Practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.

M5.7.3 Demonstrate the professional use of self.

M5.7.4 Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

M5.7.5 Understand the history of the social work profession and its current structures and issues.

M5.7.6 Apply the knowledge and skills of generalist social work to practice with systems of all sizes.

M5.7.7 Apply the knowledge and skills of advanced social work practice in an area of concentration.

M5.7.8 Critically analyze and apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individual and between individuals and social systems (i.e., families, groups, organizations, and communities).

M5.7.9 Analyze the impact of social policies on client systems, workers, and agencies and demonstrate skills, for influencing policy formulation and change.

M5.7.10 Evaluate relevant research studies and apply findings to practice, and demonstrate skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.

M5.7.11 Conduct empirical evaluations of their own practice interventions and those of other relevant systems.

M5.7.12 Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

M5.7.13 Use supervision and consultation appropriate to advanced practice in an area of concentration.

M5.7.14 Function within the structure of organizations and service delivery systems and seek necessary organizational change.

M5.8 Duplication and redundancy of content mastered at the baccalaureate level must be avoided in master's programs. Specifically, BSW graduates who enter MSW programs are not to repeat professional foundation content in the Master's program that has been mastered in the BSW program. In order to verify mastery and to prevent unproductive repetition, master's programs must develop explicit policies and procedures relevant to admission, course waivers, substitutions, exemptions, or advanced placement. Credit for advanced placement can be granted only for content in the professional foundation. Advanced placement signifies mastery of required content but does not necessarily signify exemption of credit hours. Specific policies and procedures for providing advanced placement must be clearly explicated by the program.

#### **LIBERAL ARTS PERSPECTIVE**

M5.9 A liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. This perspective is a prerequisite for the master's professional program in social work.

M5.10 A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge about social, psychological, and biological determinants of human behavior and of diverse cultures, social conditions, and social problems.

M5.11 Determination of whether students have acquired a liberal arts perspective is left to the judgment of the faculty of each social work program. Each program must clearly explicate the requirements for attaining a liberal arts perspective and the rationale for those requirements.

#### **M6.0 MASTER'S CURRICULUM CONTENT**

M6.1 The curriculum at the master's level must include both foundation and concentration content. The professional foundation includes content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human

behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum. Concentration content includes knowledge, values, and skills for advanced practice in an identifiable area. Master's programs must achieve integration among these content areas. Curriculum areas do not need to be taught in discrete courses, but mastery of the curriculum must occur through classroom experiences and field practica. The master's social work curriculum must cover but is not necessarily limited to the professional foundation and the concentration content.

M6.2 The curriculum design of each program must identify a coherent approach for the selection of research and theories offered. Every part of the master's curriculum must strengthen the student's understanding and appreciation of a scientific, analytic approach to building knowledge for the delivery and evaluation of practice. Content provided in each curricular area must be relevant to the objectives, philosophy, and mission of the individual program and must facilitate the student's understanding of how the knowledge relates to social work practice.

### **M6.3 The Professional Foundation**

M6.4 New advances in practice knowledge, as well as the accumulated knowledge of social work education and the social work profession, determine the specific content required for the professional foundation. The professional foundation curriculum must include content on social work values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum.

M6.5 Programs of social work education must provide specific knowledge about social work values and their ethical implications must provide opportunities for students to demonstrate their application in professional practice. Students must be assisted to develop an awareness of their personal values and to clarify conflicting values and ethical dilemmas. Among the values and principles that must be infused throughout every social work curriculum are the following:

M6.5.1 Social workers' professional relationships are built on regard for individual worth and dignity and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflicts.

M6.5.2 Social workers respect people's rights to make independent decisions and to participate actively in the helping process.

M6.5.3 Social workers are committed to assisting the client systems to obtain needed ???

M6.5.4 Social workers strive to make social institutions more humane and responsive to human needs.

M6.5.5 Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.

M6.5.6 Social workers are responsible for their own ethical conduct, the quality of their practice, and seeking continuous growth in the knowledge and skills of their profession.

### **Diversity**

M6.6 Professional social work education is committed to preparing students to understand and appreciate human diversity. Programs must provide curriculum content about differences and similarities in the experiences, needs, and beliefs of people. The curriculum must include content about differential assessment and intervention skills that will enable practitioners to serve diverse populations.

Each program is required to include content about population groups that are particularly relevant to the program's mission. These include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.

### **Promotion of Social and Economic Justice**

M6.7 Programs of social work education must provide an understanding of the dynamics and consequences of social and economic injustice, including all forms of human oppression and discrimination. They must provide students with the skills to promote social change and to implement a wide range of interventions that further the achievement of individual and collective social and economic justice. Theoretical and practice content must be provided about strategies of intervention for achieving social and economic justice and for combating the causes and effects of institutionalized oppression.

### **Population-at-Risk**

M6.8 Programs of social work education must present theoretical and practice content about patterns, dynamics, and consequences of discrimination, economic deprivation, and oppression. The curriculum must provide content about people of color, women, and gay and lesbian persons. Such content must emphasize the impact of discrimination, economic deprivation, and oppression upon these groups.

Each program must include content about populations-at-risk that are particularly relevant to its mission. In addition to those mandated above, such groups include, but are not limited to, those distinguished by age, ethnicity, culture, class, religion, physical or mental ability.

### **Human Behavior and the Social Environment**

M6.9 The professional foundation must provide content about theories and knowledge of human bio-psycho-social development, including theories and knowledge about the range of social systems in which individuals live (families, groups, organizations, institutions,

and communities). The human behavior and the social environment curriculum must provide an understanding of the interactions between and among human biological, social, psychological, and cultural system as they affect and are affected by human behavior. The impact of social and economic forces on individuals and social systems must be presented. Content must be provided about the ways in which systems promote or deter people in the maintenance or attainment of optimal health and well-being. Content about values and ethical issues related to bio-psycho-social theories must be included. Students must be taught to evaluate theory and apply theory to client situations.

### **Social Welfare Policy and Services**

M6.10 The foundation social welfare policy and services content must include the history, mission, and philosophy of the social work profession. Content must be presented about the history and current patterns of provision of social welfare services, the role of social policy in helping or deterring people in the maintenance or attainment of optimal health and well-being, and the effect of policy on social work practice. Students must be taught to analyze current social policy within the context of historical and contemporary factors that shape policy. Content must be presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice.

### **Social Work Practice**

M6.11 The professional foundation prepares students to apply a generalist perspective to social work practice with systems of all sizes. Practice content emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the client system. Content on practice assessment focuses on the examination of client strengths and problems in the interactions among individuals and between people and their environments.

Foundation practice content must include knowledge, values, and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content must include the following skills: defining issues; collecting and assessing data; planning and contracting; identifying alternative interventions; selecting and implementing appropriate courses of action; using appropriate research to monitor and evaluate outcomes; applying appropriate research-based knowledge and technological advances; and termination. Practice content also includes approaches and skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds and with systems of all sizes.

### **Research**

M6.12 The foundation curriculum must provide an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and for evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry must be included

in the research content. The research content must include quantitative and qualitative research methodologies; analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions methodologies, statistical procedures, conclusions of research reports, and relevant technological advances.

M6.13 Each program must identify how the research curriculum contributes to the student's use of scientific knowledge for practice.

### **Field Practicum**

M6.14 The field practicum is an integral component of the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field setting.

M6.15 Field education at the master's level requires a minimum of 900 hours in field practicum.

M6.16 Each educational program must establish standards for field practicum settings that define their social work services and practices, field instructor assignments and activities, and student learning expectations and responsibilities. Individual programs may organize their practica in different ways but must insure educationally directed, coordinated, and monitored practicum experiences for all students. All programs must provide:

- a. A placement that is based upon the objectives of the educational program and the learning needs of each student.
- b. Structured learning opportunities that enable students to compare their practice experiences, integrate knowledge acquired in the classroom, and expand knowledge beyond the scope of the practicum setting.
- c. Support for field practicum instructors by:
  1. Sharing pertinent information about practicum students.
  2. Providing information about the organization and content of the educational curriculum, emphasizing the inter relationship among human behavior, social policy, research, and practice content.
  3. Providing information about the sequencing of course content.
  4. Articulating clear practice and evaluation goals for the field practicum and for each student.
  5. Offering orientation-training programs.

## **Foundation Practicum**

M6.17 The purpose of the foundation practicum is for the student to apply foundation knowledge, skills, values and ethics to practice.

M6.18 The foundation practicum must provide the student with opportunities for:

- a. The development of an awareness of self in the process of intervention.
- b. Supervised practice experience in the application of knowledge, values and ethics and practice skills to enhance the well-being of people and work toward the amelioration of environmental conditions that affect people adversely.
- c. Use of oral and written professional communications which are consistent with the language of the practicum setting and the profession.
- d. Use of professional supervision to enhance learning.
- e. Critical assessment of guidelines, implementation, and evaluation of policy agency.

## **M6.19 Concentration Curriculum**

M6.20 The central purpose of the master's curriculum is to prepare students for advanced social work practice in an identifiable concentration area. Each program must clearly explicate for each concentration the: 1) conceptualization, 2) expected educational outcomes, and 3) content.

### **Concentration and Design**

M6.21 A concentration provides a context within which advanced practice skills and knowledge are acquired. A conceptual framework, built upon relevant theories, shapes the breadth and depth of knowledge of practice skills to be acquired.

### **Concentration Outcomes**

M6.22 Each master's program must apply foundation content to the central issues relevant to the areas of concentration. Programs must determine educational outcomes for each concentration offered.

### **Concentration Content**

M6.23 Concentration content must be designed to prepare students for advanced practice. The emphasis of content areas must be relevant to the concentration and may vary across concentrations.

## **Concentration Practicum**

M6.24 The concentration practicum for master's social work education must clearly support the student's area(s) of concentration.

### **M7.0 AVENUE OF RENEWAL**

M7.1 Programs of social work education must remain vital and progressive by actively pursuing ongoing exchanges with the practice community and other essential groups and by developing and assessing new knowledge and technology.

M7.1.1 Programs must establish and maintain close, reciprocal, and ongoing relationships with social work practitioners and use those relationships to continuously evaluate the total curriculum.

M7.1.2 Programs must establish and maintain relationships with groups that develop, implement, and benefit from social policies and services.

M7.1.3 Programs must establish and maintain involvement with the professional associates and with disciplines and departments in the academic community.

M7.1.4 Programs must assume responsibility for systematic and high quality scholarship that assesses social work practice and develops new knowledge.