

**MASTER OF
SOCIAL WORK PROGRAM**

**Department of Social Work
2011 - 2012**

**Field Education
Manual**

Southern Connecticut State University

New Haven, CT

Tel.: (203) 392-6571
Fax: (203) 392-6580

**DEPARTMENT OF SOCIAL WORK
SOUTHERN CONNECTICUT STATE UNIVERSITY
Pauline R. Lang Social Work Center**

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Dear Colleagues and Students:

The Southern Connecticut State University Department of Social Work is pleased to present you with this field education manual for its graduate program. This manual is intended to serve as a guide for new and returning students participating in graduate field courses offered by the Department, as well as for field instructors and liaisons. In this manual the Department has described the content and requirements of field education as well as procedures which may be useful for field instructors, field liaisons, and students. It is intended to supplement the MSW Student Handbook. Students in the graduate program are responsible for becoming familiar with, and will be presumed to have knowledge of, the information set forth herein.

The Department wishes 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 students, field instructors and field liaisons will find forms which can be copied for use throughout the year.

Disclaimer

This manual is neither a contract nor an offer of a contract between the University or the Department and any student. The information it contains was accurate at the time of publication. However, the provisions of this manual are subject to revision without notice.

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. The MSW Field Education Manual is accessible on the SCSU website.

The Department wishes you the best during the coming academic year and thanks you for your commitment to the MSW Program.

Sincerely,

Anthony Maltese

Anthony Maltese, LCSW
Director of Field Education

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I. 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 evidence-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.

II. ESSENTIAL ATTRIBUTES FOR MATRICULATION AND CONTINUATION IN THE DEPARTMENT OF SOCIAL WORK

Matriculation and continuation in the graduate program in Social Work is a privilege and not a right.

The following standards describe the cognitive, emotional, and character expectations that the Department has for its students. The Department has determined that these attributes, if demonstrated in conjunction with satisfactory academic performance, provide reasonable assurance that students will be able to complete the entire course of study and participate fully in all aspects of social work education and practice. Students will be expected to meet these standards both in the classroom and in their practice.

The degree to which any student demonstrates these attributes will be part of evaluations made by faculty responsible for evaluating applications for admission as well as by faculty responsible for evaluating the student's classroom and practicum performance and fitness for continuation in the program. In the event that a student is perceived as not adequately demonstrating these attributes, he or she may be referred to the Student Review Committee (SRC).

Students in the Department of Social Work at SCSU are expected to demonstrate the following cognitive, emotional, and character attributes at a level appropriate to their year in the program:

Communication Skills: The MSW student must communicate effectively and sensitively with other students, faculty, staff, agency personnel, 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 MSW 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 MSW 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 MSW 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 MSW student must be sufficiently objective to systematically evaluate clients and their situations in an unbiased, factual way.

Empathy: The MSW student must endeavor 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 MSW student must strive to 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 MSW 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 MSW student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These skills include, but are not limited to, compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

Professional Behavior: The MSW student must conduct him or herself professionally at all times. The MSW student must adhere to the profession's code of ethics, be respectful of others, be punctual and dependable, prioritize responsibilities, and complete assignments on time.

III. THE 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 (2) 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 learned to practice experience and to develop social work competencies within an agency setting. Field instruction and supervision are provided on-site in the agency by an experienced social worker employed by the agency and approved by the Department of Social Work.

Seminar: The seminar is a weekly class in which 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.

IV. FIELD EDUCATION FOCUS AND OBJECTIVES

The first field practicum is 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. 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 and research project.

The second field practicum builds on the generalist competencies developed during the first 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 clinical practice and research 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 will be expected to enable the student to access data for the research paper. The outcome of the research will be presented formally to the agency by the student.

The objectives of the field practicum are as follows:

Foundation Competencies

Competency #1: Identify as a professional social worker and conduct oneself accordingly.
2.1.1.5 - Take an active role in the learning process
2.1.1.2 - Practice self-awareness, personal reflection and modification to assure continual professional development
2.1.1.6 - Prepare for and effectively use supervision
2.1.1.2 - Prepare and submit process recordings for supervisory discussion
2.1.1.4 - Assume responsibility for all assignments
2.1.1.4 - Meet deadlines and expectations for attendance, tasks, and written and verbal communication with colleagues
2.1.1.6 - Seek, evaluate, and respond to feedback regarding one’s practice
2.1.1.3 - Engage in collaborative professional relationships with clients and colleagues
2.1.1.5 - Plan for continuing professional growth

2.1.1.1 - Advocate for client access to agency services and community resources
Competency #2: Apply social work ethical principles to guide professional practice.
2.1.1.2 - Know the profession's values and ethical standards
2.1.1.2 - Know state and federal laws relevant to social work practice
2.1.1.1 - Recognize personal values and use professional values to inform practice decisions
2.1.1.3 - Tolerate ambiguity when resolving ethical conflicts
2.1.1.4 - Apply strategies of ethical reasoning and the NASW Code of Ethics to arrive at principled decisions
Competency #3: Apply critical thinking to inform and communicate professional judgments
2.1.3.1 - Skillfully use cognitive processes of reasoning and creativity
2.1.3.1 - Comprehends the various meanings of client issues
2.1.3.1 - Skillfully appraise and integrate multiple sources of knowledge; including research-based knowledge and practice wisdom for assessment, action, and evaluation
2.1.3.2 - Skillfully analyze models of assessment, prevention, intervention, and evaluation
2.1.1.3 - Demonstrate effective oral communication in working with individuals, families, groups, organizations, communities and colleagues
2.1.1.3 - Demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues
Competency #4: Engage diversity and difference in practice
2.1.4.4 - Demonstrate openness and respect for diverse clients and colleagues
2.1.4.3 - Understand the significance of specific diversity factors in assessment and communication
2.1.4.1 - Understand the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
2.1.4.2 - Use self-awareness to prevent/resolve the intrusion of personal biases and values in working with diverse clients and colleagues
2.1.4.3 - Recognize and discuss the meanings of diversity factors with diverse clients and colleagues
2.1.4.3 - Reflect on the nuances of communication when working with diverse clients and colleagues
Competency #5: Advance human rights and social and economic justice.
2.1.5.1 - Understand the global interconnections of oppression, theories of justice, and strategies to promote human and civil rights
2.1.5.1 - Understand the forms and mechanisms of oppression and discrimination with individuals, groups, and communities
2.1.5.2 - Advocate for the human rights of each person (regardless of position in society), including freedom, safety, privacy, an adequate standard of living, health care and education
2.1.5.2 - Advocate for social and economic justice
2.1.5.3 - Skillfully incorporate social justice practices into organizations and communities.
Competency #6: Engage in research-informed practice and practice informed research
2.1.6.1 - Know how research methods can be used to monitor and evaluate one's practice
2.1.6.1 - Skillfully monitor and evaluate one's practice
2.1.6.2 - Use research findings to improve practice, policy, and social service delivery
2.1.6.2 - Identify and assess applicability of evidence-based practice models for one's practice
Competency #7: Apply knowledge of human behavior and the social environment

2.1.7.2 - Understand theoretical and empirical knowledge about human behavior across the life course
2.1.7.2 - Understand the ways social systems promote or deter people in maintaining or achieving health and well-being
2.1.7.2 - Skillfully apply theories and research about biological, social, cultural, psychological, and spiritual development and well-being
2.1.7.1 - Skillfully use conceptual frameworks to guide the processes of assessment, intervention, and evaluation
Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
2.1.8.1 - Know the history and current structures of social policies and services
2.1.8.2 - Actively engage in policy practice
2.1.8.1 - Understand how policies affect programs and practice
2.1.8.1 - Understand how practice informs policy development
2.1.8.1 - Skillfully analyze, formulate, and advocate for policies that advance social well-being
2.1.8.2 - Skillfully collaborate with colleagues and clients for effective policy action
Competency #9: Respond to contexts that shape practice.
2.1.9.1 - Understand relationships between social policies, specific communities, and social work practice
2.1.9.1 - Skillfully discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services
2.1.9.1 - Identify factors that facilitate and hinder service delivery
2.1.9.1 - Identify and facilitate strategies that address service delivery barriers to improve the quality of social services
2.1.9.2 - Skillfully provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
Competency #10: Engage, assess, intervene and evaluate with individual, families, groups, organizations, and communities.
2.1.10(a)(2) - Engage in working relationships with clients and other participants
2.1.10(a)(1) - Substantively and affectively prepare for action with clients and other participants
2.1.10(a)(2) - Demonstrate acceptance, genuineness, and empathy with clients and other participants
2.1.10(a)(2) - Skillfully communicate with clients and other participants
2.1.10(a)(3) - Develop a mutually agreed-upon focus of work and desired outcomes with clients and other participants
2.1.10(b)(2) - Skillfully explore problems and resources with clients and other participants
2.1.10(b)(1) - Skillfully organize and formulate assessment information
2.1.10(b)(3) - Develop a mutual agreement of problems, goals and change work activities with clients and other participants
2.1.10(b)(4) - Skillfully select action strategies
2.1.10(c)(3) - Facilitate actions to achieve mutual goals with individuals
2.1.10(c)(3) - Facilitate actions to achieve mutual goals with families
2.1.10(c)(4) - Facilitate actions to achieve mutual goals with group members
2.1.10(c)(1) - Facilitate actions to achieve organizational goals
2.1.10(c)(2) - Facilitate actions to achieve community goals

2.1.10(c)(5)- Facilitate transitions and endings
2.1.10(d) - Skillfully monitor and evaluate practice activities and goals

V. FIELD EDUCATION SEQUENCE

The field education sequence requires the MSW student to complete two (2) academic years (four (4) field practice semesters) of field experience concurrent with classroom learning. Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. Each field practicum is completed in two (2) semesters. The first and second field practice assignments have different educational objectives and take place in different settings. Below illustrates the timing of field work based on the program selected by the student:

Two-Year Program:

First Year: SWK 570-571 Field Practice and Seminar. Eighteen (18) hours a week for two (2) semesters **for a minimum of 500 hours for the year in field**, plus a 1.5 hour weekly seminar. Three (3) credits per semester.

Second Year: SWK 572-573 Field Practice and Seminar. Twenty-one (21) hours per week for two (2) 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). Six (6) credits per semester.

Note: 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.

Three-Year Program:

Second Year: SWK 570-571 Field Practice and Seminar. Eighteen (18) hours a week for two (2) semesters **for a minimum of 500 hours for the year in field**, plus 1.5 hour weekly seminar. Three (3) credits per semester.

Third Year: SWK 572-573 Field Practice and Seminar. Twenty-one (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). Six (6) credits per semester.

Advanced Standing Program:

- The minimum credit requirements are forty-five (45).

- The student will be required to take **one field placement totaling 800 hours**, a placement seminar, and his or her special project (presently a research project). The actual placement schedule has been modified so that the 800 hours can be completed between (approximately) September 1st and May 20th. This means shortened breaks and holidays.

VI. APPLICATION FOR 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 department policy and with the approval of the Director of Field Education. An Advanced Standing student may not use his or her place of employment as a field site.

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 15th. Newly accepted students who intend to complete the program in two years must apply for the first field practice course by April 30th.

While students can expect some consideration to be given to geographic preferences, 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 must recognize that no agency offers 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. Each second year student must fill out an application for field placement and a student profile and submit them to the Field Education Office by January 30th of the semester prior to the beginning of the field placement.
2. The student should meet with a faculty member who knows him or her well or with his or her academic advisor to identify placement interests before interviewing in the Field Education Office.
3. The Director of Field Education or Placement Coordinator will meet with the Chairperson of the student's specialization as well as the student before making a placement assignment.
4. The Placement Coordinator will:
 - a. call the contact person at the agency to discuss the student, and
 - 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 will be sent to both the student and the agency confirming the 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 February 15th using the appropriate forms. Such students should also review the requirements set forth below.

Use of Employment as Field Placement

1. Students applying for use of their place of employment as their field placement must submit the appropriate forms (*see* the Appendix hereto) and all required paperwork directly to the Director of Field Education by February 15th preceding the beginning of placement (or by May 30th for incoming two year students). **Note:** 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.
2. As part of this application, the agency must supply a statement indicating that the agency is in agreement with the request and provide the name and credentials of the proposed MSW field instructor, the job description of the employee, a description of possible educational assignments, and a statement as to how the guidelines will be followed.
3. The agency must meet the criteria of the SCSU Department of Social Work before becoming an approved agency.

4. 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).
5. A field instructor who is not a regular employee of the agency must have full access to the student's work, including observation and client records, and must have the authority to negotiate field assignments for the student.
6. For the first year placement, the employee-student must be reassigned to activities which are more challenging, skill-enhancing, and educationally-directed, based on the curriculum of the Department, for at least eighteen (18) hours per week for thirty (30) weeks, totaling 500 hours minimally. For the second year placement, the employee-student must be reassigned to such activities for at least twenty-one (21) hours per week for thirty (30) weeks, totaling 600 hours minimally.
7. The student will be expected to maintain a log of field activities, documenting the day on which the activity occurred, the amount of time dedicated to the activity, and a 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 hours are not otherwise completed.
8. The employee-student must be in good standing with the employing agency and must not be a probationary employee or the subject of on-going disciplinary action by the agency.
9. Evaluations of the educational experience shall be separate from the work evaluation(s) performed by the agency and must be consistent with academic standards.
10. The field instructor cannot be the student's work supervisor. The field instructor must be on site for twenty-five percent (25%) of the student's field practicum hours and supervision by the field instructor must be provided on-site.
11. Weekly conferences with the field instructor should be scheduled during the student's field practicum hours.

Background Checks: Students should be aware that they may be required by the agency in which they are placed to provide evidence of completing a satisfactory physical examination and/or drug test, be finger- printed, provide a writing sample, or undergo criminal and driving background checks. Students are asked to self-report any history of conviction of a crime (felony or misdemeanor) to the field office so that appropriate internship planning and preparation can occur. Failure to disclose criminal convictions will lead to dismissal from the program.

VII. CRITERIA USED IN THE SELECTION OF FIELD AGENCIES AND FIELD INSTRUCTORS

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 facilities, correctional institutions and 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 and provide opportunities for working with various size systems and 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 and field expenses).
- 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 and the Seminar in Field Instruction (SIFI) for new field instructors.

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

- A Master's Degree in Social Work and three (3) 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 provided by the Social Work Department.
- A commitment to provide assignments to the students and evaluations and other data to the Field Education Department in a timely manner.

VIII. RESPONSIBILITIES OF THE FIELD INSTRUCTOR

Every student is assigned to an individual field instructor who has been approved by the Department. The field instructor is responsible for planning an orientation for the student, providing a minimum of two (2) 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 process recordings in preparation for conferences, and preparing for the liaison a written educational contract that summarizes the educational goals, assignments, and schedule agreed upon. The field instructor should utilize the practice competencies as a frame of reference for the educational contract.

A field instructor who is not a regular employee of the agency must be given 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 twenty-five percent (25%) of the student's field practicum hours, and supervision should be provided on-site.

Field Orientation: The Field Education Department conducts orientation for field instructors and liaisons at various intervals throughout the year. These orientation sessions provide a forum for informing field instructors of the School's expectations of the students, for sharing of agency concerns with the field education staff, and for encouraging a sense of joint purpose in the professional education of the Department's students.

Seminar in Field Instruction (SIFI): All new field instructors are required to attend the Seminar in Field Instruction conducted by the School of Social Work unless he or she has taken a comparable seminar at another school of social work. The purpose of the Seminar is to provide knowledge and skills which will enable the field instructors to provide the educational experiences needed by students. The Seminar outline emphasizes developing an educational contract, educational assessment, the evaluation process, use of process recordings, and teaching and supervisory skills.

Responsibilities on the Student's First Day in the Agency: The field instructor is expected to be available to greet the student when he or 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. (Providing case records to read may reduce anxiety for the student and give him or her a feel for the practice at the agency.) The student's first questions will be about what he or she 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 perform.

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

Assignments: Field assignments provide the student with the opportunity to put knowledge into practice. Assignments should provide a challenge for the student without overwhelming him or her.

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. Assignments should be developed around the competencies of the program and with 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:

First Year

Work Assignments:	8-10 hours (6-8 hours should be direct contact hours)
Supervision:	2 hours
Recording:	4 hours (includes process recording)
Staff Meetings:	2 hours
Total:	18 hours

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
Total:	21 hours

IX. FIELD LIAISONS

Field liaisons are primarily full-time faculty members who assist the field instructor and student to maximize the learning process in the field agency. Students are assigned to a field liaison by the Field Education Department. The field liaison meets with his or her students in a weekly field practice seminar and is expected to meet at least three (3) times per year with the field instructor and student and provide consultation as needed to:

1. Initially develop an educational contract which will include the student's learning goals and the assignments which will assist the student in his/her practicum;
2. Monitor the volume, breadth, depth, and diversity of the assignments given to the student;
3. Review the process recordings written by the student and utilized by the field instructor in supervision (all students must write two (2) process recordings a week and the process recordings must be used for supervision);
4. Evaluate the student's progress at the end of the first semester of the practicum and set goals for the second semester;

5. Evaluate the student, the agency, the field instructor and the field experience at the end of the practicum 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.

Field liaisons are expected to keep the field 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.

X. RESPONSIBILITIES OF THE STUDENT IN FIELD PLACEMENT

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

First year MSW students must demonstrate in 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. Second year MSW students must demonstrate at a higher and more sophisticated level the above-listed generalist skills as well as, 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 practice-based research project from their field agency (which may require Institutional Review Board approval), and must successfully complete the project prior to graduation.

All MSW students must complete all class assignments. In addition, first year MSW students must complete a minimum of 500 hours during the academic year in an approved field placement. Second year MSW students must complete a minimum of 600 hours during the academic year. Advanced standing students must complete a minimum of 800 hours during the academic year in an approved field placement. All students in field placements will receive supervision from a supervisor provided by the field agency and approved by the Social Work Department in accordance with its accreditation standards.

Students will be expected to complete a minimum of two (2) process recordings per week in their field placements. Process recording 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 (2) process recordings per week – although individual field instructors may require more – until the second semester of the second year. (The appendix contains a form which may be useful for organizing process recordings.) 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 his or her their learning and sharpen his or her skills.

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 the recordings carefully prior to conferences. Field liaisons will be expected to review process recordings at least twice a semester.

XI. PERFORMANCE IN FIELD INTERNSHIPS AND SEMINARS

First-year Field Assignment: All students in the first-year field experience must complete all field seminar assignments at an acceptable level and must demonstrate in his or 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 the student an opportunity to demonstrate a specific generalist skill. These skill areas should not be included in the evaluation. Students will receive either a pass or fail grade for SWK 570. Students must pass SWK 570 in order to continue on to SWK 571.

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. Students must receive a passing grade in SWK 571 in order to be eligible for SWK 572.

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 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 the student an opportunity to demonstrate a specific skill. These skill areas should not be included in the evaluation. Students will receive a letter grade (A, A-, B+, B, B-, or F) for SWK 572. Students must receive a minimum grade of B- in SWK 572 in order to continue to SWK 573.

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. A minimum grade of B- in SWK 573 is required to pass.

Students should be aware that failure to achieve a passing grade in any field course will result in termination from the MSW program.

XII. EVALUATION OF STUDENTS

Evaluation is an ongoing process involving the field instructor, the student, and the faculty liaison. Practice competencies and the assignments designed to help the student achieve them become a part of the educational contract established between the student and field instructor at the beginning of the field placement.

Those competencies and assignments are reviewed during the end of the semester evaluation performed by the field instructor. The field instructor prepares a written evaluation which includes a brief description of the educational goals, assignments and 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 set forth in the Appendix). The evaluation also describes goals and assignments for the following semester. The evaluation is prepared in triplicate and should be submitted by the due date listed on the field education calendar.

The field instructor and student should sign two copies of the evaluation, indicating that the evaluation has been read and discussed; the student may wish to add comments. One of the signed evaluations is given to the faculty liaison. The other is retained by the field instructor. Although the field instructor may recommend a grade for the student's field performance, the final grade in the field course 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; and
3. Ethical and professional conduct as embodied in the NASW Code of Ethics.

The SRC will conduct a First Year Review of all students in first year internships to determine whether they are performing at acceptable levels in all three areas. (See Section XIV below.)

XIII. PROCEDURE FOR DEALING WITH FIELD EDUCATION-RELATED PROBLEMS

The procedures described in this section are intended to provide students, faculty acting as field liaisons and field instructors a means of addressing situations which may arise in the field. Any party involved in field education can initiate this process: the student, the student's advisor, the field instructor, or the field liaison.

Students should initially attempt to resolve field difficulties with their field instructors. Students should advise their advisors and field liaisons of any such difficulties and the proposed solutions thereof.

When difficulties cannot be resolved by the student and the field instructor, the student should inform the field liaison of the need for intervention. One or more meetings of the field instructor, the field liaison and the student may be necessary to resolve the difficulty.

If the difficulty is not resolved through meetings of the field instructor, the field liaison and the student, the following procedure should be employed:

1. A three-way conference should be held, including the student, field liaison, and field instructor, during which concerns should be made explicit. In connection with that conference, a written contract should be drawn up setting forth: (a) the concerns to be addressed; (b) the expectations for change; and (c) a date, usually one month hence, upon which a subsequent review will be held. Any such contract should be signed by the student, the field instructor and the field liaison, and copies given to the student, the field instructor, the field liaison, the student's advisor, the MSW Coordinator, the Department Chair and the Chair of the Student Review Committee.

During the period of time between the signing of the contract and the subsequent review, there should be frequent communication among the student, the field liaison and the field instructor.

2. If at the time of the subsequent review the issue(s) identified in the contract remain unresolved, the matter may be referred to the Student Review Committee ("SRC"). Either the student or the field liaison may request the intervention of the SRC.

The SRC shall determine what course of action is appropriate. If the problem is agency-based, reassignment may be necessary. 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: (i) to place the student in a new agency; (ii) to extend the duration of the placement so that the student may attempt to resolve the problem; or (iii) to ask the student to withdraw from the MSW program.

Field Replacements: One way to resolve difficulties in the field is field replacement. If the student, the field liaison and the student's advisor agree that field replacement is an appropriate resolution to difficulties in the field, the following process should be followed:

1. The field liaison and the student will meet to determine the manner in which the agency will be notified that the placement will be terminated;
2. The field liaison and the student will meet with the field instructor to determine the manner in which the student will terminate with the agency, the agency's clients and the field instructor;
3. The student will contact available placement identified by the Field Education Office and arrange interviews; and
4. The field liaison, the student, and the student's advisor will meet to develop a list of goals to be accomplished in the new placement based on the previous field experience and the student's educational needs. A copy of the list of goals so developed will be provided to and discussed with the new field instructor.

Students should be aware that failure in SWK 570 or SWK 571 or less than a B- in SWK 572 or SWK 573 results in automatic dismissal from the program. A student may request that the SRC review his/her automatic dismissal. It is recommended that any student requesting such a review not register for courses during the review period. If such a student does register for courses during this period and the dismissal is upheld: (i) the student may be asked to withdraw from any courses in which he/she enrolled; and (ii) any tuition paid for the courses may be lost.

XIV. THE STUDENT REVIEW COMMITTEE (SRC)

The purpose of the Student Review Committee ("SRC") is to review those situations in which a student's conduct and/or performance are not meeting department standards for continuation in the program. The SRC is comprised of the Coordinator of 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.

- The SRC serves in a consultative capacity to any faculty member who desires a forum for discussing individual student problems, including but not limited to, problems in the field placement and/or concerns about a student's ethical behavior. In its consultative capacity, the Committee functions as a forum in which a faculty member can request the input and counsel of fellow faculty members.
- The SRC also serves in a decision-making capacity in the following way: if a student receives a failing grade in field, the student may request that the SRC consider permitting him or her to continue in the program. It should be noted, however, that the Committee has no authority to change the grade awarded by the field liaison. The SRC is also empowered to make a decision about a student being appropriate for field placement.
- The SRC also performs a review function. Continuation in the MSW program is contingent upon positive ongoing faculty evaluation of the student in three distinct yet relative areas:

1. classroom achievement as reflected in grades and total Q.P.R.;
2. performance in field as reflected in ongoing faculty and supervisor evaluation; and
3. ethical, professional, legal conduct as embodied in the NASW Code of Ethics and University standards for student behavior.

Each spring the Committee conducts a First Year Review of all students in their first year internships to determine whether they are performing at acceptable levels in each of these areas. Any student whose performance is to be reviewed by the Committee will be so notified by his/her advisor or the MSW program coordinator. Any student whose performance is to be reviewed by the SRC may attend the proceedings and may bring another matriculated student to the proceeding for support.

A student may also be referred to the SRC under the following circumstances:

1. if based on his or her interview(s), a student is not accepted for a field placement by three (3) agencies;
2. if a student does not accept a qualified placement following an interview and refuses subsequent agencies that meet his or her educational objectives and the Department's expectations; or
3. if a student is terminated from his or her field placement based on unsatisfactory performance.

The SRC will determine whether the student will be permitted to continue in the MSW program.

In addition, the SRC will review each situation in which a student was terminated from the MSW program to better comprehend factors which contribute to student failure.

XV. FAILURE TO COMPORT WITH EXPECTED ETHICAL AND PROFESSIONAL STANDARDS

Matriculation and continuation in the graduate program in Social Work is a privilege and not a right. The Department expects students to adhere to the standards of conduct set forth in the NASW Code of Ethics.

When a student is suspected of violating the NASW Code of Ethics or appears to have engaged in conduct which is or may be harmful to clients or colleagues in the field, the following procedure should be followed:

1. The Field Liaison should make a written request to the MSW Coordinator for an emergency Status Review meeting of the SRC. The student may be asked to stop attending the field placement until the SRC has concluded its proceedings.

2. The MSW Coordinator should determine date and time for the SRC meeting and advise the student of the date and time of the meeting and his/her option to attend the meeting and be accompanied by his/her advisor and another matriculated MSW student for support.
3. The Field Liaison should prepare a report for review by the SRC. The report should be made available to the student and the members of the SRC at least one (1) week in advance of the Status Review meeting. The Field Liaison, the student, his/her advisor, and/or the student providing support may provide additional information to the SRC at the Status Review meeting.
4. The SRC will meet in closed session to deliberate regarding the student's continuation in the MSW program. The written decision of the SRC should be forwarded by the MSW Coordinator to the student and his/her advisor, and a copy placed in the student's file.
5. If the SRC determines that the student should be permitted to continue in the MSW program and issues recommendations regarding that continuation, it is the responsibility of the MSW Coordinator and the student's advisor to monitor whether the recommendations are being implemented and followed and whether the identified problem has been satisfactorily resolved. If the decision is made that the student shall not continue in the program, the student shall be notified of his/her dismissal in writing by the Chair of the Department. A copy of the Chair's letter shall be sent to the Dean of the School of Health and Human Services, the MSW Coordinator, the student's advisor, and the Dean of Graduate Studies.

XVI. EVALUATION OF AGENCY AND FIELD EDUCATION PROGRAM

In the appendix there are forms for the Field Instructor, the Field Liaison, and the 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.

XVII. FIELD DAYS/HOLIDAYS AND VACATIONS

Classes and field practice seminars are held at the University on Wednesdays and Thursdays. Mondays, Tuesdays, and Fridays are reserved for agency-based field education.

Students do not attend their field placements 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 fall and spring semesters the student may take two (2) weeks' vacation from the field agency but must be at the agency during the other weeks; the student and his/her Field Instructor must agree on the two weeks during which the student will be on vacation, giving consideration to the agency's schedule and the needs of its clients. The required minimum hours must be maintained, and the Field Instructor should review, with the student, the calendar provided with the field manual in planning to meet the minimum requirements. If a student has difficulty meeting the minimum hour requirement, the Field Instructor should consult the Director of Field Education to develop an alternative plan.

XVIII. STUDENT ABSENCES

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

XIX. LEAVE OF ABSENCE OR WITHDRAWAL FROM THE MSW PROGRAM

Any student who finds it necessary to withdraw or take a leave of absence should arrange a conference with his/her faculty advisor and submit to the advisor a written request for the withdrawal or leave of absence explaining the reasons therefor. The advisor should send the letter, accompanied by a leave of absence form, to the MSW Coordinator. If and when approved by the MSW Coordinator, the MSW Coordinator should forward the request to the Chair of the Department and the Graduate Office, which will officially inform the student of the status of their request for leave or withdrawal. Students should be aware that they must complete the MSW program within six (6) years.

Students who withdraw after completing SWK 490, SWK 570, or SWK 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 the SRC to determine the manner in which subsequent field internships may most appropriately be structured.

XX. EXCEPTIONS TO PROVISIONS OF FIELD EDUCATION MANUAL

Any student who wishes to request an exception to any provision set forth in this Field Education Manual may apply to the Ad Hoc Committee on Field Education using the form set forth in the Appendix.

XXI. HONORARY CLINICAL TITLES

The Board of Trustees for the Connecticut State University System has established honorary clinical titles for field instructors in 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 faculty of the Department of Social Work and the appropriate dean, such titles may be conferred by the University President or the 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 University 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 (3) years with the option to renew by action of the University President or the President's designee.

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

- a. Hold a Master's in Social Work from an accredited Social Work program and have three years agency experience;
- b. 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;
- c. 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;
- d. For whom the head of the agency in which the student's education will occur had submitted a letter of recommendation and authorization; and,
- e. Who meet the additional requirements listed below for appointment to the specific titles:

Title	Requirement
Clinical Instructor of Social Work	Has successfully completed three (3) 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 (5) years' post-Master's agency experience and three (3) years as a 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 (5) years' post Master's agency experience and three (3) 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 (5) years' post-Master's agency experience and three (3) years as a Clinical Associate Professor, including appropriate attendance and participation at Departmental events.

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

APPENDIX

DEPARTMENT OF SOCIAL WORK

Dr. Gregory Paveza
Dean, School of Health and Human Services

Todd Rofuth, Chairperson

Robert Broce

Mark Cameron

Edgar Colon

Valerie Dripchak

Jack Gesino

Esther Howe

Elizabeth Keenan, BSW Program Coordinator

Elizabeth Rodriguez-Keyes

Anthony Maltese, Director of Field Education

Heather Pizzanello

Jaak Rakfeldt

Dana Schneider

Moses Stambler

Stephen Tomczak

Barbara Worden, MSW Program Coordinator

Nicole DiGiovanna-Paul, Field Placement Coordinator

Patricia Robertson, Secretary

APPLICATION FOR USE OF EMPLOYMENT AS FIELD PLACEMENT

Name: _____ Student ID#: _____

Address: _____

Phone: _____ Email: _____

Applying for what level of placement: SWK 490, SWK 570, SWK 572

Specialization: _____ Concentration: _____

Name of agency, field instructor and academic year during which first field placement (or BSW SR Field Placement) took place (if application).

Agency: _____ Year: _____

Field Instructor's Name & Degrees: _____

Name of Employing

Agency: _____ Phone: _____

Address of Agency: _____

Name of Agency

Administrator: _____ Phone: _____

Your Job Title: _____ Yrs in Position: _____

Your Supervisor: _____ Phone: _____

List names of MSWs 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. Students who are using their place of employment as their internship site should have as part of their 18 or 21 hour placement, 10-12 hours of eye-to-eye client contact with a population that is different from the population they deal with at their regular employment.

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:

Rationale:

ACTION

Approval recommended _____

Signature of Advisor

Date

Signature of Director, Field Education

Date

Signature of Program Coordinator

Date

Approval Granted _____

Approval Denied re: criterion # _____

Signature of Chairperson

Date

Educational Contract
SCSU Department of Social Work
SWK 490/491 and SWK 570/571

Student: _____ Field Instructor: _____
Agency: _____

The Council on Social Work Education has identified the following 10 competencies in their current Education Policy and Accreditation Standards (EPAS). Students are expected to demonstrate proficiency with all 10 competencies by the time they graduate with their BSW degree and/or complete their MSW foundation field placement. To help students know what they are being asked to do, this educational contract and the field evaluation are aligned according to the 10 competencies.

Field placements and learning opportunities vary, thus students are not expected to demonstrate all aspects of each competency at their field placement. Rather, students, supervisors and field liaisons are asked to identify the specific competency items that a particular student will have the opportunity to demonstrate at that placement by circling the item number(s) under each competency. Students are also encouraged to identify 5-10 of those competency items that will serve as fall semester learning goals to focus on in supervision.

Students and supervisors are asked to identify specific competency items and learning goals together, then sign and return the educational contract by the due date in the syllabus.

Competence #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.
--

1. I will actively engage in learning throughout my internship.
2. I will engage in collaborative professional relationships with clients and colleagues.
3. I will practice self-awareness, personal reflection and modification and demonstrate that in my process recordings
4. I will submit one process recording per week and discuss them in weekly supervision
5. I will seek and respond to feedback about my practice from clients and colleagues
6. I will take responsibility and be accountable for all assignments and deadlines
7. I will advocate for client access to agency services and community resources

Competence #2: Intern applies social work ethical principles to guide his or her professional practice.

1. I will recognize my personal values and use professional values in my practice
2. I will use strategies of ethical reasoning and the ethical standards in the NASW Code of Ethics when making practice decisions
3. I will practice working with ambiguity when addressing ethical conflicts

Competence #3: Intern applies critical thinking to inform and communicate professional judgments.

1. I will seek to understand the different meanings that client issues may have
2. I will think about and use multiple sources of knowledge when completing an assessment
3. I will use reasoning and creativity when facilitating actions with clients and colleagues
4. I will practice skillfully communicating with various clients, families, and colleagues.
5. I will demonstrate effective written communication in assessments, plans, and other written records.

Competence #4: Intern engages diversity and difference in practice.

1. I will use self-awareness to prevent/resolve the intrusion of personal biases and values in working with various clients and colleagues and discuss this in supervision and process recordings
2. I will reflect on the nuances of communication when working with diverse clients and colleagues.
3. I will recognize and discuss the meanings of diversity factors with clients and colleagues, including experiences of oppression, discrimination, or alienation

Competence #5: Intern advances human rights and social and economic justice.

1. I will advocate for the human rights of my clients, including safety, privacy, an adequate standard of living, health care and education
2. I will work with colleagues to advocate for the social and economic justice of the clients and communities served by the organization
3. I will talk about how the organization incorporates social justice practices in its programs and services with my supervisor and colleagues

Competence #6: Intern engages in research-informed practice and practice-informed research.

1. I will use research tools to skillfully monitor and evaluate my practice activities.
2. I will use research findings to understand the needs and possible actions for my clients

Competence #7: Intern applies knowledge of human behavior and the social environment.

1. I will use theoretical concepts and research about biological, social, cultural, psychological, and spiritual development and well-being to understand my clients, problems and contributing factors.
2. I will skillfully use an ecological framework to guide the processes of assessment, intervention, and evaluation

Competence #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

1. I will become knowledgeable about specific state and agency policies and the ways that they influence my practice.
2. I will discuss the benefits and limitations of specific policies, and formulate possible changes with my supervisor and colleagues.
3. I will collaborate with colleagues and clients to advocate for policy changes

Competence #9: Intern responds to contexts that shape practice.

1. I will become familiar with the relationships between social policies and social work practice in the community served by my organization.
2. I will identify factors that facilitate and hinder service delivery in this community
3. I will identify and facilitate strategies that address service delivery barriers to improve the quality of social services in this community.

Competence #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

1. I will engage in working relationships with clients and other participants
2. I will demonstrate acceptance, genuineness, and empathy with clients and colleagues.
4. I will skillfully explore the problems and resources with clients and other participants.
5. I will facilitate a mutual agreement regarding the problems, goals and activities with clients and other participants
6. I will use the facilitation method to select action strategies and help individuals and families reach their goals
7. I will use the facilitation method to work with group members, including colleagues in the organization and community

Approved:

Student _____ Date _____

Field Instructor _____ Date _____

Field Seminar Instructor/Field Liaison: _____

**Field Instructor's Evaluation of Field Education
for SCSU Department of Social Work**

Agency: _____

Field Instructor's Name: _____

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

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

Please use this scale to rate the following statements:

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

- | | |
|--|-----------|
| 1. The placement process was positive for the agency. | 5 4 3 2 1 |
| 2. I was sent a field placement contract in a timely fashion. | 5 4 3 2 1 |
| 3. I was given a field manual in time to prepare for the student(s). | 5 4 3 2 1 |
| 4. The field manual is informative and well organized. | 5 4 3 2 1 |
| 5. Did you contact the Field Education Office during the year? | Yes__No__ |
| If yes, did you receive sufficient assistance and support? | 5 4 3 2 1 |

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

Name: _____

- | | |
|---|-----------|
| 6a. The support I received was excellent. | 5 4 3 2 1 |
| 6b. The time made available by the liaison was sufficient for my needs. | 5 4 3 2 1 |

Name: _____

- | | |
|---|-----------|
| 6a. The support I received was excellent. | 5 4 3 2 1 |
| 6b. The time made available by the liaison was sufficient for my needs. | 5 4 3 2 1 |

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

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

Thank you for taking the time to complete this evaluation.

Please mail your evaluation to:

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

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

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: _____

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

**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:

Legislative Commissioner

Clerk of the Senate