



Bachelor of Social Work Program (BSW)

Field Education Manual

**Field Education Office
Department of Social Work
Southern Connecticut State University
New Haven, CT 06515**



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Field Education Office
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Dear Colleagues and Students:

We are pleased to present you with this manual for our undergraduate program in Field Education. This manual is intended to serve as a guide for new students participating in undergraduate field courses offered by the Social Work Department, as well as for Field Instructors and Liaisons. In this manual, this Department has described the content and requirements of field education as well as procedures which may be useful for field instructors, liaisons, and students. In the appendix, you will find the forms which can be copied for use throughout the year. This manual is intended to supplement the BSW Student Handbook, which students in the undergraduate program are responsible for becoming familiar with and will be presumed to have knowledge of, the information set forth herein.

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 BSW 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 BSW Program.

Sincerely,

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BSW Field Education

Department of Social Work

Southern Connecticut State University

FIELD EDUCATION OVERVIEW

The Council on Social Work Education identifies field education as the “signature pedagogy” for social work. As defined in the 2015 Educational Policy and Curricular Standards (EPAS):

The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice (Policy 2.2).

The BSW field education curriculum consists of a single field placement or internship, taken in the final year of the program, that extends through the fall and spring semesters of the academic year. Students are supervised onsite by an agency-based *field instructor*, who has been approved by the Field Education Office.

Students’ field placements are supported by field practicum seminars (SWK 490/491) that are taken concurrently with the field placement. 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 the field liaison to the student’s field agency and field instructor.

PURPOSE OF FIELD EDUCATION

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

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

The educationally directed field assignments provide opportunities for the student to apply concepts to practice experience and to develop social work competencies within an agency

setting. Field instruction and supervision are provided on-site in the agency by an experienced social worker employed by the agency and approved by the Department of Social Work.

ADMINISTRATION OF FIELD EDUCATION OFFICE AND FIELD PRACTICUM

The Field Education Office includes the Director of Field Education, the Assistant Director of Field Education, and a University Assistant.

The Field Education Office is responsible for evaluating all current and potential agencies and resolving any problematic issues that arise in this context. The staff also approves field instructors, and plans additional continuing education seminars for their professional development.

The Field Education Office is responsible for matching students with approved agencies. In this role, it assesses the needs and capacity of each student, counsels each student's choice of placements, and orients that student to field practice. Although geographical considerations are respected, students must be willing to travel to field assignments within a 50-mile radius of their homes. Students who wish to suggest an agency to be approved should contact the Director of Field Education.

The Field Education Office reviews curriculum, deals with practicum problems to help students to overcome barriers to satisfactory performance, and makes recommendations on special student requests. The Field Education Office operates year round.

CURRICULUM DESIGN

Foundation

Each student is required to take university requirements which make up the student's liberal arts foundation. These are generally taken during the first two years of undergraduate education. In the first year of the BSW program, students begin professional social work courses in human behavior and the social environment, social welfare institutions and policy, methods of intervention with individuals and families, and micro skills interviewing during the first year. In the second year, students study methods of intervention with groups, organizations, and communities, along with social policy, and research methods.

Field Education Sequence

Field education begins in the first semester of the second year for students who have been formally accepted into the program and meet the following prerequisites:

- Completion of first year BSW courses
- No incomplete grades on transcript
- Minimum of 2.5 Q.P.R. (quality point ratio)
- Submission of Field Education Application by January 22 deadline the spring before entering SWK 490

The field practicum is a single placement that spans the fall and spring semesters during the students second year of the BSW Program. Field Practice Seminars, SWK 490 (fall) and SWK 491 (spring), are taken while students are concurrently in their field practicum.

The goal for the academic year is a **minimum of 400 hours**, which breaks down to 16 hours a week, or a **minimum of 200 hours a semester**. If for some reason a student needs to make up hours, it can be done during school breaks and vacations. It is important to discuss internship hours and requirements with the agency supervisor and the SWK 490 seminar professor. Students are expected to be at their field placement a minimum of two days per week. The times and days are agreed upon by the student and the agency. Students earn six (6) credits per semester.

In the field practice seminar, the student is helped to integrate theory and practice, to develop strategies for improving field performance, to tap the experiences and expertise of peers and instructor, and to learn to use feedback to further the student's own professional practice. Written and oral assignments are focused on the integration of theory and practice.

Objectives of the Field Practicum

The field practicum objectives are to provide opportunities to practice and demonstrate the following generalist foundation competencies; as outlined by the Council on Social Work Education (CSWE):

| Competency 1 Demonstrate ethical and professional behavior | |
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| 1.1 | Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context |
| 1.2 | Identify and reflect on the intersectionality of one's personal beliefs and social identities within the social context of one's practice |
| 1.3 | Use reflection and self-regulation to align one's practice actions with the profession's values |
| 1.4 | Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications |
| 1.5 | Use technology ethically and appropriately to facilitate practice outcomes |
| 1.6 | Identify and assess one's professional strengths, limitations, and challenges; and use supervision and consultation to guide professional growth |

| Competency 2 Engage diversity and difference in practice | |
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| 2.1 | Identify how the intersection of diversity and power impacts individual and social well-being and social justice |
| 2.2 | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels |
| 2.3 | Develop and apply cultural humility by presenting oneself as a learner and engaging clients and constituencies as experts of their own experiences |

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| 2.4 | Apply self-awareness and self-regulation to address personal biases and values that are inconsistent with values of the profession |
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| Competency 3 Advance human rights and social, economic, and environmental justice | |
| 3.1 | Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to advocate for human rights at the individual level |
| 3.2 | Apply understanding of the historical and current contexts associated with social, economic, and environmental injustice to identify patterns of injustice and engage in practices that advance social, economic, and environmental justice at organization and community levels |

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| Competency 4 Engage in practice-informed research and research-informed practice | |
| 4.1 | Use practice experience and knowledge of diversity and oppression to inform scientific inquiry and research |
| 4.2 | Use knowledge of research, diversity and oppression to engage in critical analysis of quantitative and qualitative research methods and research findings |
| 4.3 | Use and translate research evidence to inform and improve practice, policy, and service delivery |

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| Competency 5 Engage in policy practice | |
| 5.1 | Identify the ways that social policy at the local, state, and federal level differentially impacts well-being, service delivery, and access to social services |
| 5.2 | Assess how social welfare and economic policies differentially impact the delivery of and access to social services for clients |
| 5.3 | Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice |

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| Competency 6 Engage with individuals, families, groups, organizations, and communities | |
| 6.1 | Recognize how one's positionality impacts engagement with diverse clients and constituencies |
| 6.2 | Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to engage with clients and constituencies |
| 6.3 | Use empathy, reflection, cultural humility, and interpersonal skills to engage diverse clients and constituencies |

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| Competency 7 Assess individuals, families, groups, organizations, and communities | |
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| 7.1 | Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to determine what data is required from clients and other participants |
| 7.2 | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies |
| 7.3 | Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks to assess data from clients and constituencies |
| 7.4 | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies |
| 7.5 | Select appropriate intervention strategies with clients and other participants based on the assessment, research knowledge, and values and preferences of clients and constituencies |

| Competency 8 Intervene with individuals, families, groups, organizations, and communities | |
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| 8.1 | Using cultural humility, critically select and implement interventions in collaboration with clients and other participants to achieve practice goals and to enhance capacities of clients and constituencies |
| 8.2 | Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies |
| 8.3 | Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes |
| 8.4 | Using cultural humility, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies |
| 8.5 | Facilitate effective transitions and endings that advance mutually agreed-on goals |

| Competency 9 Evaluate practice with individuals, families, groups, organizations, and communities | |
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| 9.1 | In collaboration with clients and other participants, select and use appropriate methods for evaluation of outcomes |
| 9.2 | Apply knowledge of human behavior and the social environment, diversity and oppression, and other multidisciplinary theoretical frameworks in the evaluation of outcomes |
| 9.3 | Critically analyze, monitor, and evaluate intervention and program processes and outcomes |
| 9.4 | Apply evaluation of findings to improve practice effectiveness at the micro, mezzo and macro levels |

PROCEDURES FOR STUDENT APPLICATION FOR FIELD PLACEMENT

All students planning to take field practice are required to submit an application to the Field Education Office. They will then interview with the Assistant Director of Field Education. The deadline for application for the fall semester is the preceding January.

The Field Education Office makes every effort to accommodate student's requests, however, educational goals are the primary reasons for choosing a student's Field Placement.

Students are notified of their selected placement and then the student is expected to contact the agency for an interview. Students will receive confirmation of their placement via email from the Field Education Department.

Students must check their SCSU email address daily, in order to respond to the Field Education Office and prospective host agencies in a timely manner, and must be available by SCSU email and phone during the Field placement process (January - August).

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

Use of Place of Employment for Field Placement

Students who wish to use employment for field placement should review the [policies](#) governing the use of place of employment for field placement. The student must submit the [Application for Use of Employment as Field Placement](#) to the Assistant Director of Field Education by January 22nd.

Background Checks

Students who apply for field practice are encouraged to disclose any criminal history (felony or misdemeanor convictions) in order to assist the Field Education Office to identify appropriate field placements. Students with criminal records may be admitted to the Social Work Program; however, previous convictions may limit students' field practice options and eligibility to apply for social work licensure. Most field placement sites require prospective interns to be fingerprinted and to pass criminal and driving background checks, child welfare background checks, drug tests, and/or to have physical examinations prior to the agency's commitment to host an intern.

CRITERIA USED IN THE SELECTION OF FIELD AGENCIES

The Field Education Office seeks field agencies whose board and staff are committed to the education and training of social work interns. It further seeks field settings which serve persons from a range of ethno-cultural backgrounds. Agencies are selected to meet the needs of students in child and family, co-occurring disorder, school, and older adult settings. Crisis-oriented settings as well as residential treatment, corrections, outreach, medical and health services are utilized when possible. Many of the selected agencies serve vulnerable populations with special needs, such as single parents, the developmentally disabled, the homeless, victims of domestic violence, the frail elderly, children and adults diagnosed with AIDS, persons with mental illness, persons with physical impairments, and immigrants. Consistent with the department's mission, special efforts are made to work toward providing students with field placement in a public service agency.

The following criteria are used in selecting field agencies:

- The agency philosophy and standards must be consistent with the goals of social work education and with the mission of the Department of Social Work
- The agency must provide a qualified field instructor with a Master's degree in Social Work to offer instruction and supervision to the social work intern
- The agency must be willing to structure educationally focused experiences which are appropriate to the student's educational goals
- The agency must be able to provide the student with adequate office space and supplies, as well as the opportunity for direct client contact, clinical rounds, and agency meetings as appropriate to the specific field placement
- The agency must allow the field instructor time to attend required meetings on campus, as well as the Seminar in Field Instruction (SIFI) (for new field instructors)

CRITERIA USED IN THE SELECTION OF FIELD INSTRUCTORS

The candidate must have:

- A Master's degree in Social Work (MSW) and two years of post-master's practice experience
- Interest in nurturing competence in new social workers
- Time to provide a minimum of one-hour weekly supervision to the student and to attend orientation and training seminars provided by the Social Work Department
- A commitment to supporting student's educational goals
- Either have completed the Seminar in Field Instruction (SIFI) or be willing to attend this course concurrently with the assignment of a student intern to the field instructor

Seminar in Field Instruction (SIFI)

All new field instructors are required to attend a seminar in field instruction taught by a member of the Field Education Office unless the instructor has taken a comparable seminar at another school of social work. The purpose of the seminar is to provide the knowledge and skills necessary to provide the educational experience needed by students. The course outline emphasizes developing an educational contract, educational assessment, the evaluation process, use of process recording, as well as teaching supervisory skills. This curriculum is based on a syllabus developed by the Greater New York Area Directors of Field Education Consortium. A certificate is awarded which is recognized by other schools in the Consortium. In addition, the participants receive 12 CEC's. There is no cost associated with [SIFI training](#)

Seminars and Workshops

The Field Education Office periodically provides seminars or workshops which may be of interest to field instructors. As an expression of our gratitude for the educational opportunity field instructors provide our students, field instructors can participate in a continuing education seminar of their choosing offered at Southern Connecticut State University *gratis*. Field instructors also will be invited to attend various lectures and events in the Department of Social Work throughout the year.

RESPONSIBILITIES OF STUDENTS

Students are expected to demonstrate professional standards, including the essential abilities and attributes for social workers; academic standards, including requirements in the field seminar syllabus; and field practice standards, including the social work competencies and behaviors as specified in the educational contract with the field agency. For more information on the Essential Abilities and Attributes for social workers, please see [BSW Student Handbook](#).

Students' assignments in field practice may vary according to the needs of agencies and clients, types of agencies and programs, and students' preparation and skill for clinical practice. The field practicum consists of a **minimum** of **400 hours**. This equates to a minimum of 16 hours per week through an entire academic year (Sept-May).

Additional assignments at the agency include process recordings and agency documentation, policy practice and research, staff meetings and professional development, and clinical supervision. All assignments should relate to the development and demonstration of social work competencies and behaviors as specified in the educational contract.

Beyond their particular field practice assignments, students are expected to serve as representatives of Southern Connecticut State University and to promote the purposes, values and ethics of the social work profession in accordance with the [NASW Code of Ethics](#), including responsibilities to:

- Identify as social work interns in interactions with clients and colleagues
- Respect professional boundaries in the use of electronic communications and social media, including refraining from personal use of cell phones on site
- Conform to agency policies and regulations, with particular attention to client confidentiality
- Collaborate with the field instructor in developing the educational contract, planning assignments related to social work competencies and behaviors, and setting educational goals
- Prepare process recordings and other documentation as assigned
- Engage actively in supervision, including developing the agenda for weekly supervision at the agency and participating in a peer supervision process in field seminar
- Collaborating with the field instructor in formative and summative evaluations of practice, including preparation of the field evaluation form

Student Rights

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

Students should be knowledgeable about grievance procedures specified in the [BSW Student Handbook](#) and their right to use them if they believe they have not been treated fairly.

Attendance

Students are responsible for scheduling, completing, and documenting the required minimum hours for the field placement (minimum of 400 hours) and they should review the Field Education Calendar with their field instructor at the beginning of each semester to schedule their hours and plan how to document completed hours.

Students are not required to attend field practice during agency or University holidays or during the University spring vacation. Please note: **Students must negotiate all time off with their field instructor.** Should the agency be open on days when the University is closed, students are expected at their field placement. During the winter intersession between fall and spring semesters, students may take up to two weeks vacation from the field agency. Students and the field instructor determine the student's vacation schedule in light of agency and client needs. Students must negotiate all time off with their field instructor.

Students who miss days from field practice due to illness, a death in the family, or other emergencies are responsible for notifying the field instructor and planning for clients. Students do not need to make up excused absences provided that they will meet the total number of required field hours.

If students experience difficulty meeting the minimum hour requirement, students are expected to reach out to both their Field Instructor and Field Liaison (seminar instructor) **immediately.** Further consultation with the Field Education Office may be required to develop an alternative plan.

Disability

Southern Connecticut State University does not discriminate on the basis of disability in admission to, 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 as a result of disability. The Social Work Department expects field agencies to accept any students assigned by the department and to make reasonable accommodations to meet the needs of students with disabilities. 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. **Students must register with the Disability Resource Center (DRC) in order to access appropriate accommodations.**

RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR

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

It is preferred that the student's field instructor is an agency staff person. At times, it may be necessary for the agency to arrange supervision through an outside person who meets the qualifications outlined by SCSU.

A field instructor who is not a regular employee of the agency must have full access to the student's work, including the ability to observe the student in role, client records, and the authority to negotiate field assignments for the student.

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

Field Instructors are required to complete an online evaluation of the student's performance at the agency at the end of each semester (December and May).

Field instructors are required to meet together with both their intern and their intern's Field Liaison once per semester during a site visit by the Field Liaison. Field instructors are encouraged to reach out to their intern's Field Liaison with any questions or concerns.

FIELD LIAISONS

Field liaisons are members of the Social Work faculty who support the field instructor and assist the student to maximize the learning process in the field agency. These liaisons meet with the students in a weekly field practice seminar and are expected to meet at least two times per year with the field instructor to:

- Develop an educational contract, which includes student's learning goals and the assignments which will support the student in his or her professional development
- Monitor the assignments given to the student to ensure that there is sufficient volume, breadth, depth, and diversity
- Evaluate the student's progress at the end of the first semester and set goals for the second semester
- Evaluate the student and the field experience at the end of the academic year
- 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 from the field that might have an impact on the student's learning

THE FIRST DAY IN THE AGENCY

The field instructor or task supervisor is expected to be available to greet the students when they arrive at the agency on the first day. An orientation should be planned which will take place over the first few weeks. 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 afford a basic feel for the agency's practice. See Appendix for **GUIDELINES FOR ORIENTATION TO AGENCY**

Assignments

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

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 carefully preparing the student for this first contact and having one assignment ready. 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.

BSW students are required to intern for a *minimum* of 16 hours per week. The hours should include a *minimum* of 6 hours of direct client contact and 1 hour of supervision amongst other responsibilities such as; process recordings, staff meetings, and trainings.

Process Recording

One of the practice competencies is the use of written and oral communication skills. Process recordings, then, are viewed by the SCSU Department of Social Work as an important learning tool for it helps students organize their work, be accountable, and see professional growth. All beginning students should use process recordings for their client contacts in various sized systems, including telephone contacts and meetings with agency representatives. As the student progresses, the field instructor may choose certain assignments on which the students will continue to use the process recording to deepen their learning and sharpen their skills. There is a form in the appendix which may be useful for organizing process recordings.

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

PERFORMANCE IN FIELD PRACTICE

Performance in field practice courses is evaluated in terms of educational goals and objectives. The program expects the student will demonstrate competency in the objectives necessary for beginning-level social work practice. The field liaison assigns final grades to field practice courses. Students must demonstrate competency in field work practice, as evidenced by seminar class assignments and field evaluations. Failure to earn a **minimum grade of C** in a field practice course

indicates that the student has not demonstrated the achievement of required competencies for practice. The student's performance may be evaluated by a faculty team, and expulsion from the program may be considered.

EVALUATION OF STUDENTS

Evaluation is viewed as an ongoing process shared among Field Instructor, Field Liaison, and student. Practice competencies and related assignments reflect part of the educational contract established jointly between student and Field Instructor at the beginning of each semester of the field placement. These are reviewed during the end of semester evaluation by the Field Instructor, Field Liaison, and student.

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

In field practice seminars there are oral and written assignments which assess the student's attainment of the generalist competencies. In the second year field practice seminar, students use research skills to evaluate their own **effectiveness** in one or more practice areas. Oral and written assignments focus on the integration of theory and practice in the development of practice competency. Assignments such as logs and case presentations focus on reflections and new perspectives gained by the student in the practicum.

Focus on Students' Strengths

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

The SCSU Department of Social Work's competency-based program uses this philosophy. Students learn to articulate what they have accomplished which, in turn, enhances their self-esteem and builds their ability to work with people. It is important that field instructors strive to ascertain the strengths which each student possesses and focus the student on what is being learned or accomplished. Helping students see what they are doing, by labeling it in the language of the practice competencies, is part of this process.

Field Evaluation Form via TK20

Field instructors evaluate students' performance in field practice by means of the field evaluation form, which is completed collaboratively with the student and the field instructor. Ratings on the field evaluation influence but do not determine students' field seminar grades. Field evaluation forms are submitted to the University via a database called TK20. Evaluations

in TK20 allow the University to aggregate data for purposes of evaluating the BSW Program.

Field Evaluations should be submitted via TK20 by the due date listed on the field education calendar. Midway through each semester, Field Instructors will receive an email from Southern CT State University's TK20 Office with instructions and a link to complete the Field Evaluation Form.

Field Instructors should review the evaluation with their student intern, and both should sign the evaluation indicating that the evaluation has been read and discussed. The student may wish to add additional comments or a rejoinder. The Field Instructor should feel free to recommend a grade for the student. The final grade, however, is given by the Field Liaison based on field performance and classroom participation.

PROCEDURES FOR DEALING WITH FIELD EDUCATION RELATED PROBLEMS

The following policies have been established to guide students, faculty, and staff in situations that have arisen in field work 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. This process can be initiated by all parties involved in field education: the student, the advisor, the field instructor, or the field liaison. Please note: If the performance in question is of a legal or ethical nature, please refer Ethical, Legal, and Professional Conduct contained in the [BSW Student Handbook](#).

If during the field education placement, the field 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 must be held including the student, Field Liaison, and Field Instructor. Concerns should be made explicit, and in writing.
- 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. During this time, there should be frequent communication among the parties involved. All concerns must be put in writing with copies given to the:
 - Student
 - Field Instructor
 - Field Liaison
 - Assistant Director of Field Education
 - BSW Coordinator
 - Faculty advisor

- 3) If, at the end of the stated period, the student demonstrates progress or the field work situation is remedied, by agreement of the Field Instructor, Field Liaison and the student, the matter is deemed to be resolved.
- 4) If the student does not show progress or the field problem continues, the following will happen:
 - a) If the problem is agency-based, reassignment may be necessary
 - b) If the student's performance is in question, the Student Assistance Team (SAT) 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 time for the student to resolve the problem.
 - (iii) to extend the period of time that the student is in placement
 - (iv) to give the student a failing grade
 - (v) The student may request that the SAT consider allowing the student to continue in the program if a failing grade is given
- 5) **Any student who receives a grade lower than a "C" is dismissed from the program.**

ETHICAL, PROFESSIONAL, AND LEGAL CONDUCT

The social work department and the Field Education Office expect students to adhere to the standards of conduct defined by [NASW Code of Ethics](#) and standards of conduct established by Southern Connecticut State University and the Board of Trustees of Southern Connecticut State University. When a student is suspected of violating the NASW Code of Ethics, appears to be seriously harmful to clients, or has committed a criminal act in violation of these policies the student is subject to the Department's Student Assistance Team (SAT) procedures. Please see the "ETHICAL, PROFESSIONAL, LEGAL CONDUCT" and Student Assistance Team (SAT) sections in the [BSW Student Handbook](#) for more information.

EVALUATION OF AGENCY AND FIELD EDUCATION PROGRAM

At the end of the semester, students and Faculty Liaisons complete evaluations of Field Instructors and agencies in order to assist the Field Education Director in reviewing and strengthening the Field Education program. In the appendix there are forms for the field instructor and student to complete at the end of each field placement. These evaluations are helpful to the Director of Field Education in planning for the coming year.

LIABILITY OF STUDENTS IN FIELD PRACTICE

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

APPENDIX A

GUIDELINES FOR ORIENTATION TO AGENCY

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

I. Agency Building and Personnel

- A. How to negotiate the building. Where are offices, desks, bathrooms, lunchrooms? How do you use the phone? How do you mail or receive a letter?
- B. Introductions to staff, director, people they will work with directly. When and where do people go to lunch or have coffee breaks?

II. Agency Services

- A. What are the services that the agency provides? Information and referral, provision of concrete resources or counseling.
- B. What means does the agency rely on for provision of these services? Outreach, face-to-face interviews, phone?
- C. What is considered traditional or new in terms of services?

III. Clients

- A. Who are the agency's clients? Are they defined by problem, geographic area, age, income level?
- B. How do they most commonly get to the agency? Referral, out-reach, self-referral?
- C. What is the typical "movement" of a client through the agency? A synopsis of a typical case from beginning to end may bring the above to light.

IV. Organizational Structure

- A. Who are the other staff members? What are their roles? To whom are they responsible? How will the student relate to them?
- B. What is the policy making structure of the agency?
- C. Are there other students? How will they relate to each other?

V. Funding

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

VI. Supervision

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

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

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

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

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

APPENDIX B
SCSU SCHOOL OF SOCIAL WORK
FIELD EDUCATION CONTRACT BETWEEN THE STUDENT AND THE FIELD EDUCATION
DEPARTMENT

This Contract must be signed and returned to the Field Education Office along with the Field Education Application and an updated resume in order for the field placement process to begin.

I understand and agree to the following terms of Field Education:

I am responsible for maintaining ongoing communication with the Field Education Department in order to secure a field placement. If I do not hear from the Field Education department by May 1st, it is my responsibility to contact Nicole Paul at digiovannan1@southernct.edu

I will check my SCSU email address daily, in order to respond to the Field Education Office and prospective host agencies in a timely manner, and I will be available by SCSU email and phone during the Field placement process (January - August).

I will complete a minimum of 400 hours of field placement spread out throughout the academic year. (September to May averaging 16 hours a week, minimum 200 hours a semester at my field placement)

I understand I may need to travel up to forty-five (45) minutes for an appropriate field placement.

I must be in the agency during its prime operating hours (weekdays) during the time the field supervisor and/or task supervisor is present.

I must have a plan in place to permit me to complete my field placement hours as stated above.

An agency may require a criminal background check and health documentation to be completed. I may have to cover the cost of these documents if not covered by the agency.

I will follow the SCSU calendar, the Field Education calendar and the agency's calendar for designated time off, field commitments, school closures, and mandatory events. I understand I will need to negotiate any time off with my field placement.

I agree to attend field during my regularly scheduled times as set up with my agency field supervisor and I must notify my field supervisor in a timely manner if I cannot make it to my internship.

I have read and reviewed the Field Education Handbook.

By signing this contract, I acknowledge that I have read and I agree to all of the above expectations for the Field Education process.

Student Name (print)

Student Signature

Date

Please submit the SWK 490 Field Education Application, your Resume, and this Field Contract to the Field Education office by January 22 the academic year prior to beginning your field practicum.

APPENDIX C
OUTLINE FOR PROCESS RECORDING

I. Identifying Data

- (Pseudo) Name of Client (individual, family group, organization, or project)
- Date
- Which Session
- Worker
- Who is present, who is absent
- Agency

II. Pre-Session Activities

Preparatory work: meetings, phone calls, research before contact

III. Goal of Session

IV. Narrative of Interaction (use attached narrative sheets)

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

V. Analysis of Session (or Contact)

- Did you meet your goals?
- What do you think happened?
- What went right, wrong? Why?
- What issues were raised?
- What contacts were made?
- What values were expressed?
- What were the dynamics between people?
- Who played what roles?
- What things do you need to watch out for?

VI. Goals

What are your plans for:

- a. Next session?
- b. Collateral work?

VII. Evaluation of Your Work

What were your interventions?

What did you think about your interventions?

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

PROCESS RECORDING FORMAT

Worker's Name: _____

| Verbatim Dialogue | Observations & Internal feelings, Reactions | Skills/Strategies Used | Supervisor Comments |
|--------------------------|--|-----------------------------------|--------------------------------|
| | | | |

| Verbatim Dialogue | Observations & Internal feelings, Reactions | Skills/Strategies Used | Supervisor Comments |
|-------------------|---|---------------------------|------------------------|
| | | | |

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

An Act Concerning Liability for Student in Field Placement Programs

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

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

APPENDIX E
HELPFUL LINKS TO FIELD DOCUMENTS

[Field Education Calendar](#)

[Field Education Learning Contract](#)

Agency Application – Coming Soon!

Field Instructor Application – Coming Soon!

[SIFI Application](#)

[SIFI Calendar](#)