Undergraduate Social Work
Field Learning Manual
2017-18

This manual presents the School’s field practicum policies and procedures for all Undergraduate Social Work Juniors and Seniors. It is designed for students, field instructors, educational coordinators, Junior Seminar Instructors and Practice Instructors/Faculty Advisors.

Although we have attempted to answer commonly asked questions, undoubtedly there will be field learning concerns that are not covered here. If you have any questions, please do not hesitate to contact your Junior Seminar Instructor or Practice Instructor/Faculty Advisor.
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### Freshman Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>16</td>
<td>16 credits</td>
</tr>
<tr>
<td>Introduction to Social Work</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CORE Writing the Essay</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CORE Introduction to Psychology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective (math, art, music, social science or humanities)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>16</td>
<td>16 credits</td>
</tr>
<tr>
<td>CORE Advanced College Essay</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CORE Introduction to Sociology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities (philosophy, religion, English, history, languages)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>16</td>
<td>16 credits</td>
</tr>
<tr>
<td>CORE Human Biology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science (psychology, sociology, anthropology, history)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>16</td>
<td>16 credits</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Professional and Interpersonal Communication Skills</td>
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</tr>
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</table>

### Junior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>16</td>
<td>16 credits</td>
</tr>
<tr>
<td>Human Behavior &amp; the Social Environment I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Diversity, Racism, Oppression &amp; Privilege</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Work Research</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>16/17</td>
<td>16/17 credits</td>
</tr>
<tr>
<td>Human Behavior &amp; the Social Environment II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>American Social Welfare Agencies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unrestricted Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Field Experience Lab (Advanced Research may be substituted in rare cases)</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td>18</td>
<td>18 credits</td>
</tr>
<tr>
<td>Social Work Practice I</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Field Instruction I</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social Welfare Programs &amp; Policies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td>14</td>
<td>14 credits</td>
</tr>
<tr>
<td>Social Work Practice II</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Field Instruction II</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*Courses in italics (with the exception of first year courses) can be switched around to suit your schedules, but courses in regular font should be taken at the prescribed times.*
OVERVIEW OF THE UNDERGRADUATE FIELD LEARNING PRACTICUM

The undergraduate field practicum engages you in learning and developing the attitudes, values, knowledge and skills needed in generalist social work practice; provides opportunities for you to perform professional tasks with field instruction; and offers many situations in which you may apply concepts and principles learned in both class and field.

You are required to complete a total of 700 hours of field practicum including 100 hours (usually one day per week) of Field Experience in the spring semester of the junior year, and 600 hours (usually three days per week) of field instruction in the fall and spring semesters of the senior year. Your assignment to placements is based on the objectives of the educational program and your learning needs as assessed by the Director of the Undergraduate Program, the Junior Seminar Instructor, you, and the Coordinator of Undergraduate Field Learning.

Toward the end of the Field Experience, you and your field instructor discuss plans for the senior year of field instruction. If you remain in the same agency, you and the field instructor develop a specific educational plan for the year of field instruction. All new assignments are, again, based on the objectives of the undergraduate program, and your learning needs as determined by the Junior Seminar Instructor, you and the Coordinator of Undergraduate Field Learning. The re-assignment will also be based on your progress and performance in the Field Experience placement. To provide continuity in learning, most of you will remain in the same placement throughout the three semesters of field practicum.

The three semesters of field practicum provide students with opportunities to apply generalist knowledge and skills in a broad spectrum of social agency settings in the metropolitan New York area. You are exposed to a wide range of social work roles and responsibilities in your work within agencies and communities. The Field Experience Seminar in the junior year, and the advisement in the senior year of field instruction contained within the Practice classes provide additional structured learning opportunities that facilitate the integration of agency-based experiences with academic course work. The Seminar and advisement also allow you to engage in peer support and learning.

The core identity of the generalist social worker as a professional who is guided by social work values and ethics and works across a range of systems is emphasized throughout the three semester practicum. It is expected that you will develop a broad approach to practice that includes a range of social work roles such as case manager, advocate, mediator, consultant, program planner, counselor, etc. In the Senior year you are required to complete the Planning, Organization and Provision of Service Project (POPS Project). The Project requires the development, implementation and evaluation of a modest change within the agency/community.
Field Learning

Field learning is an integral component of social work education anchored in the Silver School of Social Work’s mission, goals and educational program. Field learning is one of the key curriculum areas. Field learning takes place in agency settings, selected by the School, that reinforce your identification with the purposes, values, and ethics of the social work profession.

Field Learning Curriculum

The purpose of the field learning curriculum is to facilitate the development of a professional social worker who can enter the practice arena in any setting of practice and be able to apply the profession’s knowledge base, perform direct social work practice skills and act according to social work ethics and values. Thus, learning in the field setting is an integral component of your social work education and lies at the core of your professional development. At the agency placement, you will have the opportunity to integrate theory and practice, and as such, connect the theoretical and conceptual contributions of the classroom with the world of practice.

Senior Year Curriculum

The Integrated Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) courses are taught by your Practice Instructor, who is also your Faculty Advisor. You remain with the same Practice Instructor/Faculty Advisor for both semesters in the Senior year. If you wish to change your Practice/Field class between the Fall and Spring semesters, you must first obtain approval from the Director of the Undergraduate Program and the Coordinator for Undergraduate Field Learning.

The purpose of the integrated Practice/Field Curriculum (Social Work Practice I and II and Field Instruction I and II) is to teach you the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that you will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of intervention approaches, and an understanding of the link between theory and practice skills.

Field Learning - The “Open Classroom”

As distinct from the formal classroom at the school, field learning takes place in the “open class room” – in the agency setting. The field learning curriculum is outlined in the respective syllabi and facilitates your ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work.
Field learning is a course. As in any course there is a grade. Grades for Field Instruction are “Pass” or “Fail.” You achieve a grade of “Pass” by meeting all the required performance criteria outlined in this manual specific to the program year; by adhering to the National Association of Social Workers’ Code of Ethics; by participating in faculty advisement and by demonstrating the Essential Abilities and Attributes for Performance in the School of Social Work.

Field Learning’s Goals and Objectives

The goals and objectives of the field learning curriculum prepare you to demonstrate core competencies in social work practice.

Expectations for Successful Completion of the Field Instruction Course: Evaluation and Grading

The grades for Field Instruction (Pass, Fail, Incomplete Pass, Incomplete, Fail) are given at the end of each semester. The Junior Field Learning grade is given by our instructor and is based on full participation in field learning and completion of assignments. The Senior Field Instruction course grade is given by your instructor and is based on your professional conduct and full participation in Field Learning at the agency placement, submission of process recordings, project assignments, reflective recordings, participation in individual meetings with your instructor, as well as the Initial Educational Statement and Mid-Year and Final Semester Evaluation completed by the field instructor. The course instructor is responsible for your grade. It is submitted at the end of the Spring semester.

Initial Senior Year Educational Statement

The Initial Senior Year Educational Statement is completed by the field instructor after the first 6 weeks of the placement, shared with the student, and signed by both. The signed statement is e-mailed to field.learning@nyu.edu, faxed, or hand-delivered; the Field Learning office then forwards it to the Practice Instructor/Faculty Advisor. The statement offers an early indicator of learning objectives specific to the agency, a learning plan including practice tasks related to the learning objectives, and your performance in the placement setting.

Senior Year Semester Evaluation (Mid-year Evaluation)

A Final Semester Evaluation is completed at the end of the first semester of the Senior Year and after you have finished the 300 hours required for Field Instruction. The evaluation is completed by the field instructor in collaboration with you, and signed by both. The signed evaluation is e-mailed to field.learning@nyu.edu, faxed, or hand-delivered prior to the date that grades for the semester are due; the Field Learning office then forwards it to the Practice Instructor/Faculty Advisor. The Practice Instructor/Faculty Advisor review the Final Semester Evaluation as a major component of the process of assigning a grade for Field
Instruction. (The Practice Instructor/Faculty Advisor will not be able to give a grade without a completed evaluation).

Final Semester Evaluation (Final Evaluation)

The Final Evaluation is completed at the end of the second semester after the student has finished the 300 hours required for Field Instruction (and a total of 600 hours for the Senior year). The evaluation is completed by the field instructor in collaboration with the student, and signed by both. The signed evaluation is e-mailed to field.learning@nyu.edu, faxed, or hand-delivered prior to the date that grades for the semester are due; the Field Learning office then forwards it to the Practice Instructor/Faculty Advisor. The Practice Instructor/Faculty Advisor reviews the Final Evaluation as a major component of the process of assigning a grade for Field Instruction II. (The Practice Instructor/Faculty Advisor will not be able to give a grade without a completed evaluation.).

Attendance at the Field Learning Site – The Agency Setting

You are expected to be in the agency for a total of 100 hours in the Junior year, and 600 hours in the Senior year and as per agency.

NOTE: You are expected to contact your field instructor (via e-mail or phone) if, for some reason, you are not able to be in attendance at your agency.

If you are absent for more than three days during the Senior year, the time must be made up. Arrangement for making up such missed time must be worked out with the practice instructor-Faculty Advisor and approved by the Assistant Dean of Field Learning. In case you have not completed the required hours at the end of the semester, or have not fulfilled all the requirements for Field Instruction, you must request an IP (Incomplete Pass) grade.

Should you leave school, either voluntarily or by request, a final evaluation should be submitted by the field instructor. The Practice Instructor/Faculty Advisor will then write a final summary for your record.
Guidelines for Process Recordings

1. Process recordings are a teaching, learning, and assessment tool used for examination of your practice and should be utilized as one of the primary tools in field instruction. Process recordings should be written in a verbatim format. The format of the process recording varies given the nature and task of the assignment you are given. In direct practice with individuals, groups or families, the recording reflects the interactional process between you and client(s) and should include any important content of the interview or contact. In addition, the recording should include your feelings and impressions about the interview. The “drama script” format that only reproduces dialogue is not acceptable as a process recording. (Refer to Appendix D, the Process Recording Outline, and Appendix F for a sample of a process recording). In indirect practice (micro, mezzo, and macro practice in organizations), the recording reflects your work on assignments across systems. You and your field instructor may also choose to use a reflective log in situations where you can benefit from reflection upon an experience or critical incident in the field learning setting. (Refer to Appendix E).

2. All Undergraduate Seniors are required to submit at least three process recordings per week.

3. You are expected to submit your process recordings in advance of your scheduled field instruction to allow adequate time for the field instructor to read the material prior to the conference.

4. Confidentiality should be observed by you and the field instructor with respect to the use of process recordings. If process recordings are viewed outside of the agency, all identifying data relevant to the client(s) must be removed or coded.

Structure and Function of Field Learning and Community Partnerships

Field Learning, under the direction of the Assistant Dean of Field Learning and Community Partnerships together with the Clinical Field Faculty, is charged with planning, implementing and evaluating the school’s field learning curriculum. Field Learning is responsible for assessing all potential and continuing agencies and working with them to plan for the educational programs in a mutually beneficial way.

Field Learning Faculty

The Coordinator of Undergraduate Field Learning oversees field placements for each of the Seniors placed with the School’s community partners. The Coordinator matches you to a field learning site based on your academic program, professional interest, past experience, requirements of the field learning site, and
where you live in relation to the field learning site.

Senior Year Field Learning Practice Instructor
The Practice Instructor/Faculty Advisor oversees your progress in field, and assists you, the field instructor, and the field learning site to meet the educational goals and objectives established for your field learning. The Practice Instructor/Faculty Advisor, in the capacity of educational consultant, assists you and the field instructor in the development of an educational plan, identifying and accessing educational resources as well as facilitating the integration of the curriculum content with social work practice in the field. The Practice Instructor/Faculty Advisor is responsible for assigning the grade for the semester. Practice Instructor/Faculty Advisors, either full-time faculty or adjunct faculty, are master- and doctoral-level social workers who have extensive experience working in the field, and most have themselves been field instructors.

The purpose of the Social Work Practice Courses I and II is to teach you the generalist perspective of social work practice which emphasizes the importance of working across a range of systems that includes individuals (older adults, children and adolescents), couples, families, agencies and communities. This approach maintains a focus on the interaction between systems, also known as the person-in-environment perspective. It is expected that you will develop a broad approach to social work practice through the use of different modalities, an understanding of the choice and application of interventional approaches, and an understanding of the link between theory and practice skills.

The purpose of the Field Instruction I and II Courses is to facilitate your development as a professional social worker who can enter the practice arena in any setting of practice, be able to apply the knowledge and skills learned in the classroom, perform direct social work practice skills, and act according to social work ethics and values.

The Classroom Practice/Field Instruction course meets for 2¾ hours each week to permit the integration of skill-building exercises with course content. Instructors will use several modalities including lecture, discussion, small group work, exercises, and viewing videos or DVDs in order to integrate social work practice with theory, and to help you develop skills for professional practice. During the skill-building component of the course, you will have ample opportunity to practice, observe and refine the skills necessary for social work practice.

You will be placed in a field learning site by the Coordinator for Undergraduate Field Learning. At the field learning site you will receive field instruction from their primary field
instructor (supervisor) who will assign students to work with individuals, groups, families or larger organizations in both direct and indirect practice. The task of field learning is to facilitate your ability to implement social work values, knowledge, and skills to inform professional behaviors in the practice of social work with individuals, families, groups, and/or larger systems.

The Practice Instructor/Faculty Advisor has the overall responsibility to assist you in the assessment of your field learning needs and in the development of your professional self. In addition, the Practice Instructor/Faculty Advisor serves as the School's liaison with the community agencies where you are placed. (Refer to the Integrative Practice/Field Syllabus for more detailed information about course expectations).

The Field Instructor

Field instructors are an integral part of your learning community. Field instructors are generally employed by the agency in which you will do your field learning. The agency has a formal agreement with our school to have you as social work interns. In the Junior year, Field Instructors have at least one year of post-master's experience. Field instructors for Seniors have at least two years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI). Field instructors commit to carrying out the learning goals set forth by SSSW’s curriculum guidelines.

Selection of Field Instructor and Qualifications

In order to be eligible to provide field instruction, a social worker must meet all of the following criteria:

1) Graduate from an accredited MSW program, 2) Have at least two years of professional, post Masters experience as a social worker in an agency, 3) Have SIFI (Seminar in Field Instruction) certification (please see below), and 4) Obtain appropriate licensure for the scope of social work practice for which field instruction will be provided (LMSW or LCSW).

For complete information on scope of practice for LMSW and LCSW visit the Website for the Office of the Professions at: http://www.op.nysed.gov/prof/sw/

Field Instructor Responsibilities

It is expected that the field instructor will provide the following:

- During the first week the student should receive orientation to the field learning site. The orientation should include (but is not limited to) the following: Agency mission, population served, the scope of practice, agency theoretical framework, modalities used, meeting schedule, documentation requirements, phones, safety policy and procedures, policies on use of electronic communication and social media, field
instruction schedule, sign in and out procedures, and dress code. The Field Instructor and student should utilize this checklist to accomplish these tasks.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Date</th>
<th>Field Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission &amp; Vision</td>
<td></td>
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<tr>
<td>Organizational structure</td>
<td></td>
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<tr>
<td>Agency Practice model(s)</td>
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</tr>
<tr>
<td><strong>Role of Social Worker/Social Work Intern</strong></td>
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<tr>
<td>Introduction to key staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the role of social work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Work scope of practice within the agency</td>
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<td></td>
</tr>
<tr>
<td>Tour of agency and student’s work space</td>
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</tr>
<tr>
<td>Review of assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations about client contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule of meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicable State/Federal regulations guiding</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Policies and procedures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency and time requirements of documentation</td>
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<td></td>
</tr>
<tr>
<td>Use of Electronic Communication and Social Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Policies and Procedures</td>
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<td></td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td></td>
<td></td>
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<tr>
<td>Confidentiality - HIPPAA</td>
<td></td>
<td></td>
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<tr>
<td>Child abuse reporting process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suicidal and homicidal reporting process</td>
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• Formulate a beginning assessment of appropriate assignments relative to the learning style, cognitive and emotional level of functioning of the student

• Provide appropriate constructive feedback to the student through supervisory conferences and initial, mid-year and final evaluations

• Employ an array of teaching methods and techniques tailored to the specific needs of the student

• Demonstrate an ability to meet the administrative tasks inherent in field instruction, including but not limited to reading and reviewing process recordings, writing accurate and appropriate evaluations in a timely manner according to school standards

• Read, review and provide feedback to students on process recordings:

  1. At least three process recordings per week for Undergraduate Seniors.
• Teach skills necessary for you to become a competent and ethical social work practitioner

• Form a partnership with the Practice Instructor/Faculty Advisor and the school and be able to train you in a way that is compatible with the ethics, values and orientation of the school.

Qualifications and Requirements for Field Instructors
(Developed and Endorsed by Greater New York Area Directors of Field Education)
Field instructors are expected to possess and model certain abilities and attributes in addition to meeting basic eligibility requirements for supervising you. These qualities and attributes include cognitive, emotional and character requirements and standards.

Professional Commitment
Field instructors have a strong commitment to the goals of social work, to the ethical standards of the profession and to imparting them to you. Field instructors are 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.

Knowledge Base for Social Work Practice
The professional activities of field instructors are grounded in relevant social, behavioral, and biological science, knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice. Field instructors exhibit sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in field instruction and in practice.

Professional Behavior
Field instructors adhere to the NASW Code of Ethics. They must exhibit behaviors that are in compliance with agency and university policies, professional standards, and societal laws in the field and the community. They demonstrate responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, prioritizing responsibilities, observing deadlines, maintaining boundaries, completing assignments on time, and completing the Seminar in Field Instruction. Field instructors provide weekly individual field instruction to students according to the guidelines provided by the school. They should collaborate effectively with students, Practice Instructor/Faculty Advisors and other representatives of the Field Instruction Department, and use proper channels for conflict resolution.

Acceptance of Diversity
Field instructors maintain an open dialogue with their students around the
acceptance and appreciation of human diversity. S/he serves 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. The field instructor is prepared to engage the student in recognizing and working through the inherent conflicts around diversity.

Self-Awareness
Field instructors understand how their values, beliefs, attitudes, emotions, and past experiences affect their thinking, behavior and relationships. They show awareness of self and how one is perceived by others and exercise sound judgment. Field instructors are willing to examine their transference and counter-transference, and examine how their behavior may interfere with working with students, clients, and other professionals. Field instructors are sufficiently objective to systematically evaluate students and their situations in an unbiased, factual manner. They demonstrate openness to constructive feedback from students, school and others, and actively participate in evaluating their teaching methods.

Communication Skills
Field instructors communicate effectively and sensitively with students, colleagues, and other professionals. They express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They have sufficient skills to adequately complete the SIFI requirements and documents relevant to the students’ education (i.e., evaluations, process recordings, Educational Agreements).

Interpersonal Skills
Field instructors model and teach the interpersonal skills needed to relate effectively to students, colleagues, faculty, staff, clients and other professionals. Field instructors exhibit compassion, integrity, and demonstrate respect for and consideration of others.

Empathy
Field instructors seek to understand another individual’s perspective and life experience. They are able to convey this empathy and support to the student as a basis for a positive learning experience.

Seminar in Field Instruction (SIFI) - For Seniors Only
Social workers who are not SIFI-certified are required to enroll in the SIFI as part of their training and professional development in field instruction. The SIFI is required
Annual Orientation for Field Instructors
At the beginning of each academic year, all field instructors new to SSSW-NYU are invited to an orientation. At this meeting field instructors are provided with information about the SSSW-NYU’s mission and program objectives as well as a description of the required courses. Field instructors may also find this information on the school’s website.

Continuing Education for Field Instructors
For continuing education of field instructors SSSW-NYU offers opportunities for further training and collaboration such as short-term seminars and workshops on specific areas of interest. At the end of each academic year, field instructors are also invited to the Annual Appreciation Breakfast where field instructors are celebrated and honored for their dedication to social work education, and a keynote speaker discusses an emergent issue in Field Education.

Collaboration with our Community Partners
SSSW-NYU is committed to the education of its students in collaboration with community partners, the field learning sites. The selection of field learning sites, the agencies, for field learning is an important component of the SSSW-NYU’s overall educational planning. The Field Learning office carries out the responsibility for determining the suitability of an agency for student education and works closely with interested agencies and field instructors in this process.

Selection and Approval of Agencies for Field Learning
Potential agencies are identified in a number of ways. Field learning faculty will reach out to agencies and inquire about their interest in partnering with us in social work education. Agencies may request students, or a student, faculty member, alumnus, or community representative may suggest the agency. After verifying the presence of appropriate assignments and the availability of a qualified field instructor, the Field Learning office will email a letter acknowledging interest along with several forms for the agency to fill out (forms can be found on our website). After the agency completes and returns the material to
SSSW-NYU, the agency will be assigned to the Faculty in the Field office responsible for the field of practice to which the agency belongs (see list below). The responsible faculty member will assess the function and services at the agency, possible student assignments, and availability of resources for the students, level of practice competence of the field instructor, and special requirements for student placement. The faculty member will also discuss the school’s learning objectives for field education and the school’s requirements for assignment, field instruction and evaluations of the student’s learning. Important to the selection of the agency is its ability to provide a learning context in which respect for all persons, and understanding of and respect for diversity are practiced, and there is regard for the social work profession’s fundamental tenets as per the NASW code of ethics. If the agency is accepted to serve as an SSSW-NYU field placement site, a student will be matched with the agency. If the field instructor has not attended a seminar in field instruction, he/she will be invited to one of the seminars offered at the school.

Ongoing Evaluation of Agencies’ Effectiveness in Providing Field Education

The agencies’ ability to provide field education is evaluated annually in several ways. In addition to the initial assessment conducted by the Faculty in Field Learning, an online site visit assessment form is completed if and when the Practice Instructor/Faculty Advisor visits the agency. This form reviews student assignments, field instruction, field instructor’s understanding and adherence to SSSW-NYU program mission and objective as well as other learning opportunities. Furthermore, students fill out an online course evaluation for all field instruction courses on par with all other academic courses, which asks specifically about the educational experience at the agency in which the student was placed.

Matching Students to the Agency: The Placement

You will be placed in one of the fields of practice where you are expected to learn and practice within a generalist perspective. In the Fall semester of your Junior year, you will fill out a questionnaire and submit an updated resume. The Director of the Undergraduate Program and the Coordinator of Undergraduate Field Learning will meet with you to start the placement process. Learning objectives for Senior Year are described in the course syllabi for the Integrative Practice/Field Instruction I and II courses. All forms are located on the Silver School’s website at http://www.nyu.edu/socialwork/field.learning/manuals.forms.html.
Some field placements require health exams, vaccinations or other documentation in advance of the start date. Some of these have costs associated with them; students are responsible for these costs. These are requirements imposed by the field placement and not by NYU. Many of our affiliated agencies require criminal background checks with fingerprinting and drug screenings of potential employees and student interns. Those checks will be performed by the affiliated agency; NYU is not involved in those procedures. If students have any concerns about possible background procedures, they are advised to see the Assistant Dean, Office of Field Learning and Community Partnerships.

The School’s Responsibilities in Relation to Field Instruction

The School seeks to provide you with a stimulating and relevant field learning experience. To accomplish this objective, the field learning faculty works closely with our community partnerships to establish the educational opportunities for you at the field learning site. Junior Seminar Instructors and Practice Instructors/Faculty Advisors serve as liaisons with your field learning site agency and as consultants to you and field instructors. The Coordinator of Undergraduate Field Learning works closely with the Junior Seminar Instructor, Practice Instructor/Faculty Advisor and you to monitor your experiences in field learning.

Responsibilities Assumed by the School Include:

1. Consulting with the field instructor in defining your educational needs and preparing the Junior Year Evaluation, the Initial Educational statement, mid-year and final evaluations in the Senior year.

2. Providing guidelines for field instruction content and for evaluating your skill, development, and performance.

3. Providing required seminars for new field instructors, and special seminars and workshops for all field instructors.

4. Providing appropriate feedback to the agency and field instructors. The agency’s Educational Coordinator initiates and evaluates the motivation and effectiveness of the field instructor in collaboration with the School.

5. Providing the field instructor with relevant materials in order to enhance the integration of academic and field learning.

6. Providing the agency with information about School policies and programs, as they affect field instruction.

7. Initiating the student review process when an educational problem requiring faculty consultation arises in the field.
School Policies in Relation to Field Learning Schedule and Attendance

1. On field learning days, you will observe the agency’s calendar in addition to the NYU holidays with the exception of those placed in school settings. In this instance, you would observe the public school recess rather than the NYU spring break.

2. Regular attendance in field learning is required. Students may not be absent from class to fulfill any agency obligation.

3. When you are unable to report to the agency because of illness or an emergency, the field instructor must be notified immediately. If you are absent more than three days during the Senior year because of illness, emergency or other personal business, the time must be made up. The time made up must be worked out with the field instructor and the Practice Instructor/Faculty Advisor and approved by the Assistant Dean. (Please refer to the Required Hours Form in Appendix C).

4. At the field instructor’s discretion, students may attend professional meetings during field learning site hours.

Regulations

1. Your status in the agency should be made clear at all times (i.e., undergraduate social work student/social work intern).

2. In the event of a strike involving the agency’s social work staff, you should report to the Director of Field Learning for substitute assignments, instead of going to the agency.

3. Any requests for change of field learning site must first be discussed between you and the Junior Seminar Instructor or Practice Instructor/Faculty Advisor. After examining the challenges that you are encountering in the placement, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor will determine if a further assessment is needed by the student, field instructor, and Junior Seminar Instructor or Practice Instructor/Faculty Advisor. If so, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor will arrange to visit the agency and a three-way conference will be held. The Junior Seminar Instructor or Practice Instructor/Faculty Advisor will then consult with the Coordinator for Undergraduate Field Learning regarding the assessment, and a determination will be made if a change in placement is warranted. Any changes must be approved by the Assistant Dean of Field Learning.

4. You are expected to pay costs related to travel to your practicum site. Every effort will be made to place you within a one-hour commute from home. You should be
5. You should observe professional confidentiality by disguising any identifying data in agency material used for class assignment and process recording. Video tapes, audio tapes, cameras, or other material should not be used unless express permission is given by the agency for such use.

6. You must follow all agency policies and procedures.

Agency Responsibility to Field Learning

Field instructors are an integral part of your learning community. The agency has a formal agreement with SSSW-NYU to host you as social work interns. The agency agrees to provide a field instructor (supervisor) for you as well as other learning opportunities including, but not limited to participation on a team, attending case conferences and agency meetings. Field instructors for Undergraduate Seniors have at least two years of post-master’s experience and have successfully completed a Seminar in Field Instruction (SIFI). Field instructors commit to carrying out the learning goals set forth by SSSW’s curriculum guidelines as well as providing written evaluations on you in the following format: Initial Educational Assessment, Mid-Year Evaluation and Final Evaluation. (Refer to the section on Selection of Field Instructors and Seminar in Field Instruction for more detailed information).

Handling Questions, Concerns and Difficulties in Field

If you have questions, concerns or difficulties at the agency, the field learning site, you may first discuss this with the field instructor. If you are uncertain how to handle the particular issue, you may contact your Junior Seminar Instructor or Practice Instructor/Faculty Advisor for consultation, guidance and advice. In addition to the formal resources in place for you (field instructor and Junior Seminar Instructor or Practice Instructor/Faculty Advisor), you may also contact the student-organized peer support system, the Student Affairs office, or attend any of the drop-in meetings with the Assistant Dean of Field Learning along with other Deans.

Your Junior Seminar Instructor or Practice Instructor/Faculty Advisor is available to answer all questions about field learning for you, field instructors, and other agency staff. Concerns and potential problems should be brought to the advisor’s attention for review and advice. The advisor will contact the Coordinator of Undergraduate Field Learning. You may be asked to meet with the Coordinator of Undergraduate Field Learning to review and evaluate your overall educational plan.

If a field instructor has questions or concerns about your performance after having attempted to work with you around a set of practice and learning issues and has seen little progress in resolving them, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor should be contacted immediately. The Junior Seminar Instructor or Practice Instructor/Faculty Advisor will intervene with both you and the field
instructor, sometimes jointly in a three-way meeting, to clarify the problem and suggest ways to resolve the issue.

If the problem continues, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor will bring the matter to the Coordinator of Undergraduate Field Learning as outlined in the process above.

Can a Student Request a Change in Field Learning Site?
A change in a field learning site can take place. However, this is not done lightly and not without a series of discussions between you, the field instructor, your Junior Seminar Instructor or Practice Instructor/Faculty Advisor, and the Field Learning office. If you are in a field learning site that you feel is not meeting your educational needs, you should first address this concern with the field instructor. You may also contact your Junior Seminar Instructor or Practice Instructor/Faculty Advisor for guidance and advice. The Junior Seminar Instructor or Practice Instructor/Faculty Advisor will review your educational goals and objectives in the context of the goals and objectives for either the Junior or Senior year. If, upon review and reflection, you and Junior Seminar Instructor or Practice Instructor/Faculty Advisor feel that the learning needs are not being met, a plan will be developed to address the situation. You, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor and field instructor and the Coordinator of Undergraduate Field Learning will collaborate to find a solution.

Field Instruction (Supervision) Definitions and Expectations of the Primary Field Instructor

Every Undergraduate Senior is assigned a primary social work field instructor in the agency who has completed a Seminar in Field Instruction (SIFI) or is currently participating in the SIFI course in a social work accredited program. This primary field instructor carries the responsibility for your overall training at the field learning site.

- The agency-based primary field instructor is responsible for assessing your educational plan. The primary social work field instructor is also responsible for coordinating additional aspects of field education, such as task assignments by other field learning designees. You may not contract for or arrange private consultation on agency cases.

- The primary field instructor must set aside individual and dedicated time with you to review assignments as well as in-depth review of process recordings, logs and/or reflective learning logs. You are responsible for preparing an agenda for each conference and for submitting process recordings prior to the scheduled meeting. The
field instructor is responsible for reviewing and commenting on the process recordings prior to the scheduled meeting.

- The primary field instructor is responsible for ensuring that the student receives adequate field instruction per week. This may be comprised of individual meetings with the field instructor, and other modalities such as group supervision, secondary field instruction and/or tasksupervision.

- In the absence of the field instructor, a qualified staff member(s) should be designated as your back-up. In the event of an extended absence, the field instructor or the Educational Coordinator should notify SSSW immediately.

Task Supervisor
In some field learning sites you may be assigned to a task supervisor to learn specific tasks or modalities. A task supervisor may not be a social worker, but may work in other disciplines, e.g., a nurse, or a policy analyst. The task supervisor must communicate regularly with the primary field instructor and will participate in the evaluation of your performance.

Group Supervision
Some field learning sites provide you with regularly scheduled group supervision. This model of field instruction can be very useful in expanding your learning through the interchange with others. Agencies that have several students in placement from SSSW or other schools are encouraged to provide an opportunity for all students to meet together.

Student Assignments

- Where possible, several assignments appropriate to your level of learning should be prepared prior to your arrival at the agency.

- In the Senior year, you should have a range of assignments reflecting professional social work practice with different systems allowing you to gain competency in the learning objectives listed above.

- In the first three weeks actual practice assignments may vary depending on the agency workload and the field instructor’s assessment of your skill. Within the first four to six weeks, you should be meeting the requirements in order to learn to implement the values, knowledge, skills and behaviors of social work practice as outlined in the Field Evaluation Forms. (Refer to the Initial Educational Assessment, Mid-year and Final Evaluations for Foundation on the school’s website).
Safety Guidelines (Refer here to the PowerPoint presentation on Safety in field learning for more detailed information)

The School recommends the following safety guidelines for students in the field learning site:

Agency-Related Travel and Home Visits

a) You should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry.
b) You should use main thoroughfares for walking, and should be appropriately vigilant.
c) If using subway transportation, you should not stand out of full view of the token booth attendant nor enter a car where a conductor is not present.
d) You should not plan trips for client groups unless arrangements are made to ensure safety, e.g., use of several workers in a children’s group, inclusion of parents, proper transportation, etc.
e) You should not travel without official agency identification that establishes your status as a representative of the agency.
f) In the event of any emergency during your field visit, the Junior Seminar Instructor or Practice Instructor/Faculty Advisor should be notified immediately by the agency. In the absence of the advisor, the Assistant Dean of Field Learning, or one of the Deans should be notified.
g) Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate.

i. You should not make home visits without notifying the field instructor of the date, time, location, and purpose of the visit.
ii. You are required to notify the agency by telephone upon the completion of the work day when in the field.
iii. Follow agency policies and protocols regarding home visits.

Evening Hours

Under no circumstances should you be alone at the agency or make home visits after agency hours. If there are special operational procedures that differ from those in effect during the day with respect to security and emergency procedures, these should be made clear to you. Some agencies in high risk areas have provided transportation or have supplied an escort to a safe transportation stop near the agency. You are strongly encouraged to negotiate such arrangements.
Physical Plant
You should be thoroughly oriented to the agency building(s). Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posted or handed out, you should be made aware of where they are located. You should also be informed of security procedures, including how to locate a guard when necessary. You should not be required to remain in the agency when conditions prevail that are hazardous to health. For example, you should have the option to leave when the heat is not functioning on a cold day without using sick leave. Although matters of this nature must be left to your discretion and that of the field instructor, you should not be pressured to remain at the agency when conditions are not reasonably conducive to performing agency business.

Conditions for Interaction with Clients
As noted above, you should be made aware of security operations and how to get help quickly if necessary when interviewing a potentially dangerous client. You are required to inform your field instructor when you will be interviewing such a client, and discretion should be used in determining whether or not to keep the door closed. Rooms for interviewing should not be isolated from the main stream of agency traffic. If you feel uncomfortable about an interviewing situation, other arrangements or reasonable precautions should be requested.

If A Student Feels Uncomfortable at the Field Learning Site Due to Harassment or Discrimination
If you feel either harassed or discriminated against at a field learning site, you should first contact the field instructor and/or Junior Seminar Instructor or Practice Instructor/Faculty Advisor. You may also contact the Assistant Dean for Student Affairs at SSSW, 1 Washington Square North (Room 212) or by calling (212) 998-9189 for guidance. You may discuss the circumstances of your complaint confidentially.

New York University is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment – an environment that supports, nurtures, and rewards career and educational advancement on the basis of ability and performance. Harassment based upon race, gender, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, citizenship status, or any other legally protected basis is prohibited by law and undermines the character and purpose of the University. Such harassment is illegal and against University policy, and will not be tolerated.

This policy covers all members of the University community and those who affect the University community such as vendors, visitors or agencies. The University encourages everyone to report all incidents of harassment regardless of who the offender may be.
To learn more about the policy including definitions of prohibited harassment, confidentiality, etc., visit www.nyu.edu/eo/anti-harass-policy.pdf

Speak up and do not sit silently with these important matters.

Registration for Field Instruction

You must register for Field Instruction each semester that you will be in the field. Please find your program below and follow the instructions. Further instructions and Class Numbers for registration for Field Instruction may be found on the School’s website under the “For Students” button.

First-time Field Instruction Students

- Juniors:
  Register for Field Experience Lab, UNDSW-US 40.

Seniors

Register for Field Instruction I, UNDSW-US 41 in the Fall and UNDSW-US 42 in the Spring (Field must correspond with your Social Work Practice course.)

Professional Liability (Malpractice) Insurance

The School provides professional liability (malpractice) insurance for all students in field placement without cost to the student. Contact the Field Learning office at 212.998.5920 or field.learning@nyu.edu if you have any question about the coverage.
The project is designed to facilitate the integration of a generalist social work perspective with a change project conducted at the field learning site. With this project the student is encouraged to reach beyond the provision of direct services to individuals, families, and small groups and become actively involved in working for change or growth within the agency and/or community.

The overarching goal for the project is to
- **Conduct an organizational assessment** to identify areas where service delivery might be enhanced or where there are gaps in services
- **Design and implement** an innovative and creative change that will contribute to change service provision at the agency and/or community and the population served.

Through this paper you will demonstrate social work values, knowledge, skills and behaviors reflecting your understanding and capacity to assess and intervene within a social service organization.

1. Integration of multiple social work roles;
2. Knowledge and skill in assessing organizations, populations at risk, and communities served;
3. Knowledge of agency and community resources;
4. Understanding of service delivery systems including mission, structure and hierarchy, programs, funding, history, culture, and dynamics;
5. Skill in acting as a change agent within an organization/community;
6. Integration of professional values, ethics, and goals including responsiveness to client need, respect for diversity, and commitment to social and economic justice;
7. Integration of concepts and theories related to the change process.

Values
Student will demonstrate beginning understanding of the social worker as a change agent and the process by which social workers facilitate social change.

Knowledge
Student will demonstrate beginning knowledge of how to assess services provided in the context of diversity, at risk populations, impact of organizational context on social work practices and best and/or evidence based practices.

Skills
Student will demonstrate beginning skills in examining and assessing the delivery of social work services by agencies and organizations and the skills needed to implement organizational change.

Behavior
Student will demonstrate beginning capacity to interact professionally across and within organizations to facilitate change.
POPS Assignment I
(Due Approximately Week 9 to both Practice Instructor and Practice Instructor/Faculty Advisor Refer to Assignment II of Practice I and Field Instruction I)

POPS Assignment II
(First week of Practice II and Field Instruction II)

The paper must be typed and doubled-spaced. Incorporate appropriate references to course readings and/or additional relevant literature throughout the paper according to APA. Use a minimum of 5-7 readings of which at least 3-4 readings should come from Practice/Field Instruction I & II. You may also refer to readings from the core curriculum (Practice I, Human Behavior I, Social Welfare Programs & Policy I and Ethno Cultural Issues in Social Work).

1. Needs Assessment
   a. **Building on assignments** I and II in Practice/Field Instruction and the midterm assignment for Social Welfare Programs & Policy I of the description of your agency, its mission, the community and clients served, organizational & services structure, issues of diversity, **pull together** the information, **formulate** a needs assessment and **document** the area in which you propose a change. This could be either an area that would enhance the service delivery or a gap in the current services. Make sure to include the following:
      i. The duration of the problem
      ii. Previous efforts taken by others to initiate change or growth in the identified area
      iii. Outcome of previous efforts
   b. Describe the method(s) you used to conduct the needs assessment (observation, interviews, focus groups, surveys). Include a discussion of the advantages and disadvantages of the approach.

2. Project Development
   a. Describe the proposed change project to enhance the current service delivery or to address the gap in services that you have identified. Include a detailed timeline that will demonstrate how and when you will conduct the following:
      i. Planning
      ii. Implementation
      iii. Feedback
      iv. Evaluation
      v. Plan for your project sustainability (after you leave)
   b. Describe the social work role(s) needed to implement the project (e.g., advocate, program developer, mediator, collaborator, etc)
   c. Identify existing and potential resources needed for your project
   d. Identify individuals or groups (key stakeholders) whose influence will impact on the proposed project and whose input, approval and/or support are important for the project’s success (this may include clients or potential clients, program or agency staff, key community leaders, state officials)
   e. Describe and reflect upon your efforts to engage and elicit support from key
stakeholders for the project (include ways in which they were involved in the planning and decision making process)

POPS Part III Program implementation and evaluation
(Due Approximately Week 9 Second Semester)

Continue the description of your work with this project through the phases of program implementation and evaluation by addressing the following questions:

1. Provide a detailed narrative of the implementation of the POPS project. Include a discussion of the process of planning, implementation, feedback and evaluation, project sustainability as well as any unanticipated challenges and outcomes.
2. Describe and assess feedback received from stakeholders (clients, program or agency staff, key community leaders, government officials)
   a. Describe and assess the feedback that you provided to the agency regarding the project
3. Effectiveness
   a. How did you evaluate the effectiveness of your project?
   b. Will the project be continued after your departure? If not, why?
   c. What, if anything, would you have done differently?
   d. Reflect on your experience, role and skills as a change agent
      i. What have you learned about yourself as a social worker in various roles (e.g., change agent, interdisciplinary collaborator, and program developer)?

Suggested references:


To: Dr. Peggy Morton, Coordinator of Undergraduate Field Learning
From: 
Date: 
Re: Request for Approval of Change in Completing Required Field Placement Hours

Student Status: □ Junior □ Senior

Field Placement Agency: ________________________________

Hours per week in field placement: ______ Number of Hours Missing: ___

Plan for Completing Hours (e.g., days, time, projects, field instructor):

Expected Date of Completion: ______

If student does not complete requirements by the end of the semester, an incomplete grade will be submitted.

_________________________________________  ____________________________  ____________
Student (Print Name)                             Signature                       Date

_________________________________________  ____________________________  ____________
Field Instructor (Print Name)                    Signature                       Date

_________________________________________  ____________________________  ____________
APPROVED: Coordinator                          Signature                       Date
Appendix C - Outline for Process Recording

I. Identifying Information
   a. Date
   b. Who was present? (Use initials or first name only for client identification)

II. Objectives for the Interview?
   a. What were your plans for interview?
   b. Note any particular concerns that you or your client had.
   c. What was the client’s agenda for the interview?

III. Process
   a. Record the contents of the interview as well as verbal and non-verbal interaction between you and the client(s). This process recording should include your thoughts and feelings about what was happening as well as a verbatim account of the discussion between you and your client.
   b. It is helpful to divide each page into 3 columns:
      i. Column 1- Verbatim account
      ii. Column 2- Student’s comments
      iii. Column 3- Space for Field Instructor’s comments

IV. Impressions
   a. How did the client respond to you?
   b. How did the client feel about his/her situation/problem?
   c. Your subjective reaction(s) to client(s).
   d. How did you handle the interview?
   e. Were your objectives achieved?
   f. What is your objective assessment of the client’s problem?
   g. Strengths?

V. Planning
   a. Focus on future work with client(s).

VI. Questions
   Concerns, issues, problems for discussion in supervisory conference.
Appendix D - Reflective logs and/or journals

When a student begins the semester at the field learning site and may not have assigned clients, the field instructor may utilize reflective logs and/or journals to promote beginning skills in reflective and critical thinking. The reflective log and/or journaling may be used as an alternative to process recordings. The reflective log and/or journaling may also facilitate the field instructor understanding of the student’s educational needs as well as can serve as a guide for making assignments to the student.

Reflective Log

1. Brief description of assignment
2. Purpose of the assignment
3. Identified goals
4. Anticipated obstacles
5. Progress summary
6. Assessment of activity
7. Reflection on ways of improvement
8. Activity summary
9. Revised Task Plan
10. Question and issues for discussion with field instructor

Critical reflection questions:

1. Think about a time when you were the recipient of service, when you asked for, or someone offered you help. Describe the situation. How did you feel when you were in need? How did it feel to be helped?

2. Describe and discuss your initial impressions of your field experience: the setting, program, professionals and clients and any personal reactions to the experience thus far. Is there some experience that has already made an impact on you? If so, discuss that experience and reflect on your thoughts and feelings about it.

3. Describe and discuss how you are both similar to and different from the clients you are working with. What have you learned about the assumptions you might have had before you started your placement? How have these changed in your field experience thus far? Do you think you are making (can make) a difference in the lives of the people you are working with?
Appendix E - Sample Process Recording

BACKGROUND:
Agency: HIV/AIDS Supportive Housing Program
Client: a 30 y.o. Latino Male, recently diagnosed with HIV Type of Session: 3rd Face to Face Meeting w/ Client
Me: ‘ST’
Client: ‘AD’

<table>
<thead>
<tr>
<th>DATA</th>
<th>YOURTHOUGHTS/FEELINGS</th>
<th>FI’S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST: Hi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD: Is this the right time and date? (Client is eating his lunch in the waiting area and seems harried) ST: It is (we walk to office) ST: Do you have an appointment book? AD: I do but it’s in my computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD hadn’t shown up to the original app’t we had made. When I called him to reschedule he said that he had lost the app’t card I had given him. It seems that he is ambivalent about coming here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to let him know that he has to be more responsible about keeping track of app’ts but I want to do it in a way that’s encouraging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m not sure how to respond to this. It seems like he’s trying to test my limits and let me know how resistant he’s feeling to come here. I want him to feel comfortable but I also want to convey a sense of structure and let him know that this shouldn’t happen on a regular basis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m trying to use this opportunity to obtain HIV documentation in an innocuous way. AD seems wary and seems to need reassurance that he can trust me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD: Better. I can only stay a half an hour. I’ve gotten a lot of work this week so I’m just on my lunch break right now and have to go back soon. Is that OK? ST: It’s OK, but let’s try to schedule the next appointment for a more convenient time. So before we begin, I just wanted to follow up with you about the questions you had about your insurance last time. Do you have ADAP or ADAP plus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AD: ADAP Plus ST: That’s good. You mentioned that you might be interested in seeing a psychiatrist for an assessment and ADAP plus should definitely cover that if you decide to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You sound a little punitive here; let’s talk about other ways to address his ambivalence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s talk about normalizing his ambivalence, still engage him and yet establish boundaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’d like to discuss your feelings about him having HIV. I’d also like us to consider what it would be like to not tip toe around the sbj of him being recently diagnosed w/ HIV.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Good work; I think you did a good job normalizing his anxiety about seeing a psychiatrist. I think however you could have ‘stayed’ a little longer with
reaction at first?
AD: Oh yah ... I remember. (He tears up and looks down)

ST: So what’s been going on with you since we last saw each other?
AD: I’ve been having a lot to problems with my roommate recently and I actually feel like I’m more upset about that than I am about the HIV diagnosis. Maybe because it’s so new and my doctor said that I might not have to go on medication for years.

ST: Can you tell me a bit more about what your relationship with your roommate is like?
AD: Well, the main problem is that he’s also my landlord, so I’m constantly worried about making enough money to pay the rent. When my brother died - I went to California and had to put all my stuff in storage. Now I’m basically sleeping on a cot in my roommate’s apartment.

ST: That sounds difficult. You returned from coping with your loss and now you’re worried about where you’re going to live.
AD: It is really devastating and now I’m really in debt and can’t even get my things from storage.
ST: Tell me what this is like for you on a day to day basis
AD: Oh I never show what I’m feeling. I just let it go. I just try to move on and find a solution instead of dwelling on it.

but I don’t know how to really bring it up
since he’s so anxious about seeing a psychiatrist.

I think I jumped into the next subject because I was nervous talking about HIV and depression.

I’m wondering if his relationship with his roommate fits into the care taking patterns he has with his family. He feels ‘responsible’ in most of his primary relationships.

The client has had to deal with a lot of different losses in the past few years – his brother, his negative status, his career and his apt and possessions.

The client seems unable to express emotions which may be connected to his tendency to feel responsible for the care of others rather than focusing on his own needs or feelings. I’m trying to find out more about this ...

I think you did ‘bring up the subject of him seeing a psychiatrist’ by educating him. Let’s talk of other ways to ‘bring this up’ and then ‘stay with it’.

Why do think you’re more curious about his relationship w/ his roommate than what he said about ‘his doctor saying he might not have to go on medication for years’.

I think you’ve done a really good job here; good demonstration of reflective listening.

Good strategy; I like your asking him about his about what his life is like on a ‘day to day’ basis. It seems like he’s really beginning to relax.

What did you think about him saying that he ‘never shows what he’s feeling’ – is that what you expected?

What was the client’s affect when he was talking about his brother dying? If he was flat it’s OK to ask him about his lack of emotion.
time to reads books and who can spend all day talking about their feelings.

ST: What you are describing are two poles of existence. On is completely shot off from emotion and the other is excessively emotional. There’s also a middle ground.

AD: You’re right …you know when I feel like I’m in the middle? It’s when I run; I used to be a long distance runner in high school.

ST: Do you still run now a days?

AD: Hardly ever …for some reason I stopped when my brother died. I’m just too stressed about everything

ST: Well I think you’d find it an important outlet for you. Maybe you can try to fit it in this week and then you let me know if helped.

(I look at my watch and realize 40 minutes has passed)

ST: You mentioned you could only stay ½ hour and it’s now 40 minutes. I just wanted to let you know so you can decide whether you need to leave now.

AD: I’m actually really enjoying this but I guess I should go. I only get a short lunch break.

ST: So, should we set up an appointment for next week?

AD: That would be great.

If this event precipitated his disconnection to his emotions as a coping response to loss.

He seems to view himself as resilient and tough and may be afraid to a complete loss of control.

I’m interested in what running means to him. It seems significant that he stopped when his brother died. I want to find out more about this.

I want to encourage him to find ways to express himself and feel concerned that has stopped doing something that provided a significant form of release.

I probably should have kept better track of time but I think I felt that he would tell me when he had to go and that he may have initially set up the 30 minute limit due to resistance.

I want to remind him that it’s important for him to keep track of our app’ts and that he should make sure not to ‘misplace’ the card.

I agree he does seem to have a lot of resilience; I’d keep looking for opportunities to reinforce those strengths based skills with him.

Instead to trying to find out ‘why he stopped running’ it might be more helpful to look for ways he can ‘keep running’. Let’s talk about a strengths perspective versus deficit identification.

Let’s talk about scaling exercises you could do with him next time i.e. on a scale of 1-5 how has running helped his mood’

How do you feel about having to manage the time constraints with this client? It seems like it’s an important issue for you too.

I also want to talk again about finding a way to establish boundaries without sounding rigid. Let’s talk about using ‘humor’ with this client.

Let’s also talk about the significance of using the word ‘resistance’ even if it’s only in your progress notes.

Good job! There’s a lot of rich clinical work to talk about when we meet.