



New Mexico State University  
College of Health and Social Sciences  
School of Social Work

**MSW 554/556**

**ADVANCED GENERALIST FIELD PRACTICUM I**

**Fall 2015 Course Syllabus**

**Field Liaison:**

**Email:**

**Phone:**

**Seminar Day of the Week**

**Time and Place:**

## **COURSE CATALOG DESCRIPTION**

Supervised professional practice in a community social service agency, providing experiential instruction and learning in advanced generalist practice: seminar required. **Total of 250 hours in the field each semester is required.** Prerequisite: MSW 552/ 549 Restricted MSW students. Co-requisites MSW 524 and MSW 525.

## **COURSE DESCRIPTION**

Supervised social work practice in a university approved agency. This course focuses on advanced generalist social work practice. **At this level students are expected to assume substantive responsibility for carrying out social work activities.**

- Students are given the opportunity to observe and assume social work activities in direct and indirect practice under close supervision.
- These field work opportunities enable students to apply and integrate previous and current learning.
- Opportunities will be available for students to develop knowledge of professional practice at multiple system levels and with a variety of cultural, ethnic, racial, gender and age groups.
- **The course has five equally important requirements:**
  1. Agency Attendance and Performance
  2. Seminar Attendance and Performance
  3. Documented student development of Competencies and Practice Behaviors
  4. Timely assignment submission of competency based assignments
  5. Completion of a social work practicum portfolio

## **COURSE OBJECTIVES**

The School of Social Work at New Mexico State University incorporates competencies developed by the Council on Social Work Education. The Field Contract and evaluation are based on these competencies.

Upon completion of this MSW 554/556 course, students will be able to:

1. Identify myself as a professional social worker and conduct myself accordingly.
2. Apply social work ethical principles to guide professional my practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage with diverse clients in the practice setting.
5. Learn about the role of social work in advancing human rights and social justice.
6. Apply knowledge of human behavior and the social environment.
7. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.
8. Identify the process needed to respond to contexts that shape practice
9. Engage and assess individuals, families, groups, organizations, and communities

**See page 5 for description of competencies for Advanced Generalist Field Education. Required practice behaviors for MSW 554 are highlighted.**

## **SECOND YEAR MSW CONCENTRATION ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES**

### **CONCENTRATION: ADVANCED GENERALIST SOCIAL WORK PRACTICE**

The NMSU Masters of social work program prepares students from an Advanced Generalist perspective. The program is founded on the use of critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

**The advanced generalist perspective prepares practitioners to exercise the professional autonomy, leadership, and creativity necessary for multidimensional contextual and ethical practice in rapidly changing social environments with populations of the southwest.** As students move to more complex clients, issues, problems, theories and interventions, the scope and depth of their professional preparation increases.

### ***CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS***

<http://www.socialworkers.org/pubs/code/code.asp> (All Social Work students are required to become familiar with and adhere to the social work professions code of ethics)

#### **Required Readings:**

- **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**
- At least three field related research articles
- Additional readings may be assigned by Social Work Field Liaison and/or Instructor

## AGENCY PLACEMENT

Students are placed in a variety of community agencies to match their interests with agency activities. Advanced Generalist Students are required to be in their field placement for 250 hours per semester for two semesters, totally 500 hours. See following role of Field Instructor and Field Liaison.

## MANDATORY SEMINAR MEETINGS WITH LIAISON

Seminar discussions, presentations and assignments will aim at giving students an opportunity to accomplish the following:

- Integrate and discuss knowledge from academic course work and its relationship with knowledge gained in the field experience.
- Present and discuss field case examples.
- Share experiences, address common learning needs, and obtain consultation from peers and the field liaison.
- Allow students to have a broader exposure to the field of social work by learning about social work practice in other settings by listening to their peer's field experience.

### Seminar Requirements

1. **Weekly Seminar attendance is mandatory.** Social work practitioners should be punctual in both attendance and in meeting deadlines. Therefore, seminar attendance is expected. **Arriving late or leaving seminar early may be counted as an absence.**
2. **Social work practitioners assume responsibility for knowing and understanding the NASW Code of Ethics.** Professional ethics will be discussed throughout the semester and seminar and agency behavior is expected to reflect a collective attempt to demonstrate ethical practice.
3. **All assignments must be submitted by the deadline.** Late submissions will not be graded but must be submitted and included in the portfolio to earn a passing grade. **All assignments are to be copied and provided to field instructor, though graded by liaison.**
4. The majority of seminar time will be spent in discussions related to field experience and student presentations. **Quality of participation will be judged over quantity.** All discussions must be focused on field experience concerns, questions, insights, etc. Disagreements should be stated in a respectful manner to maintain seminar discussions at a professional level.
5. **The use of cell phones or any other electronic device will NOT be allowed during seminar.** If you have a valid reason to keep your phone on during seminar you need to discuss the issue with the liaison, put the cell on vibrate and sit by the door so you can exit the classroom if you receive a phone call. According to NMSU Student Code of Conduct **“It is the personal responsibility of every member of the campus community not only to protect his/her own rights, but to respect the rights of others, and to behave in a manner conducive to learning and/or living in an educational environment.”** Therefore **a student who engages in disruptive behavior may be asked to leave the seminar session** and a meeting to address the issue will be schedule with the MSW Program Coordinator, the

student, the student's Academic Advisor and the Liaison.

6. Eating in the classrooms is not permitted per college administration policy.

**Seminar is meant to give you the opportunity to:**

- Discuss your field experience to facilitate the integration of knowledge from coursework and field experience.
- Learn from others and develop and practice your listening skills – when others speak, make an effort to really listen.
- Contribute by sharing what you are learning at your particular agency.
- Become aware of the different resources available in the community.
- Become aware of community needs.
- Start to understand how policies (at all levels) impact social work practice.
- Explore natural emotions related to being an apprentice (feeling inadequate, making mistakes, learning the language of the profession, dealing with difficult clients, recognizing your learning gaps, identifying and setting boundaries with peers, superiors, clients, etc.).
- Start developing your peer network.

**Seminar is not meant to:**

- Be a forum to discuss problems in the field – problems are best addressed with the people involved (get familiar with the chain of command in your particular agency and read your Field Manual) usually it is best to start with the person you are having a conflict with.
- Be a gossip session – before you speak, ask yourself if what you are going to say contributes to your own learning and that of your peers. If not, don't say it. **Do not discuss client issues with anyone outside the seminar setting.**
- Be at your learning level at all times – everyone in the group will have different learning needs; the liaison will attempt to help everyone but no one can successfully assist more than one person at a time.
- Be a therapy session – while feelings related to your developing competence as a social worker in training are appropriate, issues related to your personal life need to be addressed in a different environment.
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The seminar is an important part of the course and like all courses; you will get as much out of it as you put into it. Be ready to listen, learn and contribute.

**COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION  
STANDARDS (EPAS): Advanced Generalist Practice MSW 554 (In yellow) and 555**

<b>FIELD EXPERIENCE PRACTICE BEHAVIORS EXPECTATIONS</b>
<p><b>Competency 1. Identify myself as a professional social worker and conduct myself accordingly.</b> Social workers serve as representatives of the profession, its mission and core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</p>
<p>42. Heightened self-awareness, understanding of personal biases and ability to use self in interaction with diverse populations</p>
<p>43. Understand and identify professional strengths, limitations, and challenges</p>
<p><b>Competency 2. Apply social work ethical principles to guide professional practice.</b> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.</p>
<p>44. Identify and use knowledge of relationship dynamics, including power differentials</p>
<p>45. Demonstrate leadership in applying ethical reasoning to arrive at principled decisions across systems</p>
<p>46. Employ strategies of ethical reasoning to address the impact of culture on practice</p>
<p><b>Competency 3. Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>
<p>47. Engage in reflective practice</p>
<p>48. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations</p>
<p>49. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats</p>
<p><b>Competency 4. Engage with diverse clients in the practice setting.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>
<p>50. Research and apply knowledge of diverse populations to enhance client well-being</p>
<p>51. Be able to modify and adapt mainstream theoretical frameworks and interventions to fit culturally and socially diverse populations</p>
<p><b>Competency 5. Advance human rights and social justice.</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>
<p>52. Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide planning and intervention</p>
<p>53. Advocate for client systems in a manner that addresses culturally influenced barriers to services presented by practitioners, organizations, and larger systems</p>
<p>54. Identify and recommend changes to policies and practices that are discriminatory</p>
<p><b>Competency 6. Identify (Engage in) research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>

55. Use research methodology to evaluate clinical practice effectiveness across all client systems
56. Communicate results of valid, reliable and ethical research
<b>Competency 7. Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.
57. Differentially adapt and apply theories of human behavior and the social environment to guide practice
58. Use bio-psycho-social-spiritual theories in formulation of comprehensive assessments
<b>Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.
59. Analyze specific policies and practices and propose policy that impact on diverse populations
60. Engage and intervene effectively in policy development and implementation
61. Use evidence-based practice in advocacy for policies that advance social and economic well-being
<b>Competency 9. Identify the process needed to respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.
62. Demonstrate the effective application of models of community and organizational intervention in populations of the Southwest
63. Apply leadership skills to accomplish systemic change
64. Apply emerging technology to improve practice on a micro-mezzo-macro level
<b>Competency 10 - Learn to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b> Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.
<b>ENGAGEMENT</b>
65. Apply a theoretically informed knowledge base so as to effectively practice with diverse individuals, families, groups, organization and communities
66. Establish a process that encourages clients to be equal participants in the establishment of goals and expected outcomes
67. Engage with increasing autonomy by assuming differential roles appropriate to diverse practice situations
<b>ASSESSMENT</b>
68. Show increasing ability to independently conduct assessments
69. Utilize a variety of evidence based assessment tools and strategies to assess client systems of all sizes
70. Select and modify appropriate intervention strategies based on continuous assessment
71. Apply knowledge of US Southwest populations to the bio-psycho-social-cultural assessment of distinct and diverse client systems
<b>INTERVENTION</b>
72. Critically evaluate, select, and apply best practices and evidence-based interventions
73. Demonstrate the use of appropriate intervention strategy for a range of presenting concerns identified in the assessment
74. Implement practice theories (models, strategies, techniques, and approaches) across client systems
<b>EVALUATION</b>
75. Use standardized tools to inform and enhance their practice
76. Evaluate, interpret and apply findings of one's own practice to the refinement of intervention with client systems of various sizes

**GLOBAL STUDENT PERFORMANCE EVALUATION    A and B**

<b>A      EVALUATION OF STUDENT PROFESSIONALISM BY FIELD INSTRUCTOR</b>
<b>Agency attendance</b> – All time and activity reports and instructional meeting agendas were completed weekly, have been signed and are included in student portfolio for review.
<b>Student’s active participation in own learning</b> – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant information independently. <b>All assignments are to be copied and provided to field instructor, though graded by liaison.</b>
Field Learning Contract and Evaluation document was completed in a timely manner.
<b>Two Process recordings completed: (MID TERM and FINAL)</b> Process recording was given to instructor with sufficient time to provide feedback, the process recording was complete, insightful, and demonstrated positive regard for the client.
Student’s ability to accurately self-evaluate prior to mid-term and final exams.
Student’s ability to effectively work with others; peers, supervisors, public, etc.
<b>Student is able to accept and use redirection without defensiveness</b>

<b>B      EVALUATION OF FIELD SEMINAR PERFORMANCE BY FIELD LIAISON</b>
<b>Seminar Attendance &amp; Participation</b> – Student was present and prepared for all seminar sessions; student’s comments were relevant to topic at hand, student was able to express unpopular points of view in a respectful manner.
<b>Field Agency Presentation(MSW 554) or Client Case Presentation (MSW 555)</b> – Completeness, clarity, insight, scholarly quality & timeliness
<b>Portfolio:</b> Complete, organized, timely and relevant. Will serve as reference for student
<b>Process Recordings:</b> Complete, clear, insightful, & timely.
<b>Competency Based Assignments:</b> Complete, insightful & timely. All assignments focused on the given theme.
<b>Student’s ability to accurately self-evaluate</b> performance on field contract prior to mid-term and final exams. Submission is complete and one-time.
<b>Student is able to accept and use redirection without defensiveness</b>

## **OVERVIEW OF LEARNING CONTRACT, MID-TERM AND FINAL EVALUATIONS**

**PART 1: CONTAINS THE ROLES AND RESPONSIBILITIES** of student, Field Instructor, Agency Field Supervisor (if needed), and Field Liaison. It should be read carefully and signed by all.

### **PART 2: FIELD WORK EVALUATION PROCESS AND CRITERIA:**

#### **NMSU MSW 554 and 556 Field Evaluation Process**

These procedures are used as the standard to evaluate all student performance

**Student** completes the evaluation evidence independently from the field instructor at midterm and final. **Field Instructors** base their scoring on this student documentation as well as their experience with the student in field work. Instructors and Students grade according to the FIELD WORK EVALUATION CRITERIA found on the next page.

1. The **student** must document the evidence for each behavior evaluated. The student can use information from Field Semester assignments to document these behaviors.
2. The **Field Instructor** should gather data from agency staff that have worked with the social work student and include this written or verbal information in their evaluation of the student.
3. **Field Instructor** is asked to provide brief written comments regarding her/his assessment of the student's overall performance **on the last page of the evaluation** (after Competency 10).
4. If a **Field Instructor** feels a **UP Unacceptable Progress (1pt)** or **IP Insufficient Progress (2pts)** is warranted, a written plan of action to increase competence in this area is required and must be developed with the Field Liaison and student.
5. The **Student and Field Instructor** compare and discuss their independent assessments prior to the mid-term and final meetings with the Liaison.
6. The joint evaluation is reviewed and discussed with the Field Liaison.
7. **The Liaison takes into consideration the student and instructor's input and assigns the grade at the end of the semester by adding total points in Part 4**
8. The original evaluation is maintained by the student in the portfolio to be submitted at the final exam to the Field Liaison who will send it to the Field Office.

### **PART 3: MID-TERM AND FINAL EVALUATIONS**

**PART 4: GLOBAL STUDENT PERFORMANCE EVALUATION:** Part A of this evaluation is completed by the Field Instructor and Part B is completed by the Field Liaison.



## **FIELD WORK EVALUATION CRITERIA**

### **Used for Midterms and Finals evaluations**

**Note:** Documentation of how the student has been advised to work on all areas where the student has earned UP (1pt) or IP (2pts) is required.

**UP Unacceptable Progress (1pt): Unacceptable work in showing ability to use practice behavior.** This may be due to no exposure to a skill set at an agency, or the student may fail to take responsibility for own learning and does not accept and/or integrate guidance into their work. May fail to follow agency policies and is unsuccessful in establishing effective work relationships with staff and clients. **The student demonstrates little understanding of this practice behavior or its use in practice. Documentation of a plan to improve performance is required at evaluations.**

**IP Insufficient Progress (2pts): Barely acceptable work. Rarely demonstrates awareness, knowledge and application of this practice behavior.** May frequently fail to complete assigned tasks. May be unprepared for supervisory meetings or cancels supervisory meetings, has to be reminded of agency policies and has difficulty working with staff or clients. There is significant concern in this area. **The student may have demonstrated understanding of some aspects of this practice behavior, but shows little ability to implement it in practice. Documentation of a plan to improve performance is required at evaluations.**

**EC Emerging Competence /Initial Ability (3pts): Beginning development of the skill or knowledge area.** Functions primarily with supervision and support. Completes assigned work, but may be inconsistent in ability to demonstrate awareness, knowledge and skills as a graduate social work intern. Is willing to be guided and shows ability to use supervision for personal and professional development. **The student demonstrated understanding of this skill and offers evidence of appropriate use but more practice experience is required.**

**C Competence (4pts): Consistently shows expected development of and application of the skill or knowledge area in moderately difficult situations with less supervision and support.** Is prepared for supervisory meetings and interacts with agency clients and staff in a courteous and professional manner. **The student demonstrates effective use of this practice behavior consistently and effectively.**

**AC Advanced Competence (5pts): Consistently performs above expectations in the application of this skill or knowledge area.** Shows appropriate and autonomous use of this behavior or knowledge in moderately difficult situations usually encountered in practice. Uses supervision and support to guide their practice of this social work skill as opposed to depending on supervisor to lead. This student is a Critical thinker and effective team player. Takes control of own learning. Is able to work effectively with diverse staff and clients. **The student demonstrated effective use of this practice behavior consistently and effectively. This should typically be achieved by end of the internship.**

**Your progress will be evaluated using the above criteria**

## **NMSU ACADEMIC MISCONDUCT STATEMENT:**

Academic Misconduct – Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.
2. Plagiarism is using another person's work without acknowledgement, making it appear to be one's own. Any ideas, words, pictures, or other source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the internet, other student's work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following would be an example of plagiarism:
  - An idea or opinion, even when put into one's own words (paraphrase)
  - A few well-said words, if these are a unique insight
  - Many words, even if one changes most of them
  - Materials assembled by others, for instance quotes or a bibliography
  - An argument
  - A pattern or idea
  - Graphs, pictures, or other illustrations
  - Facts
  - All or part of an existing paper or other resource

This list is not meant to include all possible examples of plagiarism. See the University Library's web page on plagiarism for further examples.

3. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.
4. Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records.
5. Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.

Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV- Non Academic Misconduct-all Students.

For further information on academic misconduct, refer to the following website:

<http://deanofstudents.nmsu.edu/student-handbook/index.html>.

## NMSU ADA STATEMENT

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact: Trudy Luken, Director of Student Accessibility Services (SAS)

Corbett Center, Rm. 244

**Phone:** (575) 646-6840    **E-mail:** [sas@nmsu.edu](mailto:sas@nmsu.edu)    **Website:** [www.nmsu.edu/~ssd/](http://www.nmsu.edu/~ssd/)

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Title IX or NMSU's complaint process contact:

Gerard Nevarez, Executive Director or Agustin Diaz, Associate Director  
Office of Institutional Equity (OIE), O'Loughlin House

**Phone:** (575) 646-3635    **E-mail:** [equity@nmsu.edu](mailto:equity@nmsu.edu)    **Website:** <http://www.nmsu.edu/~eeo/>

## **SOCIAL WORK FIELD EXPERIENCE TEAM MEMBERS SHOULD READ THE FIELD CONTRACT CAREFULLY TO UNDERSTAND THEIR DUTIES AND RESPONSIBILITIES**

### **THE SOCIAL WORK STUDENT**

Students are required to successfully complete two semesters of social work field experience under the supervision of a social work field instructor and a field liaison. In some agencies such as CYFD a site based supervisor will be assign to provide the day to day supervision of student social workers. Students are expected to be receptive to guidance and work with supervisors, staff, peers and clients in a professional manner.

### **THE FIELD INSTRUCTOR**

Students are assigned to a Social Worker who has agreed to serve as the field instructor and provide field supervision and/or instruction. All approved agencies either have a licensed social worker on staff or arrangements have been made for a social worker to provide supervision and instruction. The field instructor utilizes a combination of teaching strategies that may include role modeling, case assignments, documentation assignments, reading materials, and small group instruction.

### **FACULTY FIELD LIAISON**

Students are assigned to a faculty field liaison that oversees the learning experience and assists the student and field instructor in designing appropriate learning activities and in integrating practice theory and practice skills.

## **THE AGENCY BASED DIRECT SUPERVISOR (IF APPLICABLE)**

The field based site supervisor will provide guidance and supervision to assist the student successfully complete the field experience.

## **OVERVIEW OF FIELD COURSEWORK REQUIREMENTS**

**1. Students are required to complete a Field Learning Contract and Evaluation Document** that incorporates the standard requirements of field education. The student has the main responsibility to complete the learning contract and seek input from the field instructor, and the field liaison. The purpose of the contract is to underscore the learning expectations and competencies that the student will be expected to develop and practice throughout the semester.

**2. Field Experience Portfolio:** Each student is required to put together a Field Experience Portfolio to maintain all MSW 554 field course work assignments organized and available for review. The field Liaison will check the students' portfolios at midterm and during the final to make sure the student has completed all required assignments. Field liaisons may require students to bring portfolios to seminar every week and may require students to rewrite any assignment that is not up to standard.

### **3. Assignments, Evaluations and grades**

The student is required to actively participate in the evaluation of their performance throughout the field practice experience. The seminar assignments and evaluation is part of field learning, as this will allow the student to periodically review field work expectations and evaluation criteria to make sure learning progress is being made. In the case that a competency area cannot be met, it is very important to discuss the issue with both the field instructor and field liaison. Advanced Generalist Students receive grades in the field. Please note that a grade in the field of a D may result in the student being dismissed from the MSW program.

## **ATTENDANCE POLICY**

Students must strive for punctuality; attend all seminar meetings, and regard the schedule negotiated with the agency as a professional commitment. The field schedule at the agency should be one that provides the student with opportunities to take on the social work role under the supervision of an experienced social worker at the agency. The practicum should not be completed in fewer than 15 weeks.

- Students are required to complete 250 clock hours in the field setting per semester.
- Time spent in meetings with field instructor outside the regular agency schedule count as practicum hours.
- Seminar hours also count as field hours.
- With **prior approval from the agency field instructor**, students may also count as field hours, time spent attending conferences, workshops, or other training programs. Participation in training and educational activities should have relevance to the field placement and student's learning objectives.
- Absences due to illness or agency holidays must be made up and documented on the TIME AND ACTIVITIES REPORT.

FALL 2015 MSW 554 – SEMINAR SCHEDULE-WEEKLY ACTIVITIES

Week of Aug 24 ONE HOUR	<ul style="list-style-type: none"> <li>• <b>Review MSW 554 Syllabus</b> (Agency and Seminar requirements)</li> <li>• <u>Every student must develop a short agency analysis to turn in seminar instructor</u></li> <li>• <u>Review Portfolio requirements</u></li> <li>• Set group rules</li> <li>• <b>ALL WRITTEN ASSIGNMENTS ARE DUE THE DAY BEFORE SEMINAR. LATE ASSIGNMENTS WILL SCORE A ZERO (0)</b></li> </ul>
Week of Aug 31 ONE HOUR	<p><b>FIELD LEARNING CONTRACT PART 1 MUST BE SUBMITTED WITH SIGNATURES</b> (Portfolio version must include all required signatures)</p> <ul style="list-style-type: none"> <li>• Discussion of field agency experiences</li> </ul>
Week of Sept 7 ONE HOUR	<p><b>FIRST ASSIGNMENT: PROFESSIONAL IDENTITY and ETHICS</b></p> <ul style="list-style-type: none"> <li>• Discussion of assignment</li> </ul>
Week of Sept 14 ONE HOUR	<p><b>SECOND ASSIGNMENT: DIVERSITY and SOCIAL JUSTICE</b></p> <ul style="list-style-type: none"> <li>• Discussion of assignment</li> </ul>
Week of Sept 21 ONE HOUR	<p><b>THIRD ASSIGNMENT : “SOCIAL CONTEXT and POLICY”</b></p> <ul style="list-style-type: none"> <li>• Discussion of assignment</li> <li>• <b>Agency analysis is due to instructor</b></li> </ul>
Week of Sept 28 ONE HOUR	<ul style="list-style-type: none"> <li>• Agency analysis discussions</li> <li>• <b>Discussion of acceptable practice behavior evidence for evaluations.</b></li> <li>•</li> </ul>
Week of Oct 5 ONE HOUR	<ul style="list-style-type: none"> <li>• <b>STUDENT SUBMITS 5 PRACTICE BEHAVIOR EXAMPLES TO REVIEW (due day before seminar)</b></li> <li>• <b>Discussion of Students’ midterm practice behavior evidence</b></li> <li>• <b>1<sup>ST</sup> PROCESS RECORDING DUE</b></li> </ul>
Week of Oct 12 (midterm week) 2 hours	<ul style="list-style-type: none"> <li>• Mid Terms Report by liaisons due to field office – any student with concerns in the field at this point in the semester must participate in a meeting with field team.</li> </ul> <p><b>FIELD LEARNING CONTRACT WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE</b></p> <ul style="list-style-type: none"> <li>• <b>Agency Visits By Field Liaison <u>As Needed</u> for Mid-Term Review this week</b></li> <li>• <b>DISCUSSION OF PROCESS RECORDINGS</b></li> </ul>
Week of Oct 26 2 hours	<p><b>FOURTH ASSIGNMENT :CRITICAL THINKING and HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Discussion of assignment</li> <li>• <b>2<sup>ND</sup> PROCESS RECORDING DUE</b></li> </ul>
Nov 9 4:00 to 6:00 pm <b>MANDATORY 2 hours/ ROOM 220</b>	<p><b>FIFTH ASSIGNMENT: “ENGAGEMENT and ASSESSMENT SKILLS”</b> Discussion of assignment</p> <ul style="list-style-type: none"> <li>• SBIRT ( Screening and Brief Intervention and Referral to Treatment)</li> </ul> <p>Discussion and practice session with SBIRT team</p>
Week of Nov 23 No seminar	<ul style="list-style-type: none"> <li>• <b>THANKSGIVING HOLIDAY WEEK-- NO SEMINAR</b></li> </ul>
Week of Nov 30 2 hours	<p><b>FIELD LEARNING CONTRACT WITH FINAL EVIDENCE FOR EACH PRACTICE BEHAVIOR IS EMAILED TO LIAISON BY END OF THIS WEEK</b></p> <p>Portfolios due</p> <ul style="list-style-type: none"> <li>• Review of Portfolio for final grade</li> <li>• <b>DISCUSSION OF PROCESS RECORDINGS</b></li> </ul>
Week of Dec 7 one hour wrap-up	<p><b>EXAM WEEK</b></p> <p>Final seminar discussion - Final evaluations discussed, field paper work turned in.</p>

THE SEMINAR ASSIGNMENTS GRADING CRITERIA	Points
The assignment was complete, insightful & timely. Student contributed to seminar group discussion.	1
The assignment was not submitted, was submitted late, or there was no contribution in seminar discussion so that the seminar leader could not assess the student's competency in the relevant practice behaviors in this assignment.	0

**ASSIGNMENT # 1**  
**Competencies 1 & 2 - Professional Identity and Ethics**

Name: \_\_\_\_\_ Date \_\_\_\_\_

<b>Competency 1. Identify myself as a professional social worker and conduct myself accordingly.</b> Social workers serve as representatives of the profession, its mission and core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	Pts
How do Social Workers at your agency differ in their focus from other professions represented by staff?	
What tools of being a Social Worker have you come to understand are based on the "use of self" when you interact with clients?	

<b>Competency 2 – Apply social work ethical principles to guide professional practice.</b> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	Pts
Explain the part of the NASW Code of ethics that deals with power differentials.  Give an example of power differentials when working with one of your clients.	
Describe a situation that is ethically ambiguous.  Explain aspects of culture or intersectionality that are part of the ethical problem.  What strategy would you use to solve this ethical dilemma?	

## ASSIGNMENT # 2 Diversity and Human Rights and Social Justice

Name: \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Competency 4 - Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the <b><u>intersectionality of multiple factors</u></b> including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim</p>	<b>Pts</b>
<p>Pick a client and explain what you know about his/her culture</p> <p>How did your knowledge of this client help in your work with him/her?</p>	

<p><b>Competency 5—Advance Human Rights And Social And Economic Justice.</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice</p>	<b>Pts</b>
<p>Pick a case or situation: Give an example of how you used your knowledge of the effects of oppression, discrimination, and historical trauma to guide your planning or intervention.</p>	
<p>Give an example of a client whose access to services may have been limited due to a culturally influenced barrier. How did you advocate for your client?</p>	

### ASSIGNMENT # 3 Social Context and Policy

Name: \_\_\_\_\_ Date \_\_\_\_\_

#### SOCIAL CONTEXT

<b>Competency 9—Respond to contexts that shape practice.</b>	<b>Pts</b>
<p>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively</p>	
<p>Using your case, what is the environment your client lives in and how does the neighborhood or community shape your practice?</p>	
<p>Explain any opportunity you have had to apply emerging technology to improve practice in your agency.</p>	

#### POLICY

<b>Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>	<b>Pts</b>
<p>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>	
<p>Discuss a Federal, State or Agency policy that has improved your client’s wellbeing or has had a positive impact on the life of your client.</p>	
<p>Discuss how you could advocate for a policy that would specifically advance the social and economic well-being of your clients</p>	



**ASSIGNMENT # 4 Critical Thinking and Human Behavior and the Social Environment**

Name: \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Competency 3 –Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p align="center"><b>Pts</b></p>
<p>As you reflect on your process recording, what did you learn about your inner dialogue?</p> <p>How did you stay focused on the client interaction while listening to your inner voice at the same time?</p>	
<p>What opportunities have you had to discuss your case with other social workers and other professionals?</p> <p>What was the focus, what was your goal in communicating?</p>	

<p><b>Competency 7 - Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development</p>	<p align="center"><b>Pts</b></p>
<p>Explain what theory of human behavior you used to understand a client.</p> <p>How did applying this theory help you formulate a more in-depth assessment?</p>	

## ASSIGNMENT # 5 ENGAGEMENT AND ASSESSMENT

Name: \_\_\_\_\_ Date \_\_\_\_\_

<b>Competency 10</b> - Learn to <b>engage, assess</b> , intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities	<b>Pt s</b>
What Social Work engagement skills did you use this week?  How effective were you in moving the client relationship forward?	
Explain the different roles you assumed when engaging with a specific client	
What assessment tools/skills did you use this week?  Explain some of new knowledge you gained.	
How did you modify your approach with a client based on new information you gathered by deeper assessment?	

## Overview of All Forms for the Field 1st semester

FORMS	PERSON RESPONSIBLE
1. <b>PORTFOLIO OUTLINE:</b> Student maintains a portfolio and has it ready for review at midterm and final.	Student
2. <b>STUDENT PARTICIPATION TRACKING FORM</b> - This is a check list with dates. Students are required to keep track of all of their assignments, seminars attended, hours in the field on a summary sheet to be added to their Portfolio	Student – signed by Field Liaison end of semester
3. <b>WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORT.</b> This is one form to help the student keep track of what they are doing each day and the hours they are in the field, as well as the long term supervision goals. It is essential that the Field Instructor comment on this form and sign it.	Student - Field Instructor needs to comment and sign (at supervisory meeting)
4. <b>AGENCY ANALYSIS (MSW 551 &amp; MSW 554) – FOR SEMINAR DISCUSSION:</b> Written paper and brief presentation to seminar.	Student
5 <b>PROCESS RECORDING: TWO PER SEMESTER</b> This is a vital form of evaluation the students' progress in competency 10 – engagement, assessment, intervention, and evaluation.	Student - Field Instructor comments. Given to Field Liaison

# FIELD EXPERIENCE PORTFOLIO OUTLINE MSW 554/555

MUST BE REVIEWED AT MID-TERM & FINAL BY FIELD LIAISON

1. **Section one**
  - a. **Field experience portfolio table of contents**
  - b. Student participation tracking form
  - c. Field team members
  
2. **Section two**

What is your professional development goal for this semester?
  
3. **Section three**
  - a. Field Course Syllabus (MSW 554) (MSW 555)
  - b. Agency analysis MSW 554 or Client case MSW555
  
4. **Section four**
  - a. Field Learning Contract (Part 1)
  - b. Mid-term & Final evaluations with evidence for each practice behavior
  - c. Mid-term and final evaluations signed by everyone in the field practicum team
  
5. **Section five**
  - a. Social Work Field Competency Assignments (submit to your Field Liaison and keep a copy in your portfolio)
  
6. **Section six**
  - a. Examples of client assessment – how does the agency assess client/program fit & progress?
  - b. TWO PROCESS RECORDINGS – with comments from field instructor
  
7. **Section seven**
  - a. WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORTS (signed by field instructor)
  
8. **Section eight**
  - a. Research articles related to an issue you are dealing with at your agency (at least 3 articles)
  - b. How will you use the information you gained from the articles you found.
  
9. **Section nine**
  - a. **Values and Ethics:**
    - i. One page summary of the relevant values and ethics explored this semester
  - b. **End of Semester Summary of Field Experience**
    - i. What did you accomplish in this field placement this semester?
    - ii. What did you learned from supervision?
    - iii. Summary of leaning gains and your next steps for continuous professional growth.

# STUDENT DOCUMENT TRACKING FORM – One per Semester

The student maintains this record until end of each semester. It is kept in the portfolio. It is the summary of the time the students spent in the field, the weekly activities with their supervisor and the seminar attendance and assignments.

Student Name \_\_\_\_\_

BSW Semester Fall \_\_\_\_\_ Spring \_\_\_\_\_ MSW 1st Year Field Fall \_\_\_\_\_ Spring \_\_\_\_\_  
 MSW 2<sup>nd</sup> Year Field Fall \_\_\_\_\_ Spring \_\_\_\_\_

Filed Instructor Name: \_\_\_\_\_ Field Liaison Name: \_\_\_\_\_

Learning Contract submitted: Dates: \_\_\_\_\_  
 Mid Term meeting Dates: \_\_\_\_\_  
 Final meeting Dates: \_\_\_\_\_

Weekly Supervisory Agenda/ Time and Activities reports submitted	Seminar Attendance	SBI Activities (screens and/or brief interventions performed with clients)
1. Week of _____ time included _____	1. Week of _____	1. Week of _____ # _____
2. Week of _____ time included _____	2. Week of _____	2. Week of _____ # _____
3. Week of _____ time included _____	3. Week of _____	3. Week of _____ # _____
4. Week of _____ time included _____	4. Week of _____	4. Week of _____ # _____
5. Week of _____ time included _____	5. Week of _____	5. Week of _____ # _____
6. Week of _____ time included _____	6. Week of _____	6. Week of _____ # _____
7. Week of _____ time included _____	7. Week of _____	7. Week of _____ # _____
8. Week of _____ time included _____	8. Week of _____	8. Week of _____ # _____
9. Week of _____ time included _____	9. Week of _____	9. Week of _____ # _____
10. Week of _____ time included _____	10. Week of _____	10. Week of _____ # _____
11. Week of _____ time included _____	11. Week of _____	11. Week of _____ # _____
12. Week of _____ time included _____	12. Week of _____	12. Week of _____ # _____
13. Week of _____ time included _____	13. Week of _____	13. Week of _____ # _____
14. Week of _____ time included _____	14. Week of _____	14. Week of _____ # _____
15. Week of _____ time included _____	15. Week of _____	15. Week of _____ # _____
16. Week of _____ time included _____	16. Week of _____	16. Week of _____ # _____
Total Time _____		<b>Total SBI</b> _____

Competency Based Assignments	Competency Based Assignments	Process recording	Agency or Case or Biopsychosocial Presentation
1. Date _____	6. Date _____	1. Date _____	Date _____
2. Date _____	7. Date _____	2. Date _____	Midterm/Final
3. Date _____	8. Date _____		Date:
4. Date _____	9. Date _____		Date:
5. Date _____	10. Date _____		

**Evidence of Learning**

Recommended Grade for Semester 1 or 2 is \_\_\_\_\_ (circle semester)

Liaison Signature \_\_\_\_\_ Date \_\_\_\_\_

**A copy of this form should be in Portfolio. Give original to field office at end of semester.**

**SCHOOL OF SOCIAL WORK**

**WEEKLY INSTRUCTIONAL MEETING AGENDA and TIME AND ACTIVITIES REPORT**

**Week:** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Student Name \_\_\_\_\_ Field Social Worker \_\_\_\_\_

Date of meeting: \_\_\_\_\_ Time of meeting: \_\_\_\_\_

DATE	ACTUAL HOURS	DESCRIBE ACTIVITIES IN DETAIL <b>Example:</b> Conducted a client intake, attended a staff meeting, completed an intake interview, called clients, call agency X to make a client referral, etc.

**Total Hours Accrued this week:** \_\_\_\_\_ **Remaining Hours to be completed:** \_\_\_\_\_

**A minimum of 225 per term is needed for 1<sup>st</sup> year field work 250 for 2<sup>nd</sup> year field work**

**Student's Summary Report on the status of tasks assigned during last supervisory meeting:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Issue or issues student wants to discuss during this instructional meeting and their relationship to Social Work Competencies>** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Learning tasks and assignments from this instructional meeting to be completed by next week:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

If student is struggling to meet field requirements and/or has been advised to work on any social work competency and there is concern that the student is not working towards meeting course requirements, the Field Instructor must include a recommendation for improvement and explicitly inform the student of any danger of failing the course. The Field Instructor must also notify the Liaison as soon as these issues occur. (Use back of form if necessary)

**This form should be completed weekly and included on the portfolio for liaison review**

## **Agency Analysis**

The Agency Analysis is meant to focus on various aspects of the agency and its ability to integrate services that maximize opportunity for the client population it serves. In this endeavor there are several things that need to be assessed:

1. What is the agency's mission? Who are the agency's clients?
2. What is/are the funding sources for services? What are the expectations of those providing funding?
3. What are the roles and functions of the various positions at the agency?
4. What is the decision making process for function and service:
  - a. Describe the formal processes of service delivery as workers carry out the agency mission.
  - b. What do you see are informal processes that address this same mission?
5. What is the model for team work in this agency?
  - a. Is teamwork present in the service delivery process at any level? Explain
  - b. Is the service delivery system effective in this type of agency structure?
6. Explain how you see social work as primary or secondary in this agency setting.
7. What is the impact of service delivery in the community most affected by your agency?

## **PROCESS RECORDING for MSW 554 and 555**

### **Students will conduct two process recordings each semester**

#### **Process Recording**

I. What is a Process Recording? A process recording is a written record of an interaction with a client.

II. Why are Process Recordings required?

Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective. Process recordings require that the student attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in field and class. Finally, they allow for close oversight of students' work by both agency and school.

III. What do you learn from them?

- A. To pay attention
- B. To be aware of your own experience
- C. To describe behavior, affect, content and recognize its significance
- D. To analyze your responses and those of your clients
- E. To recognize the consequences of an intervention
- F. To develop the ability to intervene purposefully

IV. How do you learn from them?

- A. Writing a process recording allows you to pay attention and to reflect on and analyze your own work
- B. Reviewing process recordings with your field instructor allows you to identify learning patterns, access your field instructor's factual and clinical knowledge and experience, and recognize results of interventions

V. What is appropriate to process in a recording?

- A. A face to face session with an individual client
- B. A telephone contact with a client
- C. A brief interaction in a waiting room, hall, community room, etc. with a client
- D. A group session
- E. A contact with a family member or a family meeting
- F. A contact with a service provider

#### **Practical Concerns**

- A. How do I remember all that stuff? Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session.
- B. How much should I tell? The more information you are willing to provide, the more opportunity you will have to learn. Omitting or changing the process to fit what you



think is your field instructor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.

- C. How do I respect confidentiality? Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff has access to them.

(Thank you Columbia University School of Social Work)

## Process Recording

### DEMOGRAPHICS:

#### 1. Identifying Information.

- Social Work Student's name: \_\_\_\_\_ Date of session: \_\_\_\_\_
- Date of recording: \_\_\_\_\_ Field Instructor's name \_\_\_\_\_

#### 2. Background Information.

Include any information necessary to understand the interaction described in the recording. This includes any information you know about the client.

- Client's initials or fictitious name: \_\_\_\_\_ Gender : \_\_\_\_\_ Age: \_\_\_\_\_
- Referral source: \_\_\_\_\_
- Reason for referral: \_\_\_\_\_
- Family Background: Any significant intergenerational connections from genogram?  
Number and types of other contacts you have had with the client(s): \_\_\_\_\_
- Describe setting - who is present: \_\_\_\_\_
- A brief summary of your work with this client to this point: \_\_\_\_\_

In the case of a Group, describe how the group was formed, how recent is its formation, and what are the characteristics of those who make up the group. Use additional sheet.

In the case of Macro Practice: See Separate Macro Process recording outline.

### Relevant Practice Behaviors That Should be reflected in the Process Recording

1. How do you demonstrate empathy and other interpersonal skills
2. How do you collect, organize, and interpret client data
3. How did you practice personal reflection and self-correction with this client
4. Were you aware of professional roles and boundaries?
5. How did you demonstrate professional demeanor in behavior, appearance, and communication
6. Did you use supervision and consultation as needed?
7. Did you recognize and manage personal values in a way that allows professional values to guide practice.
8. Did you demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues?
9. Did you gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups?
10. Did you view yourself as a learner and engage those with whom they work as informants.

## Process Recording Format

### To Record and Analyze a 20 Minute Interaction with a Client

Interview interaction (replace the word student with your name and & client with initials and record exact words spoken by both you and the client during the 15 minute interaction)	Automatic Thoughts and or Feelings- Situation specific reaction to what was being said. This can be thoughts, images or memories. (Example) What am I going to do now? I'm not trained for this. Why me? Remembering a relative who committed suicide and how it affected you. An image of being incompetent & untrained	The student's observations and analytical thoughts regarding what has been happening during an interview. (E.g., "I wondered what would happen if I said such-and-such. I chose not to but I wondered whether I should have raised it," or "Mrs. S. said she felt happy but this seemed to contradict what she said earlier.	What model(s) of intervention or Social Work Theory (i.e., the social work "tool box") did you use to guide you in this interview?	<b>Field Supervisor's comments</b>
<b>EXAMPLE:</b>				
<i>Maria: Hello, how are you today?</i>	<i>I think this will be easy.</i>	<i>I didn't think she looked very happy so I hoped she would tell me what was going on.</i>		
<i>P.A. Fine, but I would be better if I did not have to be here.</i>	<i>I wonder why this client doesn't want to be here. I wonder what made him come in.</i>	I wonder if he shows this kind of annoyance a lot		
<b>Student</b>				
<b>Client</b>				
<b>Student</b>				
<b>Client</b>				
<b>Etc.</b>				

**AND**

1. A summary of your impressions. This is a summary of your analytical thinking about the experience of the entire interview.
2. Future plans. Identification of unfinished business, identification of short and longer-term goals.
3. Identification of questions for field instruction. This provides the student with the opportunity to build upon their ability to become autonomous workers.