



New Mexico State University
College of Health and Social Sciences
School of Social Work
MSW 551
GENERALIST FIELD PRACTICUM I
Fall 2015 Course Syllabus

Field Liaison:

Email:

Phone:

**Seminar Day of the Week,
place and time :**

COURSE CATALOG DESCRIPTION

Supervised professional practice in a community social service agency, providing experiential instruction and learning; seminar required. Evaluation criteria for this course will include upholding social work practice standards for interpersonal and ethical conduct.

Total of 225 hours in the field each semester is required – 6 credits each semester

Pre/Co-requisite(s): MSW 509, MSW 510, MSW 520, Restricted to MSW Majors. Grade is S or U first semester field.

COURSE DESCRIPTION

Supervised social work practice in a university approved agency. This course focuses on 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 submission of Competency Based Assignments in seminar
 5. Completion of a social work practicum learning 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 course, students will be able to:

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

See page 5 for description of competencies. Required practice behaviors for MSW 551 are highlighted.

DEFINITION OF GENERALIST SOCIAL WORK PRACTICE¹

Generalist social work practitioners work with **individuals, families, groups, communities and organizations** in a variety of social work and host settings and apply ethical principles and critical thinking to practice.

- The generalist practitioner identifies with the social work profession and is grounded in the dual perspective of the person and the environment.
- Utilizing knowledge of the human condition, generalist practitioners view clients and client systems from a strengths and resiliency perspective in order to recognize, support, and build upon the capabilities of all human beings.
- They use a collaborative process to engage, assess, and intervene (broker services, advocate, and counsel, educate, and organize) with and on behalf of clients and client systems.
- Generalist social workers participate in community and organizational development. Generalist practitioners are consumer informed, are involved in research-informed (evidence based) practice, and evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.
- Finally, generalist social work practice is guided by the NASW Code of Ethics, incorporating diversity in their practice and advocating for human rights and social justice.

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

¹ NMSU Social Work Faculty approved 11/9/07.

AGENCY PLACEMENT

Students are placed in a variety of community agencies to match their interests with agency activities. Students are required to be in their field placement for 225 hours per semester for two semesters, total of 450 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.
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.

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) for Generalist Practice 1st year field work**

Yellow practice behaviors are 1st semester expectations

Practice Behaviors
<p>Competency 1. Identify myself as a professional social worker and conduct myself accordingly. 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>
1. Advocate for client access to the services of social work
2. Practice personal reflection and self-correction to assure continual professional development
3. Attend to professional roles and boundaries.
4. Demonstrate professional demeanor in behavior, appearance, and communication
5. Engage in career-long learning
6. Use supervision and consultation
<p>Competency 2. Apply social work ethical principles to guide professional practice. 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>
7. Recognize and manage personal values in a way that allows professional values to guide practice.
8. Make ethical decisions by applying standards of the national association of social workers code of ethics and, as applicable, of the international federation of social workers/international association of schools of social work ethics in social work, statement of principles
9. Tolerate ambiguity in resolving ethical conflicts.
10. Apply strategies of ethical reasoning to arrive at principled decisions.
<p>Competency 3. Apply critical thinking to inform and communicate professional judgments. 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>
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.
12. Analyze models of assessment, prevention, intervention, and evaluation.
13. Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations, and colleagues.
<p>Competency 4. Engage with diverse clients in the practice setting. 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>
14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, as well as create or enhance privilege and power.
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
17. View themselves as learners and engage those with whom they work as informants.
<p>Competency 5. Advance human rights and social justice. 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>
18. Understand the forms and mechanisms of oppression and discrimination.
19. Advocate for human rights and social and economic justice.

20. Engage in practices that advance social and economic justice.
Competency 6. Identify (Engage in) research-informed practice and practice-informed research. 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.
21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.
Competency 7. Apply knowledge of human behavior and the social environment. 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.
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
24. Critique and apply knowledge to understand person and environment.
Competency 8. Identify relevant policy in practice to advance social and economic well-being and to deliver effective social work services. 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.
25. Analyze, formulate, and advocate for policies that advance social well-being.
26. Collaborate with colleagues and clients for effective policy action.
Competency 9. Identify the process needed to respond to contexts that shape practice. 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.
27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
Competency 10. Learn to engage, assess, 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.
ENGAGEMENT
29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
30. Demonstrate empathy and other interpersonal skills
31. Develop a mutually agreed-on focus of work and desired outcomes.
ASSESSMENT –
32. Collect, organize, and interpret client data
33. Assess client strengths and limitations.
34. Develop mutually agreed-on intervention goals and objectives.
35. Select appropriate intervention strategies.
INTERVENTION –
36. Initiate actions to achieve organizational goals;
37. Implement prevention interventions that enhance client capacities.
38. Help clients resolve problems.
39. Negotiate, mediate, and advocate for clients.
40. Facilitate transitions and endings.
EVALUATION - 41. Critically analyze, monitor, and evaluate interventions

GLOBAL STUDENT PERFORMANCE EVALUATION

A. EVALUATION OF STUDENT PROFESSIONALISM BY FIELD INSTRUCTOR
Agency attendance – All time and activity reports and instructional meeting agendas were completed weekly, have been signed and are included in student portfolio for review.
Student's active participation in own learning – Student was prepared for every instructional meeting; student takes initiative seeking social work related tasks independently, asks for feedback, and researches relevant information independently. All seminar assignments should also be provided to field instructor for their information when they are due for seminar. Assignments are graded by liaisons.
Field Learning Contract and Evaluation document was completed in a timely manner.
One Process recording completed: (MID TERM and FINAL) 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.
Student is able to accept and use redirection without defensiveness
B. EVALUATION OF FIELD SEMINAR PERFORMANCE BY FIELD LIAISON
Seminar Attendance & Participation – 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.
Field Agency Presentation (1 st sem) or Psychosocial Evaluation (2 nd sem) – Complete, organized, timely & relevant
Portfolio: Complete, organized, timely & relevant. Will serve as a reference for student
Process Recordings: Complete, insightful & timely
Competency Based Assignments: Complete, insightful & timely. All assignments focused on the given theme.
Student's ability to accurately self-evaluate prior to mid-term and final exams
Student is able to accept and use redirection without defensiveness

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 551 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 Website: 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 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. The first part of the Learning contract has to be signed by all people working with the student. The midterm and final evaluations are developed with the Field Instructor and discussed with the Field Liaison.

2. Field Experience Portfolio: Each student is required to put together a Field Experience Portfolio to maintain all MSW 551 field course work assignments organized and available for review. We suggest the student buy a 3 inch 3 ring binder and 10 dividers for the different parts of the Portfolio. 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 is not being met, it is very important to discuss the issue with both the field instructor and field liaison as the practice behavior is required to be met by the final evaluation. **The final grade (for 551/549 only)will be an S/U grade. Please note that a "U" grade will 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 225 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.

THE SEMINAR ASSIGNMENTS GRADING CRITERIA****	Points
The student addressed all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and seminar leader was able to assess the student's competency in the skill area presented in the assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the assignment and it is clearly evident that the student is gaining competency in the practice behaviors described in this assignment.	5
The student addressed all parts of the assignment, the quality of writing is evident, ideas are clearly stated and author used appropriate academic style. All details are relevant to the practice behaviors and seminar leader was able to assess the student's competency in the skill area presented in the assignment. Student was able to use the assignment as a reflective tool to create learning goals relevant to the Practice Behaviors discussed in the assignment.	4
The student addressed each part of the assignment and seminar leader was able to assess competency in the Practice Behaviors presented in the assignment. Student needs to work on quality of writing, clarity in the integration of academic learning with practice experience or the use of the assignment as a reflective tool.	3
The student completed the assignment with some writing/grammatical errors, addressed each part of the assignment in general terms and it was difficult for the seminar leader to assess competency in the Practice Behaviors presented in the assignment.	2
The assignment lacks completeness, contains major writing/grammatical errors, lacks clarity and it is so poorly written that the seminar leader had difficulty evaluating the students competency in the Practice Behaviors assigned for this assignment.	1
The assignment was not submitted, was submitted late, or was so poorly written that the seminar leader could not assess the student's competency in the relevant practice behaviors in this assignment.	0

****** If you have not had the opportunity to experience a field practicum situation to adequately answer any part of the competency based assignment sections, you may elect to submit your assignment by the deadline but label that section of the assignment with the word “incomplete”. Include your plan to gain the knowledge and experience you need to complete that particular section of the assignment, or discuss with liaison why it is not possible to have it completed in two weeks. However, you will need to resubmit the assignment within two weeks to earn full credit.**

MSW 551– SEMINAR SCHEDULE FALL 2015

Week # 1 Week of Aug 24	<p>INTRODUCTION TO THE FIELD SEMINAR</p> <ul style="list-style-type: none"> • Review Syllabus • Review FIELD LEARNING CONTRACT • Discuss Agency analysis and Process Recordings • Discuss Field Experience Portfolio • Set group rules • ALL WRITTEN ASSIGNMENTS ARE DUE THE DAY BEFORE SEMINAR. LATE ASSIGNMENTS WILL SCORE A ZERO (0)
Week # 2 Week of Aug 31	<ul style="list-style-type: none"> • First Assignment : “Professional Identity” <p>Field work and assignment Discussion FIELD LEARNING CONTRACT PART 1 MUST BE SUBMITTED WITH ALL SIGNATURES</p>
week # 3 week of Sept 7	LABOR DAY NO CLASS
Week # 4 week of Sept 14	<ul style="list-style-type: none"> • Second Assignment : “Engagement skills” <p>Assignment and Field work Discussion</p>
Week # 5 Week of Sept 21	<ul style="list-style-type: none"> • Third Assignment : “Assessment and Treatment Planning” <p>Assignment and Field work Discussion</p>
Week # 6 Week of Sept 28	<ul style="list-style-type: none"> • Fourth Assignment : PRACTICE BEHAVIOR EVIDENCE • Discussion of practice behavior evidence
Week # 7 <u>Week of Oct 5</u>	<ul style="list-style-type: none"> • VISITS FOR MID-TERM BY FIELD LIAISON this week and next • FIELD LEARNING CONTRACT WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY-- Mid Terms Report Due to field office – any student experiencing difficulties in field at this point in the semester must participate in a “Counseling-In” with their field team • Field work Discussion
Week # 8 Week of Oct 12	<ul style="list-style-type: none"> • VISITS FOR MID-TERM BY FIELD LIAISON this week and next • FIELD LEARNING CONTRACT WITH MID-TERM EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY-- • Client /Agency Discussions
Week # 9 Week of Oct 19	<ul style="list-style-type: none"> • (Last day to withdraw with a “W” October 19) • FIFTH Assignment: “Ethics” <p>Assignment Discussion AND AGENCY ANALYSIS brief presentations</p>
Week # 10 Week of Oct 26	<ul style="list-style-type: none"> • 1st Process Recording due • SIXTH Assignment : “Critical Thinking” <p>Assignment Discussion AND AGENCY ANALYSIS brief presentations</p>
Week # 11 Week of Nov. 2	<p>SEVENTH Assignment : “Diversity”</p> <ul style="list-style-type: none"> • Last day to Withdraw from University (November 13) • DISCUSSION OF PROCESS RECORDINGS
Week # 12 Week of Nov 9	<ul style="list-style-type: none"> • EIGHTH Assignment : “Human Behavior and the Social Environment” <p>Assignment Discussion AND AGENCY ANALYSIS brief presentations</p>
Week # 13 Week of Nov 16	<ul style="list-style-type: none"> • 2nd Process Recording <p>Discussion about the difference between the first and second process recording and how you will be using what you learned through this process.</p>
Week # 14 Week of Nov 23	<ul style="list-style-type: none"> • THANKSGIVING HOLIDAY NO CLASSES ALL WEEK
Week # 15 Week of Nov 30	<ul style="list-style-type: none"> • FIELD LEARNING CONTRACT WITH FINAL EVIDENCE FOR EACH PRACTICE BEHAVIOR IS DUE AT FIELD MEETING AT AGENCY WITH LIAISON THIS WEEK • Review of Portfolio for final grade and Discussion
Week # 16 Week of Dec 7	<p>EXAM WEEK Final seminar discussion</p> <p>Final Field Evaluations with Practice Behaviors and Grades Due to the Field Office</p>

Note: The Field Experience Learning Assignments are meant to provide comprehensive evidence of the student's ability to competently perform in each skill area. All Field Experience Learning Assignments will be used to collect evidence of practice behavior competency for program evaluation purposes.

ASSIGNMENT # 1 Professional Identity

Name: _____ **Date** _____

Competency 1: Identify myself as a professional social worker and conduct myself accordingly. 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.

Restate Competency 1 in your own words:	Change the wording of these columns			
Competency 1. Professional Identity:	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
How did you conduct yourself as a social worker this week? What skills of SW did you use? Can you think of a way you might advocate for a client in this agency?				
What did you learn about yourself this week? Have you had any boundary issues yet?				
How do you think your appearance and interaction with the agency affected your work?				
What did you learn about supervision this week? Describe how you prepared to effectively use supervision with your supervisor				

ASSIGNMENT # 2 Engagements

Name: _____ Date _____

Restate Competency 10 in your own words:

Competency 10 Engagement: Practice Behaviors	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe your process for preparing to see a client: What questions did you plan to ask? What questions did you ACTUALLY ask?				
Describe your process for preparing to see a client: How did you get background information about the client?				
Describe the process you will use to establish rapport with clients in your practicum setting. If you saw a client (talked on phone, face to face, etc.), what engagement techniques and skills did you use?				
How did you use empathy and other interpersonal skills when establishing rapport with a client?				

ASSIGNMENT # 3 Assessment and Planning

Name: _____ Date _____

Competency 10 - Learn to engage, assess, 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.

Competency 10 – Assessment and Treatment Planning	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe the process you will use to <i>collect, organize,</i> and <i>interpret</i> client data from a client.				
Discuss how you use client data to interpret and to assess the client’s strengths and weaknesses.				
How do you develop a treatment plan with a client?				

ASSIGNMENT 4: EVIDENCE BASED EVALUATIONS OF PRACTICE
Preparation for student evaluations

NAME: _____ **DATE:** _____

What does the concept of evidence mean in the context of human service interaction?	
The term Evidence implies that we are looking for something or there is something to "find". What are we looking to find?	
Give specific evidence based examples of 3 Social Work practice behaviors on your midterm evaluation. Be sure to apply your evaluation to a specific Case/client/ situation you are working with	
What do you use to evaluate your effectiveness in using these skills?	

ASSIGNMENT # 5 Ethics

Name: _____ Date _____

Competency 2 —Apply social work ethical principles to guide professional practice. 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.

Restate competency 2 in your own words:

Competency 2 – Apply social work ethical principles to guide professional practice:	Answer the questions and give an example of how this applied in your agency work Use the NASW Code of Ethics to answer these questions.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe the difference between your personal and professional values.				
Describe one area where there may be conflict between your personal and professional values. How are you able to put your personal values aside and focus on the needs of the client without judgment?				
Describe a situation that is ethically ambiguous. What strategy would you use to solve this ethical dilemma?				

ASSIGNMENT # 6 Critical Thinking

Name: _____ Date _____

Competency 3—Apply critical thinking to inform and communicate professional judgments. 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.

Explain Competency 3 in your own words:

Competency 3 – Apply critical thinking to inform and communicate professional judgments:	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Describe a model of assessment, prevention or intervention used at your agency				
What opportunity have you had to communicate orally in your agency? Staff meeting, case conference, and presentation?				
Discuss the opportunities you have had to communicate using your written skills. Discuss your limitations regarding oral and written communication skills				
What are you curious about in your field practicum? How can you find information about this and how will you use it?				

ASSIGNMENT # 7 Diversity

Name: _____ Date _____

Competency 4—Engage diversity and difference in practice.

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.

Explain Competency 4 in your own words:

Competency 4 - Engage with diverse clients in the practice setting:	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
What personal biases might interfere with your ability to work objectively with some clients in your agency?				
How do you practice self-awareness? Give an example of a client experience where that bias was challenged.				
How can you "View yourself as a learner" and engage the clients at your agency as informants?"				
What agency policy or training have you had that addresses cultural competency? How have you used that training or understanding of Policy?				

ASSIGNMENT # 8 HBSE

Name: _____ Date _____

Competency 7—Apply knowledge of human behavior and the social environment.

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.

Explain Competency 7 in your own Words:

Competency 7—Apply knowledge of human behavior and the social environment.	Answer the questions and give an example of how this applied in your agency work.	Evaluate your current level of competency in this Practice Behavior using the same guidelines for FIELD WORK EVALUATION CRITERIA Used for Midterms and Finals evaluations	Discuss your improvement plan regarding this Practice Behavior or explain your reason for not needing to improve in this social work skills area.	Pts
Give an example of a conceptual framework/theory you learned in your HBSE class that has helped you assess your clients?				
How have you applied this conceptual framework/theory to clients in your field practicum?				
How has that helped you to understand clients' biological, social, cultural, psychological, and spiritual development?				

Overview of All Forms for the Field 1st semester

FORMS	PERSON RESPONSIBLE
1. PORTFOLIO OUTLINE: Student maintains a portfolio and has it ready for review at midterm and final.	Student
2. STUDENT PARTICIPATION TRACKING FORM - 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. WEEKLY SUPERVISORY MEETING AGENDA and TIME AND ACTIVITIES REPORT. 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. AGENCY/MISSION ANALYSIS (MSW 551 & MSW 554) – FOR SEMINAR DISCUSSION: Written paper and brief presentation to seminar.	Student
5 PROCESS RECORDING: TWO PER SEMESTER 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-
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**
 - a. MSW 551/549 only: Summary of your reasons for choosing social work as a profession
 - b. What is your professional development goal for this semester?

3. **Section three**
 - a. Field Course Syllabus
 - b. Agency Analysis (551/549/554) biopsychosocial (552)

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/ TIME AND ACTIVITIES REPORT (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. Summary of how you will 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 important 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 2nd 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
1. Week of _____ time included _____ 2. Week of _____ time included _____ 3. Week of _____ time included _____ 4. Week of _____ time included _____ 5. Week of _____ time included _____ 6. Week of _____ time included _____ 7. Week of _____ time included _____ 8. Week of _____ time included _____ 9. Week of _____ time included _____ 10. Week of _____ time included _____ 11. Week of _____ time included _____ 12. Week of _____ time included _____ 13. Week of _____ time included _____ 14. Week of _____ time included _____ 15. Week of _____ time included _____ 16. Week of _____ time included _____ Total Time _____	1. Week of _____ 2. Week of _____ 3. Week of _____ 4. Week of _____ 5. Week of _____ 6. Week of _____ 7. Week of _____ 8. Week of _____ 9. Week of _____ 10. Week of _____ 11. Week of _____ 12. Week of _____ 13. Week of _____ 14. Week of _____ 15. Week of _____ 16. Week of _____

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

Evidence of Learning

Recommended Grade for Semester 1 or 2 is _____ (circle semester) **U or S for MSW 551/549**

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 Example: 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 1st year field work 250 for 2nd 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 1st year Generalist Practicum
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)

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 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- Record and Analyze a 20 Minute Interaction with a Client

Tune in (thinking/planning before the interview) - Provide short narrative here:

The INTERVIEW Record <i>word for word</i> what took place during the interview, including both verbal and non-verbal communication and interactions place over a minimum of <u>15 minutes</u> . Be certain to include third-person participants, interruptions, and other occurrences that were not part of the planned Interview	What social work skills did you use? Here, discuss the social work skills you used at each step in the process. For example only: You can refer to the skills listed in your field manual I used engaging skills by introducing myself.	Feelings – What is your emotional reaction? Record how you were feeling as the activity or communication was taking place. <i>Do not use this column to analyze the client's reactions</i> - use it to identify and look at <u>your gut level feelings</u> . Be as open and honest as you can - tell it as you feel it For example only: I was nervous because it was my first interview without my supervisor. Or I felt uncomfortable because of my appearance and felt I may have come across as being intimidating. Or I felt very angry that a mother could abuse and neglect her own children.	Your thoughts/assessment Record what you were thinking /assessment regarding the client situation. What do you think about the gestures and silences that were present? For example only: Observed outside area of the home once I arrived and noticed that it was much cluttered with broken windows. Once I was inside Mr. Jones was surprised by my visit and was a little hostile at the beginning until I clarified the purpose of my visit. Or Jennifer seemed very upset about the break with her boyfriend that happened 3 months ago and tried to utilize the session to avoid talking about her father's recent tragic death.	Field Supervisor's comments
EXAMPLE:				
<i>Maria: Hello, how are you today?</i>	<i>Tried to engage the client</i>	<i>I am excited about my first interview with a client.</i>	<i>I think this will be easy.</i>	
<i>P.A. Fine, but I would be better if I did not have to be here.</i>	<i>I am listening to the client. I am evaluating the client's perception of "need" to be here.</i>	<i>I am a little disappointed about having to work with a client that does not want to be here, yet there is hope because he is here.</i>	<i>I wonder why this client doesn't want to be here. I wonder what made him come in.</i>	
Student				
Client				
Etc.				

Assessment of the client's engagement with you:

Assessment of your own work: