

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**

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FIELD MANUAL

FOR CONCURRENT, PEP, BLOCK AND CLERGY EDUCATION PLANS

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INTRODUCTION

Dear Students:

Welcome to the Wurzweiler School of Social Work. This *Field Instruction Manual* provides important information about field education. It is a “living document” in that changes to it are anticipated in keeping up with current innovations in the profession. At Wurzweiler, we are committed to the development of effective social work practitioners. A review of the Schools Mission Statement, its goals and objectives and curriculum outline will clarify the school’s vision.

Field work in collaboration with class work is the way in which a profession socializes its students to the values, knowledge, and competencies of that profession. As the “signature pedagogy of social work,” field education provides the student with the opportunity to integrate social work knowledge, values, and skills with the real life client situation.

This *Field Instruction Manual* utilizes knowledge, values, and skills to present expectations and criteria for student performance in field placement for the foundation first year and in the second year concentration. The *Field Instruction Manual* describes the educational process in the field experience, discussing in particular the nature and structure of supervision students will receive from their field instructor at their field placement agency. Descriptive information is provided about the faculty advisor role with the student including academic advisement and field advisement.

Further information is given about the design of the field placement for all programs – Day students assigned to field placements and employed students at a work/study field placement; the Advanced Standing and the Summer Block Program; the Accelerated and the MSW/PHD Plan; and the Interdenominational Clergy Plan. This *Field Instruction Manual* is intended as a source of information for all students, faculty, and field instructors. In regard to curriculum requirements, students will be governed by the Manual in the year in which they entered the program. The School, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes.

The *NASW Code of Ethics* and the *NASW Indicators for the Achievement of Cultural Competence in Social Work Practice* are on the Wurzweiler website, www.yu.edu/wurzweiler. Students are responsible to conduct themselves in accordance with the Code of Ethics and the Standards for Cultural Competence in the classroom and in field placements.

The *Policy Manual*, which describes general School policies about attendance, grading, dismissal and appeals, can be found on the Wurzweiler website. All requests for reasonable accommodations under the Americans with Disabilities Act of 1990 should be made to the Office of Students with Disabilities, Abigail Kelsen, akelsen@yu.edu.

If you have questions or concerns, please see your academic advisor and/or one of the School’s administrative staff. My door is always open to you as well.

Carmen Ortiz Hendricks, DSW, ACSW
Dorothy and David I. Schachne Dean & Professor

SECTION I:
SCHOOL MISSION, OBJECTIVES, OUTCOMES, CURRICULUM, AND
STUDENT RESPONSIBILITIES

A. MISSION STATEMENT

Wurzweiler School of Social Work was conceived of the belief that there was a need for a school of social work dedicated to a dual purpose—excellence of social work practice in both the Jewish Communal Service Field and in the wider world of social services. Historically and currently, the school's mission has adhered to a distinct set of values—excellence of teaching and learning, cultural competence, professional ethics and values, scholarship, social justice, and the importance of service to individuals, groups, and communities. The program is accessible to all interested applicants in New York, nationally and internationally and its graduates serve diverse sectors of society in the United States and globally. The program attracts students of diverse backgrounds and cultures so that they bring their heritage and world view to bear on the learning process. The program's task is to develop social workers who are ethically and culturally competent; who possess empathy for people of diverse social, cultural and economic backgrounds; and who demonstrate awareness and understanding of the complex environments in which people live and develop. Equipped with the requisite professional knowledge, skills, values and ethics, students are trained to work with vulnerable populations and to have an impact on the profession of social work. Wurzweiler graduates are expected to have the confidence and leadership to make a difference in the global society wherever there is a need for advocates for human rights and social justice.

The MSW program's mission, goals and objectives are implemented throughout the curriculum by way of two independent mechanisms:

- I. A curriculum, including both academic course work and the field internship, which strives to prepare students for ethical and effective practice and research in a diverse society; and
- II. A school environment which supports research, community and professional service, and policy initiatives aimed at increasing equality and social justice.

B. EDUCATIONAL PHILOSOPHY

The educational philosophy and the curriculum design of the Wurzweiler School of Social Work are anchored in both the *humanistic* and *ecological systems* perspectives. These underpin our educational objectives and the processes through which we assess the professional growth and development of our students as well as the efficacy of our educational approach. *Humanistic* and *ecological systems* models share an emphasis on human strength and a deep belief in the capacity of individuals — whether students or clients — to be responsible agents in their own and others' behalf and to work productively together. It is the educational objective of the School to enable students to develop their potential to become motivating and socially accountable social workers, competent to act in a conscious, purposeful and professionally self-disciplined manner in promoting social and economic justice for populations at risk.

In congruence with the *humanistic* perspective, the School views each student as having a wealth of capacities, resources, and life experiences that can be developed and enhanced through classroom and field learning opportunities.

To encourage engagement in the learning process, the School provides an educational environment that is challenging and supportive. In this environment, students are encouraged to take risks necessary for becoming social work practitioners.

The *ecological systems* perspective provides an important contextual perspective for the humanistic approach. The following excerpt from the writings of Carel Germain on the *ecological systems* perspective provides clarity to our approach:

... the ecological perspective provides insights into the nature and consequences of (such) transactions both for human beings and for the physical and social environments in which they function. The perspective is concerned with the growth, development, and potentialities of human beings and with the properties of their environments that support or fail to support the expression of human potential... In an ecological view, practice is directed toward improving the transactions between people and environments in order to enhance adaptive capacities and improve environments for all who function within them.¹

¹ Germain, C.B. (1979). "Ecology and social work" in Carel B. Germain (ed.) *Social work practice: People and environments: An ecological perspective*, p.7. New York: Columbia University Press.

The program promotes a holistic view of people in their environments in which neither can be fully understood except in the relationship of one to the other, and in the necessary continuous reciprocal exchanges that take place between people and environments. Students are taught to appreciate the biological, physiological, psychological, cultural, ecological, and spiritual dimensions that inform people and environments. Most courses teach about how people strive throughout their life course for the best “fit” between their needs and capacities and those of the environment. Students are themselves in constant transactions with their environment, and are helped to see how they both change the environment and are changed by it. Students are helped to see how individuals, families, groups and communities are living and interacting systems dealing with problems that are often generated by the broader environment. The social worker’s use of self is an important tool in mobilizing the clients’ resources both within themselves and their environment.

Since the creation of a facilitative learning environment is a critical aspect of the *humanistic* educational approach, the role of the teacher and the educational method are critical elements in enabling the student to develop the requisite skills, knowledge and values of a social worker. The classroom arena is student-centered. Material is presented with the objective of stimulating, sensitizing, or providing motivation for further learning.

Though this approach does not preclude a more formal presentation of substantive material, by way of either didactic presentation, or more formal lecturing, the classes at Wurzweiler have an experiential and reflective learning structure. Students are challenged to engage each other and the instructor around specific issues in a reflective, confronting, and authentic manner. The instructor, in keeping with the humanistically-based educational philosophy, facilitates a learning environment that is both flexible and safe, in order to support and encourage student-centered inquiry and exploration. In addition, faculty are a resource for learning, providers of theoretical knowledge and skilled social work practitioners, capable of modeling the conscious use of self in an effective and professional manner.

Wurzweiler embraces both the *humanistic* and *ecological systems* perspectives. These holistic and socially anchored frameworks allow sensitivity to tension and balance among the rights and needs of individuals, groups and the wider community. These frameworks are in harmony with the mission of the University and with the requirements of ethical, professional social work practice.

C. PROGRAM GOALS

The goal of Wurzweiler's MSW program is to prepare competent advanced-level practitioners for social work practice. The educational program enables students to integrate the knowledge, values and skills of the profession and shapes them into competent professionals.

The goals of the program are derived from and directly relate to the content of the Curriculum Policy Statement of the Commission on Accreditation of the Council on Social Work Education and are actualized in a manner that is consistent with and reflective of the mission of the school. Thus, for example, advanced electives reflect the School's commitment to Jewish communal work, and content on ethics, as infused throughout the curriculum, includes attention to religious traditions, ideologies, and values.

The overall goal is comprised of ten component goals which guide our educational program. These goals are followed by the objectives which detail how the goals are to be achieved. In turn, each objective is stated in terms of expected outcomes — the measurable condition that denotes how and to what extent the objective has been achieved. In a number of instances, objectives pertain to more than one goal and are therefore repeated, as applicable.

At the successful completion of the program:

- 1 Students will have achieved a mastery of foundation knowledge, skills, values and ethics of the social work profession.
- 2 Students will have competence in an advanced social work practice method -- Social Casework, Social Group Work, Community Social Work practice.
- 3 Students will be able to identify, implement and evaluate interventions to promote, restore, maintain and enhance the social functioning of individuals, families, groups, organizations and communities within their defined concentration;
- 4 Students will be able to contribute to the planning, formulation and implementation of social policies, services, resources and programs to meet basic human needs and support the development of human capabilities;
- 5 Students will be able to utilize critical thinking approaches and methods to guide the

range of knowledge-based social work interventions;

- 6 Students have the ability to contribute to the development of professional knowledge and skills through the application of methods of scientific inquiry;
- 7 Students will be able to work within the organizational context of social work practice while concurrently seeking to influence and improve human service delivery systems;
- 8 Students will be committed to the pursuit of equity, equality, freedom, social and economic justice and human opportunity as it applies to all people, but with emphasis on people of color, women and under-represented or disenfranchised populations;
- 9 Students will have a strong sense of social responsibility manifested in a commitment to the enhancement of human well-being and the alleviation of poverty and oppression;
and
- 10 Students will be engaged in a continuous process of personal and professional growth and transformation which leads to the development of a professional self.

D. PROGRAM OBJECTIVES

Goal 1: ***Students will have achieved a mastery of foundation knowledge, skills, values and ethics of the social work profession.***

Objectives

- To familiarize students about social work practice with client systems of various sizes and types through class and field work.
- To apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes and types.
- To prepare students to practice with diverse populations.
- To enable students to know, understand, adopt and utilize the values and ethics of the profession in their practice.
- To ensure that students' learning builds upon a liberal arts perspective.
- To prepare students to synthesize and apply appropriate foundation theories and skills to practice interventions.
- To equip students with the ability to demonstrate the professional use of self.
- To enable students to apply knowledge of bio-psycho-social variables to understand the interactions among individuals and between individuals and social systems.
- To instill knowledge about the social context of social work practice and the changing nature of social context.
- To familiarize students with the influence of organizational behavior on the type and quality of programs of service and the impact of organizational influences on vulnerable populations.
- To facilitate students' development of communication skills that can be applied differentially as appropriate to the client population and community and cultural context.
- To introduce students to the concept of professional education as life-long learning.

Goal 2: ***Students will have competence in an advanced social work practice method – Social Casework, Social Group Work, Community Social Work.***

Objectives

- To prepare students with the analytical, intervention and evaluation skills consistent with expectations for advanced practitioners.
- To prepare students to apply appropriate theories and knowledge to social work practice in the area of concentration (e.g., casework, group work, community social

work).

- To enable students to critically analyze and use bio-psycho-social theoretical constructs to understand the interactions among individuals and between individuals and social systems.
- To instill in students the skills of critical thinking that differentiate and discern varying professional contexts.
- To equip students with the knowledge and skills to practice within the values and ethics of the profession.
- To prepare those students with an interest in and commitment to the Jewish community for careers in the network of Jewish communal service agencies.
- To prepare those students with an interest in and commitment to sectarian-based practice (of any faith) for specialized careers within such settings.
- To instill knowledge about and understanding of the nature of social diversity and oppression and its' impact on diverse populations.
- To prepare students to use supervision and consultation as appropriate to the organizational context and area of concentration.
- To equip students with the skills to conduct empirical investigations of their own practice interventions and those of relevant systems.
- To prepare students with the knowledge and skills to apply research findings to improving programs and practice interventions.
- To socialize students to the need for professional education as life-long learning.
- To prepare students with the ability to demonstrate the professional use of self appropriate to the advanced practice level.
- To instill knowledge about the social context of social work practice and the changing nature of social context.
- To instill in students an appreciation of the dynamics of practice within the structure of organizations.
- To prepare students with the knowledge and skills to identify and address needed areas of organizational change.

Goal 3: ***Students will be able to identify, implement and evaluate interventions to promote, restore, maintain and enhance the social functioning of individuals, families, groups, organizations and communities within their defined advanced concentration.***

Objectives

- To prepare students with the analytical, intervention and evaluation skills expected of advanced practitioners as they seek to promote, restore, maintain and enhance social

functioning.

- To instill in students the skills of critical thinking that differentiate and discern varying professional contexts and the impact of context on the identification, implementation and evaluation of interventions.
- To enhance students' knowledge about the influence of the social environment and social structures on the identified problems and social functioning of individuals, groups and communities.
- To prepare students to synthesize and apply knowledge of appropriate bio-psycho-social theories and knowledge to understand the interactions among individuals and between individuals and social systems.
- to acquaint students with the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice.
- To prepare students to conduct empirical investigations of students' own practice interventions and those of relevant systems.
- To prepare students to incorporate social context as part of the diagnostic and case planning process, particularly as contextual factors affect vulnerable populations.
- To orient students to the consideration of societal values and professional ethics in the design, delivery and evaluation of interventions.
- Within their concentration, to acquaint students with the influence of social diversity on the identification, implementation and evaluation of interventions with oppressed and vulnerable populations.
- To instill in students an appreciation of the dynamics of practice within the structure of organizations.
- To prepare students with the knowledge and skills to identify and address needed areas of organizational change.

Goal 4: *Students will be able to contribute to the planning, formulation and implementation of social policies, services, resources and programs to meet basic human needs and support the development of human capabilities.*

Objectives

- To enhance students' knowledge about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations and the dynamics of change.
- To facilitate students' understanding of and sensitivity to the forms and mechanisms of oppression and discrimination and the strategies and skills of change that advance

social and economic justice.

- To prepare students to consider the needs of diverse populations in the planning, developing and evaluating of social service programs.
- To facilitate students' understanding and interpretation of the history of the social work profession and its' current structures and issues as they relate to interventions at the community, organizational and societal levels.
- To equip students with the knowledge and skills to practice within the values and ethics that guide social workers in their practice.
- To prepare students to analyze the impact of social policies on client systems, workers and agencies and to demonstrate skills in influencing policy formulation and change.
- To facilitate students' knowledge development and ability to use needs assessment, planning, organizing, advocacy, outreach and brokering skills, among others, to address issues within the locality, state or nation that pose barriers to the economic, social and political enfranchisement of vulnerable populations.
- To prepare students to use theoretical frameworks to understand the interactions between individuals and their larger social environment.
- To prepare students to function within the structure of organizations and service delivery systems.
- To prepare students with the knowledge and skills to identify and address needed areas of organizational change.
- To orient students to the consideration of societal values and professional ethics in planning, advocating for and evaluating social policies, programs, and services to meet human needs and promote the development of human capabilities.

Goal 5: *Students will be able to utilize critical thinking approaches and methods to guide the range of knowledge-based social work interventions.*

Objectives

- To prepare students with the analytical and methodological skills appropriate to guide the range of social work interventions to promote, restore, maintain and enhance psycho-social functioning
- .To enhance students' knowledge about the influence of the social environment and social structures on the identified problems and social functioning of individuals, groups and communities.

- To enable students to critically analyze and use bio-psycho-social theoretical constructs to understand the interactions among individuals and between individuals and social systems.
- To instill in students the skills of critical thinking that differentiate and discern varying professional contexts and the impact of context on the identification, implementation and evaluation of interventions.
- To prepare students to synthesize and differentially apply theories to guide the range of social work interventions
- To equip students with the knowledge and skills to consider and assess the impact of societal values and professional ethics in the assessment, intervention and evaluation of the range of social work interventions.
- To facilitate students' knowledge development and values clarification necessary to understand and evidence respect for the positive value of diversity.
- To acquaint students with the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice.
- To prepare students with the knowledge and skills to evaluate and apply research findings to practice at the individual, group, community or societal level.

Goal 6: *Students will have the ability to contribute to the development of professional knowledge and skills through the application of methods of scientific inquiry.*

Objectives

- To facilitate students' development of the analytic skills necessary to assess the impact of social policies and the functioning of social systems.
- To prepare students to be skilled "consumers" of research through the ability to comprehend and evaluate research studies and to apply research findings as they relate to and have implications for practice.
- To develop students' skills in quantitative and qualitative research design, data analysis, and knowledge dissemination.
- To prepare students with the knowledge and skills to conduct empirical evaluations of their own practice interventions and those of other relevant systems.
- To orient students to the obligation to contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession
- To socialize students to the responsibility to critically examine and keep current with emerging knowledge.
- To ensure that students are knowledgeable about the ethical conduct of research and

evaluation, including informed consent procedures and confidentiality.

- To familiarize students with responsible research practices.
- To acquaint students with the expectation that they will contribute to the knowledge base of social work and the dissemination of such knowledge.

Goal 7: *Students will be able to work within the organizational context of social work practice while concurrently seeking to influence and improve human service delivery systems*

Objectives

- To familiarize students with social work practice in client systems of various sizes and types;
- To enable students to apply knowledge of bio-psycho-social variables to understand the interactions among individuals and between individuals and social systems.
- To instill in students the skills of critical thinking that differentiates and discerns varying professional contexts.
- To enhance students' knowledge about the influence of the social environment and social structures on the identified problems and social functioning of individuals, groups, and communities.
- To instill in students knowledge about the social contexts of social work practice and the changing nature of social context.
- To equip students with the knowledge and skills to pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups.
- To develop students' sensitivity to and awareness of the impact of oppression and cultural and ethnic diversity in regard to distributive justice in American society
- To prepare students to use supervision and consultation as appropriate to the organizational context and area of concentration.
- To acquaint students with the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice.
- To instill in students an appreciation of the dynamics of practice within the structure of organizations.
- To prepare students with the knowledge and skills to identify and address needed areas of organizational change
- To orient students to the consideration of societal values and professional ethics in planning, advocating for, and evaluating social policies, programs, and services to meet human needs and to promote the development of human capabilities.
- To consider the needs of diverse populations in the planning, developing, and evaluating

of social service programs

Goal 8: *Students will be committed to the pursuit of equity, equality, freedom, social and economic justice and human opportunity as it applies to all people, but with emphasis on people of color, women, and under represented or disenfranchised populations.*

Objectives

- To acquaint students with the forms and mechanisms of oppression and discrimination and the strategies and skills of change to advance social and economic justice.
- To develop students' sensitivity to and awareness of the impact of oppression and cultural and ethnic diversity in regard to distributive justice in American society.
- To enhance students' knowledge about the influence of the social environment and social structures on the identified problems and social functioning of individuals, groups, and communities.
- To instill in students an understanding of culture and the contributions and strengths that exist in all cultures and its impact on human behavior and society.
- To acquaint students with the methods of social and political action that seek to ensure equal access for all people to the resources, employment, services, and opportunities they require to meet their basic needs.
- To facilitate students' knowledge development and values clarification necessary to understand and evidence respect for the positive value of diversity.
- To socialize students to the professional obligation and commitment to facilitate informed participation in shaping social policies and institutions.
- To equip students with the knowledge and skills of advocacy for policy change to improve social conditions to promote social justice for all people, but particularly for people of color, women, and under-represented or disenfranchised populations.
- To enable students to act to prevent and eliminate domination or exploitation of, and discrimination against any person, group or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, religion, mental or physical disability, or political belief.

Goal 9: *Students will have a strong sense of social responsibility manifested in a commitment to the enhancement of human well-being and the alleviation of poverty and oppression.*

Objectives

- develop students' sensitivity to and awareness of the impact of oppression and cultural and ethnic diversity in regard to distributive justice in American society.
- To acquaint students with the basic obligation to respect the inherent dignity and worth of people and to recognize their responsibility to clients and to the broader society.
- To socialize students to their professional commitment to promote the general welfare of society, including promotion of social, economic, political and cultural values, rights and institutions that are compatible with the realization of social justice.
- To instill in students an understanding of their responsibility to pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.
- To enable students to act to prevent and eliminate domination or exploitation of, and discrimination against, any person, group or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, religion, mental or physical disability or political belief.
- To equip students with the knowledge and skills of advocacy for policy change to improve social conditions and to promote social justice for all people, but particularly for people of color, women and under-represented or disenfranchised populations.
- To acquaint students with the methods of social and political action that seek to ensure equal access for all people to the resources, employment, services and opportunities they require to meet their basic needs.

Goal 10: *Students will be engaged in a continuous process of personal and professional growth and transformation which leads to the development of as professional self.*

Objectives

- Infuse in students the understanding that education for professional practice is ongoing through one's career.
- To facilitate students' understanding of the purposes of continuing professional education and the different forms of CE available to post-MSW social workers.
- To enhance students' understanding of the privileges and responsibilities associated with professional licensing, including mandatory continuing education requirements.
- To socialize students to the need to be up-to-date with knowledge and skill developments and to apply new knowledge, interventions and research findings into day-to-day practice.
- To instill in students a commitment to contributing to the knowledge base of

the profession through the development of new and/or improved practice technologies and research on practice effectiveness and outcomes.

- To provide students with a perspective about the boundaries of their education and the obligation to provide services only within the areas of their competence.
- To socialize students to their obligation to maintain and promote high standards of practice.

E. **CURRICULUM DESIGN**

The curriculum, which is anchored in both Ecological and Systems perspectives, is organized to conform with the Curriculum Policy Statement and Accreditation Standards of the Commission on Accreditation of the Council on Social Work Education. During the first year of study, students complete a year-long generalist practice course which serves as the foundation of their professional practice. In the second year, areas of specialization are offered in social casework, social group work and community social work. The following table reflects the organization, sequencing and integration of the School's curriculum.

TABLE

FOUNDATION AND ADVANCED CURRICULUM	
FOUNDATION CURRICULUM <i>FIRST YEAR</i>	ADVANCED CURRICULUM <i>SECOND YEAR</i>
Social Welfare Organization Human Behavior in the Social Environment I & II Cultural Diversity Social Work Practice and Evaluation Research Electives (2) Foundations of Social Work Practice I & II Foundation Field Work I & II	Social Welfare Policy Psychosocial Pathology or Administration Jewish Social Philosophy Values and Ethics Applied Methods in Social Work Research Electives (2) Casework I & II <i>or</i> Group Work I & II <i>or</i> Community Social Work/Administration I & II Advanced Field Work I & II Integrative Essay

An essential aspect of the curriculum is the emphasis placed on the student's understanding and development of the conscious use of self. Students are expected to struggle with various theoretical perspectives in developing their analytic and interventive skills. How students use themselves in relation to the individual, group, family or community, as well as agency and School, is viewed to be of crucial importance in their development as professional social workers.

F. Student Commitment to Social Work Education

The rigorous demands of the graduate social work curriculum require full commitment by students in order to make optimum use of available educational opportunities. The School, therefore, discourages students from becoming involved in outside activities that compete with classroom and fieldwork responsibilities.

Students who are engaged in outside employment or who plan to become so involved should consult with their faculty academic advisors regarding such activities. Faculty advisors will take into account the student's right to privacy and self-determination while assisting the student to avoid any deflection from the full investment of time and energy that is required for concentration on the course of study. No modification of requirements or performance in class or field can be made on the basis of external employment commitments.

G. Academic Integrity and Professional Conduct

Graduate study requires excellence of character as well as excellence of intellect. Graduate students are expected to show seriousness of intellectual dedication; respect for the views and convictions of others; concern for the impact of advanced knowledge on society at large; regard for instructors, fellow students and the School as a whole; and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

All Wurzweiler students receive the NASW Code of Ethics and the NASW Standards for Cultural Competence in Social Work Practice at orientation. Students are held accountable to conduct themselves according to the Code and the Standards in the classroom and field placement. For more information, go to www.naswdc.org.

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will apply sanction to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept

as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action which may include expulsion.

A student's affirmation of any examination, course assignment or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary, verified by the Office of the Dean, may result in failure in the course, disciplinary dismissal or such other penalties as are deemed proper.

Maintenance of good standing while a student at the School is, in part, dependent on developing and maintaining standards of ethical and professional conduct. Students are expected to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

SECTION II:

FIELD INSTRUCTION

A. FIELD WORK AGENCY PLACEMENTS

Agencies are selected on the basis of the opportunities available to the student for learning and on the willingness of agencies to work with the School as a partner in the educational process. It is expected that the student will be given an assignment that makes it possible to spend at least half of his/her field work hours in direct service to or on behalf of clients, groups and/or communities. Field work placements are authorized and arranged through the School's Field Instruction Department.

1. Criteria for Placing Students

First Year Placements

Consideration is given to the following:

- a. agency needs and educational opportunities;
- b. availability of a qualified MSW field instructor, approved by the School;
- c. distance and accessibility of the agency for the student;
- d. student's interests and special needs; and
- e. student's prior experiences.

Second Year Placements

In the second year, students are given an opportunity for field work in a setting in which services and clientele are different from those in the first year. Consideration is given to the following:

- a. recommendations of first-year faculty advisor and field instructor;
- b. student's ability, educational needs and interests;
- c. agency ability to meet concentration requirements;
- d. availability of a qualified MSW field instructor; and
- e. distance and accessibility of the agency for the student.

2. Work-Study Arrangements

Approval of an agency must be obtained from the Director of Field Instruction. The agency is required to submit a contract to the Field Work Office describing the details of the field placement. In approving the agency contract, consideration is given to the following:

1. the appropriateness of the social service setting;
2. availability of a qualified MSW supervisor, approved by the School to serve as field instructor, who will engage with the student around required process recordings on a selected number of agency cases;
3. availability of service assignments that are educationally sound and fulfill time requirements for field work hours; and
4. agency's willingness to permit the use of the student's case records in a disguised form for class purposes.

3. Changing Field Placements

Occasionally, a decision is made to withdraw a student from an agency and place the student in another setting. At times, an agency requests that a student be moved to a different setting.

The impact of this decision has relevance for the student, field instructor, agency executive, faculty advisor, Director of Field Instruction and the clients being served.

Change in placement, therefore, is made only after the most careful thought and deliberation between the student, faculty advisor, field instructor and Director of Field Instruction.

The request for such a change may be based upon the judgment of the agency personnel or the faculty advisor regarding the learning opportunities for the student within the agency. The faculty advisor is responsible for gathering data to support this change and for involving the student as well as the appropriate agency and school personnel.

In the event that a student leaves the agency, a plan should be worked out with the field instructor for responsible termination of agency assignments.

B. STUDENT RESPONSIBILITIES AND ENTITLEMENTS

1. Hours

Students are expected to abide by the School calendar (dates, days and hours) that pertains to their particular plan of study. In some instances, the nature of agency services requires evening and/or Sunday work. Students are responsible for abiding by these agency expectations. In instances where overtime is necessary, arrangements are made for students to receive compensatory time off. In addition to adhering to the hours set up by the agency, students are expected to be prompt in arriving at their field work placements.

Field placement hours for Concurrent, PEP, and Block students total 300 hours for each semester (600 foundation year, 600 advanced year). Accelerated students complete a minimum of 840 hours in a one year period. Extended students must complete a total of 1,200 hours over three years. Two year students spend 10-11 hours per week in direct practice with clients. The rest of the time includes 1½ -2 hours for field instruction, 4 hours for writing process recordings and time for case conferences and staff meetings. Additional hours are given to Block students in preparation of monthly logs. Accelerated students spend 14-17 hours per week in direct practice within a 4-day per week placement.

2. Process Recordings and Logs

All students are expected to write and submit at least two process recordings per week. Block Plan students are expected to prepare logs in addition to process recordings (refer to Section V for format).

3. Sabbath Policy

The School calendar is organized so that the educational components both in field and in class do not conflict with the Sabbath and Jewish Holy Days.

Special note should be taken that during part of the year--primarily, the winter months--the Sabbath begins early on Friday afternoon. Students must leave their agencies early enough to provide sufficient time to travel home before the Sabbath begins. This requirement is obligatory for all students who are not full-time employees of their placement agencies.

Students with family responsibilities may require additional time, not only in order to arrive home before the Sabbath begins, but also to attend to the family and make final preparations for the coming Sabbath.

The School requires that students spend a minimum of twenty-one hours per week in field work (14 hours per week in the 3-year Plan and 28 hours per week in the Accelerated Plan). Therefore, when sundown comes at an early hour on Friday or on the eve of a Holy Day, students are required to arrange to make up this time.

4. **Holidays**

In addition to the holidays listed in the School Catalog, students are entitled to any holidays observed by the agency in which they are placed.

Winter and Passover recesses, usually one week in length, fall respectively in the first and second semesters. During these periods, students are to be free of all agency duties. If, in exceptional circumstances, the nature of an agency's services and the student's responsibilities preclude the student's absence during this time, the student may be required to work with the understanding that he or she will receive equivalent compensatory time off at another time.

During Intercession (usually through the end of January), students may not have classes but are required to attend field placement.

5. **Absences**

For unavoidable and essential reasons, such as illness, a student may be absent from the agency for as many as four days in the course of the year without incurring an obligation to make up the lost time.

If absences are in excess of four days, it will be necessary for the student to plan with his or her field instructor to make up the time lost.

If absences accumulate for a total of three weeks, it is not ordinarily possible for the student to overcome the disruption to his or her education and the student may not receive credit for field work.

In all cases of absence, the student is to observe professional principles by notifying the agency as quickly as possible. The student also is responsible for seeing that individuals who might be affected by their absence are notified.

6. Labor Disputes

In all cases involving labor disputes, students are to inform their faculty advisors and the Field Office immediately. The following procedures will guide student actions:

In the event of walkouts or emergency union meetings occurring at times when students are expected to be at their field placement agencies, students are expected to report to the agency.

In the event of a job action undertaken by the staff of an agency as a whole at a time when students are expected to be at their field placement, students are not expected to report to the agency.

In the event of a strike, students who are not full-time employees are asked to report to the School rather than to the agency or to the picket line.

In the event of a protracted strike beyond one calendar week, faculty will devise a program of education to continue for the duration of the strike.

SECTION III: **REVIEW OF STUDENT PROGRESS**

A. ROLE OF FACULTY ACADEMIC ADVISOR

The review of each student's progress is ongoing. This is in keeping with educational principles enunciated by this School. The faculty advisor's role is to assist the student in integrating the educational program of the School, monitoring the field and class experience, assisting and guiding the student in regard to resources, and facilitating a learning process throughout the educational program. It is the student's responsibility to make and keep appointments with the advisor on a regular basis, as well as when there are specific concerns and issues.

There are a number of structures which facilitate this monitoring process:

- 1) THE INITIAL ADMISSIONS PROCESS AND INTERVIEW;
- 2) ADVISOR-STUDENT DISCUSSIONS WHICH OCCUR THROUGHOUT THE SEMESTER;
- 3) CONTACTS BETWEEN FIELD INSTRUCTOR AND FACULTY ADVISOR;
- 4) REVIEW OF SELECTED PROCESS RECORDINGS OF THE STUDENT;
- 5) DISCUSSIONS BETWEEN CLASS INSTRUCTOR AND FACULTY ADVISOR WHICH OCCUR WHEN THERE ARE SPECIAL ISSUES OR CONCERNS ABOUT A STUDENT'S PROGRESS;
- 6) END-OF-SEMESTER REPORTS FROM EACH CLASS INSTRUCTOR AND FROM THE STUDENT'S FIELD INSTRUCTOR; (THESE ARE SUBMITTED TO THE FIELD OFFICE AND FORWARDED TO THE FACULTY ADVISOR. DISCUSSIONS WITH STUDENTS IN RELATION TO FIELD WORK AND CLASSROOM PERFORMANCE OCCUR AT THESE TIMES.)
- 7) PREPARATION OF STUDENT SUMMARY (END OF FIRST YEAR);
- 8) PREPARATION OF FINAL SUMMARY; AND
- 9) INTEGRATIVE ESSAY (SEE APPENDIX I).

B. FIELD INSTRUCTION IN THE FIELD AGENCY

During the course of the field placement, the student works under the supervision of a field instructor. Selected by the agency and approved by the School, the field instructor is expected to be available for regular weekly conferences which should be planned so that the student receives at least one and one-half hours of uninterrupted supervision per week. Both student and field instructor should participate in deciding the time for these conferences. Once agreed upon, they should be adhered to with all possible regularity and promptness. It is desirable that matters for discussion be saved for the scheduled conference period. However, at the beginning, there is likely to be need for brief, unscheduled meetings.

It is the field instructor's responsibility to help the student to extend his or her knowledge of the agency's specific services and operations, to guide the student's development of practice skills and the conscious use of self, to assist in the development of the professional self understanding necessary for effective practice and to help the student integrate practice theory with the use of skill.

Students are expected to assume responsibility for making optimum use of the field instruction process and for actively participating in the learning processes and opportunities at the agency. Depending upon the preference of the field instructor, students are expected either to present a written agenda in advance or an oral agenda at the time of the conference indicating their questions and concerns.

The major educational tool for the Field Instruction Conference is the process recording. Students are expected to submit their process recordings to the field instructor for review during the field instructor conference. Students are expected to discuss their interventions and use of skills in their process recordings.

Field instructors are expected to encourage students to participate actively in the conference, not only to identify areas of concern as reflected on their process recordings, but also to engage in thoughtful discussion as to their meanings and implications for future action.

It is the student's responsibility to find answers to some of his or her practice concerns and questions by utilizing agency manuals, bulletins and relevant professional literature, as well as other staff members. In addition, the student is expected to look to the field instructor for appropriate information. Practice guidance, in contrast to information per se, can only take place through active interchange with the field instructor.

- Field instructors must have a minimum of three years post-MSW practice experience.
- New field instructors are required to take a Seminar in Field Instruction which is given by the School. It is acceptable if an experienced field instructor has previously taken a Seminar in Field Instruction and has a Certificate in Field Instruction from another graduate school of social work.
- In the event that a student has a task supervisor(s) in addition to the field instructor, it is the field instructor who coordinates the experience and is responsible for the written evaluations.

C. FACULTY ACADEMIC ADVISOR/FIELD INSTRUCTOR INTERACTION

Once the student's placement in the agency has been finalized, any agency contact with the School in relation to the student is directed to the student's advisor. The advisor usually initiates the first contact with the field instructor. Although the advisor will be maintaining contact with the field instructor, the field instructor is encouraged to contact the advisor as well and to remain in touch throughout the duration of the field placement. An advisor will make an on-site visit to the agency at least once each semester.

The School views the field instructor and the faculty advisor as working collaboratively to help the student realize his or her full potential. Toward this end, regularly scheduled contacts in each semester will be held with the field instructor, faculty advisor and student. The purpose of these contacts is to discuss the elements of the student's assignments, to identify the student's learning patterns, to assess the educational problems that are being encountered and to establish future goals for the student's continued growth and development. In preparation for these contacts, the faculty advisor will request from the student and field instructor several selected process recordings in order to have a clearer understanding of the student's current work.

D. LEARNING CONTRACT

At the end of four weeks of field work, all students are to submit a Learning Contract which describes their field work assignments and learning goals.

The Learning Contract serves as the basis for determining the adequacy of assignments and appropriateness of the learning plan. In situations which are questionable, the advisor speaks to the field instructor. If a resolution is not attained, then the advisor will consult with the Director of Field Work.

E. SOCIAL ACTION FIELD ASSIGNMENTS

Wurzweiler seeks to ensure that every student has an opportunity to become involved in social action and advocacy. Student involvement in agency based voter registration is expected to continue for those whose placements are in the US. All field placement sites should encourage student participation in programs and assignments that broaden their understanding of local and national policy and legislation and enhance their abilities to influence policy and legislation.

F. FIELD WORK EVALUATION

The School requires that the field instructor prepare two written evaluations each academic year. The due dates for the evaluations are specified in the School calendar which each field instructor receives at the beginning of the academic year, and a mailing to field instructors will notify them of the procedures. Two copies of the evaluation are to be sent directly to the Field Work Office. One copy will be forwarded to the academic advisor.

Evaluation is a process that includes the active participation of the student and field instructor. Evaluation involves responsible professional judgments about the student's abilities and potential as demonstrated by his or her performance in field work.

Although the evaluation process is continuous, it becomes formalized at the midpoint and terminal point of each year of the student's field placement. The evaluation process contains two components - the *evaluation conference* and the formal *written evaluation*. During the evaluation conference, the student and field instructor have an opportunity to mutually develop an assessment of the student's performance. The student and field instructor prepare this assessment, using the School's Checklist Evaluation performance criteria in field work as a guide. (See Section IV, Criteria for Student Performance.) Performance criteria for the first year pertain to the development of foundation skills. Performance criteria for the second year pertain to the development of skills in the student's selected concentration, and may include skills in a secondary method. Together, student and field instructor use this meeting to address significant learning issues and themes for present consideration and future work. Differences are handled at this meeting.

After the evaluation conference, the formal evaluation is filled out and illustrative material is written by the field instructor to enhance understanding of student's skills

The student indicates by his or her signature that the evaluation has been read and discussed. The student may record in an appended note any substantial unresolved disagreements he or she may have with all or any part of the evaluation.

The evaluation is a confidential document which is used within the confines of the School setting. It should be prepared with this understanding. At no time are students required to show this document to future employers or agency personnel. At the end of the student's schooling, upon receipt of the MSW degree, the faculty advisor incorporates relevant material from these evaluations in the student's final summary. This summary is approved by the student and is sent to prospective employers upon written request of the graduated student.

G. EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT

1. Face Sheet –
2. Instructions for Filling Out Evaluation
3. Criteria for Student Performance in Field (Foundation Year)
4. Criteria for Student Performance in Field (Advanced Year - Casework, Group Work, Community Social Work)

See Appendix E for First Year Evaluation

See Appendix F for Second Year Evaluation

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY
EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT
FALL _____ SPRING _____ YEAR _____

Face Sheet – FIRST YEAR

Name of Student _____
(last name) (first name)

Check all that apply: Placement at agency of employment: Yes___ No___ Block ___ Clergy ___

Agency _____

Address _____

Field Instructor Print) _____

Faculty Advisor _____

Period of time covered by evaluation:

a. Dates: From _____ To _____

b. Number of hours in field placement during this period _____

FIELD INSTRUCTOR RECOMMENDATION: PASS () FAIL () OTHER ()

FIELD INSTRUCTOR SIGNATURE: _____ DATE: _____

“I HAVE DISCUSSED AND READ THIS EVALUATION.”

STUDENT SIGNATURE: _____ DATE: _____

Description of Student’s Field Work Assignments:

1. Practice with Individuals

2. Practice with Families

3. Practice with Groups

4. Practice in Community Social Work

5. Other learning opportunities (meetings, professional development programs, etc.)

Wurzweiler School of Social Work Yeshiva University
EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT - FIRST YEAR FOUNDATION PRACTICE

Refer to Field Manual for Criteria for Student Performance in Field Placement First Year, p. 20 – 49

STUDENT'S NAME _____

"This is an educational evaluation and is not to be used for employment purposes."

Using the scale below, please rate your student's field work performance in relation to field work skills acquisition and knowledge applying criteria for the first year. Use the space provided after each section to add additional information.

1= Poor	Student's performance is unacceptable
2= Fair	Student shows a beginning ability to use the skill expected for this level
3= Good	Student shows a consistent ability to use the skill expected for this level
4= Very Good	Student's shows skill acquisition beyond expectation for this level
5= Excellent	Student's skill acquisition is exceptional for this level
0=Not applicable	Student has not had the opportunity to learn this skill

THE COMPLETE FIRST YEAR EVALUATION WILL BE FOUND IN APPENDIX E

The EVALUATIONS can also be found on the website, www.yu.edu/wurzweiler , under Field Work.

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT- SECOND YEAR

FALL _____ SPRING _____ YEAR _____

Face Sheet – Second Year

Name of Student _____
(Last name) (First name)

Check all that apply: Placement at agency of employment: Yes ___ No ___ Block ___ Clergy ___

Agency _____

Address _____

Field Instructor (Print) _____

Faculty Advisor _____

Period of time covered by evaluation:

a. Dates: From _____ To _____

b. Number of hours in field placement during this period _____

FIELD INSTRUCTOR RECOMMENDATION: PASS () FAIL () OTHER ()

FIELD INSTRUCTOR SIGNATURE: _____ DATE: _____

“I HAVE DISCUSSED AND READ THIS EVALUATION.”

STUDENT SIGNATURE: _____ DATE: _____

Please, indicate the student's CONCENTRATION method. If the student had field assignments in more than one method complete the pertaining sections of the evaluation accordingly.

Student's Concentration Method – SELECT ONE

Case Work () Group Work () Community Social Work ()

Description of Student's Field Work Assignments:

Wurzweiler School of Social Work Yeshiva University

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT - SECOND YEAR ADVANCED PRACTICE

Refer to Field Manual for Criteria for Student Performance in Field Placement Second Year, p. 50 – 68

STUDENT'S NAME _____

"This is an educational evaluation and is not to be used for employment purposes."

Using the scale below, please rate your student's field work performance in relation to field work skills acquisition for the advanced practice year. Use the space provided after each section to add additional information.

1= Poor	Student's performance is unacceptable
2= Fair	Student shows a beginning ability to use the skill expected for this level
3= Good	Student shows consistent ability to use the skill expected for this level
4= Very Good	Student shows skill acquisition beyond expectation for this level
5= Excellent	Student's skill acquisition is exceptional for this level
0=Not applicable	Student has not had the opportunity to learn this skill

THE COMPLETE SECOND YEAR EVALUATION WILL BE FOUND IN APPENDIX F

The EVALUATION may also be found on the website www.yu.edu/wurzweiler, under Field Work.

SECTION IV:
CRITERIA FOR STUDENT PERFORMANCE IN FIELD PLACEMENT

FIELD EDUCATION AS THE SIGNATURE PEDAGOGY FOR SOCIAL WORK

How a profession goes about teaching its professional practice, which includes: *thinking* – the intellectual aspects of a profession’s knowledge base; *performing* – the technical aspects or the profession’s skills; and *acting with integrity* – the moral aspect or a profession’s values and ethics, is its **signature pedagogy**. The signature pedagogy of social work is field education. (Lee Shulman, 2005, COCEI, 2008.)

The ability to practice in the field placement agency as a student professional under supervision requires the student to use knowledge, values, and skills gleaned from the classroom and field experience to thoughtfully reflect upon the use of self in the field setting. In applying knowledge, values and skills appropriately to meet the challenges of the real life situation in the field, students are expected to exercise professional judgment, utilize the field instruction supervisory conference and draw from insights gained through the production of professionally conceived process recordings. Uppermost for any students should be their regard for meeting their ethical responsibilities with clients. This should be demonstrated by serious involvement in efforts to utilize knowledge, values and skills in the field setting.

The following Criteria for Student Performance in Field Placement are outlined to provide a guideline for students and teachers in the educational endeavor. These criteria guide students’ progressions through the First Foundation Year and the Second Concentration Year. They should be used to evaluate students’ progress at the mid-year and end-year points.

FRAMEWORK FOR THE FIELD INSTRUCTION CURRICULUM

Some practice skills identified in these criteria are based on the assumption that there is a core of roles and skills common to all social work practice. These practice abilities emanate from the unitary knowledge base of social work which is predicated on the profession's goal of fostering the goodness of fit between the individual and society through the development of programs and interventions in the domain of prevention, restoration and remediation. A social work practitioner is

required to utilize understanding of the spectrum of social, institutional, and human behavioral theory to inform understanding of individuals in their environments. Fundamental to the student's beginning application of social work roles, knowledge, and skills is the understanding of and adherence to social work values and ethics. Along with that is the undergraduate liberal arts curriculum which provides the foundation for social work professional education.

Other practice roles, knowledge, and skills identified are uniquely developed to focus on a single individual as the unit of attention or varying types of collectives and are related to the common practice core of the social work profession. These roles, knowledge, and skills comprise the methods of social work practice rooted in the history of the profession-- casework, encompassing individuals and families as its focus; group work, which is centered on face to face interactions in the small democratic group; and community social work, which addresses the interactions within and among varying interest groups, organizations, communities, and social systems.

Shulman, L.S. (2005), Signature pedagogies in the professions. *Daedalus*. Boston: [Summer 2005](#). 134 (3) 52 – 60.

COCEI, (2008). Commission on Curriculum and Educational Innovation CSWE – Educational Policy and Accreditation Standards, Adopted by CSWE Board, April 2008.

CRITERIA FOR STUDENT PERFORMANCE IN FIELD PLACEMENT

FIRST YEAR

FIRST YEAR - FOUNDATION PRACTICE

Development of Generic Skills

The practice skills identified for first year students are presented in terms of the core roles, knowledge, and skills common for all of social work; in terms of the method specific skills which are the necessary foundation for advanced social work practice in method; and in terms of the phases of practice -- beginning, middle and ending phases.

I. PRACTICE SKILLS IN THE BEGINNING PHASE

A. PRE-ENGAGEMENT PRACTICE SKILLS - GENERIC

These are skills utilized before meeting with clients, client action systems, change agent or target systems.

By the end of the first year, a graduate student should be able to:

1. Seek out and utilize appropriate sources of data in order to gain access to information about the client, change agent or target system.
 - * Consider relevant biological, social, environmental, economic, cultural, religious, family structural, psychological, racial, gender, and organizational factors that impact on the client, change agent or target system.
 - * Integrate these relevant data in ways that provides focus to initial understanding and exploration of concerns of client, change agent or target system.
2. Use preparatory empathy to formulate an approach to a client, client action system, agency representative, collateral contact or related persons in any interdisciplinary context.
3. Understand how the agency's mission and structures construct and organize services and programs.
 - * Present agency purpose and a clear delineation of his or her own role to client, target or change agent systems.

- * Understand the function of the agency in a particular community, and recognize perceptions persons in various roles may have about the agency.
- * Use field instruction and other resources to recognize and prevent vicarious traumatization and burnout in order to serve clients in the most ethical way possible.

B. PRE-ENGAGEMENT PRACTICE SKILLS WITH INDIVIDUALS AND FAMILIES

By the end of the first year, a graduate student should be able to:

1. Seek out and utilize appropriate sources of data in order to access information about the individual and/or family. This includes appropriate utilization of records, psychosocial assessments, medical chart notes and transfer material.
 - * Consider relevant biopsychosocial factors that may impact upon the family and/or individual.
 - * Integrate this relevant data in a way that provides initial entry into understanding and exploring client concerns.
 - * Demonstrate consistent use of preparatory empathy, which enables a differential approach to the family or individual at each meeting.
 - * In field instruction, process own feelings to develop skills of self awareness and self reflection.
 - * Demonstrate a beginning understanding of family systems structures and roles and use these in preparing for client contact.

2. Formulate understanding of how the agency's mission and structure may impact the individual or family client systems.
 - * Prepare and present agency purpose to clients which includes a clear delineation of his or her own role.

3. Develop outreach skills related to identification of prospective client systems.

C. PRE-ENGAGEMENT PRACTICE SKILLS WITH GROUPS

By the end of the first year, a graduate student should be able to:

1. Understand the basic values of the social work group, the democratic processes involved in group work practice and have a beginning ability to practice from the values base.
 - * This includes a recognition of the uniqueness of the small, member owned group, formed for the purpose of support and mutual helping.

2. Consider the members' need for the group and identify potential common needs of members.
3. Realistically identify a membership pool as it is drawn from within and/or from without the agency.
4. Plan outreach in a systematic way, i.e. brochures, phone calls and contacts with staff.
5. Prepare for screening or orientation processes.
6. Plan format for group based upon pre-group contact and/or screening process with prospective members.
7. Prepare for first meeting and demonstrate understanding of the worker's role in the formation phase of developing a system of mutual aid.
 - * Formulate approaches for involving members with one another.
 - * Prepare the meeting site - chairs, refreshments, name tags and other materials.
8. Show use of relevant practice, human behavior and organizational theory to inform use of self.
9. Show ability to use field instruction to process learning and emotional reactions to group experience.

D. PRE-ENGAGEMENT PRACTICE SKILLS IN COMMUNITY SOCIAL WORK

By the end of the first year, a graduate student should be able to:

1. Seek out and harvest primary and secondary data through written materials in one's own and outside systems.
2. Prepare for contact with environmental representatives.
 - * Have clarity about what is being requested from one or more community representatives.
 - * Anticipate potential impact of request on another agency or community constituent.

3. Anticipate how planned for interactions might be affected by organizational structures, interdisciplinary factors, agency procedures, views of agency representatives and views of outsiders.

E. ENGAGEMENT AND EXPLORATION PRACTICE SKILLS - GENERIC

By the end of the first year, a graduate student should be able to:

1. Establish an accepting environment which enables members of client, target and client action systems to present a range of data.
2. Utilize a range of open ended questions which facilitate involvement and presentation of issues by members of client, client action, target and action systems.
3. Tune in to a range of needs as represented by members of client, target and action systems.
4. Seek affective information causing minimal feelings of intrusiveness.
5. Connect with and understand ethnic, racial, gender, social class, cultural, sociological, and religious factors in the multi-faceted interactions with various institutional systems, and how these impact the interactional relationships.
6. Demonstrate interest in and concern about the members of various systems.
7. Utilize interviewing and elaborating skills that help members of systems present or clarify present social problems and macro issues of concern.
8. Present oneself as a non-judgmental, professional individual.
9. Utilize an increasing awareness of the timing of interventions with individuals, families, groups and/or community representatives.
10. Show a beginning ability to integrate relevant theories.

F. ENGAGEMENT AND EXPLORATION PRACTICE SKILLS WITH INDIVIDUALS AND FAMILIES – SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Establish an environment which allows the clients to tell their stories in their own words and integrate the data gathered in a non-judgmental ethical fashion.
2. Tune in to clients' needs and feelings and appropriately empathize with clients' concerns.
 - * Demonstrate this ability with individuals and in family meetings.
4. Readily seek affective information from clients causing minimal feelings of intrusiveness.
5. Connect with and understand ethnic, racial, gender, sexual orientation, social class and religious factors in the client-worker interaction and how these impact the interaction.
 - * Consider how these factors of difference may operate within families.
 - * Process countertransference and other reactions appropriately with field instructor or other agency staff.
6. Demonstrate curiosity about the client as it originates from the presentation of the present situation and concern.
 - * Convey interest in the client and/or family members and capacity to help.
 - * Reach for indirect cues presented by client in individual or family sessions.
 - * Attend to non-verbal factors in the interactions.
7. Utilize elaborating and eliciting skills that help the client present or clarify the present issue of concern.
 - * Demonstrate ability to elicit concerns from family members.
8. Listen without prematurely interjecting oneself.
9. Present oneself to the client as a non-judgmental professional individual.

G. ENGAGEMENT AND EXPLORATION SKILLS WITH GROUPS - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Reach for members' presentations of themselves in the group meeting.

2. Present agency and group purpose in the meeting.
3. Invite members' collective participation and ability to problem swap at initial sessions.
4. Present a vision to the group about their future work together, including the nature of the democratic process.
5. Invite involvement and allow distance.
6. Enable and facilitate members' connections to one another.
7. Demonstrate a beginning ability to spontaneously formulate approaches for involving members with one another that emanate from the process, not purely from structures superimposed on the process.
8. Show the ability to involve quiet members.
9. Demonstrate the beginning ability to use knowledge of group work to inform the practice situation.
10. Allow the group to progress developmentally and apply appropriate skills at each stage.

H. ENGAGEMENT AND EXPLORATION SKILLS IN COMMUNITY SOCIAL WORK - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Reach out to a range of members in action or target systems, recognizing their roles in communities, the context of the communities, their structures, issues of concern, and political and power brokers.
2. Consider his or her personal perceptions and feelings related to power and their impacts on particular interactions with community members.
3. Identify and reach for common interests, issues and concerns which might facilitate present and future collaboration, and understanding of related historical processes.

4. Appropriately identify possible conflicts among represented constituents in order to provide pathways and/or visions for problem solving and conflict resolution.
5. Demonstrate a beginning understanding of community social work theories as they apply to practice.

I. CONTRACTING SKILLS - GENERIC

By the end of the first year, graduate students should be able to:

1. Make a clear statement of the purpose and nature of service being offered, defining service according to the boundary created by agency purpose.
2. Demonstrate ability to engage in dialogue about the issues raised within the interaction with client, target or action systems, and differentially apply understanding to the specific system.
3. Elicit from members of relevant systems their reactions or views about the services being offered, along with their identification of needs within these parameters, and utilize the self differentially with regard to voluntary or involuntary clients as well as within the parameters of the life cycle.
4. Demonstrate utilization of the above to design a cooperative work effort that identifies tasks, priorities and time frames flexibly as these emanate from the interactional process, not primarily as a function of the worker's agenda.
5. Show application of relevant practice theory to the situation with clients.

J. CONTRACTING SKILLS WITH INDIVIDUALS AND FAMILIES - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Present with clarity the purpose and nature of service being offered.
 - * Engage in dialogue with individuals and/or family members about the collective view of the need for service, lending one's own sense of purpose and direction.
 - * Demonstrate the ability to individualize the client and family members within the context of the family and the nature of service each requires.

2. Elicit from the client and family members their differential reactions to services being offered, and their identification of service needs.
3. Facilitate a cooperative interaction with individual clients and with family members which enables designing a work effort that identifies tasks, priorities and time frames flexibly as these emanate from the interactional process.

K. CONTRACTING WITH GROUPS - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Help the group collectively set goals which derive from the collaboration and mutual aid nature of the group interaction.
 - * Involve all members in this process.
 - * Identify future steps, set priorities, summarize. Utilize group work decision making skills to facilitate goal setting and action which center on discussion rather than voting.
 - * Enable appreciation of the rights of the minority.
2. Help the members develop an awareness and appreciation within the group of the importance of democratic processes and collective ownership of the group by the members.
3. Work with the group to strengthen its' internal leadership and maximize its' autonomous functioning.

L. CONTRACTING IN COMMUNITY SOCIAL WORK - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Help formulate potential action plans, interventions, and data so that members of change agent and target systems can use ideas gathered in manners that maximize cooperative and collaborative efforts.
 - * Represent own role clearly, recognizing potential mistrust vs. trusting collaborations, and possibility for hidden agendas to delay or damage practice processes.
 - * Recognize and engage other persons' vested interests.
 - * Respond empathically to other persons' needs and views of the situation.
2. In a task group that is geared to community organizing, program development and community planning, the student should.

- * Utilize the same principles of group work intervention that apply to a mutual aid support group, tracking the content of the meeting so as to enable and facilitate decision making, while supporting and facilitating the sustainment of a democratic process.
- * Utilize intervention to prevent premature decision making from taking place that may violate the interests or concerns of a minority of members.

M. ASSESSMENT SKILLS - GENERIC

Although the assessment process is ongoing, its' initial systematic usage occurs most often during the Beginning Phase of practice.

Assessment is primarily a thinking skill which requires the student to systematically organize and integrate data collected about clients in their environments, families, groups and communities in order to more coherently inform future action and intervention. In formulating an assessment, the student is required to bring to bear theories and relevant conceptualizations about individuals in families and in society, as well as a range of theories about small groups and organizations, social institutions, human behavior, economic and political domains and various cultures and communities.

N. ASSESSMENT SKILLS WITH INDIVIDUALS

By the end of the first year, a graduate student should be able to:

1. Demonstrate beginning ability to identify important factors in the client's situation which impact upon the client's functioning.
2. Distinguish from among factors those conditions which are environmental and primarily external to the client and those which are internal.
 - * Environmental factors to be considered include support systems and networks, and institutional inadequacies.
 - * Demonstrate a beginning ability to distinguish maladaptive patterns and psychological difficulties as they impact upon the functioning of individuals and their significant others.
3. Begin a differential application of theory to guide and enable the formulation of a systematic assessment.

4. Develop a beginning ability to make quick assessments on the basis of limited knowledge of a situation in order to enable the alleviation of stress on a client system brought about by various factors (i.e. health and mental health crises, employment crisis, role and status change, change in financial or living situation, etc.).
5. Appropriately apply assessment skills towards the timely or immediate intervention to acquire expert resources for the protection of clients from undue danger.
6. Formulate a client assessment that enables development of an action plan to assist client.

O. ASSESSMENT SKILLS WITH FAMILIES - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Discern family structure, roles, values, norms, alliances and communications, using appropriate family practice theory, as these are highlighted through presenting problems and issues.
 - * Identify strengths and coping capacities in family system; identify factors of crisis which impact on the family members.
 - * Identify vulnerabilities in members and ascertain a beginning assessment of where to provide additional support.
2. Formulate a family assessment which enables the development of an action plan focused on the presenting problem or issue.
3. Formulate an assessment that facilitates an action plan that can assist the family.

P. ASSESSMENT SKILLS WITH GROUPS - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Recognize that making an assessment of a group requires first an understanding of group rather than individual dynamics.
2. Utilize stage theory of group development to assess the group.

- * Show a beginning understanding of hybrid group structures as they emerge in the practice community, i.e. open ended group, time limited, and the ability to consider aspects of stage theory to guide assessment.
3. Discern emerging group norms, roles, group issues and conflict laden themes, alliances and sub-groups, utilizing relevant group work theory.
 4. Show an ability to identify patterns of communication and emerging affective connections among members.
 5. Include in an assessment of a group a beginning understanding of the group's reaction to the student as practitioner in the group.
 6. Formulate an assessment that facilitates an action plan that can assist the group.

Q. ASSESSMENT SKILLS IN COMMUNITY SOCIAL WORK - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Identify needs, structures, economic base, political base and relevant power structures of the target and or action segments of the community, and be able to place that segment within the broader community context, utilizing appropriate theory.
2. Assess the needs of the community segment as it relates to the function being pursued.
 - * Data gathering about the community will emanate from a variety of sources which include: structured interviews, needs assessments, focus groups, meetings, libraries, public records and legitimate internet sites.
3. Use small group theory and mutual aid to assess the needs, capacities, processes, communication patterns, conflicts and power issues of the face to face group with which the student is engaged.
4. Use data gathered to assess the potential of the systems within the community to mobilize their members towards a particular action or event.
5. Assess the impact of his or her own role as practitioner on the immediate constituents.

II PRACTICE SKILLS IN THE MIDDLE WORK PHASE

The middle or work phase of practice is centered on the change process during which time the issues agreed upon in the contracting phase are actualized. At this time, the initial assessment has been used to develop an action plan. During this time, the worker and the client, target or action systems have established a working relationship which includes degrees of trust, and the ability to be fairly candid and open in their exchanges with one another in various situations.

While skills utilized include all the skills used in the Beginning Phase, additional skills are required to focus and enable the work.

A. SKILLS IN MIDDLE WORK PHASE - GENERIC

By the end of the first year, a graduate student should be able to:

1. Help members of client, action, target and change agent systems stay focused on the work.
 - * Partializing and prioritizing, clarifying, summarizing, and focusing skills to enable forward movement.
 - * Provide encouragement and sustainment, and credit positive efforts towards goal attainment. Lend a vision regarding the current work and provide hope.
 - * Utilize universalizing and generalizing skills.
 - * Provide feedback about the interaction between worker and various systems.
2. Demonstrate ability to listen empathically to a range of feelings and ideas.
3. Display a beginning recognition of the latent issues being expressed.
4. Provide newer perspectives, knowledge, and ideas.
5. Offer concrete services, resource materials and programmatic aids to client, target and action systems.
6. Demonstrate a beginning ability to utilize self assessment research skills that facilitate evaluation of the effectiveness of one's own practice.

B. SKILLS IN MIDDLE WORK PHASE WITH INDIVIDUALS AND FAMILIES - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Help members of client, action, target and change agent systems stay focused on the work.
2. Use a range of skills in work with individuals and families to enable goal achievement.
These include:
 - * Use of partializing and prioritizing, clarifying, summarizing and focusing skills to enable individual clients and families to facilitate goal achievement.
 - * Providing encouragement, sustainment and credit positive efforts towards goal attainment. Lending a vision to clients regarding the current work, and provide hope.
 - * Reframing problems for individuals and families; utilizing universalizing and generalizing skills.
 - * Experimenting with appropriate uses of self disclosure to guide and sustain clients' efforts. These include feedback about the client-worker interaction in individual and family meetings.
3. Demonstrate ability to listen to clients' painful and difficult feelings without prematurely rushing to solutions.
 - * Show ability to facilitate family communication in the context of painful feelings.
 - * Help family members express feelings to each other.
 - * Show ability to stay in the process with clients.
4. Convey empathy.
5. Display a beginning recognition of the latent issues clients are expressing.
6. Reach for clients' feelings related to client-worker interaction.
7. Provide newer perspectives, knowledge, and ideas to clients.
8. Offer concrete services, resource materials, and programmatic aids to individual clients and families.

9. Begin demonstrating ability to use interpretation, confrontation and feedback as catalysts to growth.
10. Identify sessional themes, and sessional ending skills, and show ability to focus on continuity between sessions.

C. SKILLS IN MIDDLE WORK PHASE WITH GROUPS - SPECIAL FACTORS

1. Reach for members' varied perceptions and feelings regarding group issues that were identified in the contracting phase. Elicit from members issues and concerns related to the group's defined goals.
2. Use support and sustainment skills to strengthen bonds, communication and supportive mechanisms.
 - * Elicit from members reactions to other members' presentations.
3. Use the skill of identification to point out commonalities, obstacles and differences among members as they impact problem solving and support.
4. Use encouragement skills to foster members' initiative, inquisitiveness and risk taking behavior with one another. Facilitate ability to be open.
5. Teach, facilitate and model feedback skills, such as reaching for feelings, and inviting full participation, for the group members that enhance the exchange of affect, support and shared issues.
6. Show ability to manage the group process.

D. SKILLS IN MIDDLE WORK PHASE IN COMMUNITY SOCIAL WORK - SPECIAL FACTORS

1. Demonstrate ability to formulate and utilize strategies with action or target systems which have a long range focus. These include mediation, negotiation, advocacy and conflict containment.
2. Utilize skills such as problem solving, redefinition of the problem, bargaining, educating and offering solutions that facilitate compromise and cooperation.

3. Utilize group work skills related to work groups, task groups, coalitions and councils that focus on problem solving, project development, social action and advocacy. Utilize group work skills to strengthen mutuality, support, commonality and enthusiasm for the tasks at hand. Lend a vision for current and future efforts.
4. Invite feedback from community members regarding their relationship with the worker in the worker role.
5. Identify potential conflict laden themes and areas and consider approaches.

III. PRACTICE SKILLS IN ENDING OR TRANSFER PHASE

A. SKILLS IN ENDING PHASE - GENERIC

By the end of the first year, a graduate student should be able to:

1. Demonstrate awareness of one's own feelings as a worker about termination and issues that may impact the termination process, and use field instruction accordingly.
2. Demonstrate awareness of a range of feelings - anger, sadness, denial, guilt, acceptance - and vulnerabilities that client, target or action systems may have related to the termination process, recognizing latent aspects and behaviors in self and others related to termination.
3. Use ending skills with members of relevant systems, such as taking stock, identifying accomplishments and future work to be done, stopping or continuing service with another staff member and collaboratively planning for transfer in a timely manner.

B. SKILLS IN ENDING PHASE WITH INDIVIDUALS AND FAMILIES

By the end of the first year, a graduate student should be able to:

1. Demonstrate awareness of a range of feelings - anger, sadness, denial, guilt, acceptance - and vulnerabilities individual and family clients may have related to the termination process.
 - * Recognize when latent aspects and behaviors in clients are related to termination.
2. Use ending skills with clients such as taking stock, identifying accomplishments and future work to be done, stopping or continuing service with another staff member and collaboratively planning for transfer in a timely manner.
3. Provide useful feedback to clients and family members about your professional views related to their accomplishments, and the meaning for you of your relationship to these clients.

C. SKILLS IN ENDING PHASE WITH GROUPS - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to.

1. Utilize issues and processes of the stage theory related to termination to guide understanding and intervention in the group.
 - * Recognize and begin pointing out the use of absenteeism, regression, denial and anger in the group as avoidance.
2. Help members openly express in the group their feelings about ending with each other.
 - * Enable discussion and affirmation of one another's accomplishments.
 - * Facilitate the feedback process to one another and to the worker which includes strengths and weaknesses of the group experience.
3. Share his or her own ending feelings.
4. Plan for and foster a meaningful and therapeutic ending to the group and/or an appropriate transfer to another worker.
5. Develop individual plans for continuation of service or referral as needed.

D. SKILLS IN ENDING PHASE IN COMMUNITY SOCIAL WORK - SPECIAL FACTORS

By the end of the first year, a graduate student should be able to:

1. Work with a range of community members to formulate plans for continuing work begun. These include developing or institutionalizing structures for action, involving personnel, assigning tasks.
 - * Insure that record keeping and programmatic materials are updated and well organized to further facilitate future actions discern which materials and records belong to the community groups as well as to the agency, and enable the appropriate distribution of such materials.
2. In meeting with groups, utilize appropriate theories, especially those related to task groups and coalitions.
 - * Discuss ending feelings openly and provide a forum for others to do so. This includes feelings about their accomplishments, the role of the worker and issues members have about proceeding forward.
3. Differentially include agency hierarchy in planning for future with community_members.

IV. STUDENTS' PROCESS RECORDINGS - FIRST YEAR

The process recording is the major educational tool for field instruction. Please see the full section on Process Recording in this Manual for a detailed description of its' use and the preferred outline used by the School.

During the first year field placement, the graduate student should demonstrate the following:

1. Ability to meet the requirement for a minimum of 2 - 3 process recordings per week utilizing the School's format, and submitting these in a timely manner.
2. Ability to record significant data and developments in the recording.
3. Ability to demonstrate in the recording increasing reflectiveness about professional role.
4. Ability to use process recording critically and with self reflection for supervisory conferences.
5. Ability to use theory to inform practice.

V. STUDENT'S UNDERSTANDING AND USE OF FIELD INSTRUCTION - FIRST YEAR

The supervisory meeting with the field instructor is the major arena through which the student reflects on his or her use of self in undertaking the professional role. During the field instruction conference, the student and field instructor review process recordings in an atmosphere wherein the student demonstrates openness and honesty with the field instructor. Through the discussion with the field instructor, the student applies practice theory, social work values and other relevant knowledge from course work to his or her reflection on the current use of self, and formulates future professional actions with his or her clients.

During the first year field placement, the student should demonstrate the following:

1. Understanding the educational and professional nature of the supervisory conference with the field instructor.
 - * This includes taking notes and showing preparation for the conference.
2. Understanding that the field instructor is the student's essential link with the agency, thus necessitating continued contact with him or her to assure that the services the student is rendering comply with the purposes, function and standard of the agency, and the profession.
3. Ability to ask for and use the help of the field instructor.
 - * This includes the ability to identify issues and questions related to client, group, or community needs, agency operations and own learning needs.
 - * This should be demonstrated by presenting an agenda for field instruction, and reactions in process recordings.
4. Ability to accept and make constructive use of feedback and criticism by following through on plans of action and changes as suggested during supervisory conferences.

VI. STUDENT'S UNDERSTANDING AND USE OF SELF - FIRST YEAR

During the first year field placement, the graduate student should be able to demonstrate:

1. A growing development of self-awareness and self-discipline as manifested in efficient and controlled performance.
2. Acceptance of himself or herself as a member of a religious, ethnic and/or cultural group as well as the ability to accept and work with persons who differ.
3. Growing awareness of his or her own needs and feelings and increasing ability to see to it that these do not interfere with meeting the needs of those persons being served.

4. Evidence that the student is moving from self-preoccupation towards a focus on those being served.
5. Growing understanding of the conscious use of self as a helping person, that the student is the tool through which services are being rendered.
6. The capacity for empathy.
7. A beginning ability to act with professional creativity and spontaneity in meeting client challenges.
8. A beginning ability to use self evaluation tools which enhance the student's understanding of the effectiveness of particular interventive strategies with clients.

VII. STUDENT'S ROLE IN AGENCY SYSTEM - FIRST YEAR

As a professional member of an agency staff, the student is expected to follow agency requirements and regulations.

A. STUDENT'S WORK MANAGEMENT - FIRST YEAR

During the first year field placement, the graduate student should be able to demonstrate:

1. Reporting to work, to supervisory conferences and to client contacts on time:
2. Wearing appropriate attire.
3. Completing agency forms, chart notes and summaries on time.
4. Attending staff meetings.
5. Giving prompt and sufficient notification to all parties affected in the event of unavoidable absences.

B. STUDENT'S RELATIONSHIP TO AGENCY - FIRST YEAR

During the first year field placement, the graduate student should be able to demonstrate:

1. Competence in handling administrative routines and demonstrated ability to organize work in a reasonable fashion.
2. Capacity to relate to and work with agency staff on all levels--professional, clerical and maintenance--as these have a part in his or her responsibility.
3. Understanding of and identification with agency function within the context of the community welfare structure.
4. Knowledge and understanding of the agency's philosophy, purpose and policies; a beginning identification with the purpose of the agency and its function; ability to explain the agency and its' role.
5. Ability to engage in collaborative relationships with other professionals and staff members in recognition of the collective nature of a social agency and of the student's functional role within that agency.
6. As an agency representative, appreciation of the need to observe principles of confidentiality.
7. Participation in staff meetings and ability to relate his or her assigned tasks to the total program of the agency.

C. STUDENT'S UNDERSTANDING OF THE COMMUNITY AND USE OF COMMUNITY RESOURCES - FIRST YEAR

During the first year field placement, the graduate student should be able to demonstrate:

1. Awareness, interest and understanding of the community's social, economic and cultural aspects.

2. Awareness of the effect of community forces upon the individuals or groups with whom the student is involved, and conscious use of such awareness in his or her own work.
3. A beginning understanding of the community's impact on the policies and program of the agency and of the ways in which both student and agency respond dynamically to meet changing needs.
4. Demonstration of initiative and resourcefulness in relating to other communal organizations and resource systems with and on behalf of those with whom the student is working.

VIII. STUDENT'S UNDERSTANDING OF THE PROFESSION - FIRST YEAR

A student must evidence an ability to understand and implement social work values and ethics, as set forth in the NASW Code of Ethics. A copy of the NASW Code of Ethics is found in this Manual.

IX. STUDENT AS LEARNER - FIRST YEAR

The student should have an understanding of his or her level of effectiveness in the teaching-learning process. The student's emerging patterns of learning (i.e. experiential, cognitive, concrete, etc.) should be identified.

CRITERIA FOR STUDENT PERFORMANCE IN FIELD PLACEMENT

SECOND YEAR

During the advanced second year of field placement, graduate students select a concentration in method from a choice of casework with individuals and families, group work or community social work. They are expected to improve and deepen their skills in their chosen method of concentration, building on skills gained in first year. In addition, students are expected to improve their abilities in the first year foundation skills.

Criteria for performance will be presented in terms of the three methods.

ENHANCING GENERIC SKILLS - SECOND YEAR

By the end of the second year, all students should be able to:

1. Present agency purpose cogently to any number of clients, community representatives and members of various outside systems. This includes interdisciplinary settings with other professionals.
2. Represent the social work profession to any level of professional and nonprofessional personnel within and outside of the agency.
3. Differentiate agency issues, standards, practice approaches and policies from social work professional standards.
4. Sensitively explore feelings and issues with clients, mutual aid groups, community groups and community representatives.
5. Formulate a range of assessments about individuals, families, groups and communities, appropriately bringing to bear and integrating information and knowledge. Be able to differentially apply unique aspects of field of practice and population factors to the development of an assessment.
6. Show initiative in work with agency colleagues.

7. Demonstrate flexibility in use of self and in developing approaches with clients as an adaptation to the unique requirements and demands of the client or community system.

DEVELOPING METHOD SPECIFIC SKILLS

I. SECOND YEAR CASEWORK SKILLS WITH INDIVIDUALS AND FAMILIES

Core knowledge, practice principles and skills developed in Foundations of Social Work I and II, e.g. starting where the client is, engagement, contracting, and assessment are specifically applied as they related to the casework method.

The casework method is based in the therapeutic relationship that develops between the social worker and his or her client. Because the therapeutic alliance is the basis for the casework method, the second year casework student has the objective of demonstrating self-awareness and conscious use of his or her professional self in relation to the client and the context of the agency.

By the end of the second year, a graduate student with a concentration in social casework should be able to:

Build upon foundation skills with individuals and families as these relate to: the beginning, middle and ending phases of practice.

A. SECOND YEAR CASEWORK SKILLS WITH INDIVIDUALS AND FAMILIES IN THE BEGINNING PHASE - PRE-ENGAGEMENT, ENGAGEMENT, CONTRACTING

By the end of the second year, a student in the casework concentration should be able to:

1. Engage individual clients in a helping relationship.
 - Demonstrate ability to express empathy;
 - Establish a safe environment that allows clients to tell their stories in their own words;
 - Seek out and utilize appropriate data.
2. Plan for and engage with families, effectively facilitate communication and interaction.

- * Show use of engagement skills to elicit presentation by family members of important issues of concern.
3. Demonstrate contracting skills with individuals and families that are the result of developed listening and engagement skills.
 - * Tune in to clients' needs and feelings and appropriately empathize with their concerns.
 - * Connect these concerns to mutually understood goals that form the contract between worker and client.
 - * Goals need to be realistic and within the purpose and nature of service being offered by the agency.
 4. Demonstrate the ability to adapt casework principles for individual and family practice to the population they are working with and mandates of the agency.
 - * This includes universalizing these skills to varied situations presented in the field setting.
 5. Understand and utilize factors related to cultural diversity early on in the relationship and work with clients and families, recognizing the unique manifestations of cultural (racial, religious, ethnic) factors and cross-cultural factors within families and for individual clients.

ASSESSMENT SKILLS - SECOND YEAR

By the end of the second year, a student in the casework concentration should be able to:

1. Build upon first year assessment skills, using field of practice factors to guide formulation.
2. Formulate and write a biopsychosocial assessment utilizing a range of psychological, biological, cultural, family, social, economic and other environmental factors. Show the ability to develop this document to meet professional standards that may include mental health, health or legal jurisdictions.
3. Develop a treatment or action plan for individual and family systems, utilizing a range of theories about families and individuals, life cycle and biopsychosocial factors.

B. SECOND YEAR CASEWORK SKILLS WITH INDIVIDUALS AND FAMILIES IN THE MIDDLE WORK PHASE

By the end of the second year, a student in the casework concentration should be able to:

1. Maintain engagement with a variety of individuals, families and family sub-systems in a change oriented relationship.
2. Demonstrate ability to hear and respond to latent content in interaction with individual clients and families.
3. Demonstrate appropriate and flexible application of practice theory to client worker interaction.
4. Demonstrate responsive use of self that is based upon empathic awareness of clients' situations.
5. Demonstrate the ability to use concepts from a range of casework practice theories to inform intervention with an individual or family. This includes discussion of these theories and a focused effort to identify appropriate theories that pertain to the unique client situation.
6. Differentially utilize understanding of human behavior theory as it relates to the field of practice setting.
 - * Assess ego functions, family structures, and organic factors.
 - * Show familiarity and beginning application of diagnostic theory and a related psychosocial pathology framework in considering some clients.
 - * Show understanding of family theory and its' application to individual clients and family systems.
7. Show a clear discernment of biological factors and their interaction with mental health ones.
8. Demonstrate the ability to help clients stay focused on their goals. Help clients prioritize; and clarify their situation. Assist clients in locating resources and sources of support.

9. Demonstrate the ability to utilize casework theories that are relevant to the clients' situations.
 - Utilize psychosocial theory, ego psychology theory and task-centered theories appropriately to inform practice.
10. Recognize the progression of health and mental health concerns on individuals and the impact of these on related systems including family and community resources.
11. Differentially utilize life cycle factors in practice with children, youth, young adults, adults and senior citizens individually and in family systems.
12. Differentially utilize crisis intervention theory and skill to assist clients with crises related to grief, transitions, loss of roles and loss of functioning.
13. Demonstrate understanding of the impact of social policy issues on the client and family system. This includes recognition of impact on availability of services, types of service and time limitation of service.
14. Demonstrate particular knowledge and sensitivity to forces impacting clients who represent stigmatized or at risk populations. Among these populations are youngsters in the child welfare system, the mentally ill or disabled, single parents, unemployed persons, persons with AIDS, homeless families and individuals, refugee and immigrant populations and institutionalized individuals. Social factors include the impact of poverty, substance abuse, illness, disability, family disorganization and lack of social and economic supports.
 - * Utilize differential strategies and practice skills to engage in a planned supportive and/or change process with these clients at risk.
 - * Involve community resources and service providers such as school, health, mental health, religious and welfare personnel in the effective delivery of comprehensive service for clients.
15. Demonstrate the ability to create a supportive holding environment for individuals and families wherein pertinent issues can be raised and dealt with in a constructive manner.
16. Recognize the obstacles as well as the ebbs and flows of the change process for individuals and families engaged in casework services and provide sustainment for the members.

17. Demonstrate self awareness in interactions with clients and the ability to discern latent feedback to the worker from the client and family.

- * Show ability to understand transference reactions and countertransference reactions as these emerge in the work with the client.

18. Show a beginning ability to use self evaluation tools which enhance the student's understanding of the effectiveness of particular interventive strategies with clients over time.

C. SECOND YEAR CASEWORK SKILLS WITH INDIVIDUALS AND FAMILIES IN THE ENDING PHASE

By the end of second year, a student in the casework concentration should be able to:

1. Enable clients and family members to present and explore feelings and needs related to the termination of service.
2. Effectively plan for referrals in conjunction with clients, and carry out the transition process.
3. Recognize client avoidant, angry, flight and regressive behavior as these emanate from the ending process.
4. Recognize and differentially deal with clients' special vulnerabilities related to the ending process, including prior issues of abandonment and loss.
5. Show self awareness related to terminating with clients, as well as the ability to express in field instruction efforts to understand one's own unique reactions generated by endings with particular persons.
 - * Deal with potential obstacles in one's own self that may impede effective use of self in the termination process.

II. SECOND YEAR GROUP WORK SKILLS

The social work group is built upon principles of democratic process and mutual aid. The student develops relationships with the members and utilizes the self to enhance the helping relationships among the members. The student facilitates the group's ownership of itself, and sustains increasing autonomy throughout the group's developmental process.

Second year students with a concentration in group work are expected to build upon foundation skills with groups as these relate to the beginning, middle, and ending phases.

A. SECOND YEAR GROUP WORK SKILLS IN THE BEGINNING PHASE

By the end of the second year, a student with a group work concentration should be able to:

1. Plan and conduct outreach for a range of group types systematically applying knowledge and differentially using skill.
 - * Utilize life cycle issues to formulate and present group purpose to prospective members.
 - * Utilize agency mission to formulate a plan for group and group service.
 - * Understand and apply the major elements of group work method that include: developing a common group purpose, engaging in a reciprocal interactive process, developing peer relationships, building a mutual aid system, and using conscious self.
 - * Understand and apply the process of group formation in a social agency that includes and principles of group composition, selection and preparation of members.
 - * Understand the consultation process in facilitating the development of group services to social work agencies.
2. Enable several types of groups to move through the stages of group development.
 - Recognize the different stages of group development that apply to group and individual characteristics, tasks to be accomplished and the role of the group worker in each stage.
3. Recognize differences among groups ranging from support to treatment and remediation groups, prevention and self help groups, task groups and committees.
 - * Develop flexible responses to members' presentations of needs and goal setting issues in a range of groups.

- * Respond differentially to members' perceptions of worker in various types of groups.
 - * Show ability to identify authority issues and power and control concerns directly to the group.
 - * Understand the range of clinical and developmental groups that can be used in a variety of practice settings.
 - * Identify the values, knowledge and skills that can be applied to the formation and practice with different types of groups.
4. Mediate the relationship between the group and the agency and/or community.
- * Facilitate the empowerment process of the group as it functions internally and within the community.
 - * Recognize the impact of membership in groups of disenfranchised and stigmatized populations, and conduct use of self to enhance empowerment and self esteem.
 - * Use empowerment skill differentially in groups.
 - * Work with oppressed and vulnerable populations.
 - * Appreciate ethnic identity, heritage, and cultural identity and be able to promote intercultural acceptance among group members.
5. Utilize a range of skills in the beginning formation stage derived from practice theory to help groups examine norms, structures, leadership issues and processes including discussion of worker role. These skills include:
- * Collective participation, which focuses on involving all members, and the ability to intervene in the process to contain a monopolizer.
 - * The ability to interpret directly in the group issues related to power, norms and leadership as these are presented in the group.
 - * Understand the assessment process in group work.
6. Help group members formulate goals and plan tasks, using engagement, clarification and summarizing skills.
7. Demonstrate ability to help group members begin to reflect on their reactions to the worker's role.
8. Show differential use of skill in formation of hybrid group forms, i.e. closed vs. open ended and short term designs.

- Understand the impact of time on group process and be able to work with different group structures, i.e. open ended, single session and short term groups.
 - Understand the relationship between social group work, group psychotherapy, and the treatment of mental illness.
9. Show understanding of social policy issues and their impact on the delivery of group work service.
 - Understand the importance of social group work in meeting the normal growth and development needs of individuals particularly in community settings such as neighborhood community and senior centers, schools, and settlement houses.
 10. Be able to develop a mutual aid process to facilitate members to help one another achieve their individual and collective aspirations and goals.

B. SECOND YEAR GROUP WORK SKILLS IN THE MIDDLE WORK PHASE

By the end of the second year, a student with a group work concentration should be able to:

1. Use a range of skills in the middle work phase derived from group work practice theory related to stages of group development and group dynamics to help the group members meet collective and individual goals. These skills include:
 - * Use of role preparation techniques to plan for future action and role enhancement for members; facilitation of the feedback process, including appropriate modeling, to help members access feelings and perceptions.
2. Demonstrate use of skills that focus members on the change process when they are avoidant or encountering obstacles. These include the timely use of interpretation, confrontation and a focus on directing the group to examine its here and now process.
 - Demonstrate ability to identify and work with resistance to group and individual growth and change.
3. Show group building and sustaining skills which are focused on staying with feelings in the group, speaking to the group as a whole, facilitating the taking stock process and conflict resolution.
4. Demonstrate programming skills appropriate to the population group, including adults, senior citizens, children, and youth, which may involve the group outside of the meeting room.

- * Recognize the appropriate use of the cadre of skills comprised in programming with a range of groups. These include involving members in decision making, planning and assigning goals and tasks, executing tasks, executing the program and evaluation.
5. Apply group work theory and skill to different settings and populations, e.g., children, adolescents, adults, and seniors.
 - * This includes the ability to differentially work in a prevention, remediation, socialization, support, or task group, and a recognition that diagnostic theory -- including that drawn from psychosocial pathology may be used to develop assessments of individual members.
 - * Work to deal with the interface between social group work theory, upholding its' practice and values modalities, while at the same time recognizing factors in the field of practice that may impede or direct group work practice.
 6. Demonstrate a beginning ability to reflect on the use of theory and skill in time limited or open ended group models with changing membership, and to appropriately use self in such a group.
 7. Show a beginning ability to help the group maximize its' autonomy at whatever level is most appropriate for that population, group goal, and problem area.
 8. Show a beginning ability to enable groups representing stigmatized populations to engage in discussing issues of stereotype and stigma, and impact upon group members.
 - Apply social work values and ethics to group work practice.
 -
 9. Show a beginning ability to use self valuation tools which enhance the student's understanding of the effectiveness of particular interventive strategies with clients over time.

C. SECOND YEAR GROUP WORK SKILLS IN THE ENDING PHASE

By the end of the second year, a student with a group work concentration should be able to:

1. Show recognition of one's own issues related to endings, and consider what effect the ending process with the group may have on the student.
 - * Included is the ability to discuss these in the field instruction process, and to develop strategies for helping the group and its members to deal with a range of issues.
2. Use a range of skills in the Ending Phase derived from practice theory to help the group members deal with denial, anger and regression. These include interpretation, support, confrontation and taking stock.
 - * Utilize skill to plan for each group member in the following arenas: continuation of service, referral or decisions about stopping involvement in group.
3. Understand the termination stage of group development in terms of variations with different group types and populations, tasks to be accomplished, and the role of the worker.
 - Recognize special vulnerabilities of population groups or individual members that relate to endings, such as abandonment or loss.
 - Develop interventive approaches to deal with these issues.
4. Recognize and support the importance of ending rituals such as parties, photographs and other activities as symbols of remembering.

III. SECOND YEAR COMMUNITY SOCIAL WORK SKILLS

To enhance quality of life and redress social problems, the student engages in purposeful relationships with community members that foster goal attainment, community development and empowerment through collective effort.

Second year students with a concentration in community social work are expected to build upon foundation skills with communities as these relate to the beginning, middle, and ending phases.

A. SECOND YEAR COMMUNITY SOCIAL WORK SKILLS IN THE BEGINNING PHASE

Second year community social work students should be able to:

1. Use engagement skills to systematically outreach community representatives with the goal of needs assessment, relationship building, and fact finding, to assist in problem formulation about social problems related to a segment of the community under consideration.
2. Recognize and interpret to community representatives how agency auspices and mission guide potential community action.
3. Use focusing, listening and sustaining skills to access information from client, action and target systems in the community.
4. Accurately determine a social problem related to community interest groups, organizations, or communities, utilizing theories related to community dynamics, power structures, cultural diversity, economics, politics, social class, community history, resources and models of community organization and development. The treatment planning scope, degree and site of the problem are included in the assessment along with focus on power structures, identification of key players, problem formulation and practice interventions.
 - * These assessments are gleaned from systematic involvement with client systems, community residents, elected officials, other stakeholders and agency staff in fact finding, data gathering, and service, project or program planning, implementation, development and evaluation.
5. Develop an action plan which is clearly derived from the assessment, addresses problems and emanates from practice theories of community social work.
 - * Action plan identifies skills to be used by student and a formulation of goals.

6. Identify key players in the community and utilize skills appropriately to involve them in ownership and problem solving.
7. Utilize theories of macro practice and show beginning ability to differentially apply these to the present situations.
8. Demonstrate group organizing skills related to practice with task groups, coalitions, volunteer groups, interest groups, advisory groups, commissions or agency community forums, and other systems.
 - * These include the ability to recruit and engage members in problem formulation, contracting, consensus building, task development, service utilization, and outcome evaluation.
 - * This includes the ability to identify and deal with power and control issues that may become obstacles in the attainment of practice goals and objectives.

B. SECOND YEAR SKILLS IN COMMUNITY SOCIAL WORK IN THE MIDDLE WORK PHASE

1. Utilize a spectrum of skills to deal effectively with the attainment of goals and accomplishment of tasks. Skills include:
 - * Reformulation of identified problem, problem solving, negotiation, conflict resolution, identification of resources, resource development, coalition and network building, leadership development, advocacy.
 - * Research/ analysis should provide a base to facilitate policy development, lobbying, media communications and knowledge of government processes.
2. Recognize the boundaries in planned change that relate to the domain of the worker and the domain of the community.
 - * Work towards the development of increasing autonomy through the Institutionalization of structures which may sustain change and new programmatic efforts.
 - * Utilize empowerment tools to building coalitions for legislation, policy or social change.
3. Demonstrate understanding of realities of situations and assess obstacles to change process.

4. Demonstrate empathic understanding for persons in the student's professional scope.
 - * Respond with direct empathic awareness of others' needs.
 - * Utilize empathic ability to understand needs of community members in their terms.
 - * Utilize empathic understanding in assessing needs of client systems.
 - * Recognize the unique "case" aspects of case to cause efforts as these apply to individuals in the helping system.

5. Utilize community practice skills to sustain the work phase efforts of task groups, coalitions, and volunteer groups in the differentiation stage of group work.
 - * Utilize and apply theory about task groups in holding meetings that involve preparing agendas and minutes.
 - * Develop familiarity with governmental and voluntary legislative groups' protocols, i.e., Robert's Rules of Order; local charters or Constitution; judicial protocols; legislative protocols, etc.

6. Show the ability to be self aware and self reflecting as it relates to the complex role of an organizer or helping person in a community context.
 - * Recognize feelings, reactions and biases to persons and/or points of view they may be expressing.
 - * Show in the field instruction interaction the ability to identify these pertinent issues and to develop appropriate strategies for dealing with them.

7. Recognize the necessity for preparing written documents for review by community members involved, or to provide information that directs the change effort.
 - * Prepare documents in a professional manner.

8. Demonstrate ability to conduct forums focused on problem solving and change.

9. Show a beginning ability to develop a service program.
 - * Define tasks and goals.
 - * Involve others purposefully.
 - * Arrange for and coordinate resources.

10. Utilize appropriate social work referral mechanisms when identifying problem areas that require attention.

11. Show a beginning ability to use self evaluation tools which enhance the student's understanding of the effectiveness of interventive strategies over time.

C. SECOND YEAR COMMUNITY SOCIAL WORK SKILLS IN THE ENDING PHASE

By the end of the second year, a student with a community social work concentration should be able to:

1. Recognize and plan for the potential of community development efforts to fragment as a reaction to the worker's departure from the process.
 - * Recognize the universality of people's reactions to endings usually through displays of anger, flight, avoidance and regression.
2. Utilize direct approaches in groups and with individuals which permit members to address feelings about the ending process.

- * Show initiative in helping others recognize the necessity to be planful around the ending process. This may require preparation of reports, planning for future meetings and involvement of other personnel.

3. Recognize and support the unique part ritual plays in the ending process.

IV. STUDENT'S PROCESS RECORDINGS - SECOND YEAR

In addition to first year requirements, the second year student should demonstrate the following:

1. Ability to record significant data and developments in the recording, showing a formulation of use of theory to guide practice and a sufficiently professionally conceived practice approach.
2. Demonstrate reflectiveness in professional use of self that is grounded on second year theory relevant to the concentration method.
3. Demonstrate a critical ability in the use of process recording that demonstrates planful self reflection in preparation for field instruction conferences.
 - * This includes development of an agenda for field instruction that emanates from the process recording, and an action plan that requires discussion in field instruction.

V. STUDENT'S UNDERSTANDING AND USE OF FIELD INSTRUCTION - SECOND YEAR

In addition to first year requirements, the second year student should demonstrate the following:

1. Recognition of the ethical responsibility involved in being a student who requires the supervision of an expert, the student should be able to openly conduct the learning process. This requires
 - * Candor in presenting issues of concern to the field instructor.
 - * The ability to accept feedback and criticism.
 - * The ability to act on the feedback and criticism.

2. Develop understanding of one's own learning patterns and needs in conjoint work with the field instructor, as a way of maximizing the learning process.
3. Show self awareness and the ability to take initiative in expressing self awareness issues in field instruction as they relate to client issues.
4. By second year, the student should be proactive in identifying issues of concern in the process recording and presenting these for field instruction.

VI. STUDENT'S UNDERSTANDING AND USE OF SELF - SECOND YEAR

In addition to first year requirements, the second year student should demonstrate the following:

1. The ability to recognize and accept that practice patterns may become established that require attention or alteration.
2. The ability to recognize those issues presented by client systems which may potentially impact the student in a way that may prevent proper provision of service, and to take responsibility for self monitoring and self control in these areas.
 - * This includes the ability to understand one's own countertransference issues, dealing with them in a way that does not place the student's clients at risk.
3. Recognition of the necessity to develop a conscious use of self that harnesses creativity and the ability to take risks.
 - * In developing the necessary creativity for use of self, the student should recognize the potential impact of his or her uniqueness on the broad spectrum that is the client and agency system.

VII. STUDENT'S ROLE IN AGENCY SYSTEM - SECOND YEAR

A. STUDENT'S WORK MANAGEMENT - SECOND YEAR

In addition to first year requirements, the second year student should be able to take initiative in performing all functions. Chart notes, summaries, time management, attendance at staff meetings, providing prompt notifications, should all be performed without supervision.

B. STUDENT'S RELATIONSHIP TO AGENCY

In addition to first year requirements, the second year student should be able to:

1. Demonstrate initiative in the agency system. This includes:
 - * Professional presentations to staff meetings about clients or plans of service.
 - * Recognition of interdisciplinary relationships and the ability to intervene collegially to represent professional requirements and standards.
2. Show understanding of the functioning of the agency, its' impact on service delivery, and the relationship of the agency to a range of community structures.
 - * Recognize this agency as part of a larger community of service delivery systems of this type, while also using understanding to generalize an integrated understanding of other agencies.

VIII. STUDENT'S UNDERSTANDING OF THE COMMUNITY AND USE OF RESOURCES - SECOND YEAR

In addition to first year requirements, a second year student should be able to:

1. Show understanding of the interrelationship of the community's social, economic and cultural aspects, including conflicts and collaborations.
2. Show understanding of how community forces and structures define service on this program. This includes knowledge of funding sources, political and economic realities and practice boundaries which are determined by community factors.

- * A beginning vision of how a professional social worker might intervene in the community system to enhance service delivery for agency and community.

IX. STUDENT'S UNDERSTANDING OF THE PROFESSION - SECOND YEAR

In addition to first year requirements, a second year student must demonstrate ability to raise questions when there is concern about a breach in social work values and ethics as set forth in the NASW Code of Ethics.

X. STUDENT AS LEARNER - SECOND YEAR

In addition to first year criteria, the student should be able to seek out or take advantage of offered opportunities for further development (readings, agency seminars, consultation, etc.)

XI. STUDENT'S READINESS FOR PROFESSIONAL RESPONSIBILITY - SECOND YEAR

The student should have a realistic understanding of his or her role as a prospective practitioner with a sense of strengths and limitations, what he or she knows or does not know and the degree to which the student is capable of self direction as a professional. The student should demonstrate awareness of the kind of supervisory assistance that will be required in future employment.

SECTION V:
FORMAT FOR SUBMISSION OF RECORDS

POLICY ON PROCESS RECORDING

It is the School's belief that maximum learning occurs when students report in writing as fully as possible on each contact or activity in which they are engaged. These process recordings then become tools to be used in class and in field instruction conferences. Each student is expected to prepare a minimum of two process recordings per week for both years of field placement in relation to their field experience. Students must obtain permission for use of this material from their field instructors. It is the student's responsibility to assure confidentiality and to disguise the identity of individuals involved. *AT NO TIME SHOULD ANY WRITTEN MATERIALS OR ORAL PRESENTATIONS CONTAIN THE ACTUAL NAMES OR IDENTIFYING INFORMATION THAT CAN BE LINKED TO A SPECIFIC CLIENT. CLIENT CONFIDENTIALITY MUST BE MAINTAINED AT ALL TIMES.*

- a. Guide for Process Recording
- b. Preparation of Records for Practice Class
- c. Block Education Plan - Monthly Summary

A. GUIDE FOR PROCESS RECORDING

The process recording is an educational tool that permits the student to formulate an understanding of the progression in his or her practice. The student begins consideration of his or her practice in the pre-engagement phase during which preparation for contact with individuals, families, groups and communities occurs. The student considers his or her work during the engagement phase when actual interaction with the client system occurs and the post-engagement phase during which the student reflects upon his or her uses of self.

While the process recording is designed to help students highlight and quote from their interactions with clients, it is constructed upon the premise that the concept of verbatim recall does not exist and that learning occurs through the student's ability to reflect upon the interaction in a process which transforms the prior event into a learning experience. It is constructed on the assumption that the client-student interaction is a whole phenomenon comprised of an integration rather than a

separation of perceiving, thinking, feeling and interacting. Therefore, the following guide for process recording is designed to help students present their practice in a manner which integrates interactions, thoughts, perceptions and feelings rather than fragmenting them.

I. PRE-ENGAGEMENT

The student should describe how he or she prepared for their meeting with the client system (individual, group, family, or meeting with community members). If this is a family, group, or community meeting, those present and those absent should be identified by name, as well as the number of persons present. Include the purpose or reason for the contact. Disguise names throughout.

II. NARRATIVE

Describe the interaction with individual, group, family, or community members. Include how the meeting started, the middle portions and how it ended. *(This should be the longest portion of your process recording.) If this is a family, group or community meeting, present interactions among members as well as your interactions with those present. Include quotes and excerpts from the interaction.

III. IMPRESSIONS

Briefly present your impressions of the interaction.

IV. PLANS FOR FUTURE ACTION

Briefly consider and present thoughts about your future actions vis a vis this client system.

V. QUESTIONS

Identify questions for your conference with your field instructor.

B. PRINCIPLES FOR REVIEWING AND USING PROCESS RECORDING WITH STUDENT IN FIELD INSTRUCTION

Preparation for Student Meeting

Principle 1: The focus of the process recording is the student, not the management of the case.

Principle 2: Read entire recording first and identify problem areas in practice.

- Lapses in role and use of self.
- Student is being judgmental.
- Empathy lapses.
- Difficulties in listening.
- Difficulties in focusing.
- Student is overwhelmed.
- Student is using own agenda.

Principle 3: Do not write all over the process recording.

Number points in process recording you want to look at; use a cover sheet with numbers; write your comments on a separate sheet; give your sheet to student *at end* of the field instruction conference.

Principle 4: Identify practice issues for review based upon level of student.

- Prioritize issues for review with student.
- Identify repeating practice issues.
- Identify patterns in use of self.
- Maintain clarity regarding topic areas you have chosen for review.

Field Instruction Conference with Student

Principle 5: Review process recording with student LINE BY LINE.

Read the record; have student read the record. Remember *Principle 1: The focus of the process recording is the student, not the case.*

Stop at point field instructor or student wants to review.

Consider the following when addressing issues in the record:

- Student feelings.

- Impact of student's interventions on client system.
- Purpose of student's intervention.
- Relevant conceptualizations from practice to theory.
- Relevancy of what is reviewed is determined by student level. Second year students should focus on second year practice content which builds upon first year skills and theories.

Foundation Content to Be Taught for the Three Methods

Field Instructors should review Criteria for Student Performance in this Manual. These focus on Method — i.e. casework with individuals and families, group work, community social work. The focus is on student roles, behaviors and skills, throughout the Beginning, Middle and Ending Phases of practice.

Advanced Content to Be Taught for Each Method

Field Instructors should review Criteria for Student Performance for Second Year Students in Field Manual. These are categorized by method.

Primary focus in the Second Year is on the student's method of concentration. Students should be taught with more depth for their method of concentration. Field Instructors should be guided by literature being used in the second year Casework, Group Work or Community Social Work classes.

C. PREPARATION OF RECORDS FOR PRACTICE CLASS

During the course of the year, each student is expected to bring to the practice class two or more examples of relevant material on which the student has worked as part of his or her field assignment. Material may be selected because it represents either good or poor practice, because it focuses on problems or issues of basic importance, or because it seems to have unusual learning value. Block students are expected to bring process recordings, logs and psychosocial assessments to summer classes.

Students should consult with their field instructors on selection of material, secure agency permission to use material for this purpose and make necessary changes to assure confidentiality

and to disguise the identity of individuals involved. Adequate disguising includes changing all proper names, such as those of people, places and some institutions and factual data such as birthdates and occupations. The changes should be made in such a way that there will be no serious distortion of the general character of the group records or the case. The student, and not the instructor or a typist, must be responsible for making all the necessary changes, and great care must be taken to ensure that all changes are made at every necessary point.

Material should be typed, single-spaced. Duplication of the material is done by the student at their expense. Material should be organized in accordance with the following outline:

1. FORMAT

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

Note: This material is for educational purposes only.

Confidential: Identifying material is modified so as to assure confidentiality.

Course Number ***Date of Scheduled Presentation***

Instructor's Name ***Student's Name***

Group or Individual Name (disguised)

Type of Agency (enough information to provide meaningful background)

Nature of Service (foster care, counseling, homemaker, age division, etc.)

1. Title

The title should suggest the focus of the presentation, e.g., establishing a beginning relationship, or dealing with resistance, or working with a client of a specific age, race or gender.

2. Individuals Concerned

<u>Name</u>	<u>Age</u>	<u>Relationship</u>	<u>Other</u>	<u>Pertinent Data</u>
				(education, employment, marital status, etc.)

3. Summary of activity prior to the material being presented

4. Process recording of the student's interview(s) or group meeting(s)

5. The student's general feelings about the client or group as well as feelings related to specific interactions

6. The student's impressions and assessment

7. Future plans

8. Questions or points of interest the student proposes for discussion

9. Bibliographical material, including specific articles or pages in a book, that relate to the presentation

2. DISTRIBUTION

Students should provide material on their presentations that can be distributed to the class in advance.

This assignment will vary in each semester of the student's field practice. Variations will be spelled out in each class. They will depend on the progression of the class and the student's state of learning.

Students who are not presenting have the responsibility for reading the presenter's material in advance as well as the literature in the bibliography.

Students should be mindful that although the material is disguised, it is still confidential. Students are responsible for guarding this material and for not sharing content outside of class.

**Wurzweiler School of Social Work
Yeshiva University**

**Block Educational Plan Program
Monthly Summary**

Name: _____

Date: _____

3. Description of (cases, groups, community organizations) activities carried on this month.
4. Time required for each activity.
5. Enumerate other educational opportunities engaged in this month - seminars, consultations, staff meetings, course, etc.
6. Comment on your experience and what themes and issues you are working on in your supervision.
7. Submit "portions" from 2 different process recordings indicating your endeavor to offer help as a social worker. Please indicate your analysis, understanding and appropriate reading related to the situations cited.
8. General reading of literature this month: What functional relevancy did this reading have to your practice?
9. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
10. Are there any issues or concerns that you wish to call to the School's attention?

(Use this form as your guide. Include this sheet as Face Sheet.)

Wurzweiler School of Social Work - Yeshiva University

Due: October 31st

Monthly Log

1. Description of your field work assignment to date. Use disguised names in describing your assignments.
2. Feelings and issues related to beginning - your feeling about the Agency, the work, supervision, etc. For second year and accelerated students: How is this beginning different than last year's or previous years?
3. One portion of process record which highlights beginnings for you and the client or group.
4. Which readings and discussion you had in class did you use to prepare you for your actual beginnings with clients?
5. Which readings and topics do you plan to review as you move into the next month?
6. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
7. Are there any issues or concerns that you wish to call to the School's attention?

Wurzweiler School of Social Work - Yeshiva University

Due: November 30th

Monthly Log

1. Additional assignments since last month and any changes since then. (It is not necessary to repeat what you listed before if these assignments are still in effect.) Use disguised names.

2. How are you spending your time (give approximate percentages):
 - Face to Face encounters with clients
 - Field Instruction
 - Writing Process Records and Logs
 - Paperwork for agency
 - Meetings
 - Collateral Work
 - Seminars

3. Discuss field instruction. What themes and issues are you working on in field supervision? How do you feel field supervision is going?

4. If there are separate educational experiences at the agency, evaluate them. Were they helpful or not in relation to the work you are doing?

5. Submit three process recordings.

6. Which professional readings from the summer have you reviewed or undertaken this month to guide your practice?

7. Identify two separate concepts from your readings that you can connect to two particular incidents with clients. Cite the reading; describe each concept, the incident, and how it illustrates the concept.

8. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.

9. Are there any issues or concerns that you wish to call to the School's attention?

Wurzweiler School of Social Work - Yeshiva University

Due: December 22nd

Monthly Log

1. Additional assignments since last month and any changes since then. (It is not necessary to repeat what you listed before if these assignments are still in effect.) Use disguised names.
2. How are you spending your time (give approximate percentages):
 - Face to Face encounters with clients
 - Field Instruction
 - Writing Process Records and Logs
 - Paperwork for agency
 - Meetings
 - Collateral Work
 - Seminars
3. Discuss field instruction. What themes and issues are you working on in field supervision? How do you feel field supervision is going?
4. If there are separate educational experiences at the agency, evaluate them. Were they helpful or not in relation to the work you are doing?
5. Submit three process recordings.
6. Which professional readings from the summer have you reviewed or undertaken this month to guide your practice?
7. Identify two separate concepts from your readings that you can connect to two particular incidents with clients. Cite the reading; describe each concept, the incident, and how it illustrates the concept.
8. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
9. Are there any issues or concerns that you wish to call to the School's attention?

Wurzweiler School of Social Work - Yeshiva University

Due: January 31st

Monthly Log

1. Additional assignments since last month and any changes since then. (It is not necessary to repeat what you listed before if these assignments are still in effect.) Use disguised names.
 2. How are you spending your time (give approximate percentages):
 - Face to Face encounters with clients
 - Field Instruction
 - Writing Process Records and Logs
 - Paperwork for agency
 - Meetings
 - Collateral Work
 - Seminars
 3. Discuss field instruction. What themes and issues are you working on in field supervision? How do you feel field supervision is going?
 4. If there are separate educational experiences at the agency, evaluate them. Were they helpful or not in relation to the work you are doing?
 5. Submit three process recordings.
 6. Which professional readings from the summer have you reviewed or undertaken this month to guide your practice?
 7. Identify two separate concepts from your readings that you can connect to two particular incidents with clients. Cite the reading, describe each concept, the incident, and how it illustrates the concept.
 8. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
 9. Are there any issues or concerns that you wish to call to the School's attention?
- Graduating Students:
10. Submit a topic for your Essay, and a brief outline. Begin research and literature review.

Wurzweiler School of Social Work - Yeshiva University

Due: February 28th

Monthly Log

1. Additional assignments since last month and any changes since then. (It is not necessary to repeat what you listed before if these assignments are still in effect.) Use disguised names.
2. How are you spending your time each week (give approximate percentages)?
 - Face to Face encounters with clients
 - Field instruction
 - Writing Process Records and Logs
 - Paperwork for agency
 - Meetings
 - Collateral Work
 - Seminars
3. Discuss field instruction. What themes and issues are you working on in field supervision? How do you feel field supervision is going?
4. If there are separate educational experiences at the agency, evaluate them. Were they helpful or not in relation to the work you are doing?
5. Submit three process recordings.
6. Which professional readings from the summer have you reviewed or undertaken this month to guide your practice?
7. Identify two separate concepts from your readings that you can connect to two particular incidents with clients. Cite the reading; describe each concept, the incident, and how it illustrates the concept.
8. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
9. Are there any issues or concerns that you wish to call to the School's attention?
10. How does the American/Canadian/Israeli political, social, economic scene impact on your work with clients in your agency?

Graduating Students:

11. Continue Research, literature review. Begin writing draft of essay.

Wurzweiler School of Social Work - Yeshiva University

Due: March 31st

Monthly Log

1. Additional assignments since last month and any changes since then. (It is not necessary to repeat what you listed before if these assignments are still in effect.) Use disguised names.
2. How are you spending your time (give approximate percentages):
 - Face to Face encounters with clients
 - Field Instruction
 - Writing Process Records and Logs
 - Paperwork for agency
 - Meetings
 - Collateral Work
 - Seminars
3. Discuss field instruction. What themes and issues are you working on in field supervision? How do you feel field supervision is going?
4. If there are separate educational experiences at the agency, evaluate them. Were they helpful or not in relation to the work you are doing?
5. Submit three process recordings.
6. Which professional readings from the summer have you reviewed or undertaken this month to guide your practice?
7. Identify two separate concepts from your readings that you can connect to two particular incidents with clients. Cite the reading; describe each concept, the incident, and how it illustrates the concept.
8. In the course of your practice this month, have you ever had any experiences concerning the cultural, religious, poverty, social justice, hunger or ethnic dimensions? Please list and describe issues of strain, identification, stress and/or difference and meaning to you.
9. Are there any issues or concerns that you wish to call to the School's attention?
10. Graduating students - Submit draft of essay.
First Year students - your thoughts about second year placements.
11. Have you started discussing termination with your field instructor?

Wurzweiler School of Social Work - Yeshiva University

Due: April 30th

Monthly Log

You're almost at the end of fieldwork:

Use this monthly report to talk about termination:

1. Your feelings.
2. How you dealt with termination with your clients?
3. Submit 2 portions of case dealing with termination.
4. Discuss some of your readings on this topic

See you in June!

SECTION VI:

INSURANCE

A. Malpractice

The Wurzweiler School of Social Work participates in a professional liability insurance program underwritten by Chicago Insurance Company. A blanket liability policy provides coverage for students engaged in field work as well as faculty members serving as field liaison. Additional information is available from the University's Office of Risk Management at (212) 960-5360.

B. Health Insurance

The Yeshiva University Student Injury and Sickness Insurance Plan is available on a voluntary basis. The program provides quality medical insurance for students at reasonable cost. Additional information is available from the Office of Risk Management at the University at (212) 960-5360.

SECTION VII:

EPILOGUE

If you have questions or need clarification of the issues covered within this Manual, be sure to consult with your faculty advisor. The faculty and staff of Wurzweiler are prepared to help you to make your educational experience at the Wurzweiler School of Social Work a meaningful and fulfilling one.

APPENDIX A

FIELD PLACEMENT PLANNING

FORMS

FIRST YEAR

SECOND YEAR

MAY BE OBTAINED ON WEBSITE WWW.YU.EDU/WURZWEILER

UNDER FIELD WORK

WURZWEILER SCHOOL OF SOCIAL WORK
Yeshiva University

FIELD PLACEMENT PLANNING FORM – FIRST YEAR

Please complete this three (3) page form in order to begin the placement process for first year of field. **This form will be used to plan your field placement experience and will be sent to your field placement agency.**

Mr. _____ Ms. _____

Name _____ Date _____
(Last) (First)

STUDENT ID # _____ Home Phone _____
Present Address _____ Office Phone _____
_____ E-Mail _____

Summer _____ Summer Phone _____
Address (if different from current address)

_____ (City) (State/Zip)

Do you speak a language other than English? _____ Specify _____

MSW FIELD PLACEMENT PLAN

Check off ONE:

- Field Placement at Place of Employment ()
- School-Assigned Field Placement ()
- Clergy Program Field Placement ()
- School -Assigned Block Field Placement ()
- Block Field Placement at Place of Employment ()
- Accelerated Program, School Assigned Field Placement ()

No. of field work hours per week in your plan:

- 21 hours, All Winter, Block and Clergy students, *September - May* _____
- 14 hours, Extended, *September – May, 3 years* _____
- 23 hours, Accelerated Program, *January – August* _____

EDUCATIONAL BACKGROUND:

<u>Degree & Major</u>	<u>School</u>	<u>Date Received</u>

Comments (List graduate courses, institute training, etc.)

WORK EXPERIENCE IN SOCIAL WORK AND OTHER FIELDS

Please provide information on the last two jobs you have had starting with the most recent one.

<u>Dates</u>	<u>Agency or Firm</u>	<u>Position & Duties</u>

VOLUNTEER ACTIVITIES (social welfare, educational, civic, political, etc.):

<u>Dates</u>	<u>Agency or Firm</u>	<u>Position and Duties</u>

STUDENT'S FIRST YEAR FIELD WORK PLACEMENT INTERESTS:

Please indicate a range of **special interests** you have (re: age groups, nature of problems, client populations, types of agencies, etc.) If you are employed and will be doing your field placement at your job, take into account the available opportunities that your agency can offer.

Special Factors:

Please list any factors/circumstances that should be taken into consideration when planning your field placement (e.g.) Geography, time, physical condition, religious observance, family commitments, etc.:

Are you dependent on public transportation? Yes_____ No_____

Driver's License: Yes_____ No_____

Availability of Car Yes_____ No_____

Projected Concentration for Second Year: (This is only a projection)

Casework_____ Group Work_____ Community Social Work_____

WURZWEILER SCHOOL OF SOCIAL WORK
Yeshiva University

FIELD PLACEMENT PLANNING FORM
Second Year

Please complete this three (3) page form in order to begin the placement process for second year of field. This form will be used to plan your field placement experience and will be sent to your field placement agency.

Mr. ___ Ms. ___

Name _____ Date _____
(Last) (First)

Student ID # _____ Home Phone _____
Present Address _____ Office Phone _____
_____ E-Mail _____

Summer _____ Summer Phone _____
Address (Street) _____
_____ Cell _____
(City) (State/Zip)

Fall Address (If different from present address)

Do you speak a language other than English? _____ Specify _____

MSW DEGREE PROGRAM

Check off all that apply:

- Field Placement at Place of Employment ()
- School-Assigned Field Placement ()
- School-Assigned Clergy Field Placement ()
- School -Assigned Block Field Placement ()
- Block Field Placement at Place of Employment ()

Practice Method Concentration:

Casework _____ Group Work _____ Community Social Work _____

No. of field work hours per week in your plan:

21 (Block, Winter, or Clergy) _____ 28 (Adv. Standing) _____

FIRST YEAR FIELD PLACEMENT DESCRIPTION

Agency _____

Type of Agency _____

Student Assignments (List):

Client Population:

Practice Methods/Modalities Used:

WORK EXPERIENCE IN SOCIAL WORK AND OTHER FIELDS

Please provide information on the last two jobs you have had starting with the most recent one.

Dates

Agency or Firm

Position & Duties

VOLUNTEER ACTIVITIES (welfare, educational, civic, political, etc.):

Dates

Agency or Firm

Position and Duties

REQUESTED OPPORTUNITIES FOR SECOND YEAR FIELD PLACEMENT

Please indicate a range of **special interests** you have. If you are employed and will be doing your field placement at your job, take into account the available opportunities that your agency can offer.

Type of Populations:

Practice Methods: (Individual work, family, groups, and community social work)

Other Learning Opportunities:

STUDENT'S LEARNING GOALS FOR SECOND YEAR

- Identify what professional roles and skills you wish to develop. Discuss their relevancy to your chosen method of concentration.
- Describe the types of assignments which should help you meet these goals.

Special Factors:

Please list any factors/circumstances that should be taken into consideration when planning your field placement (e.g.) Geography, time, physical condition, religious observance, family commitments, etc.:

Are you dependent on public transportation? Yes_____ No_____

Driver's License: Yes_____ No_____

Availability of Car Yes_____ No_____

APPENDIX B

LEARNING CONTRACT

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY
LEARNING CONTRACT 2012-2013

Date _____

Student Name _____ Faculty _____
Advisor _____

1st Yr. _____
2nd Yr. _____ 2nd Yr. Advanced Standing _____ Concentration: Casework _____ Group Work _____ Community Soc. Wk. _____

Agency _____ Field Instructor (please print) _____

The LEARNING CONTRACT is to be filled out jointly by the field instructor and student, using the School's criteria for student performance in field work as your guide. See Field Manual online at www.yu.edu/wurzweiler

First year students require generic assignments across methods (*casework, group work, community social work*).

Second year students require depth in assignments in their practice concentration (*casework, group work, community social work*).

Identify the student's assignments and learning goals for the academic year.

Two-year students in a 21 hour per week field placement: 10-11 hrs. should be devoted to practice. Another 10 - 11 hrs. should include 1 ½ to 2 hrs. for field instruction; 4 hrs. for process recordings; and time for staff meetings, case conferences, educational seminars, and agency recording. (Block students may spend a fourth day devoted to research, writing logs, and reviewing relevant literature.)

Advanced standing students require 28 hrs. of field work: **half** of their time should be devoted to practice (13 to 14 hrs.), and the rest to field instruction, process recordings, case conferences, etc.

Student Assignment

Describe *practice assignments*, and time:

Learning Goals

Describe *educational goals* for each assignment

Describe *other educational assignments*, (i.e. staff meetings, educ. conference, field instruction) and time

Describe *goals* for each assignment

Student _____
(Signed)

Date _____

Field Instructor _____
(Signed)

Date _____

Return to: WSSW, Yeshiva Univ., Field Instruction Office, Frances Montas, 2495 Amsterdam Ave., New York, NY 10033

APPENDIX C

***FIRST YEAR WORK-STUDY
CONTRACT FOR FIELD
PLACEMENT***

***SECOND YEAR WORK-STUDY
CONTRACT FOR FIELD
PLACEMENT***

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

FIRST YEAR WORK STUDY CONTRACT FOR FIELD PLACEMENT

(Students Doing Field Placement at Place of Employment)

Student Name _____ Date: ____/____/____

Student Address: _____ Phone _____
Home _____
Business _____
E-Mail _____

Agency Name: _____

Agency Address: _____

Phone # _____

Student's Current
Job Supervisor _____
Title _____
(Please Print)

Agency Educational Coordinator: _____ Agency Director _____
(Print) (Print)

Student's Current Position in Agency _____

Date student began employment: ____/____/____

Has student/employee passed agency probation? Yes____ No____

If no, please
explain _____

STUDENT'S CURRENT JOB RESPONSIBILITIES

Direct Services to Clients (include client population being served):

Supervisory Responsibilities:

Administrative Responsibilities:

Other Responsibilities:

PROPOSAL FOR WORK STUDY FIELD PLACEMENT

Please describe the proposed assignments for the student's first year placement. This proposal should: (1) describe what the student will be doing, and with which population; (2) represent a change from the job; (3) reflect the school's curricular requirements for first year which include working with individuals, families, groups and communities; and (4) be developed by the educational coordinator and/or proposed field instructor. If possible, please include student.

(Note that half of the 21 hours per week should be spent on direct practice; the rest includes 1½ hrs of field instruction, 4 hrs to write process recordings, and time for staff meetings and case conferences.)

PROPOSED FIELD INSTRUCTOR FOR FIELD PLACEMENT

Name of Field Instructor (Please print) Title

Agency Unit: _____ Phone # _____

Address: _____ E-Mail _____

M.S.W. _____
School Degree Date

License # _____ State _____

SIFI: Yes _____ School _____
No _____

Task Supervisor (If Applicable) (Please Print) Title

PROPOSED FIELD INSTRUCTION SITE

Agency Unit _____

Address _____ Phone # _____

*Educational Coordinator or Program Director Date
(Signature) Phone # _____ E-mail _____

*Proposed Field Instructor Date
(Signature) Phone # _____ E-Mail _____

*Student (Signature) Date

*All three signatures are required for approval of contract.

Please return to: Office of Field Instruction
WSSW
Yeshiva University
2495 Amsterdam Ave.
New York, NY 10033

WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

SECOND YEAR WORK STUDY CONTRACT FOR FIELD PLACEMENT
(Students Doing Field Placement at Place of Employment)

Student Name _____ Date: ____/____/____

Student Address: _____

Phone # Home _____ Business # _____

E-Mail Address _____ YU E-Mail Address _____

Agency Name: _____

Agency Address: _____

Phone # _____

Student's Current Job Supervisor _____
(Please Print)

Agency Educational Coordinator: _____ (Print)
Agency Director _____ (Print)

First Year Placement-Name of Agency if Different from This Agency:

First Year Field Instructor _____
(Please Print)

Brief description of Student's First Year Assignment:

STUDENT'S CURRENT JOB RESPONSIBILITIES

Direct Services to Clients (include client population being served):

Supervisory Responsibilities:

Administrative and Other Responsibilities:

PROPOSED LEARNING GOALS FOR STUDENT (2nd year):

Include skills student needs to develop, along with plans for expanding his or her use of self and self awareness, and overall professional development.

PROPOSED CHANGE IN FIELD INSTRUCTOR (for 2nd year)

Name of Field Instructor (Please print) Title

Agency Unit: _____ Phone # _____
E-Mail _____

Address: _____

M.S.W. _____
School Degree Date

License # State

SIFI: Yes _____ School _____
No _____

Task Supervisor (If Applicable) Title

PROPOSED FIELD INSTRUCTION SITE

Agency Unit _____

Address _____ Phone # _____

*Educational Coordinator or Program Director Date
(Signature) Phone # _____
E-Mail _____

*Proposed Field Instructor Date
(Signature) Phone # _____
E-Mail _____

*Student (Signature) Date

***All three signatures are required for approval of contract.**

Please return to:
Office of Field Instruction
WSSW
Yeshiva University
2495 Amsterdam Ave.
New York, NY 10033

APPENDIX D

**FIELD INSTRUCTOR DATA
SHEET**

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY**
2495 Amsterdam Ave. New York, NY 10033

FIELD INSTRUCTOR DATA SHEET

Date: _____
Field Instructor's Name: _____
(Last) (First) Title in Agency
License ___ State

School Year _____ Student Name _____

Agency Name: _____

Agency Address: _____ Phone _____

Home Address: _____

Phone: _____

Graduate Social Work Education:

<u>School</u>	<u>Specialization</u>	<u>Degree</u>	<u>Date Conferred</u>

Other Graduate Study, Extension Courses, Institutes: (Describe with Dates)

Professional Organizations:

Professional Social Work Experience: (in reverse chronological order)

<u>Dates</u>	<u>Agency</u>	<u>Type of Agency</u>	<u>Position</u>

Experience in Supervision of Workers:

<u>Dates</u>	<u>Agency</u>	<u>Number and Type (prof/para/vol)</u>

Experience as Field Instructor of Social Work Students:

<u>Experience as a Field Instructor:</u>			<u>Number, Level and Major Methods</u>
<u>Dates</u>	<u>Agency</u>	<u>School</u>	<u>(BSW/1st yr MSW/2nd yr)</u>

<u>Experience as Secondary/Task Supervisor:</u>			<u>Number and Level</u>
<u>Dates</u>	<u>Agency</u>	<u>School</u>	<u>(BSW/1st yr MSW/2nd yr)</u>

Student Supervision of Other Disciplines:

Seminar in Field Instruction:

The policy of the School requires new field instructors to complete a 12 session Seminar in Field Instruction. Courses in supervision do not meet our School requirement.

I have____ have not____ taken a seminar in field instruction.

If you have satisfactorily completed a recent seminar in field instruction at a school of social work, this may meet the School's requirement. Please complete the following information:

Title of Seminar:

School of Social Work which Sponsored Seminar:

Number of Sessions_____ Academic Year _____

APPENDIX E

EVALUATION – FIRST YEAR

**May be downloaded separately from Wurzweiler website
www.yu.edu/wurzweiler, under Field Work**

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY
EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT
FALL _____ SPRING _____ YEAR _____

Face Sheet – FIRST YEAR

Name of Student _____
(last name) (first name)

Check all that apply: Placement at agency of employment: Yes___ No___ Block ___ Clergy ___

Agency _____

Address _____

Field Instructor Print) _____

Faculty Advisor _____

Period of time covered by evaluation:

c. Dates: From _____ To _____

d. Number of hours in field placement during this period _____

FIELD INSTRUCTOR RECOMMENDATION: PASS () FAIL () OTHER ()

FIELD INSTRUCTOR SIGNATURE: _____ DATE: _____

“I HAVE DISCUSSED AND READ THIS EVALUATION.”

STUDENT SIGNATURE: _____ DATE: _____

Description of Student's Field Work Assignments:

6. Practice with Individuals

7. Practice with Families

8. Practice with Groups

9. Practice in Community Social Work

10. Other learning opportunities (meetings, professional development programs, etc.)

Wurzweiler School of Social Work Yeshiva University
EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT - FIRST YEAR FOUNDATION PRACTICE

Refer to Field Manual for Criteria for Student Performance in Field Placement First Year, p. 20 – 49

STUDENT'S NAME _____

"This is an educational evaluation and is not to be used for employment purposes."

Using the scale below, please rate your student's field work performance in relation to field work skills acquisition and knowledge applying criteria for the first year. Use the space provided after each section to add additional information.

1= Poor	Student's performance is unacceptable
2= Fair	Student shows a beginning ability to use the skill expected for this level
3= Good	Student shows a consistent ability to use the skill expected for this level
4= Very Good	Student's shows skill acquisition beyond expectation for this level
5= Excellent	Student's skill acquisition is exceptional for this level
0=Not applicable	Student has not had the opportunity to learn this skill

PART 1: PRACTICE SKILLS IN BEGINNING PHASE

I. GENERIC PRE-ENGAGEMENT SKILLS

1. Seeks out and utilizes appropriate sources of data in order to access information about the client systems (Individual, family, group, community).

1	2	3	4	5	0
---	---	---	---	---	---

2. Formulates understanding of how the agency's mission and structure may impact the client systems.

1	2	3	4	5	0
---	---	---	---	---	---

3. Develops outreach skills related to identification of prospective client systems.

1	2	3	4	5	0
---	---	---	---	---	---

4. Anticipates clients' feelings about seeking help and services using preparatory empathy to formulate an approach to a client system.

1	2	3	4	5	0
---	---	---	---	---	---

5. Prepares for first meeting and demonstrates understanding of the worker's role in the formation of the helping relationship.

1	2	3	4	5	0
---	---	---	---	---	---

6. Demonstrates basic self awareness and understanding of the potential impact differences and similarities may have on the helping relationship.

1	2	3	4	5	0
---	---	---	---	---	---

7. Shows recognition of clients' issues of vulnerability and/or oppression in the preparatory process.

1	2	3	4	5	0
---	---	---	---	---	---

(*www.yu.edu/Wurzweiler)

II. GENERIC ENGAGEMENT, EXPLORATORY AND CONTRACTING SKILLS

A. ENGAGEMENT SKILLS

1. Establishes an accepting environment which enables a client system to present a range of data.

1	2	3	4	5	0
---	---	---	---	---	---

2. Conveys interest, concern, respect and empathy to client system.

1	2	3	4	5	0
---	---	---	---	---	---

3. Connects with and understands ethnic, racial, gender, sexual orientation, social class, cultural, ability level, and religious factors in the multi-faceted interactions with various client systems, and how these impact the helping relationship.

1	2	3	4	5	0
---	---	---	---	---	---

4. Tunes in to clients' needs and feelings and shows beginning ability to identify clients' issues/presenting problems.

1	2	3	4	5	0
---	---	---	---	---	---

5. Considers his or her personal perceptions and feelings related to power and their impact on particular interactions with his or her client systems.

1	2	3	4	5	0
---	---	---	---	---	---

B. EXPLORATORY SKILLS

1. Utilizes a range of open ended questions which facilitate involvement and presentation of issues by clients or client systemsth.

1	2	3	4	5	0
---	---	---	---	---	---

2. Seeks affective information causing minimal feelings of intrusiveness.

1	2	3	4	5	0
---	---	---	---	---	---

3. Utilizes interviewing and elaborating skills that help members of systems present or clarify current social problems and macro issues of concern.

1	2	3	4	5	0
---	---	---	---	---	---

4. Utilizes an increasing awareness of the timing of interventions with individuals, families, groups and/or community representatives.

1	2	3	4	5	0
---	---	---	---	---	---

5. Listens without prematurely interjecting oneself.

1	2	3	4	5	0
---	---	---	---	---	---

6. Identifies how different forms of oppression may affect a client system.

1	2	3	4	5	0
---	---	---	---	---	---

Please write additional comments related to the student's pre-engagement, engagement and exploratory skills with a client system:

--

C. CONTRACTING SKILLS

1. Makes a clear statement of the purpose and nature of services being offered, defining services according to the boundary created by agency purpose.

1	2	3	4	5	0
---	---	---	---	---	---

2. Demonstrates ability to engage in dialogue about the issues raised within the interactions with client systems, and differentially applies understanding to the specific system.

1	2	3	4	5	0
---	---	---	---	---	---

3. Elicits from members of relevant systems their reactions or views about the services being offered, along with their identification of needs within these parameters.

1	2	3	4	5	0
---	---	---	---	---	---

4. Utilizes the self differentially with regard to voluntary or involuntary clients, client capabilities, as well as within the parameters of the life cycle.

1	2	3	4	5	0
---	---	---	---	---	---

5. Engages with the client system to design a cooperative work effort that identifies tasks and priorities flexibly as these emanate from the interactional process, not primarily as a function of the worker's agenda.

1	2	3	4	5	0
---	---	---	---	---	---

6. Shows application of relevant practice theory to the situation with clients and utilizes self differentially within the framework of practice with individuals, families, groups, communities..

1	2	3	4	5	0
---	---	---	---	---	---

Please write additional comments related to the student's contracting skills with a client system:

--

III. ASSESSMENT SKILLS - GENERIC

1. Demonstrates beginning ability to identify important factors in the client's situation which impact upon the client's functioning.

1	2	3	4	5	0
---	---	---	---	---	---

2. Distinguishes from among factors those conditions which are environmental and primarily external to the client and those which are internal, including maladaptive patterns.

1	2	3	4	5	0
---	---	---	---	---	---

3. Begins a differential application of theory about individuals, families, groups, communities to guide and enable the formulation of a systematic assessment.

1	2	3	4	5	0
---	---	---	---	---	---

4. Develops a beginning ability to make quick assessments on the basis of limited knowledge of a situation in order to enable the alleviation of stress on a client system brought about by various factors (i.e. health and mental health crises, employment crisis, role and status change, change in financial or living situation, etc.).

1	2	3	4	5	0
---	---	---	---	---	---

5. Appropriately applies assessment skills towards the timely or immediate intervention to acquire expert resources for the protection of clients from undue danger.

1	2	3	4	5	0
---	---	---	---	---	---

7. Utilizes critical thinking to formulate a client assessment that enables development of an action plan to assist client.

1	2	3	4	5	0
---	---	---	---	---	---

Please write additional comments related to the student's assessment skills with a client system:

PART 2: PRACTICE SKILLS IN MIDDLE PHASE - INTERVENTION

I. PRACTICE SKILLS IN MIDDLE PHASE WITH INDIVIDUALS

1. Uses partializing, prioritizing, clarifying, summarizing, and focusing skills to enable forward movement.

1	2	3	4	5	0
---	---	---	---	---	---

2. Provides encouragement and sustainment, and credits clients' positive efforts towards goal attainment.

1	2	3	4	5	0
---	---	---	---	---	---

3. Lends a vision regarding the current work and provides hope.

1	2	3	4	5	0
---	---	---	---	---	---

4. Utilizes universalizing and generalizing skills.

1	2	3	4	5	0
---	---	---	---	---	---

5. Provides feedback about the interaction between worker and various systems.

1	2	3	4	5	0
---	---	---	---	---	---

6. Conveys ability to listen empathically to a range of feelings and ideas.

1	2	3	4	5	0
---	---	---	---	---	---

7. Displays recognition of the latent issues being expressed as these are drawn from relevant social work knowledge.

1	2	3	4	5	0
---	---	---	---	---	---

8. Provides newer perspectives, knowledge, and ideas emanating from critical analyses of person problem situation.

1	2	3	4	5	0
---	---	---	---	---	---

9. Offers concrete services, resource materials and programmatic aids to client, target and action systems based on integration of knowledge and values.

1	2	3	4	5	0
---	---	---	---	---	---

10. Demonstrates an ability to utilize self assessment research skills that facilitate evaluation of the effectiveness of one's own practice.

1	2	3	4	5	0
---	---	---	---	---	---

11. Integrates knowledge about people from diverse backgrounds in practice interventions with client system.

1	2	3	4	5	0
---	---	---	---	---	---

12. Recognizes and deals with impact of oppression and stereotype on client system.

1	2	3	4	5	0
---	---	---	---	---	---

Please write additional comments related to the student's middle phase intervention skills with a client:

--

II. PRACTICE SKILLS IN MIDDLE PHASE with FAMILIES

1. Demonstrates ability to listen to clients' painful and difficult feelings without prematurely rushing to solutions.

1	2	3	4	5	0
---	---	---	---	---	---

2. Shows ability to facilitate family communication among members in the context of painful feelings.

1	2	3	4	5	0
---	---	---	---	---	---

3. Helps family members express feelings to each other.

1	2	3	4	5	0
---	---	---	---	---	---

4. Shows ability to stay in the process with clients to facilitate problem solving and growth.

1	2	3	4	5	0
---	---	---	---	---	---

5. Recognizes and deals with impact of oppression and stereotype on family members.

1	2	3	4	5	0
---	---	---	---	---	---

Please write additional comments related to the student's middle phase intervention skills with families.

--

III. PRACTICE SKILLS IN MIDDLE PHASE with GROUPS

1. Reaches for members' varied perceptions and feelings regarding group issues that were identified in the contracting phase. Elicits from members issues and concerns related to the group's defined goals.

1	2	3	4	5	0
---	---	---	---	---	---

2. Uses the skill of identification to point out commonalities, obstacles and differences among members as they impact problem solving and support.

1	2	3	4	5	0
---	---	---	---	---	---

3. Uses encouragement skills to foster members' initiative, openness and risk taking behavior as part of the growth process.

1	2	3	4	5	0
---	---	---	---	---	---

4. Demonstrates knowledge and skill in developing and managing a democratic process.

1	2	3	4	5	0
---	---	---	---	---	---

5. Teaches, facilitates and models group member skills, such as reaching for feelings, using feedback, and inviting full participation, that enhance the exchange of affect and build support and member growth.

1	2	3	4	5	0
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6. Shows a beginning ability to manage and use conflict as a helping tool.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills with groups:

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IV. PRACTICE SKILLS IN MIDDLE PHASE in COMMUNITY SOCIAL WORK

1. Demonstrates ability to formulate and utilize strategies with action or target systems which have a long range focus. These include mediation, negotiation, advocacy and conflict containment

1	2	3	4	5	0
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2. Utilizes skills such as problem solving, redefinition of the problem, bargaining, educating and offering solutions that facilitate compromise and cooperation.

1	2	3	4	5	0
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3. Invites feedback from community members regarding their relationship with the worker in the worker role.

1	2	3	4	5	0
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4. Recognizes and works with impact of policy on client systems.

1	2	3	4	5	0
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5. Identifies potential conflict laden themes and issues and considers approaches.

1	2	3	4	5	0
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Please write additional comments related to the student's middle phase intervention skills in community organization:

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PART 3: PRACTICE SKILLS IN TERMINATION AND TRANSFER PHASE

- 1. Demonstrates awareness of one's own feelings as a worker about termination and issues that may impact the termination process, and uses field instruction accordingly.

1	2	3	4	5	0
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- 2. Demonstrates awareness of a range of feelings - anger, sadness, denial, guilt, acceptance - and vulnerabilities that client, target or action systems may have related to the termination process, recognizing latent aspects and behaviors in self and others related to termination.

1	2	3	4	5	0
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- 3. Uses ending skills with members of relevant systems, such as taking stock, identifying accomplishments and future work to be done, stopping or continuing service with another staff member and collaboratively planning for transfer in a timely manner.

1	2	3	4	5	0
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- 4. Develops individual plans for continuation of service or referral as needed.

1	2	3	4	5	0
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Please write additional comments related to the student's practice skills in termination phase:

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PART 4: STUDENT'S USE OF PROCESS RECORDINGS, FIELD INSTRUCTION, AND ROLE IN AGENCY

- 1. Meets the requirement of preparing a minimum of 2 process recordings per week utilizing the School's format and submitting these in a timely manner.

1	2	3	4	5	0
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- 2. Records significant data and developments in the process recording.

1	2	3	4	5	0
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- 3. Uses process recording critically and with self reflection for field instruction conferences.

1	2	3	4	5	0
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4. In process recording shows use of appropriate theories to inform practice.

1	2	3	4	5	0
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5. In supervision with field instructor, shows understanding of the educational and professional nature of the supervisory conference.

1	2	3	4	5	0
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6. Shows the ability to ask for, accept, and make constructive use of feedback and criticism by following through on plans of action and changes as suggested during supervisory conferences.

1	2	3	4	5	0
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7. Reports to field placement, to supervisory conferences and to client contacts on time.

1	2	3	4	5	0
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8. Completes agency forms, chart notes and summaries in a timely manner.

1	2	3	4	5	0
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9. Provides prompt and sufficient notification to all parties affected in the event of unavoidable absences.

1	2	3	4	5	0
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10. Relates to and works with agency staff on all levels--professional, clerical and maintenance--as these have a part in his or her responsibility.

1	2	3	4	5	0
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11. As an agency representative, observes principles of confidentiality.

1	2	3	4	5	0
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12. Participates in staff meetings and relates his or her assigned tasks to the total program of the agency by showing understanding of agency policy and purpose.

1	2	3	4	5	0
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13. Demonstrates a growing development of self awareness and self discipline as manifested in efficient and controlled performance.

1	2	3	4	5	0
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14. Shows acceptance of self as a member of a religious, ethnic and/or cultural group as well as the ability to accept and work with persons who differ.

1	2	3	4	5	0
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PART 5: PROFESSIONAL ETHICS

1. Identifies and practices the values of the social work profession in accordance with the NASW Code of Ethics.

1	2	3	4	5	0
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2. Identifies own values and their potential for impacting her or his own practice with a client system.

1	2	3	4	5	0
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3. Demonstrates awareness of ethical dilemmas and their implications for practice and seeks out supervision.

1	2	3	4	5	0
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PART 6: SUMMARY

Please include your overall assessment of the student's field performance, educational needs, and recommendations for Second Year

[Empty box for student performance assessment]

**Return Evaluation to: Dr. Ronnie Glassman, Director of Field Instruction
c/o Winter Office – Ms. Frances Montas
OR
c/o Block Office – Ms. Cheryl Hamlett
Wurzweiler School of Social Work Yeshiva University
2495 Amsterdam Avenue, New York, NY 10033**

APPENDIX F

FIELD EVALUATION SECOND YEAR

**May be separately downloaded from Wurzweiler website,
www.yu.edu/wurzweiler under Field Work**

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT- SECOND YEAR

FALL _____ SPRING _____ YEAR _____

Face Sheet – Second Year

Name of Student _____
(Last name) (First name)

Check all that apply: Placement at agency of employment: Yes ___ No ___ Block ___ Clergy ___

Agency _____

Address _____

Field Instructor (Print) _____

Faculty Advisor _____

Period of time covered by evaluation:

e. Dates: From _____ To _____

f. Number of hours in field placement during this period _____

FIELD INSTRUCTOR RECOMMENDATION: PASS () FAIL () OTHER ()

FIELD INSTRUCTOR SIGNATURE: _____ DATE: _____

“I HAVE DISCUSSED AND READ THIS EVALUATION.”

STUDENT SIGNATURE: _____ DATE: _____

Please, indicate the student’s CONCENTRATION method. If the student had field assignments in more than one method complete the pertaining sections of the evaluation accordingly.

Student’s Concentration Method – SELECT ONE

Case Work () Group Work () Community Social Work ()

Description of Student’s Field Work Assignments:

Wurzweiler School of Social Work Yeshiva University

EVALUATION OF STUDENT PERFORMANCE IN FIELD PLACEMENT - SECOND YEAR ADVANCED PRACTICE

Refer to Field Manual for Criteria for Student Performance in Field Placement Second Year, p. 50 – 68

STUDENT'S NAME _____

"This is an educational evaluation and is not to be used for employment purposes."

Using the scale below, please rate your student's field work performance in relation to field work skills acquisition for the advanced practice year. Use the space provided after each section to add additional information.

1= Poor	Student's performance is unacceptable
2= Fair	Student shows a beginning ability to use the skill expected for this level
3= Good	Student shows consistent ability to use the skill expected for this level
4= Very Good	Student shows skill acquisition beyond expectation for this level
5= Excellent	Student's skill acquisition is exceptional for this level
0=Not applicable	Student has not had the opportunity to learn this skill

PART 1: ENHANCING GENERIC SKILLS-SECOND YEAR

BY THE END OF THE SECOND YEAR THE STUDENT SHOWS THE FOLLOWING SKILLS:

1. Presents agency purpose cogently to any number of clients, community representatives and members of various outside systems. This includes interdisciplinary settings with other professionals

1	2	3	4	5	0
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2. Is able to represent the social work profession to any level of professional and nonprofessional personnel within and outside of the agency.

1	2	3	4	5	0
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3. Differentiates agency issues, standards, practice approaches and policies from social work professional standards.

1	2	3	4	5	0
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4. Formulates assessments about individuals, families, groups and communities, appropriately bringing to bear and integrating information and knowledge about population and social problem.

1	2	3	4	5	0
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5. Demonstrates flexibility in use of self.

1	2	3	4	5	0
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6. Shows ability to develop approaches with clients in adapting to the unique requirements and demands of the client or community system.

1	2	3	4	5	0
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(*www.yu.edu/Wurzweiler)

9. Demonstrates contracting skills with individuals and families that are the result of developed listening and engagement skills.

1	2	3	4	5	0
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10. Demonstrates the ability to adapt casework principles for individual and family practice to the population he or she is working with in accord with the mandates of the agency.

1	2	3	4	5	0
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B. ASSESSMENT SKILLS

1. Builds upon first year assessment skills, using knowledge of population being served by agency to guide formulation.

1	2	3	4	5	0
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2. Formulates and writes a biopsychosocial assessment utilizing a range of psychological, biological, cultural, family, social, economic and other environmental factors. Shows the ability to develop this document to meet professional standards.

1	2	3	4	5	0
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3. Shows ability to differentially apply theory about individuals and families to guide and enable the formulation of a systematic assessment.

1	2	3	4	5	0
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4. Develops a treatment or action plan for individual and family systems, utilizing a range of theories about families and individuals, life cycle and iopsychosocial factors.

1	2	3	4	5	0
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5. Shows ability to make quick assessments utilizing available knowledge of a situation and theoretical knowledge in order to enable the alleviation of stress on a client system brought about by various factors (i.e. health and mental health crises, employment crisis, role and status change, change in financial or living situation, etc.).

1	2	3	4	5	0
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C. CASEWORK SKILLS IN MIDDLE PHASE – with INDIVIDUALS AND FAMILIES

1. Maintains engagement with a variety of individuals, families and family sub-systems in a change focused and problem solving relationship.

a. Individuals

b. Families

1	2	3	4	5	0	1	2	3	4	5	0
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2. Demonstrates ability to hear and respond to latent content in interaction with individual clients and families.

1	2	3	4	5	0
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3. Demonstrates the ability to use concepts from a range of casework practice theories to inform intervention with an individual or family. This includes discussion of these theories and a focused effort to identify appropriate theories that pertain to the unique client situation.

a. Individuals

b. Families

1	2	3	4	5	0	1	2	3	4	5	0
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4. Shows familiarity and beginning application of diagnostic theory and a relevant psychosocial pathology framework in considering some clients.

1	2	3	4	5	0
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5. Shows understanding of family systems theory and its application to individual clients and family systems

1	2	3	4	5	0
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6. Recognizes and deals with impact of oppression and stereotype on individuals and family members.

1	2	3	4	5	0
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7. Shows a clear discernment of biological factors and their interaction with mental health ones.

1	2	3	4	5	0
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8. Demonstrates the ability to help clients stay focused on their goals. Helps clients partialize, prioritize, and clarify their situations.

1	2	3	4	5	0
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9. Assists clients in locating resources and sources of support.

1	2	3	4	5	0
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10. Differentially utilizes life cycle factors in practice with children, youth, young adults, adults and senior citizens individually and in family systems.

1	2	3	4	5	0
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11. Differentially utilizes crisis intervention theory and skill to assist clients with crises related to grief, transitions, loss of roles and loss of functioning.

1	2	3	4	5	0
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12. Demonstrates understanding of the impact of social policy issues on the client and family system. This includes recognition of impact on availability of services, types of service and time limitation of service.

1	2	3	4	5	0
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13. Demonstrates particular knowledge and sensitivity to forces impacting clients who represent stigmatized or at risk populations.

1	2	3	4	5	0
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14. Demonstrates the ability to create a supportive holding environment for individuals and families to allow pertinent issues to be raised and dealt with in a constructive manner.

1	2	3	4	5	0
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15. Recognizes the obstacles as well as the ebbs and flows of the change process for individuals and families engaged in casework services and provides sustainment for the members.

a. Individuals

b. Families

1	2	3	4	5	0	1	2	3	4	5	0
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16. Helps individual clients/families work through the problems identified in the assessment phase and noted in the biopsychosocial assessment.

1	2	3	4	5	0
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17. Demonstrate self awareness in interactions with clients and the ability to discern latent feedback to the worker from the client and family.

1	2	3	4	5	0
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18. Shows ability to understand transference reactions and counter transference reactions with clients.

1	2	3	4	5	0
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19. Shows a beginning ability to use self evaluation tools which enhance the student's understanding of the effectiveness of particular interventive strategies with clients over time.

1	2	3	4	5	0
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D. CASEWORK SKILLS IN ENDING PHASE – with INDIVIDUALS AND FAMILIES

1. Enables clients and family members to present and explore feelings and needs related to the termination of service.

1	2	3	4	5	0
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2. Effectively plans for referrals in conjunction with clients, and carries out the transition process.

1	2	3	4	5	0
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3. Recognizes client avoidant, angry, flight and regressive behavior as these emanate from the ending process.

1	2	3	4	5	0
---	---	---	---	---	---

4. Recognizes and differentially deals with clients' special vulnerabilities related to the ending process, including prior issues of abandonment and loss.

1	2	3	4	5	0
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5. Shows self awareness related to termination and deals with potential obstacles in one's own self that may impede effective use of self in the termination process.

1	2	3	4	5	0
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Please write additional comments related to student's overall practice skills with individuals and families.

IV. GROUP WORK SKILLS – SECOND YEAR

A. BEGINNING PHASE - ENGAGEMENT, EXPLORATORY AND CONTRACTING SKILLS

1. Plans and conducts outreach for a range of group types systematically applying knowledge and differentially using skill.

1	2	3	4	5	0
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2. Understands and applies the major elements of group work method to develop meetings and engage members that include: identifying a common group purpose, developing participation, building a mutual aid system, and using conscious self.

1	2	3	4	5	0
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3. Utilizes a range of skills in the beginning formation stage derived from practice theory to help groups examine norms, structures, leadership issues and processes including discussion of worker role.

1	2	3	4	5	0
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4. Helps group members formulate goals and plan tasks, using engagement, clarification and summarizing skills.

1	2	3	4	5	0
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5. Demonstrates ability to help group members begin to reflect on their reactions to the worker's role.

1	2	3	4	5	0
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6. Shows ability to identify authority issues and power and control concerns directly to the group.

1	2	3	4	5	0
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7. Develops a mutual aid process to facilitate members to help one another achieve their individual and collective aspirations and goals.

1	2	3	4	5	0
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8. Enable several types of groups to move through the stages of group development.

1	2	3	4	5	0
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9. Shows differential use of skill in formation of hybrid group forms, i.e. closed vs. open ended and short term designs.

1	2	3	4	5	0
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B. ASSESSMENT SKILLS

1. Recognizes differences among groups ranging from support to treatment and remediation groups, prevention and self help groups, task groups and committees, and groups for different stages in the life cycle.

1	2	3	4	5	0
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2. Recognizes the different stages of group development that apply to group and individual characteristics, tasks to be accomplished and the role of the group worker in each stage.

1	2	3	4	5	0
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3. Uses empowerment skill differentially in groups.

1	2	3	4	5	0
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4. Recognizes the impact of membership in groups of disenfranchised and stigmatized populations, and conducts use of self to enhance empowerment and self esteem.

1	2	3	4	5	0
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5. Appreciates ethnic identity, heritage, and cultural identity and is able to promote intercultural acceptance among group members.

1	2	3	4	5	0
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6. Understands the assessment process in group work related to group dynamics, stage theory, group norms, member role and leadership.

1	2	3	4	5	0
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7. Identifies and acts within the values, knowledge and skills that can be applied to the formation and practice with different types of groups.

1	2	3	4	5	0
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C. GROUP WORK SKILLS IN MIDDLE PHASE

1. Uses a range of skills in the middle work phase derived from group work practice theory related to stages of group development and group dynamics to help the group members meet collective and individual goals.

1	2	3	4	5	0
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2. Demonstrates use of skills that focus members on the change process when they are avoidant or encountering obstacles. These include the timely use of interpretation, confrontation and a focus on directing the group to examine its here and now process.

1	2	3	4	5	0
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3. Shows group building and sustaining skills which are focused on staying with feelings in the group, speaking to the group as a whole, facilitating the taking stock process and conflict resolution.

1	2	3	4	5	0
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4. Applies group work theory and skill to different settings and populations, e.g., children, adolescents, adults, and seniors.

1	2	3	4	5	0
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5. Demonstrates programming skills appropriate to the population group which may involve the group in planning an event or activity beyond the meeting room.

1	2	3	4	5	0
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6. Applies social group work's humanistic values and demonstrates ability to develop the group's democratic process through use of skills that build participation, communication, caring, and tolerance among members.

1	2	3	4	5	0
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7. Functions within the guidelines of group work practice values and skills, and demonstrates understanding of the relationship between social group work, group psychotherapy, and substance abuse recovery group models.

1	2	3	4	5	0
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8. Demonstrates the ability to reflect on the use of theory and skill in time limited or open ended group models with changing membership, and to appropriately use self in such a group.

1	2	3	4	5	0
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9. Shows the ability to help the group maximize its' autonomy at whatever level is most appropriate for that population, group goal, and problem area.

1	2	3	4	5	0
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10. Shows ability to use self evaluation tools which enhance the student's understanding of the effectiveness of particular interventive group strategies with clients over time.

1	2	3	4	5	0
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D. GROUP WORK SKILLS IN ENDING PHASE

1. Shows recognition of one's own issues related to endings, and considers what effect the ending process with the group may have on the student.

1	2	3	4	5	0
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2. Shows ability to discuss issues related to endings in the field instruction process, and to develop strategies for helping the group and its members to deal with a range of issues.

1	2	3	4	5	0
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3. Uses a range of skills in the Ending Phase derived from practice theory to help the group members deal with denial, anger and regression. These include interpretation, support, confrontation and taking stock.

1	2	3	4	5	0
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4. Utilizes skill to plan for each group member in the following areas: continuation of service, referral or decisions about stopping involvement in group.

1	2	3	4	5	0
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5. Recognizes and supports the importance of ending rituals such as parties, photographs and other activities as symbols of remembering.

1	2	3	4	5	0
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Please write additional comments related to student's overall group work skills.

V. SECOND YEAR COMMUNITY SOCIAL WORK SKILLS

A. BEGINNING PHASE- ENGAGEMENT, EXPLORATORY AND CONTRACTING SKILLS

1. Uses engagement skills to systematically reach out to community representatives with the goal of needs assessment, relationship building, and fact finding, to assist in problem formulation about social problems related to a segment of the community under consideration.

1	2	3	4	5	0
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2. Recognizes and interprets to community representatives how agency auspices and mission guide potential community action.

1	2	3	4	5	0
---	---	---	---	---	---

3. Considers his or her personal perceptions and feelings related to power and their impacts on particular interactions with community members.

1	2	3	4	5	0
---	---	---	---	---	---

4. Demonstrate ability to engage in dialogue about the issues raised within the interaction with client, target or action systems, and differentially apply understanding to the specific system.

1	2	3	4	5	0
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5. Demonstrates ability to engage in a cooperative work effort that identifies tasks, priorities and time frames flexibly as these emanate from the interactional process, not primarily as a function of the student's agenda.

1	2	3	4	5	0
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6. Shows the ability to formulate potential action plans, interventions, and data so that members of change agent and target systems can use ideas gathered in manners that maximize cooperative and collaborative efforts.

1	2	3	4	5	0
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B. ASSESSMENT SKILLS

1. Accurately determines a social problem related to community interest groups, organizations, or communities, utilizing theories related to community dynamics, power structures, cultural diversity, economics, politics, social class, community history, resources and models of community organization and development.

1	2	3	4	5	0
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2. Able to assess the needs of a community segment as it relates to the function being pursued.

1	2	3	4	5	0
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3. Appropriately identifies possible conflicts among represented constituents in order to provide pathways and/or visions for problem solving and conflict resolution.

1	2	3	4	5	0
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4. Uses data gathered to assess the potential of the systems within the community to mobilize their members towards a particular action or event.

1	2	3	4	5	0
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C. COMMUNITY SOCIAL WORK SKILLS IN MIDDLE PHASE

1. Uses a spectrum of skills to deal effectively with the attainment of goals and accomplishment of tasks that include: reformulation of identified problem, problem solving, and identification of resources.

1	2	3	4	5	0
---	---	---	---	---	---

2. Uses negotiation and conflict resolution skills to enhance coalition building and leadership development.

1	2	3	4	5	0
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3. Works towards the development of increasing autonomy through the Institutionalization of structures which may sustain change and new programmatic efforts and within awareness of roles and boundaries.

1	2	3	4	5	0
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4. Utilizes empowerment tools to build coalitions for resource development, legislation or policy/social change.

1	2	3	4	5	0
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5. Demonstrates empathic understanding for persons in the student's professional scope.

1	2	3	4	5	0
---	---	---	---	---	---

6. Develops familiarity with governmental and voluntary legislative groups' protocols, i.e., Robert's Rules of Order; local charters or Constitution; judicial protocols; legislative protocols, etc.

1	2	3	4	5	0
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7. Utilizes skills to sustain the work phase efforts of task groups, coalitions, and volunteer groups using group work theory about task groups in holding meetings that involve preparing agendas and minutes.

1	2	3	4	5	0
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8. Shows self awareness and self reflection as it relates to the complex role of an organizer or helping person in a community context. Recognize feelings, reactions and biases to persons and/or points of view they may be expressing.

1	2	3	4	5	0
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9. Prepares well conceived written documents for review by community members involved, or to provide information that directs the change effort.

1	2	3	4	5	0
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10. Shows a beginning ability to develop a service program.

1	2	3	4	5	0
---	---	---	---	---	---

11. Shows a beginning ability to use self evaluation tools which enhance the student's understanding of the effectiveness of community social work interventive strategies over time.

1	2	3	4	5	0
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D. COMMUNITY SOCIAL WORK SKILLS IN ENDING PHASE

1. Recognizes and plans for the potential of community development efforts to stop or dissolve as a reaction to the worker's departure from the process.

1	2	3	4	5	0
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2. Utilizes direct approaches in groups and with individuals which permit members to address feelings about the ending process.

1	2	3	4	5	0
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3. Shows initiative in helping others recognize the need to plan around the ending process. This may require preparation of reports, planning for future meetings and involvement of other personnel.

1	2	3	4	5	0
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4. Recognizes and supports the unique part ritual plays in the ending process.

1	2	3	4	5	0
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Please write additional comments related to the student's overall practice skills in community social work:

PART 3: STUDENT'S USE OF PROCESS RECORDINGS, FIELD INSTRUCTION, AND ROLE IN AGENCY – SECOND YEAR

1. Meets the requirement of preparing a minimum of 2 process recordings per week utilizing the School's format and submitting these in a timely manner.

1	2	3	4	5	0
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2. Records significant data and developments in the process recording.

1	2	3	4	5	0
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3. In process recordings shows the ability to use appropriate theory to inform second year practice.

1	2	3	4	5	0
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4. Uses process recordings critically and demonstrates playful self reflection in preparation for field instruction conferences. This includes development of an agenda for field instruction meetings.

1	2	3	4	5	0
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5. Shows understanding of the educational, professional, and ethical nature of the supervisory conference with the field instructor by openly participating in the learning process.

1	2	3	4	5	0
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6. Shows ability to ask for, accept and make constructive use of feedback and criticism by following through on plans of action and changes as suggested during supervisory conferences.

1	2	3	4	5	0
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7. Reports to field placement, to field instruction conferences and to client contacts on time.

1	2	3	4	5	0
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8. Completes agency forms, chart notes and summaries in a timely manner.

1	2	3	4	5	0
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9. Provides prompt and sufficient notification to all parties affected in the event of unavoidable absences.

1	2	3	4	5	0
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10. Relates to and works with agency staff on all levels--professional, clerical and maintenance--as these have a part in his or her responsibility.

1	2	3	4	5	0
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11. As an agency representative, observes principles of confidentiality.

1	2	3	4	5	0
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12. Participates in staff meetings and relates his or her assigned tasks to the total program of the agency by showing understanding of agency policy and purpose.

1	2	3	4	5	0
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13. Demonstrates a growing development of self awareness and self discipline as manifested in efficient and controlled performance.

1	2	3	4	5	0
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14. Shows acceptance of self as a member of a religious, ethnic and/or cultural group as well as the ability to accept and work with persons who differ.

1	2	3	4	5	0
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PART 4: PROFESSIONAL ETHICS

4. Demonstrates the ability to integrate into practice the values of the social work profession in accordance with the NASW Code of Ethics.

1	2	3	4	5	0
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5. Shows ability to identify own values and their potential for impacting her or his own practice with a client system.

1	2	3	4	5	0
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6. Demonstrates ability to raise questions about ethical dilemmas and their implications for practice, and seeks out supervision.

1	2	3	4	5	0
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PART 5: SUMMARY

Please include your assessment of the student's overall field performance and recommendations for professional development.

[Empty box for student assessment and recommendations]

**Return Evaluation to: Dr. Ronnie Glassman, Director of Field Instruction
c/o Winter Office – Ms. Frances Montas
OR
c/o Block Office – Ms. Cheryl Hamlett
Wurzweiler School of Social Work Yeshiva University
2495 Amsterdam Avenue, New York, NY 10033**