

# BSW Practicum Education Manual



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PRACTICUM EDUCATION INFORMATION

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## Chapter 1 – Introduction to BSW Practicum Education: Framework and Overview

Practicum education is one of the most vital learning experiences you will have in your BSW program. You will have the opportunity to spend your senior year in one of numerous professionally supervised settings. These might include: a school, community center, public library, homeless shelter, children’s protective services, or health setting. There, under the supervision of social work professionals, you will gain valuable professional experience and have the opportunity to apply your classroom knowledge, skills and values to real life situations. This experience will prepare you for both entry level employment as a social worker and for application to an MSW program.

The BSW Practicum Education Coordinator along with our faculty and advisors and our agency partners will work closely with you to develop your social work skills and experience.

### Introduction: BSW Program Mission and Goals

The Bachelor’s Program in Social Work at the University of Connecticut prepares students for both entry level professional practice and advanced standing in graduate social work programs. Rooted in social justice and human rights, the curriculum has a generalist orientation which pays equal attention to micro, mezzo and macro practice. The program is committed to providing opportunities for students to develop ethical approaches to practice with underserved populations and communities through coursework, urban Practicum placement student units and research opportunities. Graduates are prepared to contribute to individual and community well-being through the valuing of human diversity, the prevention and alleviation of structural inequities, and through advocacy for improved social policies and services.

Through the combination of classroom coursework and the senior year Practicum internship, students will achieve mastery of the goals of the BSW generalist program. These include the following program goals which align with the core competencies, as mandated by the Council on Social Work Education:

1. Preparation of social workers who demonstrate ethical and professional behavior
2. Preparation for practice and advocacy with underserved and diverse populations and communities through coursework, urban Practicum placement student units, and research opportunities
3. Understand and advance human rights and social, economic and environmental justice, locally and globally
4. Engage in practice-informed research and research informed practice
5. Engage in policy practice and political advocacy
6. Engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations and communities

**POLICY AGAINST DISCRIMINATION, HARASSMENT AND RELATED INTERPERSONAL VIOLENCE**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu).

**SEXUAL ASSAULT REPORTING POLICY**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/>.

**Definition of Generalist Practice**

The BSW program’s mission statement speaks to the commitment to preparing generalist social work practitioners. The BSW Program defines generalist practice as follows:

*Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context. Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social workers respond to a variety of context and strive to protect human rights, promote social and economic justice, and provide culturally competent services.*

## The EPAS Competencies

The BSW Program's Educational Outcomes are guided by the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE). (CSWE, 2015). CSWE describes Practicum education as the "signature pedagogy" in social work education, meaning that Practicum-based learning provides a key opportunity to develop the nine competencies of social work practice listed below.

At the point of their graduation from the UConn BSW Program, students are expected to demonstrate their ability to:

1. Demonstrate Ethical and Professional Behavior.
2. Engage in Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess with Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate with Individuals, Families, Groups, Organizations, and Communities.

## VALUES AND ETHICS

UConn School of Social Work upholds the ethical standards of the social work profession, as expressed in the Code of Ethics of the National Association of Social Workers (NASW) (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>). It upholds the University's standards on ethical behavior in all aspects of the program, including activities that occur in the School building as well as in the classroom and in Practicum education settings. .

The Code of Ethics supports policies of non-discrimination against members of diverse groups and the University specifically directs every member of the community to refrain from actions that intimidate, violate, humiliate, or demean persons or groups; or that undermines or threatens other's security or self-esteem. All social workers and students need to become familiar with the values expressed in the Code and consider areas where personal beliefs might come into conflict with professional values and ethical precepts. Resolving such conflicts is essential to providing ethical professional practice with diverse clients and communities.

## FIRST AMENDMENT RIGHTS

Students who believe that they are placed in a setting that potentially violates their First Amendment rights, should notify their faculty advisor for advice and possible replacement. The First Amendment states "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."



## AGENCY-BASED VOTER REGISTRATION

One of the important objectives of social work is the empowerment of clients. An important form of empowerment is the power each citizen has at the ballot box. UConn School of Social Work, through the Nancy A. Humphreys Institute for Political Social Work (NAHIPSW), annually conducts an agency-based voter registration initiative in all Practicum work placements.

Students are asked to organize a voter registration project as they begin their Practicum work using materials provided to them by the Institute. With a very few exceptions, it is completely legal for social workers to register agency clients. If students encounter concerns at their Practicum agency about the appropriateness of doing voter registration, the packet provided to students by NAHIPSW contains contact information for the Political Institute.

### Purpose of Practicum Instruction

According to CSWE, “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Practicum education is the signature pedagogy for social work. The intent of Practicum education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and Practicum—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Practicum education may integrate forms of technology as a component of the program.”

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

The UConn BSW program has developed innovative Practicum placements that facilitate excellent professional preparation for our students.

## CURRICULUM REQUIREMENTS

Consonant with this mission, the School's comprehensive, 52 credit bachelor's program is designed to prepare graduates for entry level work with individuals, families, communities, groups and organizations to improve their well-being. Graduating students will be able to competently work in a range of social work settings, with diverse population groups with varying needs and problems, and will be capable of employing change both within and among various social systems.

**For detailed information about the BSW curriculum, see the UConn SSW BSW Student Handbook on our UConn SSW website: <https://sww.uconn.edu/bachelors-social-work/bsw-coursework/>**

The curriculum includes the following **Practicum Education components**:

- one 406-hour Practicum placement (a two-semester Practicum placement, comprised of two 3-credit courses ); and
- two 3-credit semester long Practicum seminars



The curriculum and its intended outcomes are consonant with the School's mission and goals as well as the standards for baccalaureate education in social work as set forth by the Council on Social Work Education which grants accreditation status to schools of social work.

**BSW Curriculum and BSW Practicum Curriculum**

The BSW curriculum is sequenced to provide an opportunity for integrated development between the micro, mezzo, and macro levels. It fosters a cumulative learning process that allows students to apply knowledge attained in their junior year studies about human behavior in the social environment, human oppression, research-informed practice, and social welfare policy to their practice-based educational experience in their senior year. In their senior year, students participate in 203 hours of supervised practicum work per semester (406 hours total) in organizations/agency settings identified and approved by the Practicum Education department. Given the cohort model structure of the BSW program, there is ample opportunity for reflection, processing learning, and team building amongst students, practicum instructors, social workers, and faculty. The 45 hours/semester spent in the twice/week Practicum seminar course provides an organizing structure for students to process practicum experiences. Taken together with three practice courses (micro, mezzo, and macro levels) that they complete in their senior year, students will have a robust opportunity to integrate knowledge gained in social work classes with their Practicum experience. The total number of required Practicum hours is 406.

The Practicum curriculum is contextualized within a social justice and human rights framework through the following principles:

- Understanding that individuals, families and larger systems are experiencing systematic oppression and other social injustices
- Using anti-oppression discourse transcends curricula and strengthens “real-life” application of theory
- Integrating a focus on understanding the mechanisms that create, maintain and perpetuate social inequality and structural violence, while developing capacity to engage in promotion of social justice and human rights.

The courses are sequenced to build upon one another and help students integrate theory and practice content in a holistic way (see Sequence Chart below).

	Fall	Spring
Juniors	<ul style="list-style-type: none"> <li>• SOWK 3000 Intro (3)</li> <li>• SOWK 3100 HBSE I (3)</li> <li>• SOWK 3200 Social Welfare Policy (3)</li> <li>• SOWK 3250 Social Justice/Dialogue (3)</li> </ul> <p style="text-align: right;">12 credits</p>	<ul style="list-style-type: none"> <li>• SOWK 3101 HBSE II (3)</li> <li>• SOWK 3201 Policy Advocacy (3)</li> <li>• SOWK 3350 Research (3)</li> <li>• Elective (3)</li> </ul> <p style="text-align: right;">12 credits</p>
Seniors	<ul style="list-style-type: none"> <li>• SOWK 3501 Micro Practice (3)</li> <li>• SOWK 3502 Mezzo Practice (3)</li> <li>• SOWK 4100W Senior Seminar (4)</li> </ul>	<ul style="list-style-type: none"> <li>• SOWK 3503 Macro Practice (3)</li> <li>• SOWK 3701 Practicum Practicum II (3)</li> </ul>

	<ul style="list-style-type: none"> <li>• SOWK 3700 Practicum I (3)</li> <li>• SOWK 3800 Practicum Seminar I (3)</li> </ul> <p style="text-align: right;">16 credits</p>	<ul style="list-style-type: none"> <li>• SOWK 3801 Practicum Seminar II (3)</li> <li>• Elective (3)</li> </ul> <p style="text-align: right;">12 credits</p>
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**52 credits total**

There are several structures and mechanisms for connecting the conceptual contribution of the classroom with each practice setting, thus fostering the implementation of evidence-informed practice. In the following ways, competencies central to the program’s curriculum are taught and reinforced in both educational arenas.

*How Practicum students demonstrate competencies in Practicum*

Students in the BSW program engage in Practicum work that is informed by the core competencies as specified by EPAS: the ability to engage in practice informed by the profession’s values and ethics (Competency 1) including the commitment to serve and advocate for diverse and at risk populations (Competencies 2, 3, and 5), to think critically (Competency 4), to apply theory and research (Competencies 4, 6, 7, 8, and 9), and to practice engagement, assessment, intervention and evaluation (Competencies 6, 7, 8, and 9), while being aware and responsive to context (Competencies 3, 5, 6, 7, 8, and 9).

The cohort model of BSW education being followed by the UConn SSW means that students take their courses together. Practicum sites are chosen based on their ability to provide different opportunities to demonstrate the competencies. For example, in a school setting students will typically meet individually and in groups with students and will have contact with their families. They will also work with interdisciplinary teams to understand and implement school policies within municipal and state law contexts. The urban Hartford community has a high proportion of persons of color, non-native speakers of English, and lower socio-economic status. Thus, students will have the opportunity to examine and respond to structural inequalities. Given the School’s proximity to the Connecticut State capital, students will have the unique opportunity to engage in legislative advocacy.

*Assignment of Practicum hours*

Students are expected to complete 406 hours of Practicum experiences during their senior year in the BSW program. During this time students participate in an educationally supervised practicum of 203 hours per semester (approximately 14 hours a week)

In their senior year, students are also enrolled in a concurrent Practicum Seminar course, which is considered a Practicum supportive experience (which does not count towards the 406 hours of Practicum education required to graduate). The 45 hours/semester of classroom time in this seminar, in addition to the 406 hours in the Practicum adds up to total of 496 hours of Practicum education and Practicum supportive experience.

SOWK 3800 Practicum Seminar (fall)	45 hours
SOWK 3700 Practicum (fall)	203 hours
SOWK 3801 Practicum Seminar (spring)	45 hours
SOWK 3701 Practicum (spring)	203 hours

**ADMISSION TO PRACTICUM PLACEMENT**

Students must demonstrate their academic and professional readiness for assignment to a Practicum placement through their academic performance and behavior, as well as by meeting the Placement Agency and University's background check and health-related requirements for placement (see Office of Clinical Placement Coordination).

Criteria for admission into the practicum includes successful completion of all coursework in the junior year as well as demonstration of essential behavioral and social attributes, as assessed by the student's faculty advisor. These include the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the various qualities and skills gained through their life experience;
- Ability to meet Practicum and class requirements in a timely manner with reasonable accommodation if needed.

By the middle of the spring semester of the junior year, the student's faculty advisor will meet with them to discuss and assess their academic and professional readiness for the Practicum. Following the meeting, students complete a placement form in CORE ELMS and are then assigned to a Practicum Coordinator who will work with the student on the placement process.

## Chapter 2 – BSW Practicum Organizational Structure and Roles

### Introduction

Successful learning in the Practicum placement requires a high degree of coordination among numerous people: the Practicum Education Coordinator, the BSW Program Director, the faculty advisor; the instructor of the Practicum seminar, the Practicum instructor and agency staff; and the student. The specific roles and responsibilities of each are described below.

### Practicum Education Department

*The Practicum Education Coordinator, under the direction of the Director of Practicum Education, is responsible for:*

1. Identifying suitable BSW Practicum placement sites, doing site visits/agency meetings and ensuring the capacity of the agency to provide appropriate learning opportunities for students;
2. Placing and overseeing the placing of BSW students in the Practicum;
3. Working with relevant university offices to develop and maintain Affiliation Agreements between the School of Social Work and partner agencies for BSW placements;
4. Monitoring compliance items the student must complete for the university and the placement agency, ie student background checks, trainings and other health monitoring requirements;
5. Working with students to “match” with practicum placements and supervisors;
6. Ensuring that Practicum Instructors have completed or will complete the Seminar in Practicum Instruction Course;
7. Working with the Practicum Education Director to develop and deliver in-service training for Practicum instructors; and
8. Referring problematic Practicum related situations to the appropriate review committee for consultation and disposition.

### Practicum Education Office Role and Responsibilities

*Administrative staff in the Practicum Education Office will be responsible for:*

1. Maintaining all records, including but not limited to Affiliation Agreements, Agency and Practicum Instructor Evaluation Forms;
2. At the direction of the Practicum Education Director, maintaining communications with Practicum agency staff;
3. Developing and maintaining files on all placement agencies in planning future placements;
4. Monitoring receipt of student Practicum evaluations; and
5. Monitoring receipt of evaluations of Practicum placement experience

*The Practicum Education Coordinator, the BSW Program Director, along with the instructor of the Practicum Seminar and students' Faculty Advisors are responsible for:*

1. Monitoring the quality of each student's Practicum education experience
2. Seeking solutions to any problem that limits the student's ability to be successful in the Practicum and their opportunities to develop generalist social work practice skills and competencies.

## Faculty Roles and Responsibilities

*The Faculty Advisor is responsible for:*

1. Being in regular contact with each student;
2. Becoming familiar with all matters pertaining to Practicum education and the academic components of students' programs;
3. Reviewing educational contract and provide feedback and provide suggestions to Practicum instructor as needed;
4. Monitoring students' class and Practicum performance and overall professional goals and development, including reviewing students' transcripts and plans of study to ensure they are taking the courses that are necessary to complete their program as planned;
5. Assisting students with the Practicum education experience (e.g., use of Practicum instruction and Practicum supervision, reviewing process recordings, identifying learning patterns and practice issues, clarifying practice criteria and expectations, addressing any task management and/or time management issues, assignment development and support with the educational contract, supporting students' development of professional identity and professional conduct/behavior, , planning for future Practicum placement, etc.);
6. Serving as an educational resource to the Practicum instructor (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
7. Ensuring that the School's standards for Practicum education are met by Practicum instructor and student (e.g., monitor quality of teaching/supervision, student learning, and practice; participate with the student in the evaluation of the placement and build in feedback loop);
8. Mediating, as necessary between agency, Practicum instructor, school, and student (e.g., deal with structures, relationships, communication patterns and processes of administrators and policies);
9. Taking leadership and serving as a trouble-shooter in dealing with problematic Practicum placement situations, in consultation with the BSW Practicum coordinator and possible consultation with the Practicum seminar instructor (e.g., performance problems, insufficient assignments for student in Practicum, inattentive Practicum instructor, and etc.);
10. Serving as a consultant to student on ethical issues and ensuring that ethical and professional standards in Practicum education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice);
11. Making contact with the Practicum instructor during the first two weeks of Practicum placement; making an agency visit with the Practicum instructor and student prior to mid-semester of the fall semester and again prior to midterm in the spring semester; more if deemed necessary.

12. Maintaining regular contact, as needed with both the student and Practicum instructor/agency, as needed;
13. Collaborating, as needed, with course instructors and Practicum department personnel;
14. Ensuring that ethical and academic standards are upheld;
15. Assisting students with development of career and professional goals, and supporting their overall academic performance;
16. Making a referral to the Performance Review Committee (PRC) to recommend a consultation and/or a convening of the PRC when an advisee is having serious problems in the Practicum or in their coursework. Preparing reports for PRC as needed;
17. Assigning student grades for Practicum Education and inputting grades into PeopleSoft system at the end of each semester for Practicum placement;
18. Evaluating agency setting and Practicum instructor with student;
19. Writing reference letters for scholarships, special honors, and potential employment when requested.

*The Practicum Seminar course instructor is responsible for:*

1. Teach a twice/week seminar course that supports students' Practicum-based learning, ensuring that students have the opportunity to integrate previous and current classroom content with Practicum placement experiences and to discuss and demonstrate their professional development;
2. Assist the student in developing problem-solving strategies for Practicum placement challenges, identifying appropriate courses of action, such as utilizing Practicum instruction supervision, speaking with their faculty advisor, etc.
3. Communicate with student's faculty advisor if necessary.

## Student Roles and Responsibilities

*The student is responsible for:*

1. Being responsive to all requests and communications from the Practicum education office, the faculty advisor, course instructors, and the BSW Program Director, using UConn email;
2. Conducting themselves professionally, in accordance with the NASW Code of Ethics;
3. Being responsible for attending Practicum education placement hours as scheduled and being prepared for supervision;
4. Carrying out all assigned tasks in the Practicum placement (including but not limited to completing process recordings and logging practicum hours in core elms);
5. Discussing with Practicum instructor, faculty advisor, the Practicum seminar instructor, and/or the Practicum Coordinator (as appropriate) any issues of concern that arise in the Practicum placement experience;
6. Demonstrating willingness and ability to be self-reflective in the Practicum placement experience; and
7. Completing all required SSW and Practicum agency paperwork completely and promptly.

## Chapter 3 – Selection of Practicum Agencies, Criteria, and Practicum Instructors

### Criteria for the Selection of Practicum Settings

The following are the criteria used in the selection of Practicum placement agencies:

- the agency philosophy must be compatible with the values and ethics of the social work profession;
- the administrator and staff must have knowledge and appreciation of the social work professional education process and goals, and be willing to undertake, both individually and collectively, the various responsibilities that a Practicum education program entails;
- the agency's administrator and staff must be committed to a Practicum education program as a significant function and responsibility of the agency;
- the agency must have good standing in the community and in the profession. It must qualify for membership or be moving toward membership in those standard-setting bodies, national and local, appropriate to its Practicum of service;
- the social service department or unit operating in a non-social work host setting, such as a hospital, court, school, or institution should be fully integrated into the philosophy and structure of the organization;
- the agency's staff must be of such size as to maintain and develop the basic program of the agency without reliance on students;
- the hosting agency must be prepared to give the student appropriate assignments that develop generalist practice skills and must provide students access to the following materials and documentations for their learning: budgets, annual reports, organizational charts as well as agency policies and procedures;
- the size and flow of the program of the agency should be such as to offer students a wide range of experiences that permit the development of generalist practice skills; the selection of learning experiences for students must be based on their educational needs rather than upon the needs of the agency;
- the agency must be able to provide suitable space, telephones, and computers;
- the agency must free the Practicum instructor to prepare for and provide individual supervision for one hour per week for students in placement 14 hours per week;
- the agency must be willing to free the Practicum instructor to attend the required Seminar in Practicum Instruction (SIFI) for first time Practicum instructors and other School sponsored Practicum education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the Practicum.

### Safety and Security Procedures

UConn School of Social Work is concerned for the safety of all students during their Practicum placement experiences. While serious threats to students' safety are rare, there is a growing need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life. However, students may lack the experience and skills that help more seasoned practitioners assess



risk and take appropriate precautions. It is not possible to eliminate risk but there are specific strategies one can utilize to reduce threats to personal safety.

## **Basic Principles of Personal Safety Risk Management Strategies for Social Work Interns:**

1. Assessing and managing personal safety risks are essential social work skills (essential life skills). These include: becoming aware of the indicators of risk and developing a purposeful and thoughtful strategy to reduce or avoid the risk.
2. Remember that you are ultimately responsible for your own personal safety. Pay attention to your instincts. They can be an important guide to danger.
3. Practicum Educators should provide an orientation for interns to personal safety procedures in their Practicum education Practicum agencies. If students have not received this information, they should request it.
4. Policies and procedures will vary in different agency settings. Policies may include: requiring home visits to be done in pairs; requiring interview rooms to remain open during sessions; or a specific set of procedures which should be followed if a staff member or intern finds themselves in a potentially dangerous situation.
5. Develop a safety plan with supervisor for possible situations where you may feel threatened. This may involve such strategies as selecting a code word or other tactics to alert staff if you ever feel threatened to elicit staff support and response.
6. Interns should always inform their Practicum instructor and faculty advisor of any incident where their personal safety is threatened. This does not just involve incidents with clients, but may include incidents in the community, incidents involving placement agency employees, or environmental risks such as fire, flood, exposure to pathogens, etc.
7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse.
8. When interacting with clients, interns should practice core social work skills including demonstrating positive regard and respect for client's right to self-determination of their goals, using clear and calm communication patterns, using observational skills to assess cues from the client, and maintaining awareness of their environment at all times.
9. Be alert to all parties in your immediate environment.
10. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
11. Carry yourself in a confident manner. Be purposeful in your actions.
12. Be friendly, however do not disclose a great deal of information about yourself or family.
13. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
14. Dress in a manner conducive to your professional Practicum placement activities. Wear clothes and shoes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
15. At all times consider safety. Use your observational skills to practice safely. Ask a client if they would like some "time out" to compose themselves or cool down; offer to reschedule the appointment in a calm and "blame-free" manner.
16. Know when to terminate a session. Do not become so focused on the task that you ignore warning signs of a potentially dangerous situation. Ask to reschedule the appointment.
17. Your supervisor or someone in the agency should know where you are at all times during your Practicum placement workday. Before going on home visits or meetings with clients in the community, give specific information about your destination and approximate time of arrival

and departure. If you are concerned about seeing a particular client, ask for assistance or take another worker with you.

**Home Visit Policy:** The Practicum agency should provide a comprehensive safety orientation to students engaging in home visits. Students should only be asked to make home visits to residences known to have a low risk to personal safety. If there is any question or concern about safety, the student should only be asked to visit the home with another person qualified to handle any difficult situation that could arise.

**Practicum Related Expenses:** Students are responsible for their own transportation costs to and from the agency and may be required to pay for parking. Agencies are expected to reimburse students for travel expenses incurred through Practicum assignments. All students are required to have background checks, drug screening, and immunizations. The UConn School of Social Work does not pay for these costs. Students are required to pay for the cost of the background checks, drug screening, and immunizations. Agencies are expected to pay for any approved expenses related to client services (e.g. program expenses, client transportation).

**Use of Student's Own Cars for Transporting Clients:** UConn School of Social Work cannot offer any financial or other protection to students who use their own cars to transport clients as part of their Practicum education assignment. Students should learn what coverage is available through the agency and contact their own insurance companies or agents to learn what coverage their own insurance offers for such circumstances.

The School strongly discourages students from agreeing to use their own cars to transport clients as part of their Practicum assignment since the university's insurance coverage does not protect students from liability in the event of an accident that occurs when they are transporting a client.

**Disclosure of Student Status:** The NASW Code of Ethics states: "Social workers who function as educators or Practicum instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students."

In accordance with our profession's ethical stance, UConn School of Social Work requires that social work students identify their student status to clients/constituents either verbally or through the use of name tags. Students' status should be clearly designated in signing notes in records. The School further recommends disclosure of the length of student availability.

**Liabilities:** Liability coverage is provided by the State of Connecticut under Section 10-235 of the General Statutes entitled: "Indemnification of teachers, board members and employees in damage suits; expenses of litigation."

**Student Malpractice Policy:** The University arranges for professional liability insurance for all matriculated students. This covers our students in the performance of duties as a student intern. This blanket coverage includes the \$1,000,000/\$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford. Students are only covered by this professional liability insurance for semesters that they are registered and thus matriculated students. Students who are not registered for Practicum placement, Practicum seminar, and the required concurrent classes for a given semester are not permitted by the

University to engage in Practicum education during that semester until such time as they are fully registered and matriculated.

Students who are not employees of the agency are not entitled to any Workers' Compensation benefits for any illness, accident or injury arising out of this placement. Coverage for these medical issues is provided through the individual student's health insurance policy. Agencies may deem it prudent to provide additional coverage for students. Any such arrangements are between agencies and students, and do not involve the School.

**Accommodations:** UConn is committed to providing students with disabilities equal access to educational opportunities. To accomplish this, UConn grants to students with documented disabilities reasonable and appropriate accommodations, which are academic adjustments or modifications made to elements of a student's postsecondary program. The Center for Students with Disabilities (CSD) is vested by the University with the authority to engage in an interactive process with each student and determine appropriate accommodations on an individualized, case-by-case, class-by-class basis. This practice is in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) as amended (2008), which provides that no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the University because of a disability.

Students seeking an accommodation must register online with the CSD via MyAccess and provide appropriate documentation that establishes the need for an accommodation. Students should refer to the Documentation Guidelines for further information regarding appropriate documentation. Information regarding accommodations is also available through the CSD website at [csd.uconn.edu](http://csd.uconn.edu) or individuals may contact the CSD at 860-486-2020 or [csd@uconn.edu](mailto:csd@uconn.edu) for further information or assistance. The UConn Hartford campus disability services office is located in the Hartford Times Building in Room 139 or you may contact the office at 959-200-0387 or [ghcdisabilityservices@uconn.edu](mailto:ghcdisabilityservices@uconn.edu)

**Confidentiality of Student Information:** In accordance with the Family Educational Rights and Privacy Act (FERPA) and with University policy, school officials with a legitimate educational interest in a student may share information with each other to further educational goals of the student or program. Information shared will be limited to the minimum needed to support the student's educational needs. School officials include, but are not limited to faculty, adjunct faculty, adjunct advisors, staff, and Practicum educators.

**Confidentiality of Patient Information and Agency Records:** The University and each student shall comply with all applicable state, federal, and local laws regarding the confidentiality of patient information and medical records.

### **Absences Due to Special Circumstances**

There are occasions when a student is absent from their practicum education setting on a regularly scheduled day due to special circumstances. These include but are not limited to: illness, personal time, inclement weather, and agency holidays that are not UConn school holidays. Any such absence beyond 6 hours during the academic year must be made up in a manner agreed upon by the student and Practicum Instructor. If the parties involved have difficulty arriving at a mutually suitable arrangement, the student's Faculty Advisor is expected to assist in negotiating an appropriate plan for the student to make up hours,

ensuring that the student completes at least the 400 hours of practicum placement that are required of BSW students by the Council on Social Work Education.

To log (up to 6 hours) absences from Practicum, students should:

1. Use the absence tracking tab in CORE ELMS. Directions on how to do so are in the student resources folder in CORE ELMS, which can be found on the student's home page or "landing page". There is a short video on "how to log an absence in CORE ELMS". Video link: <https://vimeo.com/727926136/b9b0e31e9c> The Practicum instructor should get an email alert to approve or confirm the absence, just as they confirm regular hours completed.
2. To ensure all hours are counted, students should also enter in absences into the hours tracking tab – and in the notes section, write in a reason for example, "sick time, see absence tracking". Then, when advisors check student's hours tracking tab, it will be clear that the total required hours have been completed.

### Criteria for Selection of Practicum Instructors

In those few instances in which a student is placed in an agency that can offer excellent practice opportunities, but does not employ a BSW and/or MSW to serve as a Practicum instructor, the student may be assigned an onsite task supervisor, and receive formal BSW and/or MSW supervision from a person hired by the School for this purpose.

Practicum instructors of BSW students must have a BSW or an MSW from a CSWE-accredited program and have had the opportunity to develop professional competence through two or more years of professional practice degree. All Practicum instructors must document their credentials by submitting practicum instructor form via Core Elms.

Practicum instructors are expected to demonstrate:

- sound identification with the social work profession and its mission;
- commitment to their own continuing professional development as a practitioner and Practicum educator;
- positive orientation to the need for innovation and change within a developing profession;
- basic understanding and respect for the knowledge base of social work;
- ability to learn and teach conceptually, reflecting an attitude of scientific inquiry;
- mature personality with knowledge about and sensitivity to the emotional components of the professional education process;
- respect for and understanding of the individualized learning patterns of students;
- ability to integrate the goals of professional practice and professional education and use good judgment in addressing the balance between the needs of the client, the agency, and the educational needs of the student; and
- commitment to participate in school sponsored educational activities for beginning and experienced instructors.

**Non-BSW/non-MSW Practicum Instructors:** While it is generally required by the Council on Social Work Education (CSWE) that Practicum instructors have a BSW or an MSW and at least two years of professional practice experience, there are certain unique learning situations where CSWE may grant a waiver to this requirement. All such Practicum instructors will:

- have an equivalent degree in an associated Practicum and practice experience relevant to student's education;
- demonstrate knowledge about the social work profession;
- attend School sponsored meetings and participate in the required Seminar in Practicum Instruction for Practicum instructors who have never before supervised an BSW or MSW student.
- **Receive a waiver from the Council on Social Work Education (CSWE) granting them authorization to serve as a Practicum Instructor.**

**Shared Task Supervisor/BSW Practicum Instruction:** There are instances in which a particular setting can offer valuable educational experiences for a student, but which does not have a BSW or MSW Practicum instructor who can provide an hour of weekly Practicum instruction. In those instances, the student may be assigned both a qualified task supervisor for general oversight of Practicum assignments, and a BSW Practicum instructor who can provide supervision focused on the competencies and practice behaviors taught in the School's curriculum. Task supervisors generally will have a graduate degree. They are expected to have work experiences that prepare them to supervise social work students in their setting. They should have been employed by that setting for at least one year prior to the student's arrival.

Respective responsibilities of the task and BSW Practicum instructors:

Following are guidelines for the areas to be addressed by each party in their collaborative educational efforts. The exact balance of the responsibilities described could be modified when the special skills and responsibilities of each party are taken into account. Students are expected to receive a combined total of 1 hour of supervision each week. The amount of supervisory time offered by the task supervisor and BSW Practicum instructor in each placement will be developed by the School and Practicum setting during the placement process.

Shared responsibilities of the task supervisor and the Practicum instructor:

- Develop the educational contract with the student – identifying the educational objectives, the planned assignments, and the respective roles and responsibilities of the student, the supervisor and the Practicum instructor.
- Maintain ongoing communication to share perceptions of the student's progress and to update and refine educational objectives as the year progresses.
- Discuss the student's progress and future educational objectives with each other when preparing the formal end of semester Practicum evaluations. The task supervisor should contribute a brief narrative, but the BSW Practicum instructor has final responsibility for the evaluation.
- Meet jointly with the faculty Practicum advisor and student during an advisor site visit.

Responsibilities of the task supervisor:

- Encouraged to attend the Seminar in Practicum Instruction (SIFI), but required to attend SIFI Orientation.
- Provide supervision around service delivery and areas identified below.
- Oversee the administrative aspects of the student's performance, e.g., orientation to the agency, attendance, time management, required agency record keeping, and usual reports for supervision required by the agency.
- Select specific assignments related to educational objectives (cases, groups, projects) throughout the year.
- Help the student develop a focused agenda for the meeting with the BSW Practicum instructor. This agenda could include a review of materials produced especially for educational purposes and a focus on social work competencies and practice behaviors that the student needs to strengthen.

Responsibilities of the BSW Practicum instructor:

- maintain major responsibility for approval of the learning contract, and sign it before the student submits it to their faculty Practicum advisor;
- maintain ongoing awareness and approval of the student's assignments;
- review materials written for educational purposes, e.g., process recording, logs, grant proposals;
- provide weekly supervision to the student intern (1 hour of supervision per week )
- focus supervision on social work competencies and practice behaviors;
- help student link social work values, research and theory to practice; and
- maintain final responsibility for the student's Practicum evaluation each semester and **to complete and submit the evaluations** when due.

## Recommended Student Orientation to the Practicum Placement

The following topics are recommended to be covered within the student's first day/week of Practicum placement.

Provide student with the agency's:

- Mission statement
- Organizational chart
- Annual report & budget
- Agency programs and services
- Staff directory

Inform student about policies and procedures regarding:

- lunch (not counted toward placement hours)
- holidays, snow days, and emergency closings
- use of phone, copier, fax machine, other technology and social media, etc.
- use of personal cell phone and other technology
- mileage reimbursement – policy & forms
- dress code

- schedule of trainings & meetings
- expense reimbursement forms
- parking
- safety issues (see Safety and Security Procedures)
- physical restraints (students are not normally expected to participate in situations requiring physical restraints)
- emergency procedures
- policies on keys, IDs, pagers, books (The School assumes no responsibility for purchasing or replacing such items)
- mandated reporting
- confidentiality
- developing effective, professional relations with clients and staff



## Chapter 4 – Policies and Procedures

### Application to the Practicum

Criteria for admission into the Practicum includes successful completion of all coursework for the junior year as well as an assessment of behavioral and social attributes, including the following:

- Willingness to work with and show respect for diverse populations;
- Potential for reflection and self-awareness;
- Ability to synthesize past experience with diversity with current understanding of social work;
- Ability to articulate the qualities and skills gained through their life experience;
- Ability to meet Practicum and class requirements in a timely manner with reasonable accommodation if needed;
- Ability to demonstrate basic professional skills related to communication and follow-through on tasks and requirements.
- Ability to identify if/when academic, professional, or personal challenges may interfere with learning and to seek appropriate assistance as needed.

In addition, students must complete all compliance requirements necessary to begin Practicum. The Practicum Education Department will provide information regarding compliance during the late fall of the junior year, in preparation for the Practicum placement experience.

By mid-spring semester of the junior year, the student's faculty advisor will meet to assess readiness for the Practicum.

### Practicum Placement Process & Procedures

The Practicum Education Department (PED) is responsible for placing students in agencies that can provide the experiences and Practicum instruction required by the School. **Under no circumstances should arrangements for a Practicum placement be negotiated or made without the involvement of the Practicum education staff.** The placement process is described below.

#### The Placement Process

The following are procedures for placing students. Reasonable accommodations will be made for students who are registered with Center for Students with Disabilities (CSD).

The following criteria must be met:

1. The student has completed all junior year fall social work course requirements with a minimum of 2.0 GPA in all courses.
2. The student has demonstrated willingness to work with and show respect for diverse populations.
3. The student demonstrates potential for reflection and self-awareness.
4. The student has the ability to synthesize past experiences with diversity with current understanding of social work.
5. The student has the ability to articulate the quality and skills gained through their life experience.
6. The student has the ability to meet Practicum and class requirements in a timely manner with approved accommodation if needed.

7. The student has demonstrated basic professional skills related to communication and follow-through on tasks and requirements.
8. The student has demonstrated the ability to identify if/when academic, professional, or personal challenges may interfere with their learning, and is willing and able to seek appropriate assistance as needed.

### **Application to Practicum**

- The Faculty Advisor and student should schedule a meeting to discuss educational objectives and interests and approve the student's readiness for Practicum. The student and faculty advisor may also indicate any special circumstances (e.g., medical, public transportation, time constraints), which the School should consider in making Practicum placement plans.
- Following the meeting, students complete a placement form in CORE ELMS and are then assigned to a Practicum Coordinator who will work with the student on the placement process.
- Faculty Practicum advisors, BSW Program Director, and the Practicum Coordinator may meet to discuss student interests, capacities and learning needs and make decisions about placement in the Practicum;
- Based on these materials, the Practicum staff will contact the appropriate agencies and notify students once the placement decision has been made; and
- If for some reason it is determined it is that the placement is not suitable, an alternate Practicum unit site will be explored as necessary.

There are certain circumstances that will result in a student not being placed in Practicum and not being allowed to enroll in the corresponding practice courses, even if a student has been deemed by their faculty advisor to be ready for Practicum. These are as follows – if a student:

- is not able to meet Practicum placement time requirement of being able to be at the Practicum placement each week, typically during the week in Practicum, and during the time the Practicum instructor is at the agency (solely nights and weekends is not available or a guarantee);
- does not successfully pass a required background screening;
- based on interviews, is not accepted for a Practicum placement by three agencies; or
- does not accept a qualified placement following an interview and/or refuses three agencies that meet their educational objectives, and the school's expectations.

### **Practicum Unit Agency/Organization Assignment Process**

After receiving the practicum placement form, the coordinator works to match the student with an approved agency and Practicum Instructor in accordance to their learning needs, interests, other relevant information, and fit with other students assigned to the same Practicum unit (if applicable). Students do not seek out their own placements or Practicum instructors.

Other than preference, if for some reason after meeting, the student or the Practicum Instructor feel that the placement is not a good fit, the Practicum education coordinator will meet to discuss alternative placement options with the student. If it is determined that the student could be placed in another Practicum placement, the Practicum education coordinator will locate another placement. The same initial meeting will be repeated. If the second placement offer is not considered viable, an Educational Performance Review will be held.

At the beginning of their fall semester senior year the Practicum office will send out a confirmation letter notifying the student of their placement and contact information for their Practicum instructor. Specific weekly schedules for the practicum hours are arranged between the agencies and the students.

## **Employed Social Work Program (ESW)**

Students are permitted to apply to have their practicum located in their place of employment. The application form is available upon request from the Practicum Education Department and will be reviewed with the Practicum Coordinator.

To be eligible to apply, the student must have been employed by the organization for at least six months. The proposed practicum instructor must have been employed by the agency for at least one year. Additionally, the employment organization must have the capacity to provide the student with assignments and tasks that allow them to develop and demonstrate all of the nine social work competencies and the associated behaviors that are identified by CSWE as essential to generalist social work practice.

Although a student's current employment supervisor may be considered as the Practicum Instructor, practicum education supervision must be distinct from employment supervision. Placement organizations may propose to assign a qualified Practicum Instructor who is not the student's employment supervisor, to help to ensure that the student's intern role is distinguished from their employee role. The assigned Practicum Instructor must meet all of the usual requirements (see Criteria for Practicum Instructors). Students must submit an ESW application during the placement process, and this must be reviewed and approved by the Practicum Education Department before this arrangement is confirmed. Any agency/student wishing to explore this option should contact the SSW's Practicum Education Department for further information and materials.

## **Background Checks, Drug Screening, and Immunizations**

All UConn SSW students are required to successfully complete Practicum education in order to graduate with a BSW degree. In order to be assigned to a Practicum placement agency, students must complete the compliance requirements listed below. Compliance requirements are designed to keep everyone safe in a Practicum setting. They can include immunizations and screenings, background checks, required trainings, forms and attestations and more. Requirements may come from UConn policies, clinical site policies and/or clinical affiliation agreements between UConn and clinical sites. These requirements can change during your time in the program and they apply to every student in a Practicum placement regardless of discipline. Compliance ensures your personal health and safety, promotes public health and allows you to proceed with your Practicum placement on schedule. Fulfilling these requirements is your responsibility as are any associated costs.

### **First Steps:**

1. Attend a brief information session developed by the BSW Program Director and Practicum Education Department in the late fall semester of junior year, which will describe the Practicum placement process and timeline, including the students' obligation to follow all of the pre-placement requirements set forth by the Office of Clinical Placement Coordination (OCPC).

2. Review the information in the guide provided by the Office of Clinical Placement Coordination (OCPC) and view the full Compliance Overview for Clinical & Practicum Students training video playlist for your program at <http://ocpc.office.uconn.edu/students>
3. Review all requirements and ask any questions you may have. Mark your calendar with deadlines and make a plan to fulfill all requirements by your program's deadlines
4. Set up your ADB/Complio account (instructions will be given in the OCPC Compliance training video) and begin working on your requirements.
5. Make any necessary healthcare provider appointments as soon as possible. You are urged to begin this process prior to or during the winter break to ensure that you meet compliance requirements by the final deadline of June 30.
6. In addition to university requirements, complete any required agency requirements

**Compliance requirements include, but are not limited to the following:**

1. Successfully completing a background screening. Background screenings verify social security numbers and include checking state and federal criminal records and sex offender registries. Background screenings may occur at one or more times during the program. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure a placement. If you have any questions regarding background checks, you can contact the UConn's Clinical Case Manager at [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu).
2. You will need to demonstrate immunity through titers for childhood disease such as measles, mumps and varicella. You will also need to show proof of hepatitis B, Tdap and Covid 19. A record of previous immunizations is not sufficient to fulfill these requirements. Titers are required. Without them, you may not be able to secure a placement. It has been UConn's experience that facilities will not accept a religious exemption form in lieu of proof of immunity and will deny placements to any student who fails to provide such proof. Evidence of immunity and costs associated with testing are your responsibility. Titers may be done through either your personal provider or the University's student health and wellness service.
3. Annual Tuberculosis screening is required. More details on the specific type will be provided in your onboarding session.
4. Annual documentation of receipt of the seasonal influenza vaccine is not required by the SSW but is strongly encouraged. It has been UConn's experience that many facilities will not accept a religious exemption form in lieu of proof of vaccination and will deny placements to any student who fails to provide such proof. Evidence of vaccinations and costs associated with testing are your responsibility.

*If you are not able to meet the above requirements, you will not be able to complete the program's Practicum placement experience requirements.*

## **Additional Practicum Placement Experience Requirements:**

In addition to the above requirements, some facilities require the successful completion of other types of requirements such as those listed below. Students will be informed of any additional facility requirements at the time they are assigned a Practicum placement and will have time to complete these requirements before beginning the Practicum placement. The costs associated with meeting these additional requirements are the student's responsibility.

1. Successfully passing drug screenings. Drug screenings may occur at one or more times during the Practicum placement. If you test positive for drug use, you may not be able to secure a placement at a facility or may be removed from a placement. This includes, but is not limited to, testing positive for prescribed medical marijuana or opiates. If you have any questions regarding drug screenings, you can contact the UConn's Clinical Case Manager at [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu). Disclosure of drug use does not indicate a passed drug screen.
2. CPR: Basic Life Support, including Adult, Child and AED, through the American Heart Association OR a current EMT license.
3. Other: Other types of screenings include fingerprinting, debarment list screenings, and Motor Vehicle Records checks.

*If you are not able to meet a placement facility's additional requirements in a timely manner, you will not be able to complete the scheduled Practicum placement experience, which in turn will delay your ability to complete the BSW program.*

If you have any questions regarding background checks and drug screens, you can contact the UConn's Clinical Case Manager at [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu). For all other inquiries please contact [sswpracticumed@uconn.edu](mailto:sswpracticumed@uconn.edu).

### *Practicum Placement Requirements (As per University of Connecticut policy)*

As a student in the UConn School of Social Work (SSW) program ("Program"), you must complete all required Practicum placement experiences. If you are unable to complete all required Practicum placement experiences, you will not graduate from the Program.

All external Practicum placement experiences must be completed at a Program-approved facility. The BSW Program will identify appropriate placements for you. Each facility has its own requirements that must be met before accepting a student for an internship placement. You are responsible for meeting the facility's requirements. The Program is not responsible for securing Practicum placements for students who are unable to meet a placement facility's placement requirements.

## **Student Self Disclosure**

Consistent with the NASW code of ethics, students are expected to use technology in an ethical and responsible way. This pertains not only to proper use and storage of agency and client information but

also to the student's self-disclosure on social media sites. The student is expected to be aware that they have a responsibility to represent themselves and the agency where they are placed in a professional manner.

## Freedom of Information

Any information about the student provided by the Practicum instructor is subject to federal guidelines according to the Family Education Rights and Privacy Act (FERPA) Students have the right to view any evaluations or documentation that concerns them (see Appendix K).

## Professional Liability Insurance

The University arranges for professional liability insurance for all matriculated students registered for classes and Practicum. This covers our students in the performance of duties as a student intern. This blanket coverage includes the \$1,000,000/\$3,000,000 limits required by most agencies. Faculty and professional staff are also covered by this policy. The coverage is arranged by the State Insurance & Risk Management Board in Hartford.

## Educational /Learning Contracts

The purpose of the Educational Contract is to clarify roles and responsibilities regarding the student's Practicum work experience and to allow all participants (including the student) to develop educational goals for the student. The student and Practicum instructor develop this portion of the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty Practicum advisor.

The **Educational Contract developed with the Practicum instructor** should identify Practicum-based student assignments and activities that will help the student gain the competencies and practice behaviors identified. **Sample assignments and activities are offered as suggestions that could foster the development of these practice behaviors.** Practicum instructors, in collaboration with their student interns, may develop their own assignments and activities. There are a variety of approaches used to complete the Educational Contract. One popular strategy is to brainstorm a list of internship assignments and then insert them under the relevant competencies. Some assignments fulfill multiple competencies. The learning contract will also be utilized in the Practicum seminar as a learning tool. The Practicum instructor will submit the contract into the CORE ELMS database which will also be viewable for the Faculty Advisor. Educational contracts are to be submitted into the CORE ELMS database by the Practicum Instructor in mid-October (students and their Practicum instructor will be notified each year of the specific due date) for review and suggestions. .

If changes in the Learning Contract are necessary, they will be agreed to by all parties involved (student, Practicum instructor and faculty Practicum advisor). It is recognized that during the course of the year specific content may change in response to both student and agency needs. This contract, which is reviewed by the student, the Practicum instructor and the advisor, provides the basis for evaluating progress in the Practicum placement.

Students are expected to provide their Practicum Instructors with copies of each of their syllabi and the classroom assignments that relate to their Practicum each semester. This will be valuable in helping to ensure that their Practicum activities and tasks provide the student with an opportunity to complete required classroom assignments.

## Practicum Evaluations

Evaluations of student performances by Practicum instructors **are to be completed and submitted online within the CORE ELMS database** at the end of each semester. Students will be evaluated on the educational objectives identified and agreed upon in the Practicum Educational Contract. The evaluation link and directions will be emailed to Practicum instructors a few weeks before they are due.

Students should be aware of the following:

- the criteria on which they are being evaluated;
- the evaluation should be jointly completed by the Practicum instructor and student;
- student comments indicate that student has read the document;
- the student has a right to submit an addendum if they disagree with their evaluation; and
- evaluations are to be submitted via Core Elms

A mid-term narrative evaluation may be completed in the middle of each semester.

## Faculty Advisor

The purpose of faculty advising is to help students make maximum use of their educational experience. Advisement enables students to make sound educational decisions about their BSW education with the assistance, knowledge and experience of professional social work educators. Students are assigned faculty advisors. The faculty advisor is expected to be familiar with the student's class and Practicum performance and overall professional development.

The following section identifies the faculty advisors' responsibilities, tasks and activities as they relate to the Practicum and academic components of the students' program.

### **The Practicum Component of Faculty Advising Responsibilities includes:**

- serving as a liaison between the Practicum instructor and Practicum placement site and the BSW program/School of Social Work;
- assisting student with the Practicum education experience (e.g., use of Practicum instruction, recording, learning pattern and practice issues, clarifying practice criteria and expectations, job and time management issues, assignment development, professional identification, planning for future placements);
- serving as an educational resource to the Practicum instructor as needed (e.g., assignment development, teaching methods and learning styles, connections between agency practice and classroom teaching, student progress, content and process of student evaluation);
- ensuring that the School's standards for Practicum education are met by Practicum instructor and student (e.g., quality of Practicum instruction, ensuring internship is focused on student learning and practice, participate with the student in the evaluation of the placement and build in feedback loop);
- mediating, as necessary between agency, Practicum instructor, school and student (e.g., deal with structures, relationships, communication patterns and processes);
- taking leadership and serving as a trouble-shooter in dealing with problematic Practicum placement situations, in consultation with the Practicum department as needed (e.g., performance problems, insufficient assignments, inattentive Practicum instructor, and school structures); and



- serving as a consultant on ethical issues and ensuring that ethical and professional standards in Practicum education are met (e.g., informed consent in practice and research, professional boundaries, confidentiality, and distributive justice).

## **Tasks and Activities:**

- **With students:**
  - strongly encouraged to initiate at least one individual meeting per semester with each advisee (either in-person or virtual)
  - reviews written materials relevant to the placement (e.g., process recordings) and hours logs in Core Elms
  - discusses student learning, informal and formal evaluations; and
  - Issues grades for the student's Practicum Placement.
- **With Practicum instructors and Practicum agencies:**
  - contacts each advisee's Practicum Instructor within the first week of Practicum to introduce themselves (Note: the Practicum Education Department will provide the faculty advisor with a sample introductory email);
  - makes at least one site visit in the fall semester, one in the first semester one in the second semester, (more as needed). Visits should occur when the student and Practicum instructor (and task supervisor, if utilized) are available to meet together;
  - ensures adherence to BSW program expectations re: student supervision, assignments, use of written materials, etc.; and
  - discusses student learning, informal and formal evaluations.
- **In relation to the profession's and the School's standards and ethics:**
  - prepares reports for Performance Review Committee (PRC) as necessary;
  - attends school and/or agency meetings (as necessary, such as the faculty advisor meetings with the BSW Practicum Coordinator when held);
  - reviews end of semester and end of year formal student evaluations submitted by Practicum instructor;
  - assigns grades and inputs grades into the PeopleSoft system at the end of each semester by the grade submission deadline for Practicum; and
  - evaluates agency setting and Practicum Instructor with student.

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## **The Academic Component of Faculty Advising Responsibilities follows:**

- becomes familiar with the student's class and Practicum performance and overall professional goals and development;
- assists students with course planning, sequencing, and registration;
- identifies and helps to resolve potential academic problems;
- monitors academic and program progress;
- ensures that ethical and academic standards are upheld; and
- assists in career and professional development and overall school performance.

## Tasks and Activities:

- at least two individual contacts with each advisee is strongly encouraged per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on professional and career development;
- consult as deemed appropriate with colleagues regarding students' progress including classroom instructors, the Office of Student and Academic Services, and the BSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- review transcripts and plans of study provided by the student, and sign/submit program plans as required;
- consult with OSAS and/or the BSW Program Director if a student requests a policy exception;
- consult with BSW Practicum coordinator/Practicum staff mentor and/or the BSW Program Director when considering making a referral to the Performance Review Committee (PRC) when an advisee is having serious problems in the Practicum and/or in their coursework;
- accompany advisee to the Performance Review Committee if they are referred to the PRC. Provide a summary report of the situation and act as the advisee's advocate;
- write reference letters for scholarships, special honors, and potential employment when requested.

## Problems in the Practicum

Problem situations that occur in the Practicum with students and agencies can be significant and may require replacing a student. Thus, it is important that when problems arise with students and/or within the student's agency placement that faculty advisors are aware of a problem-solving process that will help attend to the situation and guide their review. **See the BSW Student Handbook for more information about the problem-solving process and the Performance Review process.**

## Practicum Replacements:

One solution to the Practicum difficulties could be Practicum replacement. The process to follow is:

- The faculty Practicum advisor, faculty advisor, student and Practicum education coordinator will determine the best plan for notifying the agency that the placement will be terminated.
- The faculty advisor and student, in consultation with the Practicum instructor, will determine the appropriate ways for the student to terminate with the agency, clients, and Practicum instructor.
- The faculty Practicum advisor will work with the student and any other parties involved to identify educational objectives to be addressed in the new placement. These will be shared with the faculty advisor and the new Practicum instructor.

## Appeal Procedures:

- Grade disputes/appeals: Please refer to the UConn BSW Student Handbook for details.

## Schedule and Practicum Placement Hours

The student will be placed in the same agency for both semesters. Students are expected to complete 14 hours per week (406 hours total) in their Practicum placement during the time when there is the maximum opportunity to interact with clients and professional staff, which will depend on the nature of the Practicum placement. The student's schedule will be created in

consultation with the Practicum instructor, and the student. If a student is in need of time off they must receive the Practicum instructor's approval. If the student is requesting significant time off (more than several days), this request should be made in consultation with the Faculty Advisor and BSW Program Director to make sure it is not disruptive to the agency and its clients.

**Appendix B.1.a: Narrative Format for an Individual or Family  
GUIDE FOR PROCESS RECORDING**

Narrative format with an individual or family

**Name of client/clients:**

**Brief background Information:**

**Date of contact:**

**1. Pre-engagement comments**

Indicate any activities that have occurred before meeting with client(s) such as collateral contacts, telephone call with the client, etc.

**2. Narrative**

Record what has transpired between you and your client(s). This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

**3. Impressions**

- Describe and discuss your feelings and reactions
- By “getting into the client’s shoes,” discuss how you think the client(s) may have experienced both the session/meeting and your interventions.
- Provide your impressions, analysis and/or thinking about the client(s).
- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

**4. Plan/Next steps**

**5. Questions/issues for supervision**

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

**Note: Students using process recording for the first time should focus on writing of the narrative; other sections may be added at a later time, based on the student’s educational readiness.**

## **Appendix B.1.b: Sample Process Recording with Individual or Family**

### **SAMPLE PROCESS RECORDING**

Narrative format with an individual or family

**Background Information:** Jasmin is a pregnant 14-year-old Hispanic female who attends a junior high school in upper Manhattan. Jasmin has been in a special education class for children with learning disabilities for the past 6 years. She currently lives with her mother and 7-year-old brother.

**Date of Contact:** Nov 5 - Initial Interview

**Pre-engagement comments:** Jasmin and her mother were referred to the school-based health clinic by her teacher who reported that Jasmin is pregnant and the alleged father is a 14-year-old boy at a neighboring school. The teacher offered Jasmin and her mother a chance to meet with a social worker and brought them to my office.

**Narrative:** I went to the waiting area and asked Jasmin and her mother to come into my office. They both seemed agitated and sat down at a distance from each other, without speaking. I introduced myself as the social work intern in the school. I said, "I talk to lots of kids and families in the school who are having problems with school or in their families." I added that the teacher had told me a little about their situation and I asked them about their views. In angry tones, Ms. C. told me that Jasmin was pregnant; she was too young to have a baby and should have an abortion. Jasmin sat with her head down and hands in her lap. I gently asked her to tell me her thoughts. Looking away, she said, "I don't want to have an abortion." When I asked what bothered her about having an abortion, she shrugged and said, "It just doesn't seem right." Her mother interrupted by saying that she was too young and that such an attitude was foolish. I pointed out to Ms. C. that, even though Jasmin was not far along in the pregnancy, she seemed to be feeling an attachment. I acknowledged that they were both in a rough position and faced with a very difficult decision. While I couldn't make the decision for them, I wanted to ask them some questions to understand their differences better. I asked Ms. C. how she and Jasmin got along. She shrugged and said, "All right. But she doesn't trust me. She doesn't confide in me or tell me about her problems."

I turned to Jasmin and asked, "Is it hard for you to talk to your mother?" She looked down and softly said, "I don't know." I asked Ms. C. if she had known about Jasmin's relationship with her boyfriend. She shrugged and said, "Yes, I knew. He is a nice boy." She quickly changed the subject and repeated that Jasmin should have an abortion. I commented that I could see how strongly she felt about this.

I then asked Jasmin how she was feeling during the pregnancy. She said that she didn't sleep well because she had been hearing voices at night. She said softly, "I hear my grandmother who died. She tells me to have the baby." I asked Ms. C. what she thought about what Jasmin had described. She responded in a rather off-handed way that an aunt believed in spirits and had scared Jasmin by telling her that if she had an abortion, the grandmother's ghost would come back to haunt her. I asked, "Is your family involved in spiritualism?" Ms. C. said that they were. I told her that I felt this might be why Jasmin was "hearing voices" but if this persisted, it would be important for them to let me know.

I asked Jasmin if she had thought much about how she would manage with a baby. She answered, "Not really." I asked her who would take care of the baby when she returned to school. She glanced at her mother, saying, "I don't know." When I asked Ms. C. if she would be willing to take care of the baby, she said adamantly, "No, I wouldn't," looking away from Jasmin. I asked Jasmin how she felt about what her mother said. Looking down at her hands folded in her lap, she shrugged, and seemed unable to respond.

I could see how hard this was on both of them and suggested that they think about what we had discussed. Ms. C. abruptly asked me, “What do you think she should do?,” leaning forward in her chair. I said Jasmin was young to have a baby, but I conveyed that I couldn’t tell them what to do. Ms. C. asked, “Couldn’t I insist, you know, force her to have an abortion?” I told her that would not be possible and I didn’t think that would be a good idea. Ms. C. then said that if Jasmin were to continue with the pregnancy, she would want her to continue at her school.

I ended by making an appointment to meet individually with Jasmin the following day.

**Impressions:**

*Feelings and reactions:* I felt uncomfortable with the tension between Jasmin and her mother. I also felt torn, allying with one and then the other.

My thoughts kept drifting to my concern about how Jasmin could manage as such a

young mother, especially since her own mother did not seem willing to offer support to her daughter. I felt angry with Ms. C. yet I understood her worry. I felt the pressure of helping Jasmin because of the time limits imposed by her pregnancy.

*Clients’ perception:* Jasmin may be feeling alone and scared and didn’t feel that I supported her. Ms. C. felt frightened and powerless and disappointed that I didn’t support her ideas.

*Reflections and Analysis:* Ms. C. came on strong and that seemed to make it harder for Jasmin to talk and reflect more openly. Underneath I sensed Ms. C’s worry. Jasmin has probably not anticipated future issues.

*Issues impacting thoughts/behaviors:* Knowing that Jasmin is Hispanic made me wonder how much of her ideas about mothering and family were connected to her culture.

**Plan/next steps:** I will meet first with Jasmin and need your help in determining whether to meet with Ms. C. alone or in a joint meeting. I need to develop a mutual focus for our work.

**Questions/Issues for supervision:** I wanted them to try to talk together without so much tension, but I don’t think I did a very good job at facilitating that dialogue. I also became anxious when Jasmin said she was “hearing voices” and I think I didn’t listen well. Can we look at that part of my record?

Looking back, I didn’t directly connect to their feelings. I want to look at what made it hard.

Record adapted from: Concecaio, C. *Social work practice with maternal and child health: Populations at risk, a Casebook*. New York: Columbia University, Maternal and Child Health Training Project.

**Appendix B.2.a: Narrative Format Template for Group**

GUIDE FOR PROCESS RECORDING

Narrative format with a group

**Purpose/Focus of group:**

**Attendance:**

**Date of contact:**

**No. of Meeting:**

**1. Pre-engagement comments**

Indicate any activities that have occurred before meeting with clients/members, such as collateral contacts, telephone call with a client/member, organizational contact.

**2. Narrative**

Record what has transpired between you and your clients/members. This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

**3. Impressions**

- Describe and discuss your feelings and reactions.
- By “getting into the clients’ shoes,” discuss how you think the clients/members may have experienced both the meeting and your interventions.
- Provide your impressions, analysis and/or thinking about the clients/members.
- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

**4. Plan/Next steps**

**5. Questions/Issues for supervision**

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

**Note: Students using process recording for the first time should focus on writing of the narrative; other sections may be added at a later time, based on the student’s educational readiness.**



**Appendix B.2.b: Sample Process Recording with a Group**

**SAMPLE PROCESS RECORDING**

Narrative format with a group

Focus/Purpose: A mutual aid group for cardiac patients in a hospital

Date Nov. 14

No. of Meeting: 1st meeting

**Attendance:** 9 members were present: Mario, Hector, John, Bill, Frank, Lenny, Andy, Peter, Tom. One member, Luis, was too ill to leave his bed today.

**Pre-engagement:** Following my initial interview with each prospective group member, I left each my card and the date and time of the first group meeting. Prior to the meeting, I went to each member's room to remind them about the meeting and to check if they had any questions or problems in getting to the meeting room. Mario and Frank needed someone to help with their wheelchairs, so I alerted the floor nurse. I bought cookies and soda and set up the conference room in advance for our meeting.

**Narrative:** I greeted each member as they came in the room and they seated themselves around the large table. Most knew one another and talked informally in advance. Within a few minutes everyone had arrived and took some refreshments. After brief introductions, I said that, as I had explained to each of them individually, they were invited to participate in a four-session group for patients who had experienced recent heart attacks. I said I thought they could be helpful to each other since many had similar concerns about their illness, about their hospitalization, about the reactions of their families, and what the future had in store.

Bill indicated that it was the specific problem of work, which worries him the most. Mario, Hector, and John agreed. In an agitated way, Bill continued, "If the doctor won't let me go back to longshoreman's work, what can I do? It's been twenty-seven years of my life. Now the doctor says give it up. What kind of bull is that? Doesn't he realize that I have family and financial obligations?" Lenny agreed, stating angrily that the doctors didn't care that a medical recommendation could destroy a man's life.

I asked if they could talk more about their experiences with the doctors. Hector explained that he thought it was a doctor's responsibility to make work recommendations in order to protect health, no matter what the consequences were. He has ended up on welfare, and that's been hard to swallow. Bill responded with intensity that no doctor was ever going to do that to him. Mario suggested that Bill was doing what he has stopped doing – taking out the anger at the doctor's recommendation. Hector said he understood Bill's being fighting mad because he, also, is having a hell of a time living with his "bum ticker." He is just beginning to realize that it will never be the same. Bill shook his head in disbelief and said, "How can I be calm? I have a family to take care of." Lenny explained that he also has a family, but getting excited and upset will only lead to another heart attack. Andy supported Bill, adding that this was certainly hard for a family man. Peter exclaimed, "Bull shit, common sense will tell a person that health is the only important thing and everything else has to become second. "Most members agreed that if they let themselves get stressed, they would only hurt themselves.

Bill became angry again, telling group members that they had to be as dumb as the doctors to be forgetting their problems. Bill's eyes began to tear up as he shouted, "If the doctor says give up longshoreman work where I feel like a real man, what am I going to do? Who is going to hire me? What good am I?" Lenny suggested Bill calm down. Mario suggested Bill talk to his boss and ask about a light job. Bill felt insulted by the suggestion and shouted that he has pride and isn't going to degrade himself and tell the boss to pity him. and give him crumbs. What kind of man did Mario think he was? Mario answered, "I think you are a

good man and I respect you. I know a wounded animal has to fight for his brood. But Bill, you have brains, you have to listen to your body and accept its limits. It takes a man to talk to your boss about lighter work.”

I suggested that it seemed some of them have made peace with their hearts, while others were still fighting it. Either way, I realized how much pain they were under. Peter implored Bill to take it easy, to accept his heart condition. Bill insisted that his boss wouldn't give him light work because it would raise insurance rates. At this point, Bill began to sob. The air was heavy with painful silence.

Several of the members tried to change the subject, but I encouraged the others to share their struggles. Walter referred to the mortgage and his family's food needs. Hector talked about his pension. In a disgusted tone, Bill wanted to know what he was going to do with an \$80-a-month pension. Mario spoke quietly, but firmly. “Bill, I can see you are a big man, strong, but I'm gonna tell you something. You gotta stop crying and be a real man, that means accept what is, do what has to be done, face the facts. You want to help your family, you ain't gonna help them by killing yourself. You have to cut down on your expectations, do what the doctors say, and start to build a new life.” Everyone waited for Bill's reaction. After a while, he said, “I guess I could sell my home and buy a smaller one. My oldest son can go to work.” Peter put his hand on Bill's back, saying that it was much better to be a live father than a dead one. Hector agreed, suggesting that they were all afraid of the same thing, but handle it differently. Each man then spoke of how he had changed or planned to change lifestyles and habits, of his fears, and the group members' common objective: “Life!” Bill said how helpful the guys have been. He continued, “I'm a man and I'll do what has to be done.”

At the end, I asked what they thought of our first meeting, and many said it was helpful to see that others struggle with the same kinds of problems. Mario's comment caught the essence: “It's like we are in the same boat trying to keep from drowning. Talking can help us to stay afloat.” We agreed on the place and time of our next meeting.

### **Impressions:**

*Feelings and reactions:* The hardest part of this meeting was listening to the depth of feeling posed by Bill, although perhaps he was the most real. I struggled with my impulse to protect him from his pain or with letting the others try to help him.

*Clients' perspective:* From “their shoes” they may have felt that I did not understand their feelings of anger and pride and perhaps of feeling helpless and demeaned. Some may have felt their struggles were minimized since some moved in very quickly to offer suggestions, and I subtly encouraged this.

*Reflections and analysis:* I feel good about this meeting. I was able to describe the focus of the group which seemed to help members to recognize they all shared common concerns and helped them to get started right away on issues that were important to them. The group may have also moved quickly into the work because many knew each other. The men were especially concerned about their changing role from one of independence to dependence as well as the potential economic losses.

*Issues impacting thoughts/behaviors:* Being a woman I was wondering how my understanding of masculinity and the current explosion of hypermasculinity might have made me a bit hesitant to touch on the idea of what it means to “be a man.” I was uncertain if they would see me as credible.

**Plans/Next steps:** I will follow up and remind each member about the next meeting. I will be listening more closely next time and point out possible efforts to gloss over struggles by their admonitions to each other to be more rational etc. I also need to find ways to let them know I do understand, as I may have seemed too bland, too neutral, too much like I was directing “traffic” and not really weaving with them

through the traffic.

**Questions/Issues for supervision:** I worried about losing control of the group yet wondered how much expression to encourage in a first meeting. I would like to review that piece of the meeting.

I would also like to help them discuss their reactions to the doctors and other staff and how they might take on more empowering roles as patients. I want to discuss strategies as well as the risks (theirs and mine).

*Note: Parts of this record were excerpted from: A. Gitterman and C. B. Germain. (2008). *The Life Model of Social Work Practice*. N. Y.: Columbia University Press, with the permission of Professor Gitterman.*

**Appendix B.3.a: Narrative Format Template for a Community or Agency Representative**

GUIDE FOR PROCESS RECORDING

Narrative format with a community or agency representative(s)

**Name(s) and title(s) of community/agency representative:**

**Focus/purpose of contact:**

**Date of contact:**

**1. Background information**

Include brief pertinent information

**2. Pre-engagement comments**

Indicate any activities or client communication that have precipitated this contact.

**3. Narrative**

Record what has transpired between you and the community/agency contact(s). This should not be a total verbatim report, but a **description of observations and interactions**, both verbal and non-verbal. Dialogue should be recorded selectively and when pertinent.

**4. Impressions**

- Describe and discuss your feelings and reactions.
- By “getting into the representative’s shoes,” discuss how you think the worker may have experienced both the contact and your interventions.
- Provide your impressions, analysis and/or thinking about the contact.

- Describe how any of the following issues might have impacted your thoughts (or behaviors) during the session: abilities, culture, gender identification, age, ethnic or racial identity including aspects of oppression, social injustice or discrimination.

**5. Plan/Next steps**

**6. Questions/Issues for supervision**

Indicate questions or specific issues emerging from this session/meeting that you would like to discuss in supervision.

### **Appendix B.3.b: Sample Process Recording with a Community or Agency Representative**

#### **SAMPLE PROCESS RECORDING**

Narrative format with a community or agency representative(s)

**Background information:** Ms. Jordan, age 30, is recently separated, eight months pregnant and has an 8-year-old son. The client requested help because she felt depressed and immobilized since her husband left her six months ago. She needed help in obtaining financial resources and needed medical care.

**Pre-engagement:** Ms. Jordan came in unexpectedly to the Agency. I was free and saw her immediately. She was very upset and understandably frantic, because she had not received her public assistance check yesterday and had a little food but no money left. She also received a notice from her utility company that her electricity would be disconnected for non-payment. I explored the situation and obtained the needed information. I asked Ms. Jordan to sit in the waiting room, and I would try to contact her worker to see what could be done about the undelivered check and to try to obtain extra money for back payment of her utility bill.

**Narrative:** I called the Social Service worker, Mr. Burke, and introduced myself. I said that I was calling on behalf of Ms. Jordan. Mr. Burke said that he knows her and had heard about the check not arriving. He said she is a big “manipulator” and has a record of misspending money. I was taken back by his negative description of the client. I simply said, “I see, but can you issue her a check now, since she has no money and seems very worried?” He said, “Let her come in tomorrow and I’ll see what I can do, but I’m not getting her money for her light bill. She just has to learn how to manage.” We began to disagree, really argue, and I felt myself losing my cool. I then raised my voice in anger and frustration and said, “How can you do this? What’s the matter with your Agency? Don’t you see what’s happening to this woman?” Mr. Burke became very abrupt and told me that he would look into the matter. I felt he was just trying to get rid of me, so I ended the call and said I would call him tomorrow to see if Ms. Jordan had come in for a replacement check or emergency money. I said that I still needed his help with the utility bill and he said he doubted he would change his mind.

I spoke with Ms. Jordan and told her what to do and that I would be in touch with her tomorrow afternoon. Later in the day, my supervisor told me the Director of our Agency received a call of complaint about my “outburst” from the Social Service Agency supervisor, and he was upset because he had worked hard to maintain a good relationship with that office.

#### **Impressions:**

##### ***Feelings and reactions:***

I did not think through this phone call so I had no strategy in presenting Ms. Jordan’s situation or tuning in to how the worker might react. I was angry and frustrated and may have made things worse by losing my cool. I do feel good that my client knew I was trying to advocate for her.

##### ***Social service worker’s perceptions:***

The worker may have felt frustrated, angry, disrespected and resented being told what to do.

Plan/Next steps: I see this as a financial crisis. I plan to follow up tomorrow with the client and worker after I review my contact and plan more effective next steps with my Practicum instructor, i.e., tuning in to the worker's response, learning more about the agency's responsibility for helping clients with covering unpaid utility bills and turn-off notices, gathering more data from client to better represent her situation.

**Questions/Issues for supervision:** Help! I was so triggered. How could he punish a client and leave the family without electricity? I need help in preparing the client for her meeting with the worker and for strategizing my approach with the worker tomorrow.



## Appendix E—PUBLIC ACT No. 78-54: AN ACT CONCERNING LIABILITY FOR STUDENTS IN PRACTICUM PLACEMENT PROGRAMS

Sec. 10-235. Indemnification of teachers, board members, employees and certain volunteers and students in damage suits; expenses of litigation. (a) Each board of education shall protect and save harmless any member of such board or any teacher or other employee thereof or any member of its supervisory or administrative staff, and the State Board of Education, the Board of Regents for Higher Education, the board of trustees of each state institution and each state agency which employs any teacher, and the managing board of any public school, as defined in section 10-183b, including the governing council of any charter school, shall protect and save harmless any member of such boards, or any teacher or other employee thereof or any member of its supervisory or administrative staff employed by it, from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to or death of any person, or in accidental damage to or destruction of property, within or without the school building, or any other acts, including but not limited to infringement of any person's civil rights, resulting in any injury, which acts are not wanton, reckless or malicious, provided such teacher, member or employee, at the time of the acts resulting in such injury, damage or destruction, was acting in the discharge of his or her duties or within the scope of employment or under the direction of such board of education, the Board of Regents for Higher Education, board of trustees, state agency, department or managing board; provided that the provisions of this section shall not limit or otherwise affect application of section 4-165 concerning immunity from personal liability. For the purposes of this section, the terms "teacher" and "other employee" shall include (1) any person who is a cooperating teacher pursuant to section 10-220a, teacher mentor or reviewer, (2) any student teacher doing practice teaching under the direction of a teacher employed by a local or regional board of education or by the State Board of Education or Board of Regents for Higher Education, (3) any student enrolled in a technical education and career school who is engaged in a supervised health-related Practicum placement program which constitutes all or part of a course of instruction for credit by a technical education and career school, provided such health-related Practicum placement program is part of the curriculum of such technical education and career school, and provided further such course is a requirement for graduation or professional licensure or certification, (4) any volunteer approved by a board of education to carry out a duty prescribed by said board and under the direction of a certificated staff member including any person, partnership, limited liability company or corporation providing students with community-based career education, (5) any volunteer approved by a board of education to carry out the duties of a school bus safety monitor as prescribed by said board, (6) any member of the faculty or staff or any student employed by The University of Connecticut Health Center or health services, (7) any student enrolled in a constituent unit of the state system of higher education who is engaged in a supervised program of Practicum work or clinical practice which constitutes all or part of a course of instruction for credit by a constituent unit, provided such course of instruction is part of the curriculum of a constituent unit, and provided further such course (i) is a requirement for an academic degree or professional licensure or (ii) is offered by the constituent unit in partial fulfillment of its accreditation obligations, and (8) any student enrolled in a constituent unit of the state system of higher education who is acting in the capacity of a member of a student discipline committee established pursuant to section 4-188a.

(b) In addition to the protection provided under subsection (a) of this section, each local and regional board of education and each charter school shall protect and save harmless any member of such local or regional board of education or charter school governing council, or any teacher or other employee thereof or any member of its supervisory or administrative staff from financial loss and expense, including legal fees and costs, if any, arising out of any claim, demand or suit instituted against such member, teacher or other employee by reason of alleged malicious, wanton or wilful act or ultra vires act, on the part of such member, teacher or other employee while acting in the discharge of his duties. In the event such member, teacher or other employee has a judgment entered against him for a malicious, wanton or wilful act in a court of law, such board of education or charter school shall be reimbursed by such member, teacher or other employee for expenses it incurred in providing such defense and shall not be held liable to such member, teacher or other employee for any financial loss or expense resulting from such act.

(c) Legal fees and costs incurred as a result of the retention, by a member of the State Board of Education, the Board of Regents for Higher Education or the board of trustees of any state institution or by a teacher or other employee of any of them or any member of the supervisory or administrative staff of any of them, or by a teacher employed by any other state agency, of an attorney to represent his or her interests shall be borne by said State Board of Education, Board of Regents for Higher Education, board of trustees of such state institution or such state agency employing such teacher, other employee or supervisory or administrative staff member, as the case may be, only in those cases wherein the Attorney General, in writing, has stated that the interests of said board, Board of Regents for Higher Education, board of trustees or state agency differ from the interests of such member, teacher or employee and has recommended that such member, teacher, other employee or staff member obtain the services of an attorney to represent his interests and such member, teacher or other employee is thereafter found not to have acted wantonly, recklessly or maliciously.

(1949 Rev., S. 1494; 1949, 1951, 1955, S. 951d; 1959, P.A. 521, S. 1; February, 1965, P.A. 330, S. 43; 1971, P.A. 344; 1972, P.A. 201, S. 1; P.A. 73-651; P.A. 77-573, S. 24, 30; P.A. 78-54; 78-65; 78-208, S. 30, 35; 78-218, S. 167; P.A. 79-63; P.A. 80-197, S. 3; P.A. 81-450, S. 2; P.A. 82-218, S. 37, 46; P.A. 84-241, S. 2, 5; P.A. 88-273, S. 7, 9; P.A. 90-230, S. 15, 101; 90-325, S. 21, 32; P.A. 93-259, S. 1, 2; P.A. 95-79, S. 186, 189; P.A. 96-214, S. 7; P.A. 11-48, S. 285; P.A. 12-116, S. 87; P.A. 13-122, S. 6; P.A. 15-215, S. 5; P.A. 17-237, S. 77.)

History: 1959 act extended protection of state board of education, etc., to members of the board, other employees, and members of the supervisory or administrative staff as well as to teachers; 1965 act included commission for higher education under provisions of section; 1971 act included definition of “other employee” and extended definition of “teachers” and “other employees” to include faculty, staff and student employees of University of Connecticut Health Center or health services; 1972 act included protection for acts resulting in injury “which acts are not wanton, reckless or malicious” and included in definition of terms volunteers approved by boards of education to carry out prescribed duty under direction of certificated staff member; P.A. 73-651 included protection for acts which may infringe on person’s civil rights and added Subsec. (b) re payment of legal fees and costs; P.A. 77-573 replaced commission for higher education with board of higher education; P.A. 78-54 included in definition of terms students enrolled in higher education institution engaged in supervised Practicum work or clinical practice under certain conditions; P.A. 78-65 included in definition “any person, partnership or corporation providing students with community-based career education”; P.A. 78-208 substituted Sec. 10-183b for

reference to repealed Sec. 10-161; P.A. 78-218 substituted “local or regional” boards of education for “town” boards in Subsec. (a), included feminine personal pronoun in Subsecs. (a) and (b) and made other technical changes; P.A. 79-63 included in definition students in vocational-technical high schools who are engaged in supervised health-related Practicum placement programs under certain conditions; P.A. 80-197 explicitly stated in Subsec. (a) that provisions do not “limit or otherwise affect application of section 4-165 concerning immunity from personal liability”; P.A. 81-450 included student members of discipline committees with the definition of “other employee” for purposes of indemnification; P.A. 82-218 replaced board of higher education with board of governors pursuant to reorganization of higher education system, effective March 1, 1983; P.A. 84-241 added “of higher education” to board of governors’ title; P.A. 88-273 in Subsec. (a) amended the definition of “teacher” and “other employee” to include a person who is a cooperating teacher, teacher mentor or assessor; P.A. 90-230 made technical corrections to the internal numbering of Subsec. (a); P.A. 90-325 added new Subsec. (b) re protection against alleged malicious, wanton, wilful etc., acts and relettered previous Subsec. (b) as Subsec. (c); P.A. 93-259 amended Subsec. (a) to include in the definition of “teacher” and “other employee” volunteer school bus safety monitors, effective June 28, 1993; P.A. 95-79 amended Subsec. (a)(4) to include a “limited liability company” providing students with community-based career education; P.A. 96-214 amended Subsecs. (a) and (b) to include charter schools and charter school governing councils; pursuant to P.A. 11-48, “Board of Governors of Higher Education” was changed editorially by the Revisors to “Board of Regents for Higher Education” in Subsecs. (a) and (c), effective July 1, 2011; pursuant to P.A. 12-116, “regional vocational-technical school” and “vocational-technical school” were changed editorially by the Revisors to “technical high school” in Subsec. (a), effective July 1, 2012; P.A. 13-122 amended Subsec. (a)(1) by deleting “teacher mentor or assessor”, effective June 18, 2013; P.A. 15-215 amended Subsec. (a)(1) by adding “teacher mentor or reviewer”, effective June 30, 2015; P.A. 17-237 amended Subsec. (a)(3) by replacing “technical high school” with “technical education and career school”, effective July 1, 2017.