

# UConn | SCHOOL OF SOCIAL WORK

## MSW PRACTICUM EDUCATION MANUAL



2024 – 2025

**UConn-SSW  
Practicum Education Department  
38 Prospect Street  
Hartford, CT 06103**

**Phone Number  
(959) 200-3636**

**Practicum Education Web Site  
[www.ssw.uconn.edu](http://www.ssw.uconn.edu)**

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## PRACTICUM EDUCATION AND CAMPUS CONTACT INFORMATION

### **Nancy Urcinas**

Staff Administrative Services  
Specialist II  
(959) 200-3610  
[nancy.urcinas@uconn.edu](mailto:nancy.urcinas@uconn.edu)

### **Liane Lussier Smith, LCSW**

Director of Practicum Education  
(959) 200-3608  
[liane.lussier-smith@uconn.edu](mailto:liane.lussier-smith@uconn.edu)

### **Isalena Gilzene, MSW**

Practicum  
Education  
Coordinator  
(959) 200-3607  
[iselana.gilzene@uconn.edu](mailto:iselana.gilzene@uconn.edu)

### **Maria Koistinen, LMSW**

Placement  
Education  
Coordinator  
(959) 200-3609  
[maria.koistinen@uconn.edu](mailto:maria.koistinen@uconn.edu)

### **Campus Office Numbers**

Dean's Office  
(959) 200- 3649

IT (959) 200- 3666

Library (959) 200-3466

Security (959) 200-3683

Office of Student & Academic Services  
(959) 200- 3687

### **Institute, Center, and Projects**

Center for International Social Work  
Studies (959) 200-3673  
Nancy A. Humphreys Institute for Political  
Social Work (959) 200 - 3639  
Puerto Rican & Latin@ Studies Project  
(959) 200-3679

## **UCONN SCHOOL OF SOCIAL WORK**

### **MISSION STATEMENT**

The mission of the UConn School of Social Work is to provide professional bachelors, masters, doctoral and continuing professional social work education which will promote social and economic justice, and the improvement of human well-being. This mission derives from the University's commitment to excellence in teaching, research and scholarship, service and outreach, an expanding international role, and commitment to public service. The School is committed to helping students become professional social workers by developing professional values and ethics, judgment and skills that equip them for life-long critical analysis of their practice, of social welfare services and of the context of society's social, economic and political structures. The School is also committed to teaching advanced, research-informed practice methods, focusing on strengths of individuals and families, groups, communities, and organizations, and the practice of social policy. Graduates are prepared to lead in contexts that shape practice by valuing human diversity, working for human rights and against oppression and discrimination, preventing and alleviating the effects of violence and poverty, particularly in urban centers, and advocating for improved social policies and services, locally and globally.

### **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 (OIE). 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.

An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof. The University takes all reports with the utmost seriousness. More information, including resources and reporting options, is available at [equity.uconn.edu](http://equity.uconn.edu) and [titleix.uconn.edu](http://titleix.uconn.edu)

### **MSW CURRICULUM REQUIREMENTS**

Consonant with this mission, the School's comprehensive, 60 credit master's program is designed to prepare graduates who are competent to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ effective interventions designed to meet these needs and problems. Thus, the School prepares practitioners well-grounded in social work values,

knowledge and generalist and specialized practice skills, who are specialized in: individual, group, and family practice; community organizing; or policy practice.

**For detailed information about the MSW curriculum, see the UConn SSW MSW Student Handbook on UConn SSW website.**

The curriculum includes the following **Practicum Education components totaling 18 credits**:

- two practicum placements\* (4 semester-long Practicum Education courses equaling 16 credits); and
- two one credit year-long Practicum Education Seminars that meet twice per semester (in Sept., Nov., Jan. & March) offered in both years (2 credits total).

The SSW requires two 480 hour Practicum placements for MSW students (as 2024-2025).

The **Advanced Standing program** is an option for qualified students who have earned their BSW degree within the past 6 years. Advanced Standing Students will **only complete one 560-hour practicum placement along with one year of Practicum Education seminar**. For details about the Advanced Standing program, please refer to the UConn SSW's MSW Student Handbook.

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

### **VALUES AND ETHICS**

The 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 in the School building as well as in classes and Practicum.

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. The UConn School of Social Work, through the Nancy A. Humphreys Institute for Political Social Work (NAHPSW), annually conducts an agency-based non-partisan voter registration initiative in all Practicum work placements.

Students are asked to organize a non-partisan 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 NAHPSW contains contact information for the Political Institute.

## **OVERVIEW OF PRACTICUM EDUCATION**

### **THE PLACE OF PRACTICUM EDUCATION IN THE TOTAL CURRICULUM**

Practicum education is an integral part of the curriculum and represents a significant portion of each student's educational experience. The Council on Social Work Education (CSWE), the accrediting body for schools of social work, has designated Practicum education as the signature pedagogy of social work education. Through engaging in in-person contact and working with client systems of many sizes and diverse backgrounds, students are helped to develop identification with the mission and values of the social work profession. Practicum education provides students with a supervised, educationally-directed experience which fosters integration of theoretical concepts and practice skills. Practicum education contributes to the development of a competent social work professional with generalist competencies and behaviors and specialized competence in the practice of Community Organizing (CORG) or Policy Practice (POPR), or in Individuals, Groups, and Family Practice (IGFP). The program ensures that the Practicum education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities.

### **CSWE NINE CORE COMPETENCIES OF SOCIAL WORK PRACTICE (as per CSWE's 2015 Educational Policy and Accreditation Standards (EPAS))**

Practicum education provides an important opportunity to develop the nine core competencies of social work practice identified by CSWE:

- Competency 1: Demonstrate ethical and professional behavior
- Competency 2: Engage diversity and difference in practice
- Competency 3: Advance human rights and social, economic, and environmental justice
- Competency 4: Engage in practice-informed research and research-informed practice
- Competency 5: Engage in policy practice
- Competency 6: Engage with individuals, families, groups, organizations and communities
- Competency 7: Assess individuals, families, groups, organizations and communities
- Competency 8: Intervene with individuals, families, groups, organizations and communities
- Competency 9: Evaluate practice with individuals, families, groups, organizations and communities

### **BEHAVIORS FOR EACH OF THE 9 COMPETENCIES**

Over the course of both practicum placements, every student will gain knowledge and skills in the 9 CSWE Core Competencies. CSWE has developed generalist behaviors for each of the 9 competencies. The UConn SSW faculty have developed behaviors for the specialized practice year. Students, Practicum instructors, and advisors will be emailed the specialized practice behaviors at the start of the specialization year Practicum placement. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. Practicum Instructors, in collaboration with their student interns, may develop their own assignments and activities.



## PRACTICUM EDUCATION REQUIREMENTS AND PLACEMENT OPTIONS

### **Hours in Practicum:**

Advanced Standing MSW students complete one year of Practicum placement for a total of 560 hours in Practicum. All other MSW students have two years of Practicum education for a total of 960 hours (480 hours each year). These hours do not include time off for lunch. It is recommended that students are placed in two different agencies to give students the opportunity to work with a variety of populations, presenting issues, and in different types of social work agencies/organizations.

Practicum work takes place primarily on weekdays (Monday – Friday) between 8 am and 6 pm. We are unable to arrange placements that take place exclusively during evening or weekend hours. Students are required to align their schedule with the Practicum Instructor's schedule and agency needs. At all times there must be a supervisor on site when you are at the agency.

### **Academic Courses and Practicum Placement to be Completed Concurrently:**

In all practicum placement options, there are designated academic courses that must be taken concurrently with Practicum.

See the **Program Plan documents:** <https://socialwork.uconn.edu/program-plans/>

and the **MSW Student Handbook** for more details.

### **Structures Available for Practicum Placements:**

The following structures are options for students in completing their Practicum placement requirements: (1) Concurrent Placements of 17 hours per week throughout the academic year (\* some agencies may require 20 hours per week); (2) Block Practicum Placement for final year of Practicum (only available for IGFP, preapproval required); (3) Employed Social Work Program (ESW, preapproval required) for one of the two required Practicum placements and (4) Nontraditional Placements (NTP, agency requests student for two years, within different divisions of the agency, preapproval required).

- 1) **Concurrent Placements:** This is the usual arrangement in which students spend 17 hours per week in placement (September – April) for a minimum of 480 hours total (\*some agencies may require 20 hours). In this arrangement Practicum and classroom courses are taken concurrently throughout the academic year.
- 2) **Block Placement:** The School offers a block, second-year placement for qualified students in the Individual, Group and Family Practice (IGFP) concentration. The application form is available upon request from the students' placement coordinator or the Practicum Education Department. In this arrangement, the student spends 30 hours per week for 16 weeks in a Practicum setting from May - August. **Students must apply for this option, it must be approved by the IGFP Chair, and an appropriate practicum site must be found by the Practicum Education Department that meets University and School of Social Work requirements. A block placement is not guaranteed.**

Matriculated students may be able to get federal or UConn financial support for summer classes, although it is not guaranteed. Financial aid for these credits will have to be applied for independently. For further information about financial aid, see: <http://ssw.uconn.edu/financial-aid/>.

IGFP Students must indicate their intention to apply for summer block by emailing [ellen.smith@uconn.edu](mailto:ellen.smith@uconn.edu) by the first week of December. Students should **first** discuss their interest in the



block placement with their advisor. Students then complete the application package. Please see the Summer Block Application for more information. The application consists of the following materials:

- the Summer Block Application
- the advisor recommendation form
- the instructor recommendation form
- a current transcript (please download from your student administration account)
- a copy of your most recent practicum evaluation
- an updated resume
- copies of two process recordings, each on a different case, including a brief case summary of each
- a written statement

**The entire application is due on the first week of January.** Materials should be submitted to Dr. Ellen Smith, co-chair of the IGFP summer block committee. **Please submit all the application materials, except for the recommendation forms, together in an email to [ellen.smith@uconn.edu](mailto:ellen.smith@uconn.edu). Please ask your advisor and instructor to email their recommendation forms directly to [ellen.smith@uconn.edu](mailto:ellen.smith@uconn.edu)**

Materials will be reviewed by the IGFP summer block committee, which consists of IGFP faculty members and practicum staff. The committee may also consult with the student's instructors and advisors. Students will be advised of the committee's decision by email by mid-February.

Once a student is certain about applying for summer block, the student should complete and submit the online graduation form sent by OSAS (the Office of Student and Academic Services) in an email in late October/early November. When completing the form, please indicate August as the graduation date.

August graduates may participate in the School of Social Work Recognition Ceremony and the UConn Graduate School Commencement.

OSAS will send information regarding graduation to students' UConn email at a later date; students are encouraged to thoroughly read through the information.

If accepted for summer block, a Plan of Study must be submitted to the OSAS office. Information will be emailed by OSAS at a later date.

If accepted for summer block, please apply for financial aid as needed.

- 3) **Employed Social Work Program (ESW)**: A student may apply to have one of their two placements in their place of employment. The application form is reviewed with the student's placement coordinator.

To be eligible to apply, the student must have been employed by the agency for at least six months. The proposed Practicum Instructor must have been employed by the agency for at least one year. In these instances, the Practicum Instructor can be someone other than the student's regular supervisor and must meet the usual Practicum Instructor requirements (see section on Criteria of Practicum Instructors).

Students in an ESW placement are encouraged to do a placement in a different unit or division distinct from their regular job so that practicum work assignments be different than their work responsibilities. **Students must submit an ESW application, to be approved by the Practicum Education Department, before this arrangement is confirmed.** Any agency/student wishing to explore this option should discuss with the placement coordinator first or contact the SSW's Practicum Education Department for further information and materials.

Students are advised against accepting any 55 or 60 hour per week work/placement commitment in addition to their classroom courses. Such a workload is extremely stressful at best, and for many students impossible to complete successfully. The School encourages agencies to participate in the ESW program which helps many students meet their employment and financial responsibilities.

- 4) **Nontraditional Placements (NTP):** An agency may request that a student stay within the same agency for two years (both practicum placements), within different agency divisions. Agencies and students should discuss this request with their placement coordinator and complete the application. **Students must submit an ESW application, to be approved by the Practicum Education Department, before this arrangement is confirmed.**

5) **Dual and Joint Degree Practicum Placements:**

UConn currently offers dual and joint degree programs with several schools. For more specific information on each of these programs please refer to the student handbook. Students will complete two separate SSW Practicum placements in addition to the practicum requirements of the other degree program. All standard criteria for placements will need to be met including:

- completion of all Practicum paperwork in a timely manner
- full participation in the Practicum seminar each semester
- completing the required hours each year
- supervision by a SIFI certified MSW and supervision by an LCSW for clinical placements
- use of a registered and approved SSW Agency
- tasks and assignments that align with the nine social work competencies

Given the complex nature of dual and joint degree placements, communication early and often with the Practicum Education Department is critical. The Practicum Education Department does not guarantee that a placement can be found that meets the needs of both programs, the individual's interests, or the Practicum of practice that the student requests. During the placement process, the Practicum Education Department will work collaboratively with the faculty/staff of the other program to identify a placement as needed. The below are specific things that must be noted as part of this process:

- Students in the dual degree program with the School of Law cannot use the Asylum and Human Rights Law Clinic as a dual placement; while other clinics may be considered, this option is not guaranteed. \*
- Advanced standing students are not eligible for dual and joint degree programs; and
- Students are not to reach out to agencies on their own.
  
- Law clinics may be considered if year long
- MSW (or LCSW for clinical settings) required for supervision
- MSW/JD shared placement for Foundation Year only and must be able to meet shared criteria

- **Required Supervision Hours:**

The required amount of weekly formal supervision is related to number of hours per week the student is in Practicum, as follows:

17 hours per week – 1 hour of supervision per week (encourage an additional half hour in any format - individual or group supervision, agency case conference, etc)

30 hours per week (block placement) – 1.5-2 hours of supervision per week

## ENSURING GENERALIST YEAR STUDENTS GAIN GENERALIST PRACTICE SKILLS IN THE FALL OF 1<sup>ST</sup> YEAR IN PRACTICUM

### Micro Skills Laboratory:

A micro skills laboratory is offered to macro students in their first semester of generalist year of Practicum placement who are placed in an agency that cannot provide micro experiences. This ensures that students are able to meet the expectation of gaining skills for generalist practice in their first year of Practicum education. Generalist practice includes the range of competencies and behaviors that are common to social work practice including work with individuals, groups, families, communities and organizations.

Macro students who participate in the Micro Skills Laboratory are excused for two hours per week from their Practicum setting during the fall semester. These hours count toward practicum and should be logged in core elms.

### SATISFACTORY ACADEMIC PROGRESS

The UConn Office of Student Financial Aid Services (OSFAS) is required to evaluate students for compliance with the University Satisfactory Academic Progress (SAP) policy. For more information about the policy, see: <https://financialaid.uconn.edu/sap/>. Key facts:

- All students must earn a minimum of eighty-five (85) percent of their cumulative attempted credit hours. This may be an issue for students with a number of Incompletes
- The UConn Office of Student Financial Aid Services will not review students for adherence to the Satisfactory Academic Progress (SAP) Policy until their annual evaluation after the spring semester.
- Only students who are currently on a Financial Aid Eligibility Plan (e.g. a student who failed SAP at the end of last May and is on a ‘probationary’ status of sorts) would be evaluated at the end of Fall. This would not be relevant for the majority of our students. There is an appeal process.
- The UConn Office of Student Financial Aid Services office may send out a ‘warning’ email at the end of fall if students are not currently meeting the SAP standards, but this is a courtesy email from their office, and students do not appeal this.
- Students should contact the UConn Financial Aid office if they have questions at Phone: (860) 486-2819 or Email: [financialaid@uconn.edu](mailto:financialaid@uconn.edu).
- A full description of the SAP policy and requirements of the Financial Aid Eligibility Plan can be found at <http://financialaid.uconn.edu/sap>.

### CRITERIA FOR ENTERING INTO AND CONTINUING IN THE PRACTICUM

There are certain circumstances which will result in a student **not being placed in practicum and not being allowed to enroll in the corresponding practice courses**. A student may be referred for an Educational Review meeting under some of these circumstances (please refer to the MSW Student Handbook for details about Educational Reviews). These include if a student:

- who is going into practicum does not complete their practicum placement form by the due date;
- does not respond to correspondence from the Practicum Department related to the placement process (Note: UConn’s policy is to communicate with students via their UConn email address);
- is not compliant with university requirements. In order to be in practicum, students must be compliant with university requirements (compro) and any additional agency requirements

(immunizations, trainings, fingerprinting, drug screens, etc) as determined by the individual practicum placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in practicum placement.

UConn SSW offers assistance with finding practicum placements, but the student is responsible for meeting the agency/placement requirements. The successful completion/passing of a background check is a university and agency requirement. Your criminal record will appear during a criminal background check. Most agencies will likely see this as failing to meet their background check requirement. The program is not responsible for arranging a practicum placement if you are unable to meet an agency's background check requirement. Certain types of convictions may make clinical and/or practicum placements impossible, which may impede the ability to complete the program. Students should contact the University's Clinical Case Manager with any questions about background checks or drug screens at 860 486-9283 or [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu)

- based on interviews, is not accepted for a practicum placement by two agencies;
- does not accept a qualified placement following an interview and/or refuses two agencies that meet their educational objectives and the school's expectations;
- has incompletes in BASC 5390, BASC 5391, or any Specialized Practice Area course(s) two weeks after the beginning of the following semester; and/or
- has three active incompletes and/or N grades in any courses (not permanent incompletes that have been or are being addressed).

The following criteria are used to place students in practicum placements for the first and second year and as part of the replacement process, if it becomes necessary to remove a student from one agency and place them into a different agency during the academic year. These criteria are used to evaluate a student's readiness to enter or re-enter practicum. Reasonable accommodations will be made for students who are registered with the UConn Center for Students with Disabilities.

Students must demonstrate:

- a commitment to the social work profession and social work values;
- willingness to work with diverse populations and to show respect for differences;
- maintenance of a GPA of 3.0;
- compliance with university requirements in complio and any agency requirements -per OCPC
- the ability to communicate effectively with others in professional settings, both orally and in writing;
- the ability to think critically and conceptually;
- maturity and sound judgment;
- potential for self-awareness;
- motivation to successfully complete the program and to become a competent social work professional;
- the ability to meet practicum and class requirements in a timely manner;
- the ability to engage with clients or client systems in a respectful and appropriate manner;
- professional presentation of self, including language and demeanor; and
- professional presentation which takes into account variation in dress expectations of different agency settings.

Additionally, a student may be **referred to the Educational Review Committee (ERC)** for an academic/practicum consultation or an Educational Review for unprofessional behavior or other difficulties experienced in the classroom or practicum placement (see MSW Student Handbook for details).

## **RESPONSIBILITIES FOR PRACTICUM EDUCATION**

Practicum Education responsibilities are shared between the Practicum Education Department and the Specialized Practice Areas. The Practicum Education Representatives Committee is a subcommittee of the Educational Policy Committee (EPC) and is composed of the Director of Practicum Education, the Practicum Education Department staff, student representatives, and a faculty representative from each Specialized Practice Area. The Committee makes recommendations about educational and administrative aspects of the practicum and refers educational recommendations to EPC and administrative recommendations to the Faculty/Administration Advisory Committee (FAAC).

### **Practicum Education Department's Educational Responsibilities include:**

- placing all students in their first and second year setting;
- editing, contributing to, and overseeing publication of a Practicum Education Manual updated at least annually;
- providing a Seminar in Practicum Instruction (SIFI) for new practicum instructors;
- participating in the implementation of grants that involve practicum education components;
- organizing trainings and meetings for adjunct practicum advisors focusing on issues that impact on social work practicum education;
- collaborating with faculty on curriculum development of the one credit Practicum Advising Seminar to be taken concurrently with each year in the practicum;
- collaborating with other organizations and schools for the development of programs and events to enhance the quality of practicum education in social work education; and
- providing training and consultation/mentoring to adjunct faculty advisors.

### **Practicum Education Department's Administrative Responsibilities include:**

- establishing and maintaining current Affiliation Agreement with all placement agencies;
- assigning faculty to advise students and serve as liaisons to practicum placement agencies;
- confirming student placements with agencies;
- developing and maintaining information on all placement agencies to facilitate planning for future placements;
- sending out and monitoring receipt of student practicum evaluations from practicum instructors;
- sending out and monitoring receipt of evaluations of practicum placement experience from students;
- providing administrative support to the Specialized Practice Areas for their practicum-related educational activities;
- organizing the Practicum Education Representatives and Advisory Committees. The Advisory Committee is composed of agency representatives selected by each Specialized Practice Area, a representative appointed by the Dean, members of the Practicum Representative Committee, and student representatives
- communicating with students regarding placement-related background checks and immunizations.
- in collaboration with Office of Clinical Placement Coordination (OCPC), monitoring student compliance and provide disclosures to agencies

### **Responsibilities Shared by the Practicum Education Department and Faculty Advisors include:**

- monitoring the quality of each student's practicum education experience;
- seeking a solution to any problem that limits the student's ability to learn in the practicum setting; and
- referring problematic practicum related situations to the Educational Review Committee (ERC) for consultation and disposition.

## PRACTICUM EDUCATION POLICIES

**In-Person Contact:** The Council on Social Work Education (CSWE), our accrediting body, requires practicum education through “in-person contact.”<sup>1</sup> The SSW practicum placements are designed to provide students with in-person contact with clients and agency constituents following the CDC guidelines.

**No Credit for Life Experience or Work Experience:** The School does not grant social work course credit for life experience or previous work experience.

**Practicum Hours for Required Written Material:** Students should be allowed sufficient practicum time to complete required written material (e.g. process-recordings, meeting minutes, etc.). While the amount of time provided to work on process recordings may vary week to week, for IGFP students it should on average total 1 hour per week for students in practicum for 17 hours per week or 1.5 hours per week for IGFP block placement students.

**Process Recordings:** All students in practicum, regardless of their Specialized Practice Area, are required to write process recordings (completed in Core Elms or uploaded to Core Elms)

- IGFP requires 12 process recordings (6 per semester)
- CORG and POPR require 4 process recordings (2 per semester)

(Students in micro skills lab during fall semester of foundation year can use the process recordings from skills lab, to cover direct service requirements)

**Practicum Extension:** Those students who are required to take an additional year of practicum must register for FED 5340.

### **FED 5340. Practicum Extension (*by Advisor/Practicum Department approval only*)**

Variable credit course: 1 to 4 credit(s). The purpose of this course is to allow those students who are required to take an additional year of practicum to register for a course titled, Practicum Extension. It also is available for any other instance where a student is required to log practicum hours and a grade of Incomplete is not appropriate. This course does not substitute for a required elective, nor does it substitute for the 4 credit practicum course.

Under special circumstances, on a case by case basis, and with **the agreement of the MSW Program Director, Specialized Practice Area chair, faculty advisor and Director of Practicum Education**, students who need to complete a practicum extension, may be required to be in the practicum for more than the typical 14 weeks of a 20 hour per week arrangement. The emphasis is on the number of weeks in the practicum, rather than the number of hours each day. Therefore, a student could be asked to stretch out a 280-hour requirement by being in the practicum fewer than 20 hours per week for more than 14 weeks. As is currently the case, if a student has been identified as having performance problems, they may be also asked to add hours to their overall practicum experience. This would typically follow an Educational Review Meeting.

**Excused Absences:** Students serving as designated student representatives on School committees, or who serve in leadership positions in student organization, are to be given time off from their practicum placements

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<sup>1</sup> The CSWE Commission on Accreditation has broadened its interpretation of “in-person contract” during the COVID-19 pandemic to include remote-based practicum activity (see <https://www.cswe.org/CSWE/media/AccreditationPDFs/COA-Practicum-Reduction-Update-05-09-2020.pdf>). Remote practicum activity can include engagement such as practicum-related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with practicum site/agency policies for secure communications.



without having to make up the hours to attend those meetings. In addition, any student may request of their practicum instructor to participate in a School sponsored event. If the Practicum Instructor agrees, they should determine if the hours are to be made up. Students and Practicum Instructors are expected to ensure that attendance at any School event does not interfere with professional obligations at the placement. These hours should be logged in Core Elms.

Each of the four sessions of the Practicum Advising Seminars are considered part of the practicum experience. Students are to be given time from their internship hours to attend the 4 practicum advising seminars. These hours do not need to be made up and should be logged in Core Elms.

Macro students who participate in the Micro Skills Laboratory are excused for two hours per week from their practicum setting during the fall semester. These hours should be logged in Core Elms.

Students must log these hours in core elms.

**Holidays:** The SSW Academic and Practicum Education calendar lists the holidays and School recesses during which students are excused from practicum. Students are not expected to make up this time. In some instances, students are expected to follow the agency calendar rather than the academic and practicum education calendar. These instances must be cleared with the faculty advisor and practicum instructor. Students are permitted to observe religious holidays not on the School calendar. They should inform their practicum instructor in advance.

**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 days, snow days, and agency holidays that are not school holidays. Any such absence beyond 15 hours a semester must be made up in a manner agreed upon by the student and practicum instructor. If the parties involved have difficulties in making mutually suitable arrangements, or if the practicum instructor considers a student's absences to be excessive, or if there are other special circumstances, the faculty advisor is to be involved.

To log 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 560 required hours have been completed.

**Compensatory Time:** On occasion, the number of practicum hours per week may need to be exceeded in order to meet client or agency needs. In such cases, it is expected that students will be given compensatory time as soon as possible in line with the extra hours earned.

**Labor Strikes:** Students who are in practicum placements at the time of a strike are considered to be learners rather than employees of the agency and should not be required to cross picket lines. If the strike action is of sufficient length, students may be transferred to another agency for placement. In the case of employed social workers, their employee status takes precedence and they will be required to make up the lost practicum education time to ensure that they meet the number of practicum hours required by the School. Other types of

job actions, such as "sick outs" and similar issues, will be discussed by the Director of Practicum Education and Specialized Practice Area Chairs, and reviewed by the Associate Dean for Academic Affairs and the Dean who will make a decision regarding how to handle the situation.

**Grades for Practicum Education:** Students will receive an "S" (Satisfactory) or "U" (Unsatisfactory) for their practicum education courses (practicum placement). Grades for practicum seminar are as follows: an "R" (Registered) for Fall semester and an "S" (Satisfactory) or "U" (Unsatisfactory) for the Spring semester. These grades are not computed as part of the GPA. Grades for students in practicum for 17 hours per week are submitted in December and May. All practicum education grades are assigned by the student's faculty advisor. An N grade means "No basis for grade" and should be issued when a student has completed few or no assignments, no make-up schedule has been agreed upon with the practicum instructor, and therefore the advisor has no basis for a grade. An "I" (incomplete) can mean practicum hours and/or practicum assignments have not been completed but there is a plan in place, agreed upon by the practicum instructor, advisor, and student, and documented in a formal incomplete form (faculty advisor obtains the incomplete form from the Practicum Education Department).

**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 entering practicum education placements are required to have background checks and immunizations per the university. Depending on the particular agency where they are placed, there may also be additional onboarding requirements such as, but not limited to, drug screening and other background checks. The UConn School of Social Work does not pay for these. Students are required to pay for the cost of the background checks, drug screening, and immunizations (a very few agencies will cover the cost of these for their interns). Agencies are expected to pay for any pre- authorized expenses the intern incurs related to client services (e.g., program expenses, client transportation).

**Time to Travel to Placement Site:** Students may need to travel up to an hour (or in some cases longer) for an appropriate practicum placement. This travel time is not counted towards their required hours in practicum.

**Use of Student's Own Cars for Transporting Clients:** The 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 discourages students from agreeing to use their own cars to transport clients as part of their practicum assignment.

**Disclosure of Student Status:** The NASW Code of Ethics (Ethical Standard 3.02) 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, the 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 when 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, employees and certain volunteers and students in damage suits; expenses of litigation."

**Home Visit Policy:** The practicum agency should provide safety orientation to students engaging in home visits. Policies and procedures will vary in different agency settings. Policies may include requiring home visits to be done in pairs. 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.

**Narcan:** SSW students can participate in training on Narcan. It is important that students are educated on the practices and resources related to opioid overdose. SSW students are not to utilize this training as part of their duties in the practicum. They will not carry or administer Narcan as part of their duties while in the practicum placement. Practicum placement supervisors or practicum instructors cannot expect SSW student to carry or administer Narcan as part of their duties while in the practicum placement.

**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 post-secondary 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 for further information or assistance.

The UConn Hartford campus CSD office is located in the Hartford Times Building in the Office of Student Services, Room 106. You may also contact CSD Hartford by phone at (959) 200-3872 or email: [hartford.csd@uconn.edu](mailto:hartford.csd@uconn.edu).

**Confidentiality of Student Educational Records:** 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 from the educational records of a student 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, and staff. For more information about FERPA see: <https://ferpa.uconn.edu/>

**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.

### **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 graduate level student appropriate assignments 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; 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 one hour per week for individual supervision of students, one - two hours for students in a block placement;
- the agency must be willing to free first time practicum instructors to attend the required Seminar in Practicum Instruction (SIFI) and all practicum instructors to attend other School sponsored practicum education meetings; and
- the agency must provide adequate support, precautionary information and resources to ensure personal safety in the practicum.

### **CRITERIA FOR THE SELECTION OF PRACTICUM INSTRUCTORS**

Practicum instructors are selected from agency staff who have had an opportunity to develop professional competence through **two or more years of professional practice beyond the MSW degree.**

Practicum instructors must have an MSW degree from an accredited social work program, at least 2 years post-MSW practice experience, and be a licensed clinical social worker (LCSW) in good standing if supervising a student in a clinical setting.

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-MSW Practicum Instructors:** While it is generally required by the Council on Social Work Education (CSWE) that practicum instructors have an MSW, there are certain unique learning situations where CSWE may grant a waiver to this requirement. All such practicum instructors will:

- have an equivalent graduate degree in an associated practicum and practice experience relevant to the student's education;
- demonstrate knowledge about the social work profession;
- attend School sponsored meetings and participate in the required Seminar in Practicum Instruction (SIFI) for practicum instructors who have never before supervised an 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/MSW Practicum Instruction:** There are instances in which a particular setting can offer valuable educational experiences for a student, but the setting does not have an MSW practicum instructor who can provide the required amount of weekly practicum instruction. In those instances, the student may be assigned both a qualified task supervisor for general oversight of practicum assignments, and an MSW practicum instructor who can provide supervision focused on the competencies and 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 MSW Practicum instructors:**

In some practicum placements, typically where there is not a MSW Practicum Instructor available on site, students work with both a Task Supervisor and a MSW Practicum Instructor. Following are guidelines for the Task Supervisors and MSW practicum instructors in their collaborative educational efforts with student interns. The Task Supervisor is the person on site that provides supervision to the student on their daily tasks. The Practicum Instructor has an MSW, is SIFI certified, and is charged with providing the social work perspective.

- **Shared responsibilities of the task supervisor and the practicum instructor:**
  - It is expected that students will receive **weekly supervision** by both their task supervisor and practicum instructor.
  - The task supervisor and practicum instructor jointly develop an educational contract with the student – identifying the educational objectives, behaviors, the planned assignments, and the respective roles and responsibilities of the student, the supervisor and the practicum instructor.

- The task supervisor and practicum instructor should maintain ongoing communication with each other, the student, and the student's advisor, to share perceptions of the student's progress and to update and refine educational objectives as the year progresses.
  - The task supervisor and practicum instructor are to discuss the student's progress and future educational objectives with each other (and with the student) when preparing the formal end of semester practicum evaluations. The task supervisor is to contribute a brief narrative, but the MSW practicum instructor has final responsibility for completing and submitting the evaluation in Core Elms.
  - The task supervisor and practicum instructor are to meet jointly with the faculty advisor and student during an advisor site visit.
- **Responsibilities of the task supervisor:**
    - It is expected that students will receive **weekly supervision** by their task supervisor (in addition to the weekly supervision provided by the practicum instructor). The amount of supervisory time offered by the task supervisor in each placement will be developed by the school and practicum setting during the placement process.
    - New Task Supervisors are encouraged to attend the Seminar in Practicum Instruction (SIFI) and invited to attend the Practicum Instructor and Task Supervisor Orientation Meeting in September.
    - Identify specific assignments for the student to work on related to educational objectives (cases, groups, projects) throughout the year.
    - Provide supervision around service delivery and the student's tasks and assignments.
    - Oversee the administrative aspects of the student's performance, e.g., orientation to the agency, attendance, time management, required agency record keeping.
    - Approve student's hours logged in Core Elms.
- **Responsibilities of the MSW Practicum instructor:**
    - Practicum instructors are expected to provide students with **weekly supervision**
      - Students in placement 17 hours per week 1 hour per week
      - Students in block placements are to receive 1-2 hours of supervision each week (while some of this can be group supervision, it is expected that students will receive individual supervision at least biweekly).
    - Maintain primary responsibility for the writing, reviewing, and submission of the educational contract in Core Elms by the due date.
    - Maintain ongoing awareness and approval of the student's assignments.
    - Review and provide written feedback on materials written for educational purposes, e.g., process recording, logs, grant proposals. Approve/confirm process recordings in Core Elms.
    - Ensure that the educational contract and supervision includes focus on the 9 CSWE social work competencies and associated behaviors (these are what the student will be evaluated on at the end of each semester in practicum).
    - Help student link social work values, research, and theory to practice.
    - Communicate with the student and the student's UConn Faculty Advisor as soon as possible when any concern about the student's performance in practicum first emerges (in an effort to resolve the matter and prevent bigger problems from developing).
    - Maintain primary responsibility for completing the student's practicum evaluations in Core Elms



## 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.

### Incoming students:

- Students must complete the Practicum Placement Form and submit an updated resume in CORE ELMS (no later than or as close to the deadlines specified by OCPC).
- In order to begin practicum, students must be compliant with university requirements (complio) and any additional agency requirements (immunizations, trainings, fingerprinting, drug screens, etc) as determined by the individual practicum placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in practicum placement.
- All incoming students are to submit Practicum Placement form and an updated resume to the PED immediately following their orientation to the program. Placements will generally be made on a first-come, first-served basis, so it is in students' best interest to get their placement form in as soon as possible.
- **If placement forms are not submitted by the deadlines given by OCPC, the student may not be placed by the start of practicum education.** Any student who has not heard from a Practicum Coordinator by July 1<sup>st</sup> must contact [ssw.practicumed@uconn.edu](mailto:ssw.practicumed@uconn.edu) to ensure that their materials have been received.
- Indicate any special circumstances (e.g., medical, public transportation, time constraints and/or geographic preference/s, or anything that could possibly hinder a student's ability to be placed; for example, included but not limited to, a flag on background check, drug screen or flu shot declinations etc. which the School should consider when making practicum placement plans.
- Based on these materials, the assigned practicum coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a practicum coordinator to tell them about the agency and to provide information about who to contact for the interview.
- The student should: (1) contact the identified representative immediately to schedule an interview; and (2) report back to the practicum coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. If a student does not report back, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.
- Students typically get one interview, if for some reason an offer is not given or accepted, the coordinator and student will discuss next steps before continuing with the placement process

### Returning students:

Students meet with their current faculty advisors in the Fall semester of their first year to discuss their educational objectives and interests for the next year.

- Students must complete the practicum placement form by the deadline given from PED, students are assigned a coordinator in the order that forms are received. Please note some agencies require early submission of resumes, so some placements may be first come, first serve
- In order to begin practicum, students must be compliant with university requirements (complio) and any additional agency requirements (immunizations, trainings, fingerprinting, drug screens, etc) as determined

by the individual practicum placement. Students must maintain compliance during their time in the program; failure to do so can result in disruption in placement or the inability to be in practicum placement

- Based on these materials, the assigned practicum coordinator will contact appropriate agencies to learn of their ability and willingness to interview a particular student.
- Each student will be contacted by a Practicum Coordinator to tell him/her about the agency and to provide information about who to contact for the interview.
- The student is to: (1) immediately schedule an appointment with the identified agency representative (the appointment for the interview should be scheduled if possible within one week); and (2) report back to the practicum coordinator immediately following the interview to confirm the placement or to explore additional sites as necessary. If a student does not report back to the practicum coordinator, the department will assume that the placement was acceptable and, if the agency agrees, the placement will be confirmed.
- Students typically get one interview, if for some reason an offer is not given or accepted, the coordinator and student will discuss next steps before continuing with the placement process

**Block Placement:** Students planning a block placement for their second-year practicum experience, also need to complete the Practicum Education Placement form and an updated resume. Students who require further information or have any questions should contact their faculty advisor. **Summer block placement for IGFP students is only an option if there are enough qualified IGFP students to offer the session during the summer.** The block placement is only an option for students in the IGFP concentration (see block placement section in the Practicum Education Requirements and Placement Options section earlier in this manual for further information).

**Circumstances that may lead to referral to ERC and when removal from the program may be recommended:** Agencies have the right to decline accepting students for a variety of reasons such as a student failing to pass the agency's background check. **It is highly recommended that students inform the practicum placement coordinator as soon as possible if there is anything in their background that may cause a problem with their being placed. If a student is not accepted into a placement by two agencies they will have an Educational Review meeting (see MSW Student Handbook for more information about Educational Reviews) to develop a recommendation to the UConn Graduate School that may include removal from the MSW Program.** If a student does not accept two qualified placements that are deemed able to meet their educational needs and the school's expectations, they too will be referred for an Educational Review (see MSW Student Handbook).

### **University Compliance (Background Checks, Immunizations, Health Screenings & Trainings):**

#### **MSW PROGRAM - BACKGROUND CHECKS AND IMMUNIZATION FAQ SHEET**

*The following are practicum education requirements in keeping with University-wide policy for programs with practicums or internships. Our staff and faculty are committed to working with all students to promote their success in the MSW program. We believe in second chances and have developed resources to assist students with a criminal record to navigate the difficulties that may arise while working towards earning a MSW degree from UConn.*

### **PRACTICUM REQUIREMENTS:**

In order to successfully complete the MSW degree and graduate, students must complete all required practicum experiences. All required practicum experiences must be completed at a UConn School of Social Work-approved facility ("Facility"). The School will identify an appropriate practicum placement for students based on learning objectives. Each Facility has its own requirements that must be met before accepting a student for practicum. All MSW students, regardless of their concentration, are required to follow compliance requirements. This is a UConn

requirement to ensure that students are ready and able to meet a Facility's basic requirements and to begin a practicum on time. 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, site policies and/or affiliation agreements between UConn and sites. These requirements can change during a student's time in the program and they apply to every student in a practicum placement regardless of discipline. Compliance ensures personal health and safety, promotes public health and allows students to proceed with their practicum placement on schedule. **Fulfilling these requirements is a student responsibility as are any associated costs.**

The School is not responsible for securing practicum placements for students who are unable to meet a facility's practicum placement requirements. **Students will not be able to start any practicum placement until they have demonstrated that they have completed all requirements required for a practicum placement at a facility (this includes both university requirements and agency requirements).**

The Practicum Education Department cannot confirm a student's placement until the student is fully compliant in Complio. Noncompliance may result in a delayed start time and/or disruption to practicum.

Students are required to remain Complio compliant throughout the time in the program to avoid any disruptions to their placement.

First Steps:

1. Review the information in the guide provided by the Office of Clinical Placement Coordination (OCPC) and the full Compliance Overview for Clinical & Practicum Students training video playlist for your program at <http://ocpc.office.uconn.edu/students>;
2. 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;
3. Set up your ADB/Complio account (instructions will be given during the OCPC Compliance training) and begin working on your requirements, link it to your CORE ELMS account, upload any necessary items in Core Elms; and
4. Make any necessary healthcare provider appointments as soon as possible.

In order to participate in any practicum you will be required to meet the following compliance 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).

If your background screening shows that you have a criminal record ("CR") or that you are listed as a sex offender ("LSO"), you may not be able to secure a practicum.

*Once admitted as a graduate student to UConn, will a CR/LSO prevent me from earning my MSW?*

- The SSW's Practicum Education Department is committed to assisting students find a practicum placement for all enrolled students. A CR/LSO will most likely limit a student's ability to secure a practicum placement. Students who are unable to secure a practicum placement will not be able to earn a MSW.

*How much choice will I have in my practicum placement if I have a CR/LSO?*

- Unfortunately, there may not be a lot of choice. Some agencies may not be able to offer you an internship. We will work with you to find a practicum placement, but it will really depend on each agency's requirements and policies. While some agencies have accepted MSW interns with a CR/LSO in the past, there is no guarantee that a particular student can be placed at an agency that has previously accepted students with a CR/LSO.
- Students who wish to learn how to maximize their chances of securing a practicum placement should contact the Office of Clinical Placement Coordination in Storrs at [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu).

*Can a CR/LSO preclude a person with a MSW degree from becoming licensed in the State of Connecticut?*

- A CR/LSO may preclude a person with a MSW degree from becoming licensed in the State of Connecticut. For more information you should contact the Connecticut State Department of Public Health licensing board: <https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/Socialworker/LCSW-Licensing-Requirements>
  - A CR/LSO may also preclude a person with a MSW degree from becoming licensed in another state. For more information you should contact the individual state's licensing body.
- 2) **Demonstrate that you are current with immunizations.** Minimally, 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. A record of previous immunizations is not sufficient to fulfill these requirements. If you are unable to demonstrate through written documentation that you are current with your immunizations, you may not be able to secure a practicum. It has been UConn's experience that students will be denied a practicum placement if they fail to provide such proof (religious exemptions are very rarely accepted in lieu of proof of immunization).

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

In addition to the above requirements, some facilities require the successful completion of other types of requirements such as, but not limited to, 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. It is also possible that a facility may require a student to redo a screening that they may have already successfully completed in the past before being placed. Students are responsible for meeting a Facility's requirements. 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 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 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)

*What is the deadline for completing the background checks and immunizations?*

- All MSW students are required to complete the compliance requirements described above by the deadlines given from OCPC which will depend on the students' year in the program. Failure to do so can result in not being placed and/or a disruption in practicum placement

*Is it Required to Create a Complio Account with American Data Bank?*

- Yes, this is required. UConn has an approved contracted vendor, American Data Bank, which will be used for this purpose. Follow instructions provided by [ocpc.compliance@uconn.edu](mailto:ocpc.compliance@uconn.edu)

*Is it Required to maintain an active Complio account during my entire time in the SSW Program?*

- Yes, students in practicum must maintain an active Complio account during their entire time in practicum placements.

### **RESOURCES AT THE SSW AND UCONN**

*Should I let the practicum education placement staff know if I think there may be a problem with my background check, drug screening or immunizations?*

- Yes, students should discuss their concerns with practicum placement staff prior to the start of the placement process in order to optimize their chances of obtaining a practicum placement. Practicum staff are committed to working with each student to find them a placement agency that will welcome them. Practicum staff, with a student's consent, may consult with the Office of Clinical Placement Coordination in Storrs ([clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu)) to work through questions and issues for the best outcome for the student. The practicum education staff can answer questions about practicum placements.

*Is there anyone at UConn that I can privately discuss my situation with in regards to background checks, immunizations or drug screens?*

- Yes, within the University system, students may contact the Office of Clinical Placement Coordination in Storrs (at [clinicalcasemanager@uconn.edu](mailto:clinicalcasemanager@uconn.edu)) with any questions regarding background checks or drug screenings. These communications will be kept private and will not be shared with SSW without your consent. For all other inquiries, including regarding immunizations, please contact the Practicum Education Department at [sswpracticumed@uconn.edu](mailto:sswpracticumed@uconn.edu) or 959-200-3636.

## **FACULTY ADVISING**

The purpose of faculty advising is to help students make maximum use of their educational experience. Students are assigned faculty advisors by the Practicum Education Department. 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:**

- 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 (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:**
  - conducts the Practicum Advising Seminar which meets four times each academic year;
  - initiate at least one individual meeting per semester with each advisee (either face-to-face, by phone, or virtual)
  - reviews written materials relevant to the placement (e.g., process recordings), evaluations



and student's hours

- reviews educational contract (providing consultation as needed);
  - discusses student learning, informal and formal evaluations; and
  - jointly discusses options for next year's placement
  - issues grades for student's Practicum Seminar and Practicum Education courses.
- **With practicum instructors and practicum agencies:**
    - contacts each advisee's Practicum Instructor within the first week of practicum to introduce themselves
    - makes at least one site visit per academic year, in the first semester (more as needed);
    - Must document and submit site visit form via core elms
    - ensures adherence to Specialized Practice Area 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 Consultation or Educational Review Committee (ERC) as necessary;
    - attends school and/or agency meetings (as necessary, such as the adjunct faculty advisor meetings with the Practicum Education Department following each practicum seminar);
    - 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: (1) practicum education; and (2) practicum seminar;
    - evaluates agency setting and practicum instruction with student; and
    - evaluates agency setting and practicum instruction with practicum instructor.

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

- assists students with course planning, sequencing, and registration;
- identifies 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 one individual contact with each advisee is required per semester to discuss academic plans and progress, identify potential problems, and consult as deemed appropriate on academic, professional and career development
- review that process recordings have been completed in core elms (12 for IGFP, 4 for CO and PP), review educational contract, evaluations of student and verify hours in practicum in order to submit a grade;
- consults as deemed appropriate with colleagues regarding students' progress including classroom teachers, the Office of Student and Academic Services, and the MSW Program Director;
- if the student gives their consent, make referrals to support services as needed by students (e.g., disability support, writing clinic);
- reviews transcripts and plans of study provided by the student;
- consults with OSAS and/or the MSW Program Director if a student requests a policy exception;
- consults with your practicum staff mentor and/or the MSW Program Director when considering making a referral for a Consultation (informal meeting) or to the Educational Review Committee (ERC) when one of your advisees is having serious problems in the practicum and/or in their coursework;

- provides referral summary and accompanies advisee to the Consultation or Educational Review Committee and act as the advisee's advocate; and
  - write reference letters for scholarships, special honors, and potential employment when requested.
- issues grades for student's Practicum Seminar and Practicum Placement courses.

### **PROBLEMS IN THE PRACTICUM**

If students or practicum instructors are experiencing difficulties, it is recommended that the student first talk with their practicum instructor (or practicum instructor first talk with student) to discuss concerns. From there, if still unresolved, the student's advisor should be notified. Every attempt should be made to rectify the issue or problem.

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 able to engage in a problem-solving process that will help attend to the situation and guide their review. This may include a consultation or informal meeting. **See the MSW Student Handbook for more information about the problem-solving process and the Educational Review process used by the SSW.**

#### **Practicum Replacements:**

The process to follow is:

- In some circumstances, the practicum instructor and agency initiate terminating the student from their practicum placement. The SSW encourages practicum instructors to contact the faculty advisor as soon as possible when problems in the practicum arise and if they wish to request withdrawal of the student from the practicum placement. This will allow for collaborative problem-solving and hopefully prevent the need for the student to be replaced or to allow for careful planning for replacement.
- In cases when the student and/or SSW initiates the replacement, the faculty advisor, student and practicum education placement 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 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 new practicum instructor.
- Depending on the circumstances, student may be referred to ERC or consultation.

#### **Appeal Procedures:**

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

### **BENEFITS FOR CURRENT PRACTICUM INSTRUCTORS**

- Special lower registration rate for continuing education seminars offered by the UConn SSW Outreach Office. Attend as many programs as you want at the advertised special registration rate and earn CECs toward licensure.
- No fee CECs for workshops sponsored by UConn SSW Practicum Education Department.

## **ORIENTATION FOR PRACTICUM INSTRUCTORS**

All practicum instructors are expected to attend an orientation meeting early in the Fall that reviews the School's curriculum and practicum education expectations.

### **SEMINAR IN PRACTICUM INSTRUCTION (SIFI)**

The School requires all practicum instructors who have never supervised an MSW student before to take the Seminar in Practicum Instruction (SIFI). The SIFI course should be taken in the Fall Semester concurrent with the first time they are supervising a MSW intern. The Seminar provides a forum for the mutual exchange of ideas and concerns related to acquiring the role, knowledge, and skills of practicum teaching. It is currently offered in an asynchronous format for approximately 3 hours, with virtual drops ins offered for the interactional component. Practicum instructors can complete each learning module at a time and location that is convenient for them during the fall semester. It is possible to earn 3 CECs for this seminar through the School's Continuing Education Department (please note that there is a small administrative fee to process the CECs). The School has a reciprocal SIFI arrangement with the New York and other New England Schools of Social Work.

#### **For Practicum Instructors: RECOMMENDED STUDENT ORIENTATION TO AGENCY (What to cover with students on the 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 **(this is not counted toward placement hours)**
- holidays, snow days, and emergency closings
- use of phone, copier, fax machine, etc.
- use of personal cell phone, other technology, and social media
- 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 and HIPAA requirements
- developing effective, professional relations with clients and staff

### **SAFETY AND SECURITY PROCEDURES**

**Policies.** The UConn SSW program has the following policies regarding safety measures for social work students placed in their practicum placement sites:

1. The University of Connecticut offers Professional Liability Insurance coverage for students in practicum placements.

2. Placements should only be made in agencies that have sound safety policies and procedures.
3. Practicum instructors should help the student balance safety with professional responsibilities and obligations.
4. Professional and practicum site-specific safety training should be part of each student's agency orientation.
5. Faculty Advisors should discuss student safety in their agency site visits.
6. If a situation should occur where a student experiences a safety breach (e.g., is threatened, injured, or harassed), it is the responsibility of the **Practicum Instructor and student to immediately notify the SSW Practicum Education Department at 959-200-3636 or [sswpracticumed@uconn.edu](mailto:sswpracticumed@uconn.edu) and the student's Faculty Advisor.** Written documentation (in core elms) should be submitted by the student and practicum instructor. The Practicum Education Department will notify the MSW Program Director. The School will be in contact with the Agency and the situation will be evaluated. If appropriate, a plan will be put in place to address the safety issue(s).
7. Students with safety concerns related to their practicum placement must be supported and a plan put in place to address their concerns.
8. A student may be offered an alternative placement, if safety concerns in their placement site persist.

**Procedures.** Procedures to support student safety in Practicum include:

1. During the practicum placement process, agency personnel share their safety policies and procedures with the SSW practicum coordinator who is arranging the placement. Any concerns are discussed, if relevant.
2. Safety is discussed by the Practicum Instructor and student as part of the orientation to the placement, including procedures for reporting incidents where the student feels physically threatened or unsafe while in the practicum.
3. Practicum Instructors are encouraged to assign the student to conduct a safety inventory of their placement site at the beginning of their placement and discuss it in supervision.
4. Students are advised in the SSW orientation and in their initial Practicum Seminar that they should let their Practicum Instructor know if they have safety concerns related to their practicum placement. If the student does not feel supported in the placement concerning safety concerns, he/she should communicate this to their Advisor. A plan will be put in place by the Faculty Advisor with guidance from the Practicum Education Department to address any safety concerns. The MSW Program Director will be kept apprised of the situation.
5. Students only see clients when there are other staff present in the Agency.
6. Students have access to their supervisor, or another supervisory level staff member designated by the agency whenever they are engaged in practicum placement activities.
7. Students have the right and responsibility to refuse any practicum assignment in which they feel physically at risk.

The UConn School of Social Work is concerned for the safety of all students during their practicum placement experiences. While serious threats to students' safety is 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 danger 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 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 some or all sessions; or a specific set of procedures which should be followed if a staff member determines they are in a potentially dangerous situation.
5. Develop a safety plan with your 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 incidents where their personal safety is threatened.
7. Social workers frequently work with clients who have histories of violence, aggression, mental illness and substance abuse. 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 communication patterns, using observational skills to assess cues from the client and to be aware of their environment at all times.
8. Be alert to all parties in your immediate environment.
9. When faced with a verbal confrontation, keep your voice calm. Do not engage in an argument.
10. Carry yourself in a confident manner. Be purposeful in your actions.
11. Be friendly, however do not disclose a great deal of information about yourself or family.
12. If you are threatened with violence, disengage immediately until you can get assistance from your supervisor or local police.
13. Dress in a manner conducive to your professional practicum activities. Wear clothes that will allow you to move quickly or run if necessary. Do not wear jewelry that draws attention.
14. 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.
15. 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.
16. Your supervisor or someone in the agency should know where you are. Before going on home visits, 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, or cancel or reschedule the appointment.

**Criteria.** Criteria to support student safety in Practicum include:

1. Agencies have protocols to address any work situation that entails risk, such as, but not limited to: home visits, services outside the agency in isolated or high crime areas, services to clients who may become angry or violent, are using drugs or intoxicated, and services that are politically sensitive and could result in threats of violence. Each agency is responsible for determining its own situations where student safety may be placed in jeopardy.
2. Agency safety training should include information about the following, as relevant:
  - Agency's safety and sexual harassment policies
  - Required or suggested safety training for agency workers
  - Any safety measures that can be taken in the office setting (arrangement of office/ any emergency phone or button that can be used in case of an emerging incident in the office)
  - Risks specific to home visits
  - Risks specific to transporting clients

- Need to advise supervisor when making client contacts outside of office, including location, plan, and estimated time of beginning and end of the client contact.
  - Method to report any incidents of client violence
3. Supervision is focused on enhancing student knowledge of methods to prevent client violence, such as:
    - Managing feelings that can arise when working with victims and perpetrators of violence
    - Examining the student's value system around violence - What are the student's assumptions regarding victims and perpetrators?
    - Enhancing the student's ability to manage his/her own anger
    - Understanding of student's rights (for example, the right to refuse to make a home visit)
    - Understanding the prevalence of different forms and types of violence
    - Understanding the cycle of violence
    - Understanding the use and misuse of power and the dynamics to various types of violence
    - Understanding how violence may affect victims (i.e., reactions to potential violence)
  4. Student supervision must be consistent (at least once a week) and adequate enough to allow time for the Practicum Instructor to be assured of the student's competence regarding safety, to apprise the student of potential risk, to deal with agency policy addressing safety and to attempt to address the student's feelings about any risk that may be present. In some cases, such as if a safety incident arises, additional supervision (beyond the 1.5 hours-per-week for students in practicum 20-hours-week and the 1 hour-per-week for students in practicum 15-hours-week) will be needed to accomplish this.

### **GENERALIST PRACTICUM CURRICULUM**

#### **Overview of Practicum Requirements, Curriculum and Activities:**

In line with the standards for master level education in social work and with its mission and goals, the School aims to prepare social work professionals with competencies and behaviors that enable them to work in a range of social work settings, with diverse population groups with varying needs and problems, and who are able to employ a variety of interventions designed to meet these needs and problems. Thus, the School seeks to prepare generalist practitioners with a strong foundation in social work values, ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>), knowledge and practice skills. The program ensures that the practicum education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities.

MSW Students are required to spend **480 hours a year for two years** in a practicum placement, for a **total of 960 hours** (with the exception of Advanced Standing students who will have one 560-hour practicum placement). Each year is normally spent in a different setting. Specific weekly schedules for the practicum hours are arranged between the agencies and the students. (See section on Practicum Education Requirements and Placement Options)

In the **first year practicum placement**, students are expected to gain skills for generalist practice. Generalist practice includes the range of competencies and behaviors that are common to all of social work practice including work with individuals, groups, families, communities organizing and policy practice. Therefore, **all students are required to have practicum assignments in their Specialized Practice Area and have additional practicum assignments in another Specialized Practice Area, such that they are exposed to both micro and macro practice.** When work with individuals, groups, or families is not available to a first semester student in their practicum setting, students are referred to participate in a micro skills lab where they will gain skills in behaviors applied to work with individuals, families, and groups (see section on Micro Skills Lab later in manual for details). In their Specialized year in practicum, it is expected that students will focus primarily on applying Specialized behaviors within the framework of assignments in their Area of Specialized Practice.

All students in first semester of practicum, regardless of their Specialized Practice Area, are required to write at least two process recordings in order to support education for the micro practice component of their practicum



experience (ie. direct service practice). Some Specialized Practice Areas require more process recordings. For example, IGFP students in 1<sup>st</sup> and 2<sup>nd</sup> year practicum internships are required to write 12 process recordings each academic year. All macro students (CORG and POPR) are required to write 4 process recordings each academic year.

In the second semester of first year practicum, students gradually transition into their Specialized Practice Area and increase their focus on their Specialized Practice Area and Specialized Practice Area-related behaviors established by each Specialized Practice Area.

**Pre- and co-requisites for Practicum education:**

All students are required to take the following Basic courses either prior to or concurrent with 2<sup>nd</sup> semester of 1<sup>st</sup> year Generalist Practicum Education:

- ï HBSE Micro and Macro Theories (BASC 5362) 3 credits
- ï Analysis of Social Welfare Policy (BASC 5350) 3 credits
- ï Research Methods for Social Work Practice (BASC 5333) 3 credits

The following course must be taken any time prior to 2<sup>nd</sup> year Specialized Practice Year of Practicum Education:

- ï Human Oppression (BASC 5300) 3 credits

In order to strengthen the coherence of concepts taught in class and practicum, and to foster the development of skilled practice that is informed by knowledge and theory, practicum education must be taken concurrently with practice courses. **The following courses must be taken concurrently** with the first semester of practicum.

- ï “Micro Foundation Practice” (BASC-5391)
- ï “Macro Foundation Practice” (BASC-5390)

The Practicum Advising Seminar must be taken concurrently with each year of practicum (1<sup>st</sup> year in practicum: FED-5301- 5302 and/or 2<sup>nd</sup> year in practicum: FED-5310-5311).

Students are required to take their first Specialized Practice Area course (5301) concurrently with their second semester of practicum.

All these courses described above must be completed before a student can enter into second year practicum placement. The second year of practicum education focuses on specialized practice, and requires concurrency of practicum and Specialized Practice Area courses.

**For complete information about the MSW courses offered and co- and pre-requisites see the SSW MSW Student Handbook.**

To augment the learning which occurs through practicum instruction assignments, it is expected that students will take part in whatever in-service training programs are available in their practicum agency and, whenever possible, participate in agency seminars, teaching conferences, lectures or professional meetings. Concurrent with the provision of social work services through a range of social work modalities, students are to keep professional records and report directly to a practicum instructor for a minimum amount of supervision in concurrent placement (at least one hour of supervision per week for those in a 17-hour/week internship; and one -two hours per week in a block placement).

## **FIRST SEMESTER GENERALIST YEAR (All Students)**

### **Practicum Education Generalist Curriculum: Competencies and Behaviors:**

The program ensures that the practicum education experience of MSW students captures the full scope of generalist practice with the five systems levels of individuals, families, groups, organizations, and communities. The curriculum for all Specialized Practice Areas includes 9 competencies, each to be operationalized through specific behaviors. At the end of each semester first year practicum students will be evaluated on each behavior. The evaluation form is made available to practicum instructors in Core ELMS.

First year student interns are to be given micro assignments to work with clients in the first 2 to 3 weeks of internship so that they will be able to complete their course assignment for the Micro Foundation Practice class. Students must be given an opportunity to work in a case management setting with an individual, group or family over a period of time. For macro students, this may be fulfilled through the micro work they are expected to do in the fall semester in their practicum placement or in the micro skills lab (see section on Micro Skill Laboratory elsewhere in this practicum manual).

Students, Advisors, and Practicum Instructors will have access to the Educational Contract worksheet, in Core ELMS, with behaviors and suggested practice activities/assignments specific to their year in the MSW program and Specialized Practice Area at the beginning of the Fall Semester. This worksheet can be used to help create the educational contract.

### **Second Semester of First Year Practicum: Additional Behaviors (By Specialized Practice Area)**

In the second semester of the Generalist (first) year of practicum, the curriculum increases its focus to Specialized Practice Areas. Students learning assignments should be more focused on their area of practice in the second semester of their first year and that practice worksheets are shared to highlights the 9 competencies to ensure that assignments align with program expectations.

## **EDUCATIONAL 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, (and task supervisor, when applicable), develop this portion of the contract together. The contract includes explicit educational goals, student assignments, and the responsibilities of the agency and faculty advisor.

The Educational Contract (located in Core ELMS) should identify student assignments and activities that will help the student gain the competencies and behaviors identified. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. Practicum instructors, in collaboration with their student interns, may develop their own assignments and activities. An optional educational contract worksheet is also located in Core ELMS to assist students and their practicum instructor in preparing the contract. It is intended to foster discussion between each student and their practicum instructor and to be used in working on the Educational Contract. 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.

Students are encouraged 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.

Educational contracts are to be submitted in Core ELMS by the due date in early\_October for review and, as needed, consultation.

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

### **PRACTICUM EVALUATIONS**

Evaluations of student performance by practicum instructors are to be completed and submitted in Core ELMS 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 reminder and link will be sent by email (from Core ELMS) 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 in Core ELMS using the link that was emailed to the practicum instructor.

### **PRACTICUM ADVISING SEMINAR<sup>2</sup>**

#### **FED 5301-5302/FED 5310-5311**

- **Seminar Description**

This seminar must be taken concurrently with the generalist and specialized practice year of practicum education. FED 5301-5302 is a one credit course, as is FED 5310-5311. Though students register for courses numbered by their concurrency with either generalist or specialized practice year of practicum, classes are typically composed of both first and second year student advisees of the instructor. The seminar provides students with the opportunity to share and reflect on their experiences in their practicum placements and to find ways to maximize their value. Students are helped to deal with setting related issues through peer support and feedback from each other and the instructor. Class content includes professional demeanor and how it contributes to a successful practicum experience and future practice.

- **Course Objectives**

Upon satisfactory completion of the Practicum Advising Seminar students will have:

1. gained knowledge and skill in negotiating and maximizing learning opportunities in agency settings;
2. become better able to evaluate the quality of their experience and performance through learning about the experience of peers and
3. strengthened professional demeanor through behavior, appearance and communications resulting from the support and critical feedback from their faculty advisor and peers.

#### **Learning/Teaching Formats**

Practicum Advising Seminars are taught by faculty advisors who meet with their advisees for four two-hour sessions over the course of an academic year. Faculty advisors introduce, present, and facilitate group discussion around a set of related topics and issues appropriate to practicum education. Students are encouraged to identify issues of importance to them. The eight hours of practicum seminars are included in the required hours of practicum each year. Students need to log these hours in Core ELMS.

## **Evaluation of Student Learning**

Students receive an “S” (Satisfactory) or “U” (Unsatisfactory) for the practicum seminar courses. 100 % of the student’s grade is based on class participation.

Student attendance at practicum seminars is mandatory. If an emergency or unforeseen circumstance causes a student to miss a practicum advising seminar, they should be in immediate contact with their faculty advisor. In exceptional circumstances in the event that a student cannot attend 1 of the 4 seminar sessions, a make-up assignment is expected to be given by the faculty advisor.

In order to make up for the absence, students must write a paper.

1. The paper should be 3-5 pages in length.
2. The Faculty Advisor will determine the main focus of the paper.
3. The paper should be related to the students’ practicum experiences, and should be both reflective and contain references to the practicum related material, e.g., The Practicum Manual, educational contract, competencies and behaviors.
4. The paper is due no later than 2 weeks after the missed session.
5. If a student misses more than one seminar session, the student will be in jeopardy of not earning the 1 credit for seminar which may affect the conferral of the student’s degree.

## **Required Seminar Readings for Students:**

- UConn School of Social Work Practicum Manual
- Additional readings may be assigned by each faculty advisor.

## **Suggested Themes or Topics For Seminar:**

### **SESSION I: Beginnings in Practicum Instruction and Practice**

#### **A. Student, Practicum Instructor, and Faculty Advisor**

- The role of the student vs. that of employee status
- What the student should expect from the agency, practicum instructor, and faculty advisor in terms of teaching and educational supports
- Roles and responsibilities of the student, practicum instructor, and faculty advisor
- Practicum instruction in social work: expectations of the student

#### **B. Educational Contracts and Assignments**

- Specifying content and process for development of the educational contract
- Review of competencies and behaviors
- The written work students are expected to do for educational and agency administrative purposes (e.g., process recordings, hours log, etc.)

### **SESSION II: Work Phases in Practicum Instruction and Practice**

- Implementation of the educational contract and how it is going
- Expectations of professional demeanor in all aspects of the practicum experience
- Preparation for student practicum evaluations, i.e., evaluation purpose, processes
- Review of practicum student evaluation form
- Ongoing evaluation and processing of the agency experience, including practicum instruction

### **SESSION III: Work Phases and Diversity (This session follows a school wide presentation on diversity)**

### **A. Evaluation**

- Reviewing and processing of student experiences with the evaluation process and outcomes
- Ongoing review and processing of the implementation of the educational contract

### **B. Diversity**

- Processing of student practice examples in working with issues related to diversity
- Identification of challenges and successes in working with diverse clients, key stakeholders, and agency personnel
- Examination of strategies to address barriers related to the development of an environment that welcomes diversity

## **SESSION IV: Closures**

### **A. Endings**

- Discussion related to the process of endings/transitions
- Problem solving related to issues of closure with different client systems.

### **B. Evaluation of practicum experience**

- Discussion & feedback regarding final practicum evaluations
- Problem solving related to the student evaluation process
- Evaluations of practicum placement experiences

### **C. Learning throughout one's career**

Discussion of the importance of maintaining ongoing personal educational objectives and seeking out learning opportunities whether in the advanced year of placement or post-graduation employment.

## **SPECIALIZED PRACTICE AREAS**

After successful completion of the macro and micro foundation practice courses (BASC 5390 and BASC 5391) in the fall semester, students begin their Specialized Practice Area courses with an emphasis on specialized practice in the practicum experience. The specialized curriculum of the School's MSW program consists of 3 Areas of Specialized Practice: Community Organizing; Individual, Group, and Family Practice; and Policy Practice. The program ensures that the practicum education experience of MSW students captures the full scope of specialized practice opportunities to develop competencies within their chosen area of specialized practice. Students must choose from community organizing, policy practice, or practice with individuals, groups, and families as their Area of Specialized Practice. The second half of the first year in practicum serves as a transition semester into the Areas of Specialized Practice. During this semester, the first specialization courses must be taken concurrently with practicum, and students are required to place an increased emphasis on assignments that offer opportunities for gaining skills in behaviors as they related to the students' specialization. The following sections elaborate on the class and practicum curriculum requirements of each Specialized Practice Area.

**INDIVIDUAL, GROUP, AND FAMILY PRACTICE (IGFP)**  
**IGFP EDUCATION IN THE PRACTICUM**

Individual, Group, and Family Practice (IGFP) is the specialized practice method through which individual clients, family and group members are helped to improve the level of fit between personal and environmental strengths and limitations; empower themselves personally and politically to meet their needs, ensure their rights and entitlements; maintain, restore or enhance their social functioning; or resolve life stressors as these arise at all points in the life course. This may be achieved through work with individuals, with groups, or with clients in families. The family and group are viewed as a mutual support system in which the social worker's role is to convey the belief that individuals have the potential for helping each other and to facilitate the group processes that create conditions in which mutual aid can occur. In all of these modalities, the social worker views the person and the social and physical environments as a unitary system within cultural contexts.

Individual, Group, and Family Practice teaches students knowledge and skills in mobilizing, sustaining and creating personal, interpersonal, and environmental resources. In all modalities, the use of a professional relationship to nurture and release the personal potential of those being served is emphasized. Clients are helped to understand and cope with specific life situations or stressors, to influence their physical and social environments, and to find effective forms of expression to influence large social systems. In the group and family modalities, students also learn to help members to support each other, to develop positive interpersonal relationships, and to utilize the group experiences to affiliate with others.

IGFP social workers are involved in preventive activity at practice and program levels, in both urban and rural settings, and in activity to improve access to social services and enhance their quality. IGFP social workers find career opportunities in child welfare agencies, family service agencies, schools, mental health clinics and hospitals, health care settings, youth and children's services agencies, community and neighborhood centers, criminal justice settings, senior citizen centers and facilities, neighborhood development and citizen action programs, and other private and public settings. Student practicum education experiences are within one of these settings with populations that include racially, ethnically, and socioeconomically diverse people of all ages, religious backgrounds, and sexual orientations, with an emphasis on marginalized populations. We prepare students to work with diverse and oppressed populations including the poor; the elderly; women; children and youth; persons with lesbian, gay, bisexual and transgender orientations; refugees and migrants; and persons with physical and developmental disabilities. IGFP students will learn to become scholarly, competent and skillful practitioners who imbed practice with individuals, groups, and families within the larger context of social change and social action, adhering to the Social Work Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>) and to culturally competent practice. Practicum education allows students to integrate knowledge and theory with practice skills. The second semester of the first year of practicum education serves as a transition semester which bridges the Generalist curriculum and practice with the beginning of the IGFP Specialized Practice Area.

IGFP students are required to take a minimum of three Specialized Practice Area courses, one concurrently with each of the last three semesters of practicum education: Practice with Individuals, Groups and Families (IGFP 5301), Advanced Practice with Individuals, Groups and Families: Theoretical Approaches (IGFP 5302), and Advanced Practice with Individuals, Groups and Families across Settings and Populations (IGFP 5303). In addition to, and concurrent with, these method Specialized Practice Area courses, students are also required to take one of the following two courses: Clinical Conditions with Children and Adolescents or Clinical Conditions with Adults and Older Adults.

## **IGFP PRACTICUM ASSIGNMENTS**

### **Recommended Case Assignments/In-Person Contact hours:**

There should be sufficient variety in case assignments across modality (individual, group, or family practice), problem areas, socio-economic status, gender, and cultural lines to offer students the opportunity to compare and use a variety of conceptual frameworks, intervening approaches, and worker-role functions, procedures and techniques. Ideally, students will have the opportunity to work with at least two of the three modalities during the internship (and, ideally, have the opportunity to practice all three modalities during the course of their MSW program).

In developing IGFP assignments, it is useful to think of numbers of contact hours rather than the number of cases. In intensive treatment settings where children and their families are seen by the same worker, the number of cases the student carries may be relatively low, but their contact hours high. In keeping with the expectations of Generalist practicum, students are also encouraged, particularly in the first semester, to gain experience in the macro Specialized Practice Areas.

- First year – 1st year practicum students should be engaging in at least 2 contact hours per week by the second week of practicum. By the middle to the end of the first semester, IGFP students are expected to engage in 5 to 8 contact hours per week providing direct services to individuals, groups, and/or families.
- Second year – 2nd year practicum students should be engaging in at least 3 contact hours per week by the second week of practicum. By the middle to the end of the first semester of their 2nd year specialized practice internship, IGFP students are expected to engage in 8 to 10 contact hours per week providing direct services to individuals, groups, and/or families.

Students in summer block: Summer block students will generally engage in 14 to 18 contact hours per week providing direct services to individuals, groups, and/or families.

### **Case Assignments and Course Work**

Some of the cases of individuals, groups, and families assigned to IGFP students need to be seen over a period of time, beyond the engagement and assessment phases of the helping process, to ensure integration of classroom material. All students are required to have multi-method assignments in the first semester of practicum placement. Since class discussions are frequently based on practicum experience, students need to begin their assignments as quickly as possible. Practicum instructors are encouraged to contact the student's faculty advisor as soon as possible for consultation if they cannot provide students with case assignments within the first few weeks. Students are encouraged to notify their faculty advisor if there is a delay in obtaining case assignments.

In addition to their IGFP assignments, students must have assignments in a macro area of practice. For those in the IGFP Specialized Practice Area, this would translate into work with a large social system, i.e., the agency or community. Students are encouraged to identify a macro project, in collaboration with their practicum instructor, that would be helpful to the agency or the community. Examples include creating a resource guide, organizing a food or clothing drive, or engaging in advocacy in an issue related to the populations served by their practicum placement.

In the second semester of first year practicum (FED 5352), students increasingly focus on their IGFP Specialized Practice Area practice. This serves as a transition practicum education semester into the second year of practicum placement, in which students focus primarily on their Specialized Practice Area.

Group work assignments should be designed to help students learn and practice group work skills. Simply observing a group experience or participating as a group member, e.g., serving on a committee, cannot be considered a group work assignment. Although the primary learning will come from solo leadership, students can

also benefit from co-leadership experiences. Depending on the setting, students may enter into a group at different points of group life. They may be able to form their own group from the start, or they may take over an already formed group from another worker. Each of these opportunities has its special learning benefits and challenges, and a wide range of group types and models will round out the student's education. Groups may be structured as:

- Closed groups - those in which most members begin and end at the same time.
- Open-ended groups - these may meet indefinitely, but with a changing membership. People enter and leave throughout the life of the group,
- Single-session groups - those that meet once for a specific, well-defined purpose. While valuable for its members in themselves, single session groups can also provide valuable recruitment opportunities for longer-term groups.

**Expectations of Supervision:**

Students are expected to receive a minimum of 1 hour of formal one-to-one supervision each week. It is strongly suggested that students receive an additional half hour of supervision per week in any format (individual or group supervision, agency case conference, etc.) Students in block placement are expected to receive 2 hours of formal supervision each week.

**Expectations for Written Work:**

***A. Process Recordings:***

*What is a Process Recording?*

In writing process recordings, students document and analyze their practice, taking into account the concepts and principles learned in the classroom and in the practicum. A process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview/session with a client, group meeting, etc.).

*What is the Purpose of a Process Recording?*

The purpose of process recordings is to facilitate the integration of social work knowledge and principles of IGFP methodology with the student's daily practice. Process recordings are one of the most effective tools for teaching and learning (see appendix for suggested guidelines and sample templates). They help students to develop observational, assessment and intervention skills. Process recordings also play a major role in students' ability to assess their own feelings and reactions and to evaluate their own practice.

*Types of Process Recordings*

Students may write process recordings about any interaction they may have such as:

- Client sessions
- Family sessions
- Group meetings
- Contacts with organization or community representatives (i.e., teacher, nurse, landlord).

Five format options are suggested for process-recordings. Following consultation with the faculty advisor, practicum instructors should discuss with their students which of these UConn SSW formats they should use. Templates and guidelines for these formats are described in the Appendix.

1. Process Recording Format #1: Narrative format with an individual or family



The narrative format for recording includes a description of what took place, impressions of the individual client, group, or family, analysis of practice, next steps, and questions for supervision with practicum instructor.

## 2. Process Recording Format #2: Narrative format with a group

This format is for group sessions. It includes the following sections: brief client description and how often you have met; purpose of the meeting; a narrative report of the transactions and content of the session; analysis of the session and your practice; next steps; and questions for supervision with the practicum instructor.

## 3. Process Recording Format # 3: Narrative format with an organizational or community representative.

This narrative format includes background information, the purpose of the contact, the content of the interaction, an assessment, next steps and questions for the practicum instructor.

## 4. Process Recording Format #4: Three-column format with an individual.

The three-column format includes a verbatim recording of key portions of the session and reflections of student's feelings and analysis of practice followed by an overall description and evaluation of the rest of the session.

5. Format #5: Audio/Videotaping This option is for audio/videotaping your session. If the practicum instructor and placement agency are in agreement that the IGFP student, with written client consent/release (consistent with their agency protocols), may audio/videotape one or more client sessions, the practicum instructor may authorize that a student may write a process recording based on that audio/videotape in lieu of one of the other process recording formats (see "suggested guidelines for recording sessions" in the Appendix). Any audio/videotape must be made following their agency protocols. Here is some suggested language to request client consent:

Digital Recording. I understand that my interviews may be recorded using a webcam for the purpose of continued staff training and clinical supervision. The recordings are treated confidentially and are deleted after they are used. Any concerns I have about recording will be addressed by my provider. I will never be recorded without my permission.

### *Expectations Regarding Process Recordings*

The School requires that IGFP students write process recordings regularly. All students should complete a total of 12 process recordings each academic year, with a minimum of 4 due at the end of the fall semester and the remainder due at the end of the next semester(s). Block placement students should check with their concentration chair regarding requirements for the number of process recordings and when they are to be turned in.

Agencies should provide students with space and time to prepare process records, progress notes and other agency documentation/paperwork during their practicum work hours. The time required may vary week to week.

It is expected that students produce written process recordings on an ongoing basis throughout the academic year and they should not wait until the end of the semester. Students who do not complete this requirement in a timely manner may not pass their practicum or may receive an "Incomplete" grade in practicum.

### ***To Whom Do Students Submit their Process Recordings?***

Students should discuss their process recordings with their practicum instructor in advance of their subsequent conferences. Students are expected to submit their process recordings in CORE ELMS for their faculty advisor to

review. In order to protect client identity, one option is for students to use the clients' initials rather than their full real names in their process recordings.

A process recording is not to be used for agency documentation and is a private communication between the student, practicum instructor and faculty advisor. Task supervisors do not review process recordings. This responsibility lies solely with the practicum instructor. Process recordings should not be kept in agency records since they are learning documents. If students need access to process recordings for school assignments, all identifying data must be disguised.

### *The Use of Process Recordings*

To be effective, the student and practicum instructor must participate meaningfully together in the use of process recordings. The process recordings are to be written and reviewed on a timely basis. It is the practicum instructor's role to ensure that process recordings are being written and used as effectively as possible and the faculty advisor's role to oversee this process.

The practicum instructors should carefully read students' records prior to supervision. The process recording becomes the basis for discussion and learning in the conference itself.

- As students prepare process recordings for the first time, we recommend that they should simply be asked to "tell a detailed story of what occurred." Other features (e.g., their impressions), may be added later as students gain competence in using process records for learning.
- We recommend that the practicum instructor and student both prepare agendas that are specifically related to the process recordings.
- We suggest that during the conference, students and practicum instructors work off of their respective copies for discussion.

### *Common Problems with Process Recording*

If the student is having difficulty in meeting recording requirements, we encourage the practicum instructor to explore what is precipitating the difficulty. New students often experience discomfort in revealing themselves, in assessing their work, in exposing themselves, and in recalling the sequence of events, and they may fear that they will be criticized.

Practicum instructors should ensure that students have sufficient time at work to complete their recordings in practicum and that they are using this time effectively.

If the student frequently fails to meet recording requirements in a timely fashion, the practicum instructor should explore factors contributing to the problem and then affirm the School's expectations for recording.

Students learning and motivation to write records are adversely affected when practicum instructors do not review written materials in advance or read them during conference time.

If problems with writing process recordings occur and are not readily resolved, both students and practicum instructors should notify and seek guidance from the faculty advisor as soon as possible. Consistent failure to meet recording requirements is a serious problem that can lead to significant consequences and impede student learning.

### ***B. Agency Required Paperwork***

Students must also complete all agency-required documentation in a timely manner. Documentation requirements will vary from agency to agency. Time should be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload. Many agencies have their own guidelines for intake, bio-psycho-socials, progress, referral, transfer, or closing summaries. Practicum instructors should provide the student with some guidelines (and samples) for writing required agency summaries and preparing chart notes.

### **SEQUENCING AND OBJECTIVES OF REQUIRED COURSES**

The curriculum for IGFP is comprised primarily of four required courses: three sequential courses, IGFP 5301, 5302, and 5303, which are taken during the second, third and fourth semesters of practicum; and the choice of one of two required IGFP electives (IGFP 5345 or 5346.), which can be taken after the first semester of practicum and must be taken with practicum.

For complete information about the MSW courses offered and co- and pre-requisites, see the MSW Student Handbook on our SSW website.

Students are encouraged to provide assignments and select syllabi that are relevant to their practicum placement with their practicum instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their practicum instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

## COMMUNITY ORGANIZING

### COMMUNITY ORGANIZING EDUCATION IN THE PRACTICUM

UConn School of Social Work is one of a select social work schools that offer students the opportunity to concentrate their studies in community organizing. The Community Organizing Specialized Practice Area is a social work method that combines direct service with advocacy, education, and social action to empower communities to work for change. Community organizing is part of a process that brings people together to collectively address problems, concerns or issues with the goal of enhancing self-determination, achieving greater equality, and affecting a shift in power relationships to benefit members of oppressed communities. Using a broad repertoire of skills including conflict, community building and planning, and collaborative models, community social workers examine political, social, and economic factors as they relate to issues of power, inequality, culture, values, and problem-solving. Community organizing is based on the assumption that social problems such as poverty, racism, sexism, heterosexism, ageism and other social ills are primarily a function of institutionalized oppression and thus must be addressed collectively and institutionally. Consequently, the efforts of community social workers focus on helping to build community, create solidarities, and deliver services at the grassroots level to empower people working together to make their own changes, meet their own needs, and participate more fully in public life and the democratic process.

Community organizing knowledge and skills can be applied to a variety of social work sites in creative ways. The context of practice within which community social workers direct their efforts and have practicum placements include grassroots settings such as neighborhoods, nonprofit and advocacy organizations, social change coalitions, and government agencies. Students are also placed in nontraditional sites such as universities, labor unions, congressional offices, and with international organizations such as the United Nations.

Students majoring in Community Organizing must complete five required Community Organizing courses (15 credits). These courses must be taken concurrently with practicum placements to facilitate the integration of classroom content and practicum learning. The first semester of practicum education is part of Generalist practice and is concurrent with two Generalist courses. After the first semester of practicum education, Community Organizing students move to Community Organizing specialization courses and practicum education.

### **PROCESS RECORDINGS FOR COMMUNITY ORGANIZING STUDENTS**

A process recording is a tool used by the student, the practicum instructor, and the faculty advisor to examine the dynamics of a particular interaction. The process recording is a tool used for learning and refining interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in practicum. The aim is to capture the major elements and process of the interaction. Requirement: All Policy and Community Organizing Concentration students are required to complete two process recordings each semester while they are in practicum. They are to be turned into the practicum instructor for review and comments and then given to the advisor before the end of the semester. Students may use the outline in the appendix, may use a journal or log, or use a format from the agency/placement site.

#### **Purpose of Process Recording:**

Serve as instruments to guide learning.

- Help clarify the purpose of the activity or interaction.
- Information that furthers understanding of the person's/groups needs and available resources.
- Identify power dynamics.
- Identify structural context of and structural forces at play in interaction.

- Help focus on problem solving, critical thinking and self-critiquing approaches.
- Provide self-awareness and reflection.
- Development of observational and active listening skills and expand the power of recall.
- Provide information to the practicum instructor about personal growth of the student over time.
- Offer practice in providing systematic accountability for practice.
- Provide evidence of developing mastery of core and advanced competencies.
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice.

Refer to the Appendix for the Process Recording Outline to be used.

## **BUILDING ON GENERALIST KNOWLEDGE AND PRACTICE SKILLS**

Generalist practice courses and practicum placement provide all students with basic knowledge of community social work and the other social work Specialized Practice Areas. Foundational curriculum for Community Organizing introduces content on the history of community organizing; definitions, types, and history of communities; and basic information for organizing and influencing communities. The latter includes Rothman's Models, the planning and problem solving process, and technical and interactive skills for entering communities, organizational building, goal selection and developing and selecting community based interventions. The roles of the community organizer (resource person, catalyst, educator, advocate, broker, identifying and developing leaders, program developer, counselor, enabler, expert, activist, and organizer) are addressed. The primary assignment for the community organizing component of the foundation courses is an assessment of a community that the student is working in or will be. Students must also conduct an organizational assessment of their practicum placement agency and a force practicum analysis of a planned change strategy. The five CORG Specialized Practice Area courses, which will be identified later, and accompanying practicum education, build on the above content.

The generalist curriculum extends beyond the micro and macro foundation courses and concurrent practicum placement. Other courses include generalist knowledge on human behavior and the social environment; human oppression; valuing and addressing diversity in practice; research knowledge and skills; and analysis of social welfare policy and service delivery. It is expected that such generalist knowledge will inform and be informed, by practicum education. Generalist and Specialization practicum education curriculum, objectives, policies, expected outcomes and other practicum education related information are delineated in other parts of this manual.

## **COMPETENCIES AND SPECIALIZATION BEHAVIORS**

Over the course of both practicum placements, every student will gain knowledge and skills in the 9 CSWE competencies. The Community Organizing faculty have developed behaviors for the Specialized Practice practicum placement. Students, practicum instructors, and advisors will be emailed the specialization behaviors at the start of the specialized practice year practicum placement. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. They are not required. Practicum instructors, in collaboration with their student interns, may develop their own assignments and activities.

Five Community Organizing courses are required:

- COPO 5300: Advanced Macro Practice
- CORG 5301 - Substitute Community Organization with Community Organizing
- POPR 5310 - Program Planning, Development and Evaluation
- CORG 5370 - Grassroots Organizing
- POPR 5312 - Political Advocacy (prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; co requisites FED 5352 and FED 5302)

For detailed information about the Community Organizing Specialized Practice Area and MSW curriculum, see

the MSW Student Handbook on the UConn SSW website.

Students are encouraged to provide the assignments and select syllabi that are relevant to their practicum placement with their Practicum Instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their practicum instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

## **POLICY PRACTICE**

### **POLICY PRACTICE EDUCATION IN THE PRACTICUM**

The Policy Practice Specialized Practice Area prepares social workers for practice involving the formulation, adoption, implementation, and evaluation of all types of social service and social welfare policies. Typical Policy Practice activities include defining social problems, assessing needs, developing and implementing programs, and forecasting future problems, needs, policies and programs. Policy Practice involves designing, implementing, and evaluating programs involving a range of clients and citizens, with special emphasis on oppressed individuals and groups. A critical element of Policy Practice is the ability to leverage the sources, allocation, and mechanisms of transfer of resources and money for social service programs. Grant writing is a special skill needed by Policy Practitioners. Another important skill is the use of research methodologies, data, and information in the policy-making process. Students and graduates of the program are trained for and meet their professional responsibilities in a variety of macro practice jobs. Typical career opportunities for Policy Practice graduates are found in public and private agencies as policy analysts, evaluators, planners, program and grant developers, legislative analysts, lobbyists and advocates, and as elected officials or the staff of elected officials. Because the School of Social Work is located near the state capital there are many excellent Practicum work placements that enable students to learn and practice Policy Practice skills. Graduates of the program work in a variety of leadership and important Policy Practice positions in state, regional, national, and global contexts.

### **COMPETENCIES AND SPECIALIZATION BEHAVIORS**

Over the course of both Practicum placements, every student will gain knowledge and skills in the 9 CSWE competencies. The Policy Practice faculty have developed specialization behaviors for the Specialized Practice Practicum placement. Students, Practicum instructors, and advisors will be emailed the specialization behaviors at the start of the specialized year Practicum placement. Sample assignments and activities are offered as suggestions that could foster the development of these behaviors. They are not required. Practicum instructors, in collaboration with their student interns, may develop their own assignments and activities.

#### **Five Policy Practice courses are required:**

- · POPR 5300: Advanced Policy Practice
- · POPR 5301: Policy Practice: Processes and Finances
- · POPR 5310: Program Planning, Development and Evaluation
- · POPR 5302: Policy Practice: Careers, Contexts & Quantitative Analysis
- · POPR 5312: Political Advocacy (prerequisites BASC 5360, BASC 5361, BASC 5390, BASC 5391, FED 5351 and FED 5301; co requisites FED 5352 and FED 5302)
- For detailed information about the Policy Practice Specialized Practice Area and MSW curriculum, see the MSW Student Handbook on our UConn SSW website.

- Students are encouraged to provide the assignments and select syllabi that are relevant to their Practicum placement with their Practicum Instructors. It is the responsibility of the student to discuss all their assignments that relate to their internship with their Practicum instructor at the beginning of the semester in order to make arrangements for internship experiences that will enable them to complete their course assignments. Advisors and course instructors will be encouraged to stress this with their students as well.

### **Process Recordings:**

A *Process Recording* is a tool used by the student, the Practicum instructor, and the faculty advisor that examines the dynamics of a particular interaction to build interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in Practicum. The aim is to capture the major elements and processes of the interaction.

Objectives of *Process Recordings*:

- Guide learning
- Clarify the purpose of the activity or interaction
- Further understanding of the individual's or group's needs and available resources
- Identify power dynamics
- Identify structural context of and structural forces at play in interaction
- Focus on problem solving, critical thinking and self-critiquing approaches
- Provide self-awareness and reflection
- Develop observational and active listening skills and expand the power of recall
- Provide information to the Practicum instructor about personal growth of the student over time.
- Provide systematic accountability
- Provide evidence of developing mastery of core and advanced competencies
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice

Students in the Policy Practice Specialized Practice Area are required to complete *Process Recordings* (see Appendix IIf for a sample) as follows:

1st year in Practicum: 2 *Process Recordings* in the fall semester (1 related to a policy assignment and 1 related to a micro assignment) and 2 *Process Recordings* in the spring semester; and

2nd year in Practicum: 2 *Process Recordings* in the fall semester and 2 *Process Recordings* in the spring semester.

The *Process Recordings* are to be turned into the Practicum instructor for review and comments and then given to the faculty advisor **before the last day of class of the given semester**. Students should use the sample in the Appendix IIf as a guide, although any format that achieves the objectives of the activity and is approved by the student's Practicum instructor and faculty advisor is acceptable.

## **APPENDICES**

### **Appendix I PUBLIC ACT No. 78-54 AN ACT CONCERNING LIABILITY FOR STUDENTS IN PRACTICUM PLACEMENT PROGRAMSA**

#### **Appendix II Guides for Process Recordings**

**IIa. IGFP: Narrative format with an individual or family**

**IIb. IGFP: Narrative format with a group**

**IIc. IGFP: Narrative format with community or agency representative(s)**

**IId. IGFP: Three-column format with an individual**

**IIE. IGFP: Audio/video recording of session**

**IIf. Policy Practice and Community Organizing Outline and Samples**

**IIg Student Guide for Process Recording Meetings/ Interactions**

**IIh Policy Practice Process Recording**

**IIi. Samples for All Specialized Practice Areas: A General Recording**

**IIj. Sample for All Specialized Practice Areas: For Meetings**



**APPENDIX I: 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.

## APPENDIX II Guides for Process Recordings

### IIa. IGFP: 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).

#### 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.

### 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.

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.

## **IIb. IGFP: 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.

### 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.

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.

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.*

### **IIc. IGFP: 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.

#### 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.

### **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.

**IId. IGFP: Three-column format with an individual**

Name of client:

Brief background information:

Date of contact:

*The student should record the full interview using the three-column format that follows, unless instructed otherwise by their practicum instructor.*

*If the student records an excerpt of the session, they should first describe in a brief narrative what occurred prior to the session transactions recorded in the columns.*

The three-column format is as follows:

Client-Worker Transactions	Student’s gut level feelings and reactions	Analysis
<p>Each transaction is made up of one client’s statement and worker’s response to client’s statement. The client statement always comes first, and then the worker’s response to the client’s statement.</p> <p>Write in chronological order the dialogue of the interaction, and a description of non-verbal observations and reactions.</p>	<p>Indicate <u>your</u> gut level feelings and reactions evoked by the client’s statement, behavior and/or responses at the time of the transactions (e.g. sadness, relief, anger, resentment, happiness).</p>	<p>Your impressions/analysis of the content of the session, interactions between you and the client, your interactions, and interventions.</p> <p>Getting into the client’s shoes, how might the client have experienced each transaction?</p> <p>The analysis can include the worker’s intervention by labeling the skill used during each transaction, such as conveying understanding, exploring, clarifying.</p>

Plan/Next steps

Questions/Issues for supervision

**SAMPLE PROCESS RECORDING**

Three-column format

*An excerpt is presented but the student should record the full interview, unless instructed otherwise by their practicum instructor.*

Name of client: Morris Green

Brief background information: Morris is a twenty-four-year-old white man who is struggling with the recent death of his mother. This was my fifth session with him.

Date of session: Nov. 18

Brief narrative of what occurred prior to the session transactions below

Client came to agency requesting help with recent loss. This was one of the first sessions that we began to talk about the loss of Morris' parents. During this particular excerpt, Morris started to express the feelings he experienced after the loss of his mother. Morris' first statement was a response to one of my questions which was how his mother died.

Client-Worker Transactions	Worker's Gut-Level Feelings	Analysis
<p><i>S: Student</i> <i>M: Morris</i></p> <p>Transaction #1 M: My mom died of a heart attack. She was always under a lot of stress and had a lot of health issues.</p> <p>S: (Nods head).</p> <p>Transaction #2 M: I always felt guilty for not doing more to help my mother. She was always helping us before she got sick. She was just good like that. I don't know if I could have been there more and if I could have done more.</p> <p>S: What do you think you could have done?</p> <p>Transaction #3 M: I don't know. Maybe I could have visited her more when she was in the hospital.</p> <p>S: (I nod my head) Ah-huh. (Morris' voice lowers and his</p>	<p>I feel so sad for Morris. I have lost one parent. I couldn't fathom losing both.</p> <p>I felt sympathy for Morris.</p> <p>I could empathize with Morris which makes me feel deeply saddened. I experienced similar regret when I lost my father. I felt my body tighten up as he spoke.</p> <p>I was worried about assuming that Morris felt the same way that I did.</p> <p>Morris's statements were affecting me emotionally because he was mirroring my own thoughts and feelings over my parent's death.</p> <p>I continued to empathize with Morris. I worried that he might start to cry in reliving</p>	<p>This makes me think about my own losses that I have dealt with.</p> <p>I provided Morris with a nonverbal response as a way to prompt him to continue telling his story. I didn't want to overwhelm him with too many questions.</p> <p>Morris may be trying to deal with his grief and wondering if he did enough to keep her alive.</p> <p>I am wondering how my own feelings may affect my ability to further explore.</p> <p>Exploring: I was trying to better understand Morris' Feelings.</p> <p>My impulse was to reassure him, not to let him experience the pain. I tried to keep listening.</p> <p>I wanted my non-verbal response to reflect that I was listening to him. I also tried</p>

<p>sadness is more evident.)</p> <p>Transaction #4 M: Um, and maybe tell her that I loved her more often. I mean I said it sometimes, but I could've said it more. I just feel like I didn't do enough.</p> <p>S: Can you tell me more about it?</p>	<p>his feelings and I would not know what to do.</p> <p>I felt good that Morris trusts me enough to share his feelings.</p> <p>I feel profoundly connected with him. I am struggling to stay focused as I don't want to lose control of my own feelings or start to cry.</p>	<p>to let him continue sharing his feelings. I wondered what their relationship was like before she died.</p> <p>I tried to convey, through my voice, the sympathy that I felt. I tried to gently pace my question and response and not to move too quickly to dissolve my own discomfort.</p> <p>Client may be wondering what I think. He may think I am judging him or wonder if I understand.</p>
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Plans/Next steps: Explore more about the client's concerns and reactions to the loss of his mother, and what precipitates his feelings of guilt.

Questions/Issues for supervision: I would like to look at my transactions and examine if my discomfort has affected my responses to client. I think I should have been more overt in conveying my empathy, but I seemed to hold back.

**IIe. IGFP: Audio/video recording of session**

Name of client:

Brief background information:

Date of contact:

1. Summary

Briefly describe what happened in the session before and after the excerpt that you have chosen to share.

2. Recording

Please record a session with client, using either audio or video. You will need to obtain the client's consent. Your agency should provide guidance on this. Select a portion of the recording (approximately 10-15 minutes) to share with your practicum instructor.

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).

4. Plan/Next steps
5. Questions/Issues for supervision

### **IIf. Policy Practice and Community Organizing Outline and Samples**

A process recording is a tool used by the student, the practicum instructor, and the faculty advisor to examine the dynamics of a particular interaction. The process recording is a tool used for learning and refining interviewing, intervention, and reflection skills. The student is asked to document and analyze their practice considering concepts and principles learned in the classroom and in practicum. The aim is to capture the major elements and process of the interaction.

Requirement: All Policy and Community Organizing Concentration students are required to complete two process recordings each semester while they are in practicum. They are to be turned into the practicum instructor for review and comments and then given to the advisor before the end of the semester. Students may use the sample below, may use a journal or log, or use a format from the agency/placement site.

Purpose of Process Recording:

- Serve as instruments to guide learning.
- Help clarify the purpose of the activity or interaction.
- Information that furthers understanding of the person's/groups needs and available resources.
- Identify power dynamics.
- Identify structural context of and structural forces at play in interaction.
- Help focus on problem solving, critical thinking and self-critiquing approaches.
- Provide self-awareness and reflection.
- Development of observational and active listening skills and expand the power of recall.
- Provide information to the practicum instructor about personal growth of the student over time.
- Offer practice in providing systematic accountability for practice.
- Provide evidence of developing mastery of core and advanced competencies.
- Support students' ability to assess their own feelings and reactions and to evaluate their own practice

Process Recording Outline:

Purpose: Reason/s for having the meeting/interaction

Describe goal and objectives:

1. What needs to be accomplished
2. Aims
3. Change or outcome/s expected

Environment/ Context/ Stage of Policy Practice:

1. Describe environment (setting)
2. Describe context (political, historical, economic, social, cultural, spiritual, etc.)
3. If relevant, describe stage of policy planning (problem definition/needs assessment; formulation and comparison of alternatives; develop recommendation; adoption of recommended policy; implementation plan; assess policy or program evaluation).

Dialogue:

Verbatim recall of interaction (interview/meeting/phone conversation, etc.) with other/s. A word-for-word description of what was said, and what happened, according to the student's best recollection. This includes the use of verbal language and nonverbal expression/activity toward student, and between other participants in the meeting/interaction.

Cognitive analysis:

Theory, research, intervention/s, critical thinking of what happened, manifest/latent meanings, symbolism, strengths/ capacities of systems/forces encountered, power dynamics, campaign strategy or other factors that are relevant in the setting. Describe the skill sets used (analytical, political, interactional, value clarification) used in this encounter. Integration between the classroom and practicum education is expressed here.

Affective analysis:

Student’s description of feelings and reactions to the interactions.

Evaluation of the emotional climate/and dynamics as perceived by the student in relation to the power dynamics and structural forces at play in the interaction. Analysis of the use/handling of student’s feelings.

Reflective Skills:

The student evaluates their performance and identifies the goals and objectives of the meeting or interaction that were met, modified, or changed. Explains the rationale for change. The student identifies concerns, issues, learning needs, questions for future planning, follow-up needed, and working with the issue, structural system, and/or supervisor. Reflection on application of organizing skills, and professional use of self.

Supervisory Comments:

Remarks/ comments regarding student’s interactions, interventions, skill sets (engagement, contracting, advocacy, exploration, assessment, planning, intervention) use of self for teaching and learning purposes.

Self-Evaluation

Comment on your impression of how you conducted yourself professionally in the encounter. Any insight on how you may enhance your skill development set in meeting goals and objective in community organizing within this encounter and interaction.

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Accountability - Areas of improvement and plan for the next meeting

Critically think and state any changes for professional self-improvement and express in writing what your plans are for future interactions. State any areas for creativity.

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SAMPLE

Practice Process Recording
Purpose of interaction:
Describe goals and objective:

Environment/Context/Stage of policy planning: (Jansson, 2003)				
Dialogue	Cognitive Analysis	Affective Analysis	Reflective Skills	Supervisor's Comments
Self-Evaluation				

Sample Process Recording Policy Practice				
<b>Purpose of Interaction:</b> Phone conversation between X/Z and Y on (date).				
<b>Describe goals and objective:</b> To plan for a legislative event to be held on (date).				
<b>Environment/Context Stage of policy planning:</b> <ul style="list-style-type: none"> <li>• <b>Environment:</b> Phone conversation held in X and Z's office. We called Y in his office. He was joined by his colleague W. We spoke using speaker phones.</li> <li>• <b>Context stage of policy planning:</b> this was the "develop recommendation," and "adoption of recommended policy," phase.</li> </ul>				
Dialogue	Cognitive Analysis	Affective Analysis	Reflective Skills	Supervisor's Comments
X: Hi Y. X and Z here. Thanks for joining us. <b>Pause.</b>	Conversation opened with <b>Interactional and Communication (I&amp;C) skills</b> as I was trying to	I was a bit nervous, but tried to mask it with a friendly tone of voice. He was	I think I did a good job of putting him and ease and letting him know his input	



<p>Y: Is it ok if I call you back? This morning I asked a few of my staff if they wanted to be on the call, and now I want to go check with them.</p> <p>X: Sure, we're in R's office, so just ask for the call to be transferred in here.</p> <p>Y: OK</p> <p><b>A few minutes later.</b></p> <p>Y: Hi, I have W here. I'll put you on speaker phone.</p> <p>X and Z: Hi, W.</p> <p>W: Hi, nice to meet you.</p> <p>X: Same here.</p> <p>Y: So where are we?</p> <p>X: I still don't have any firm commitments. The legislators are waiting to see if any meetings are called on Monday. I made a lot of calls last Thursday and I will call again tomorrow. I wanted to give people the weekend.</p> <p>Y: When will they know about meetings?</p> <p>X: Z says they will hear by Wednesday or Thursday. We will make a decision by Thursday afternoon. I have also invited legislative aides to attend, so hopefully that will help.</p> <p>Y: OK, that's good.</p> <p>X: Y do you want me to start, or do you have some</p>	<p>establish a working relationship with someone I don't know very well.</p> <p><b>I&amp;C skills</b> used here for W, whom I also didn't know.</p> <p>Used <b>analytical and political skills</b> here to figure out strategy for how to best get legislators to attend the breakfast event. Don't want to call them too often, but want to make sure they don't miss the opportunity. Used <b>I&amp;C skills</b> to explain this to Y.</p> <p>Used <b>I&amp;C skills</b> to solicit feedback from Y and let him know that his input is valuable.</p> <p>Also used "<b>soft</b>" <b>power skills</b> to let him go first if he wanted.</p> <p><b>I&amp;C skills</b> to try to explain what happened in a clear way.</p>	<p>very friendly and engaging.</p> <p>W said hello and then didn't say another word for the entire conversation.</p> <p>I am feeling a little nervous here because I want him to be invested in the event, but I'm still not sure I can pull it off. I don't have any confirmed acceptances.</p> <p>Feeling a little pressure to give a concise explanation of the event in Stamford so that he'll feel like it's something that he can do at his office.</p>	<p>was valuable.</p> <p>I think I went into too much detail here about this event, for example the part about having too many participants. That doesn't matter to Y. I was rambling a bit too much and not as concise as I</p>	<p>Do you think this was important? Would you try something differently in the future? Maybe seek some role clarification?</p> <p>Part of doing policy work is learning from past experience. Using this shows the other participant that you are shaping the best experience</p>
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<p>ideas you want to share first about what the event will look like?</p> <p>Y: Why don't you go first?</p> <p>X: OK. Here is what we did for the event in Stamford. It was pretty informal and was co-hosted by two agencies. We had three legislators there, and about 15 or more participants. Actually, it was bigger than we expected because at the last minute one of the agencies invited more people to attend so we probably ended up with more people than we needed. But that won't happen at your agency because of the nature of your organization.</p> <p>S facilitated and he gave some introductory remarks, introduced the legislators, and then went around the room and had each person introduce him or herself and talk about unemployment issues, long-term unemployment, or homelessness. Then at the end there were ten or fifteen minutes left for legislators to ask questions and talk informally with the participants. How does that sound?</p> <p>Y: That sounds good.</p> <p>X: Would you be interested in facilitating?</p> <p>Y: Sure. That would be fine.</p> <p>X: OK, great. Is P able to</p>	<p>Using <b>power skills</b> here. I want him to facilitate, and if he said no I would have had to figure out a way to persuade him to do so.</p> <p><b>Analytical skills</b>, trying to anticipate all outcomes. How do we get a good critical mass?</p> <p><b>Analytical skills</b> to try to understand something I don't know that much about and explain it clearly.</p> <p><b>Analytical skills</b>, trying to find a solution to problem of not the right kind of incumbent worker</p>	<p>The tone is good and cordial.</p> <p>He sounded a little quiet, maybe didn't agree with me or was confused?</p> <p>Here I am feeling challenged by trying to explain something I don't know very much about.</p> <p>I'm sensing Z's frustration and feeling that maybe I didn't plan this event correctly.</p> <p>Frustration in the</p>	<p>would have liked.</p> <p>He said yes, which was the outcome I was hoping for.</p> <p>Here I should have asked him what he felt comfortable with, and/or waited until I spoke with Z about the gift card situation. I shouldn't have rushed to say two or three per class, when maybe he was thinking one or two. I should have followed up to clarify with him what he thought was feasible.</p> <p>Turns out I explained it correctly. He agreed with my description and</p>	<p>possible, not just on a guess.</p> <p>This is where phone meetings are tough, you cannot see the facial expressions to help facilitate understanding about reactions. Therefore, in future phone meetings you might want to think about asking more clarifying questions so you are not left wondering these things. I think your expectation that someone might get sick so you over invite is</p>
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<p>attend?</p> <p>Y: Yes.</p> <p>X: Good.</p> <p>Y: How many students should I invite? I was thinking one or two per class. We have one class for current employees who are taking GED classes, and then one class for current employees who are transitioning to college. There is a computer class, too, but I don't think I'll invite those students.</p> <p><b>(in the middle of this Z received a call and had to leave the room).</b></p> <p>X: Maybe you should invite two or three per class in case someone gets sick. I'm sorry, I didn't follow up with Z on the gas card incentive for the participants, and now she has just stepped out of the room to take a phone call. I'll ask her when she comes back.</p> <p>Y: OK. And you mentioned a teacher too, right? Should I invite a teacher?</p> <p>X: That would be great. Y, these classes don't use public incumbent worker funds, right, but P's classes at I-Care do?</p> <p>Y: Yes, that's right. But we have used public funds in the past.</p> <p>Me: So you are an example of an organization that could use the funds, should</p>	<p>training.</p> <p><b>Value Clarification and Ethical Decision Making Skills</b>—is it ok to offer incentive gift cards for participants to attend a legislative event?</p> <p><b>Analytical skills</b>, trying to position the event in a way that will work for the legislators and our legislative agenda.</p> <p><b>I&amp;C skills and power skills</b>, trying to build connections with Y and give him ownership of the event.</p> <p>Ditto.</p>	<p>air over whether or not we should/can do this?</p> <p>Sense a little negative push back from Y, that there needs to be a "spin."</p> <p>Tone cordial again.</p>	<p>liked the way I put it.</p> <p>Should follow up with Z about whether there were some glitches in the planning of this event that could have prevented this sense of frustration?</p> <p>Maybe I could have emphasized this more from the beginning so that Y didn't need to be reminded.</p> <p>Regained equilibrium.</p>	<p>a valid point. However, since there is no follow up with Z had thought of that so that is why he was doing 2/3 total and though that would be enough for 2. If Z knows his people well enough, he knows they will be coming if they say they will be there.</p> <p>Particularly in these cases, you should ask that question—role and expectation clarification is always a good thing and frankly how moving forward we can continue to use these relationships that have taken a long time to build.</p> <p>Again, this is why we have this call/meeting--to continue planning and discussing</p>
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<p>they become available?</p> <p>Y: Yes, that's right. That's a good way to put it.</p> <p><b>Z comes back</b></p> <p>Z: Y, are the incumbent worker classes all adult ed types?</p> <p><b>At this point we got disconnected.</b></p> <p>X to Z: Yes, they are GED and college transition classes.</p> <p>Z: That's too bad. We need some classes that are really worker training for their actual jobs.</p> <p>X: That would be P's classes, but her students are at a different site. Maybe we could ask her to bring some students over? By the way, I had mentioned to Y that we might be able to provide gas incentive cards for the participants. Is that possible?</p> <p>Z: I'll have to check the budget, also the ethics of it. We don't want it to look like we are bribing people to be there to see legislators.</p> <p>X: Well, we don't have to do it. The participants will be there for their class anyway. During the Stamford event R was trying to make sure that his folks would come over from Bridgeport to Stamford, so it was more important to have an incentive.</p> <p>Z: I also don't want to have happen what happened</p>	<p><b>I&amp;C skills</b>, expressing my gratitude for his cooperation.</p> <p>Overall use of <b>Accountability and Self Evaluation Skills</b>, as I used a variety of skills concurrently <b>"while also mixing and phasing"</b> skills.</p>	<p>Tone remains friendly and cordial until the end.</p>	<p>Before I said good bye, I could have asked him if we had answered all his questions and if there was anything else he could think of. I could also have encouraged him to call me should any questions come up. I did end by saying I would be in touch on Thursday.</p>	<p>any specifics. And clarify any misconceptions.</p>
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<p>there, where some people got payment and others didn't. Let me take a look at the budget and think about it.</p> <p><b>Y calls back.</b></p> <p>Z: Y, X answered my question. These are all adult ed type classes, right?</p> <p>Y: Yes. The more traditional incumbent worker training classes are at (blank).</p> <p>X: Maybe P could speak about the employer angle, how the incumbent worker classes help the employer.</p> <p>Y: Yes, I keep forgetting that we have to present it that way, from the employer's point of view. But the students will be talking about their own experience in any case, not the employer's experience.</p> <p>Z: That's fine. That's what they should do.</p> <p>X: That will give an important point of view, as well.</p> <p>X: I don't know if you want P to go first and set the context for the employers, and then have the employees speak? Is she someone who is able to keep her remarks within a certain time limit?</p> <p>Y: Oh yes. She'll do whatever we need her to do.</p> <p>X: Y, why don't you decide</p>				
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<p>on sequencing, as you are the one who knows all the personalities? By the way, I asked Z about the incentive cards and she is going to think about it.</p> <p>Y: That would be great if I could know by today, so I will know when I invite the students tomorrow.</p> <p>Z: Y, I'll let you know by 4:00 today.</p> <p>Y: Great. Thanks.</p> <p>X: Y, will you be in the office on Thursday? I'll plan on giving you a call in the afternoon.</p> <p>Y: Yes, I should be here all day. If you don't reach me, you have my cell phone number, right?</p> <p>X: Yes. Thanks so much for all of your efforts in helping to make this event a success.</p> <p>Y: You are welcome. I hope it works out.</p> <p>X and Z: So do we. Bye.</p> <p>Y and W: Bye.</p>				
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**Iig. Student Guide for Process Recording Meetings/ Interaction**

**Purpose:**

Reason/s for having the meeting/interaction

**Describe goal and objectives:**

- a. What needs to be accomplished
- b. Aims
- c. Change or outcome/s expected

**Environment/ Context/ Stage of Policy Practice:**

- a. Describe environment (setting)

- b. Describe context (political, historical, economic, social, cultural, spiritual, etc.)
- c. Describe stage of policy planning using Jansson's stages of policy planning (ethical consideration, navigating policy and advocacy systems, building agendas/setting the agenda, problem analyzing, proposal writing, policy enacting, policy implementing, policy assessing/evaluation). You may have a formulation and comparison of alternatives.

**Dialogue:**

Verbatim recall of interaction (interview/meeting/phone conversation, etc) with other/s. A word-for-word description of what was said, and what happened, according to the student's best recollection. This includes the use of verbal language and nonverbal expression/activity.

**Cognitive analysis:**

Theory, research, intervention/s, critical thinking of what happened, manifest/latent meanings, symbolism, strengths/ capacities of systems/forces encountered. Describe the skill sets used (analytical, political, interactional, value clarification skills used in this encounter. Integration between the classroom and practicum education is expressed here.

**Affective analysis:**

Student's description of feelings and reactions to the client system/s and interactions. Evaluation of the emotional climate/and dynamics as perceived by the student vis-à-vis the client system. Analysis of the use/handling of feelings.

**Reflective Skills:**

The student evaluates his/her performance and identifies the goals and objectives that were met, modified, or changed. Explains the rationale for change. The student identifies concerns, issues, learning needs, questions for future planning and working with the client system/s, and supervisor. Reflection on application of policy practice skills and professional use of self.

**Supervisory Comments:**

Remarks/ comments regarding student's interactions, interventions, skill sets (engagement, contracting, advocacy, exploration, assessment, planning, intervention) use of self for teaching and learning purposes.  
Policy Practice Process Recording

**Self Evaluation**

Comment on your impression of how you conducted yourself professionally in the encounter. Any insight on how you may enhance your skill development set in meeting goals and objective in policy practice within this encounter and interaction.

**Accountability- Areas of improvement and plan for the next meeting**

Critically think and state any changes for professional self-improvement and express in writing what you plans are for future interactions. State any areas for creativity.

**III. Policy Practice Process Recording**

<b>Policy Practice Process Recording</b>				
<b>Purpose of interaction:</b>				
<b>Describe goals and objective:</b>				
<b>Environment/Context/Stage of policy planning: (Jansson, 2018)</b>				
<b>Dialogue</b>	<b>Cognitive Analysis</b>	<b>Affective Analysis</b>	<b>Reflective Skills</b>	<b>Supervisor's Comments</b>

**Self-Evaluation:**

**Accountability:**



### **III. Samples for All Specialized Practice Areas: A General Recording**

Parts I and II will be written prior to the interventive action with, or on behalf of, the client system.

#### **I. Goals for the session (with individual, family, group, committee, etc.) - Learning objective: Goal formulation**

The student states goals in terms of desired outcome for the client system, not in terms of the interventive process itself. For example, a student will be corrected from saying "The purpose of this meeting is to talk about the client's depressing life situation." Though clearly a plan, that kind of remark is often mistakenly stated as a goal. It is more correct to state a goal as "the client's being able to relieve depression."

#### **II. Plans for intervention - Learning objective: Interventive skills**

The student will describe what they will do to meet the goals. Interventive techniques range from use of activities to exclusive use of the interview or group discussion. Specific techniques, appropriate for the client system will be identified, e.g. confrontation, clarification, limit-setting, advocacy, etc.

Sections III, IV, and V are written after the intervention action has occurred.

#### **III. The Process - Learning objective: Objective observation of the professional encounter**

The student describes sequentially, what has occurred, including the affect in situations and is helped to recognize when their descriptions becomes laced with interpretive or value-laden statements.

#### **IV. Evaluation of the client system and the effect of intervention - Learning objective: Assessment skills**

The student assesses both the client system and the effect of their intervention. The student is expected to identify client system strengths, weaknesses, environmental supports and obstacles, etc. and future interventions that will help meet the agreed upon goal.

#### **V. Analysis and evaluation of student's performance - Learning objectives: Identifying learning needs through self-awareness and self-evaluation**

The student evaluates their own performance and identifies those goals that were met, those goals and/or plans that were changed, and the reason for the change. Self-evaluation is potentially effective in encouraging self-awareness and helping the student identifies their own educational needs and objectives.

This recording guideline is excerpted from:

Wayne, J., & Carter, D. (1978, Feb.). A recording model to promote independent learning. Presented at the Annual Program Meeting (APM) of the Council on Social Work Education (CSWE). New Orleans, LA.

### **IIj. For All Specialized Practice Areas: Process Recording Format For Meetings**

#### **I. Description of Meeting**

##### **A. Identifying data**

1. Name of organization, sponsor or agency?
2. Date of meeting.
3. How often does this group meet?
4. When was the last time that the group met?
5. Name of members present at the last meeting (attendance list may be useful).

- B. Description of the assignment
    - 1. How was it initiated?
    - 2. What is the problem being addressed?
  - C. What are the goals and objectives of the assignment?
    - 1. What has taken place thus far?
    - 2. Summary of past meetings?
    - 3. Past accomplishments/past barriers.
    - 4. Who has worked on this task in the past?
    - 5. What was your role as a student?
  - D. Preparation for the meeting
    - 1. How did you prepare? For example, research done, phone calls made/e-mails sent.
    - 2. Who else has worked on this task?
    - 3. Who did you meet with in preparation for the meeting (individuals/committees/groups)?
    - 4. Why did you meet with these individuals and groups?
    - 5. How did you prepare for activities that relate to problems, decision-making, positions and strategies?
  - E. Purposes
    - 1. Why this meeting?
    - 2. What are the main content areas expected to be covered.
  - F. Context of the Meeting
    - 1. Describe what happened.
    - 2. Describe the behavior and interactions of those in attendance.
    - 3. Describe your behavior/interactive role.
  - G. In chronological order
    - 1. What problems, issues or concerns were raised?
    - 2. Who participated?
    - 3. How were decisions made (or not made)?
    - 4. Positions and strategies: what goals, positions or strategies were arrived at? By what means? What plans were developed for implementing these?
    - 5. Were there any conflicts? If so, between whom and why? What happened?
- II. Analysis
- A. Analysis of Meeting
    - 1. What motivated decision-making?
    - 2. Who seemed to have major influence?
    - 3. What values were expressed?
    - 4. Were there any group alignments?
    - 5. What activities reveal relations of group to other organizations, larger communities?
    - 6. Who could gain or lose as a result of issues or decisions made at the meeting?
    - 7. What worked? What didn't and why?
    - 8. What role, if any, did you play? Were you comfortable in that role?
    - 9. What do you think could be done differently? Why?
  - B. In your opinion, how effective was the meeting?
    - 1. For example, strategies used, questions raised, problems resolved, potential conflicts avoided or resolved.
  - C. Follow up
    - 1. What took place immediately following the meeting? For example, did some people linger and talk with each other?
    - 2. What will you do next?
    - 3. What plans do you have for following meetings? Why?
    - 4. What was going through your mind as you observed interactions of those at the meeting? What was discussed?
    - 5. What values were raised or implied?

6. Were the values raised or implied congruent with social work practice?
7. What did you learn?