

UNDERGRADUATE FIELD EDUCATION HANDBOOK

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I. INTRODUCTION

The School of Social Welfare is one of ten colleges and schools within the University at Albany, State University of New York. It was established in 1963 and the MSW Program was first accredited in 1969. The following degree-granting programs are currently offered: A two-year Master of Social Work Program, an advanced standing MSW program, a Bachelor of Science in Social Work which was implemented in 1971 and first accredited in 1974, and a Ph.D. program which began Fall 1984. The school also offers several joint programs: an MSW and Master's in Criminal Justice in Albany, an MSW and Master in Sociology (MA) with New Paltz and an MSW and JD with Albany Law School. Two new dual degree programs are planned: an MSW and Bioethics degree with Albany Medical College and Union College and an MSW and Masters in Public Affairs and Policy with the School of Public Affairs and Policy at the University at Albany.

In keeping with Social Work's historic and enduring commitments, the mission of the School is to further social and economic justice and to serve people who are vulnerable, marginalized or oppressed. This mission is implemented through education, knowledge development, and service that promotes leadership for evidence-based social work with a global perspective. This handbook deals with undergraduate field instruction.

Field instruction is an important and integral component of the undergraduate learning experience in Social Welfare. It provides an opportunity for students to extend, deepen and integrate knowledge acquired in the classroom and to begin to apply this knowledge in the social agency or organization where the student is placed. It is virtually impossible to become an effective social worker without this opportunity to practice what is learned in the classroom in a supportive, supervised setting. The quality of a student's field experience has an overriding effect, not only on how much he/she learned about social work practice, but also on the student's overall experience in the program.

II. AN OVERVIEW OF BACCALAUREATE SOCIAL WORK EDUCATION

The major purposes of social work have been described as (1) enhancement of the problem-solving, coping, and developmental capacities of people; (2) promotion of the effective, just and humane operation of the systems that provide people with resources and services; and (3) connecting people with systems that provide them with resources, services and opportunities.

Program Objectives

The primary goal of the Baccalaureate social work program is to prepare students for entry - level, generalist social work practice at the baccalaureate level. A generalist social worker is viewed as one who “has the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems and using skills to intervene at practice levels ranging from the individual to the community” (Schatz, Jenkins & Sheafor, 1990). The specific objectives of the undergraduate social welfare program are as follows:

1. To prepare students for entry-level, generalist, social work practice with individuals, families, groups, organizations and communities, that promotes social and economic justice, and a global perspective
2. To serve the educational needs of students interested in human services and provide opportunities for undergraduates to participate in community and public service.
3. To enrich the University’s general education and other undergraduate curricula.

The kinds of problems addressed by BSW practitioners result from a constellation of factors at the micro, mezzo, and macro levels such as dysfunctional family interaction patterns, a teacher who misunderstands a child’s problem, racism, sexism, or homophobia, or inadequate income. BSW practice is therefore conceived as focusing on the following target systems: individuals, families and small groups, organizations and institutions, and neighborhoods and communities.

The social work curriculum consists of five major substantive areas: Practice, Policy, Human Behavior, Research, and Field Education. The courses in each foundation area form a sequence, which includes the knowledge, values, processes, and skills essential to generalist social work practice.

The **Practice** component of the curriculum attempts to transmit information on the generalist social work helping process: engagement, assessment, intervention, evaluation, and termination. The four courses in the practice sequence provide for the continuous, non-repetitive development of an entry-level generalist practice framework for practice with individuals, families, groups, organizations and communities. In this sequence students develop the skills to intervene on behalf of client systems, which are put into practice through the field practicum.

The **Social Policy and Services** component is focused on the description of and development of an analytic framework for consideration of the American Social Welfare system. Building on the liberal arts base and the elementary base in psychology, sociology, social psychology, and political science, the sequence aims to prepare a generalist social worker who possesses descriptive knowledge of and the ability to critically analyze social welfare policies and services, an understanding of the history of discrimination in America and the role of social welfare policy

in the quest for equality, and who is knowledgeable about the policy making process and social work roles in the policy making process.

The purpose of the **Human Behavior and Social Environment** (HBSE) sequence, is to give students an understanding of 1) the interrelationship of biological, psychological, social and environmental influences on the development of human behavior; and 2) human behavior in a range of social systems including families, groups, organizations and communities. In addition, there is a particular emphasis on “human diversity” content, i.e., knowledge about groups with special needs, such as women, ethnic minorities, the physically-challenged, lesbian, gay, bisexual and transgendered people, the elderly, etc.

Evidence-based practice is emphasized throughout the curriculum with students taking one **Research** course. The baccalaureate curriculum aims to convey to students that generalist practice is evidence-based. We aim to give students: 1) the ability to think critically about scientific evidence; and 2) the ability to use such evidence towards the amelioration of social problems and the improvement of social work practice.

The Role of the **Field Practicum**

It is virtually impossible to become an effective social worker without the opportunity to practice what is learned in the classroom in a supportive, supervised setting. Students and faculty alike often view field work as the “heart” of social work education. The “real-world” is an experiential laboratory where students have the opportunity to apply classroom learning. The quality of a student’s field experience has an overriding effect not only on how much they learn about social work practice, but also on their overall experience of the program.

Given the curricular goal of preparing entry-level generalist practitioners, the field practicum provides students with the opportunity to participate at the micro, mezzo and macro levels of practice. For example, experiences in the field may include dysfunctional family interactions, personal life adjustment, inadequate income, racism, and community based problems. The field practicum is designed so each student receives experiences at the individual, family, group, organization, and community levels. Although it is not necessary for a student to experience all five levels each semester, there is an opportunity to work on some of these levels each semester. A diversity of organizations and social agencies are used for student field placements, ranging from traditional social work settings such as schools, probation departments, residential treatment programs, senior services settings; to less traditional settings like Girls Inc. and transitional programs for people coming out of jail. One of the major criteria used to select agencies is their ability to provide a “generalist” learning experience for the student, i.e., the opportunity to work at the organizational and community level, as well as with individuals, groups, or families.

One of the most important ingredients for ensuring a high quality field instruction experience is effective communication between the many diverse settings in which students are placed and those at the School of Social Welfare who are charged with overall program responsibility. It is important that each of the parties involved understand what the other is doing and why. Consequently, this brief overview will serve as only the first step in a hopefully productive,

mutually satisfying and stimulating interaction between instructors in field settings, classroom settings, and those with programmatic responsibilities.

Reference: Schatz, M.S., Jenkins, L.E., Sheafor, B.W. (1990). "Milford Redefined: A Model of Generalist and Advanced Social Work", *Journal of Social Work Education*, 26/3 P. 217-231

III. CRITERIA FOR SELECTION OF AGENCIES AND INSTRUCTORS

In reviewing agencies as potential settings for field instruction, the School looks for evidence of commitment to the task of undergraduate social work education. Specifically, selection of agencies is guided by the following:

- 1) The availability of a qualified field instructor (a BSW or MSW degree from an accredited school of social work and appropriate experience).
- 2) The willingness of the agency administration to release the field instructor from his/her normal duties for the time necessary to fulfill his/her responsibilities as a field instructor (at least one hour per week per student for individual supervisory conferences, plus time to read students' written materials and plan educational experiences.)
- 3) The willingness of the agency to accept the student as a learner whose assignments must be geared to learning rather than to the agency workload.
- 4) The availability of physical space for meeting with clients, writing reports, telephoning, etc., and the provision of adequate support services to meet learning objectives.
- 5) The agency's willingness to allow the student to take part in staff meetings, in-service training, interagency conferences, and other such educational opportunities as might arise.
- 6) The provision of opportunities for students to work with individuals, families, or groups, as well as organizations and the community.
- 7) The fostering, by the agency, of a climate conducive to student learning.

IV. RESPONSIBILITIES OF FIELD INSTRUCTION AGENCY

- 1) The agency is responsible for providing a qualified field instructor whom the agency is willing to release from his/her formal duties for the time necessary to fulfill his/her responsibility as a field instructor. Supervision of students includes a weekly conference to discuss student's work, attendance at field instruction seminars at the School, completion of field evaluations, and general monitoring of the student's progress.
- 2) Opportunities should be sought for students to engage in meaningful experiences which foster learning and are consistent with the field instruction objectives. The agency should permit, when feasible, the occasional use of case records in classroom discussions and assignments, assuming that confidentiality is maintained.
- 3) The agency must inform the School as soon as possible whenever a change in assignments of field instructors, location, hours, or philosophy of the agency is anticipated.
- 4) Before accepting students from the School, a new agency should submit an agency information form outlining the opportunities available within the agency for undergraduate social work students. In addition, the agency should inform the School of any special requirements affecting students (e.g., the necessity of a car, working hours which differ from the usual ones, etc).

Ordinarily, it is not possible for agencies to interview prospective students prior to their assignments. All students are required to complete an interview after being assigned by the Field Office.

V. RESPONSIBILITIES OF FIELD INSTRUCTOR

Field instruction requires not only knowledge and skill in practice but also a deep interest in social work education. The field instructor should not only be able to demonstrate sound practice but should also be able to consciously explicate the concepts and principles that underlie social work practice. In reviewing potential agency field instructors, the School looks for professional competence, a strong interest in teaching and the potential for competent instruction. The responsibilities are as follows:

- 1) Field instructors must file with the School of Social Welfare, a curriculum vitae describing their relevant social work training and experience, including their social security number.
- 2) Field instructors are responsible for reviewing the background of students assigned to them.
- 3) Field instructors are responsible for selecting cases and other learning experiences appropriate to the student's level of development.
- 4) Field instructors must arrange their schedule to provide at least one hour per week of supervision time for each student. Where there are two or more students, there may be additional group supervision. Field instructors are responsible for preparing themselves for supervision by reading the student's recording and familiarizing themselves with other aspects of the students' fieldwork. Field instructors are expected to keep notes on the supervisory conference that can be used in evaluation of the student.
- 5) The student will normally provide service appropriate to their placement on the days he/she is in placement. Should an emergency arise on the day the student is not in placement, the field instructor must be available to provide back-up service, as necessary and appropriate.
- 6) Field instructors are expected to gain a general understanding of the School's curriculum by attending orientations and training meetings conducted by the School. Course outlines and bibliographies are available to all field instructors. New field instructors are required to complete the Seminar in Field Instruction during their first year as a field instructor.
- 7) Field instructors will consult as needed with the School's designee regarding the student's progress.
- 8) Field instructors are responsible for preparing written evaluations twice each semester. Materials used to evaluate the student should be gathered throughout the semester and should be discussed on an ongoing basis with the student during supervisory sessions. All evaluations must be read and signed by the student. Evaluations form the basis for the student's grade in field instruction. It is important that the student be kept informed about his/her progress through the year so that the

evaluations do not contain unanticipated information. In the event that the student disagrees with all or part of the evaluation, he/she should identify (in writing) the areas of disagreement and the reasons for disagreement.

- 9) Field instructors are responsible for informing the School about problems which arise in field instruction, and which cannot be resolved by the instructor.

VI. EVALUATION AND GRADING IN FIELD INSTRUCTION

Evaluation is a continuous process and an integral part of the educational program. Students are evaluated on their progress in the following six areas: Student as learner; Development of professional attitudes, values and ethics; Knowledge and skills for agency-based work; Communication skills; Assessment skills and Intervention skills. The skills are applicable to individuals, families, groups, organizations and communities. The written evaluations should summarize details previously discussed in supervisory conferences. A copy of the evaluation forms can be found in the Appendix and on the School of Social Welfare website. Please refer to the evaluations in planning the student's learning experiences.

- 1) Written evaluations of the student's performance will be made by the field instructor three times during the academic year to verify the student's progress in the field course.
- 2) The evaluation must be discussed with the student by the instructor. Both student and instructor must sign the evaluation. The student's signature does not indicate agreement with the content. It indicates that he/she has read the evaluation and discussed it with the field instructor. A student who disagrees with all or part of the evaluation may write a rebuttal that will become part of the official record.
- 3) Field instructors must give the students a copy of their evaluations of performance and progress.
- 4) The evaluation is sent to the School and placed in the student's file.
- 5) In evaluations 2 & 3, students receive a summary rating on a continuum from 1 – 5. A summary grade of “Unacceptable” (1) or “Needs Improvement” (2) may only be assigned after a discussion between field instructor and field director or school designee. When a student's performance is rated “Unacceptable” or “Needs Improvement” on the 2nd evaluation, the School has the responsibility to meet with the field instructor and student for the purpose of deciding what additional steps, if any, must be taken by the student and/or field instructor to assist the student in improving his/her performance and achieving course objectives. The School will, in conferring with the field instructor and student, examine whether some factor in the placement itself might be an impediment to the student's learning. If there are sound educational reasons for replacing the

student, the student will be placed with a different agency or instructor selected by the School. If the student remains with the agency a plan should be written up by the School's designee, with copies provided for the student, instructor, Director of Undergraduate Field Education, and the student's record. The plan shall include date(s) when the student, instructor and School's designee will meet again to evaluate the student's progress. At the end of the following semester, the student's performance will be evaluated by the instructor. Before assigning the grade, the School's designee may, on its initiative, or at the request of the field instructor or student, review the student's work.

- 6) At the end of each semester, a student's performance must be graded "Satisfactory" or "Unsatisfactory". "Satisfactory" means the student has achieved at least the minimal objectives of the course.
- 7) A student may be suspended from field placement when his/her behavior is or may be detrimental to the client, agency, School, or the student him/herself as provided for in the Undergraduate Bulletin.
- 8) When a student receives a grade of "U" in SSW 400, Field Instruction I, he/she may not enroll in SSW 410, Field Instruction II, which has Field I as a prerequisite. However, the student may continue to elect other social welfare courses if he/she is in good standing. SSW 400 may be repeated when it is next offered.

VII. RESPONSIBILITIES OF THE SCHOOL OF SOCIAL WELFARE
UNDERGRADUATE PROGRAM

- 1) The School will provide the agency field instructor with a Field Manual which includes a Field Placement Agreement, a field calendar, and other pertinent information.
- 2) The Director of Undergraduate Field Education will assume responsibility for assigning students to placements, taking into account both agency concerns and student needs and limitations.
- 3) The School will inform the student of his/her responsibility to set up an initial interview with his/her field instructor immediately after field assignments have been made.
- 4) The School will provide overall coordination of appropriate orientation and training to enable field instructors to provide meaningful learning experiences for students.
- 5) Responsibility for the assignment of grades for performance in the field instruction placement rests with the Director of Undergraduate Field Education in consultation with the student's field instructor. Such grades will be based on the field instructor's evaluations and the student's performance in the field instruction seminar held at the School.
- 6) Should it be necessary to make a change in the student's field placement, both the School and the agency will be involved to ensure that the needs of the student, agency, and clients are met.
- 7) The School of Social Welfare has established a Field Education Committee from which representatives will be drawn to provide the following functions for the undergraduate program:
 - Problem resolution with student and field instructor upon the recommendation of the field director.
 - Evaluation of the agency setting and its potential for providing instruction experiences.
 - Informing the Director of Undergraduate Field Education of new placement opportunities.

VIII. RESPONSIBILITIES OF THE DIRECTOR OF UNDERGRADUATE FIELD EDUCATION

The responsibilities of the field director or designee include the following:

- 1) Planning, implementing and directing the overall field instruction program.
- 2) Working with the Chair of the Undergraduate Program or other faculty to locate, develop and initiate new field instruction opportunities, or to terminate those that fail to meet field instruction needs and requirements.
- 3) Evaluating the qualifications of field instructors.
- 4) Planning and coordinating appropriate workshops or seminars to enable field instructors to provide more meaningful learning experiences for students.
- 5) Orienting students to the range of available placements and interviewing students to determine appropriate placement.
- 6) Assigning students to their field placements.
- 7) Monitoring of students' field evaluations.
- 8) Conferring with the Field Education Committee and the Assistant Dean and Director of Field Education on field placements, especially where problems arise.
- 9) Teaching the field seminar, including reviewing and grading assignments for the seminar.
- 10) Collecting and maintaining a file of students' field instruction evaluations.
- 11) Assigning grades in field instruction, after conferring with field instructors. Grades are based upon performance in the field placement, completion of assignments in the field seminar with a grade of satisfactory, and satisfactory attendance in the placement and the seminar.

IX. BASIC LEARNING EXPERIENCES IN THE UNDERGRADUATE FIELD
WORK PROGRAM

With the assistance of the School, the field instructor should ensure that the following learning experiences occur:

- 1) All students should have the opportunity to familiarize themselves with their particular agency role and functions. They should be able to obtain information about the agency's place in the community, its history, philosophy, mission, and structure. Students should have a sound idea of services provided by the agency and procedures for same.
- 2) All students should have an opportunity to know the neighborhood. Provisions should be made to involve the student in activities that expand their contacts beyond the confines of agency buildings. Outreach visits, home visits, contact with other agencies, etc., are helpful.
- 3) All students should have the opportunity to begin to understand the possible constraints of working within an agency structure. Attendance at staff meetings, intra-agency conferences, or board meetings are examples of activities which might be helpful towards this end.
- 4) Students should receive educational experiences at the following levels: individual, family or group, organization, and community. Students should have at least two cases in which they have ongoing contact (at least three meetings) with a particular client system

X. STUDENT RESPONSIBILITY TOWARD AGENCY

The student has major responsibility for his/her own learning and is expected to actively participate in the formulation and implementation of the field instruction experience. While in the field instruction setting, the student is expected to maintain the ethical standards and practices of the social work profession.

The student is required to complete the total field instruction assignment. Specifically, the student is expected to spend, within the agency context, the equivalent of two workdays per week during each of two consecutive academic semesters.

It is recognized that variations do exist between the academic calendar of the School and the schedule of the agencies. Investment of time in field placement settings should not interrupt the student's required classroom attendance. If illness or other emergencies require absence from field placement, the student is expected to make up this time. Students may be absent from field practice to attend special social work conferences if arrangements are made with the field instructor and the School.

It is important that the student understands and accepts the importance of planning his/her time, keeping appointments, maintaining office routine, completing reports and recordings promptly, and maintaining professional demeanor. All of these factors assist the field instructor in preparing for supervisory conferences, developing evaluations, and serve to enrich the student's educational experiences.

USE OF SUPERVISION

The student is expected to prepare for and participate in weekly, one-hour conferences with the field instructor. The focus of supervisory conferences will be on the student's learning and application of social work concepts.

In an effort to promote integration of class and field instruction, the student is expected to share course materials and syllabi with the field instructor and relevant content from classroom discussions and experiences, when appropriate. The student is responsible for submitting a learning agreement that details the goals of the placement and the plan for supervision.

USE OF AGENCY MATERIALS

It should be understood that agency methods might not necessarily be identical with those taught in the social work curriculum. The student should take responsibility for bringing to the attention of the field instructor or School personnel any confusion that may exist relative to this. Students may be asked to bring material from the field instruction setting to class. There should be a clear understanding between the agency, the student, and the School about the use of such material. The student is expected to obtain approval for use of this information from the field instructor. Material coming from the field experience is used for educational purposes and should be appropriately disguised to maintain confidentiality.

XI. PROBLEM RESOLUTION

On occasion, students encounter problems in the course of field instruction that they feel unable to resolve on their own. These may include such things as feeling as though one is not getting sufficient supervision or isn't getting along well with the field instructor; not getting enough cases; getting too many cases, feeling that the agency staff do not act in a professional manner or don't have client's best interests in mind, etc. When problems such as these arise, it is important for the student to understand the channels for problem resolution.

There are several possible means by which the student might seek help in resolving these difficulties: 1) the field instructor 2) the field seminar, and 3) the field liaison. When the problem pertains primarily to the field instructor, it is usually desirable to approach him or her directly, although it is recognized that this might be difficult under some circumstances, particularly if the student is unsure whether there really is a problem or what the real problem is.

The field seminar may provide a good forum for exploration of some perceived problems, and this is in fact one of the objectives of the seminar. The types of concerns which are most appropriately brought up in seminar are those which might well be experienced by or be of interest to other students, e.g., feeling that you don't have sufficient knowledge to really help your client, as opposed to concerns about the political affiliations of your field instructor.

Unresolved concerns or problems encountered by both students and field instructors may be addressed by the field liaison, and when necessary by the faculty Field Education Committee.

Hopefully the resolution of such concerns and problems will be addressed at the site or in seminars. Persistent, unresolved issues may call for written documentation and resolatory action on the part of the field liaison or Director of Undergraduate Field in conjunction with the faculty Field Education Committee and the Assistant Dean and Director of Field Education.

XII. FIELD PLACEMENT AGREEMENT

The School of Social Welfare agrees:

- 1) To provide an orientation to social work education in general and to the curriculum of this School in particular for the field instructor.
- 2) To provide a liaison to the agency. This person will provide guidance to the field instructor in selection of learning experiences and cases and in the handling of special learning needs or problems when necessary.
- 3) Prior to the beginning of the field placement, a data sheet (containing the student's name, address, etc.) and a copy of the student's resume are sent to the field instructor. In addition, the field instructor has access to the student's record at the School. When there are special educational needs or learning problems, the School will have a conference with the appropriate agency persons regarding the placement and acceptance of a particular student.
- 4) To send the field instructor material, including course outlines and bibliographies related to the courses which the student is taking, when requested.
- 5) To accept the responsibility to have a consultant refer the student for indicated help should a serious medical or psychological problem occur.

The agency agrees:

- 1) To release the staff member designated as field instructor from usual responsibilities to allow sufficient time for field instruction responsibilities. (This is estimated to average out to one-half day per week for one student over the academic year. Included in this estimate is the weekly supervision time with student, preparation for supervision, attendance at the seminar in field instruction, preparing and writing evaluations and conferences with the School.)
- 2) To select learning experiences and clients for the student based on their value for the educational needs of the student.
- 3) The field instructor will have the primary responsibility for selecting learning experiences and instructing and evaluating the student. Other staff members may participate in the educational process and carry secondary responsibility for the instruction.
- 4) To make available suitable space and working facilities for the student. These will be consistent with those considered necessary for the proper functioning of any staff member.

- 5) To provide transportation or to reimburse for transportation for field visits to clients or other travel incurred while carrying out agency responsibilities.

The Field Instructor agrees:

- 1) To carry the primary responsibility for the instruction of the student.
- 2) To provide at least one hour of individual instruction per week.
- 3) To designate a set time each week to meet with the student for the instruction period.
- 4) To select learning experiences for the student which provide for the application and integration of social work theory and the development of skill.
- 5) To attend orientation and any meetings at the School for the field faculty.
- 6) To write and submit to the School at the proper time those required educational assessments and evaluations.
- 7) To recommend a grade for the field course.
- 8) To advise the School of any special educational, physical, or psychological difficulties that arise.

The field instructor will receive a faculty appointment to the State University of New York at Albany. This is a non-salaried, part-time appointment at the rank of Clinical Instructor. For each semester the field instructor supervises a student(s) in field, he/she is eligible to receive a tuition waiver for a 3-credit course at the University at Albany.

XIII. ATTENDANCE AND GRADING POLICIES

Students are in their field placements on Tuesday and Thursday of each week that the School of Social Welfare is in session. There is a total of 27 eight-hour days in placement in each semester. A field calendar is provided to each student and field instructor upon placement.

A student who is absent from field instruction in placement for any reason is required to call in to the field agency and inform the supervisor that they will be absent and make up the time before the semester grade is recorded. In some settings, such as school systems, vacation periods differ widely from the University vacations, interfering with continuity of both the student's learning and the client's treatment. In those situations, students are to make up the required number of days at a time arranged with the field instructor. Time spent in travel to and from placement is not considered part of the field instruction day.

The Director of Undergraduate Field Education determines the grade for field education. Field evaluations, grades on field seminar assignments, and attendance at field and seminar are all taken into consideration when assigning the final grade. Please note the scheduling of evaluations. A final grade cannot be assigned until the Director of Undergraduate Field receives a signed field evaluation.

XIV. PROCESS RECORDING ASSIGNMENT

The objective of this assignment is to learn how to write a process recording and after doing so, to learn to gain perspective on your work with the client by evaluating your work in a structured way. A process recording is a dialogue account of an interview with a client. There is an example of a process recording which you may use as a guide in the Appendix.

Process recordings are to be used as a supervision tool. Field instructors should receive process recordings by the date indicated on the field calendar. Often several readings of the process recording and some reflection will reveal issues not seen at first. Prior to the next supervisory conference the field instructor should provide the student with written comments on his/her work. Comments can then be discussed in the following supervisory session. Students truly appreciate feedback from field instructors on these recordings. Field instructors will find that attention to recording is well rewarded by improvement in performance and appreciation of honest feedback.

Students are required to complete one process recording in the first semester of field and two in the second semester. The first process recording with the Field Instructor's comments should be handed in with the second evaluation due in December. Process recordings 2 & 3 should have a particular focus determined by the Field Instructor and student during supervision. The focus should be on a particular area where the student may be having difficulty or needing feedback. Some examples are assessment skills, ending a session, group sessions, or 2 full sessions with the same client to see progress over time. For these 2 process recordings there is an evaluation piece to be completed following the process recording. This follows in the next section of the Field Handbook. The student may answer these questions in the space provided on the sheet or retype the questions on a separate sheet. The student is to hand in both parts to the field instructor on the due date listed on the field calendar. The field instructor should record written comments and return it to the student. Comments should be discussed in the following supervisory session and subsequently returned to the field liaison on the due date listed on the field calendar.

EVALUATION OF PROCESS RECORDING:

- A. Data. Identify new information you learned about your client and the main issues brought up by client.
- B. Assessment. Write your interpretation of what this data means in terms of your overall picture of client (underlying dynamics).
- C. Goals. 1) What were the goals in this particular interview?
- 2) Did you meet your goals? If not, why not?
- 3) Based on your assessment, what are your future goals?
- D. Plan. Explain how you will meet these goals.

Practitioner Self-Evaluation

A. My best work in the interview was:

B. An area for improvement in the interview was:

C. What I learned about myself as a practitioner from the interview was:

XV. MACRO PROJECT ASSIGNMENT

The macro project is intended to provide you with an experience of initiating change at a larger systems level. Ideally it should take place in the agency or community beyond the level of working with individuals or small groups. The student and field instructor should mutually agree on the content of the macro project. It should be something that complements the skills you are using in your placement, is helpful to the agency community, and is a learning experience for you. If you know what you will be doing at the time of your learning agreement, you should include it then. If not, you must hand in a macro project proposal to your field liaison at the beginning of the second semester by the date indicated on the field calendar.

Examples of projects in the past have included developing directories, resource manuals, planning and giving workshops, developing a short videotape, doing some community organizing, political action, etc. The amount of time devoted to this project varies widely among settings, and should be determined by field instructor and student, based on its potential merits as compared with other learning assignments. After you have completed your macro project, you must submit a write-up to your liaison by the date indicated on the field calendar.

Macro Project write-up.

Describe what your goal was for your project (do not go into detail here as it should be in your learning contract). Describe your attempts to meet your goal – go through the process. Describe areas of difficulty in meeting your goals and how you attempted to resolve those difficulties. Describe the final outcome of your project, to what degree it was successful and what changes you might recommend for someone attempting to do the same in the future at your placement (if applicable). If the project includes a finished product, a copy should be submitted with the write-up (brochure, info and referral guide, etc.). If the project included program or group development please include any flyers used for outreach and copies of the curriculum. The write-up should be no longer than 3 pages. See field calendar for due date.