

# ADELPHI UNIVERSITY

School of Social Work

**M.S.W. FIELD COURSE MANUAL**

**2017-2018**

## **PURPOSE OF THE MANUAL**

This Field Course Manual is designed to serve a guide and resource for students, field instructors, agency educational coordinators and executives, and faculty field liaisons. The Manual highlights important information about field work policies and practices.

This Manual and all field education forms are available online and on the Field Education Moodle site. Please also review the field calendar for relevant dates.

We welcome our students and affiliated social service settings. We are most appreciative of our collaborative relationship with agencies for providing rich opportunities in field education, a crucial and invaluable contribution to the professional learning of our students.

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## **MISSION AND PROGRAM GOALS**

### **Mission of the Adelphi University School of Social Work**

*The Adelphi University School of Social Work MSW program prepares graduates to provide ethical and effective generalist social work practice in diverse cultural and social contexts upon entering the profession and throughout their careers. Through our student-centered and research-informed curricula, scholarship, and community-engaged programs, we provide leadership to advance knowledge, skills, and values for the profession. We are committed to the enhancement of human well-being, the advancement of human rights, and the promotion of social justice for individuals and communities, regionally, nationally and globally.*

### **The MSW program goals of the AUSSW flows from its mission and are as follows:**

1. Provide students with a curriculum that prepares them for generalist foundation practice and to become advanced social work practitioners with individuals, families and groups
2. Educate students to perform advanced biopsychosocial assessment and diagnosis, integrating a range of theories and a systems perspective;
3. Prepare students to critically select, apply and evaluate appropriate evidence-based and practice-derived interventions within the dynamic context and challenges specific to contemporary organizations, diverse populations and changing communities;
4. Educate students to critically analyze and integrate micro through macro levels of practice in order to assess a social problem, issue or condition from micro, mezzo, and macro perspectives
5. Prepare students to identify systems and policies that negatively impact individuals and their communities, and suggest interventions that address inequities and promote social justice and human well-being;
6. Educate students to identify barriers to service and promote equity in the provision of services to diverse populations locally, nationally, and globally;
7. Prepare students to practice in an ethical, self-reflective, highly differentiated, discriminating, autonomous, and collaborative and use consultation and supervision accordingly;
8. Engage students in research-informed advanced practice that impacts the well-being of client systems and contributes to the knowledge base of the profession; and

9. Encourage students to be leaders and collaborators with community stakeholders to identify and address unmet and emergent needs, and to develop and support programs which advance the profession, enhance human service delivery, and strengthen human service organizational capacity.

## **Definition of Generalist Practice**

Generalist practice is defined by CSWE as “grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice.”

## **Definition of Advanced Practice**

The MSW program’s concentration focuses on advanced direct practice with individuals, families and groups, within the dynamic context and challenges specific to contemporary organizations, diverse populations and changing communities. Through this advanced concentration, and as demonstrated through their achievement of advanced practice behaviors, students learn to analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, self-reflective, autonomous, and collaborative, and use consultation and supervision accordingly.

Advanced direct practice involves the ability to use individual, group, and/or family intervention, or a combination of these, as clients’ situations and contexts require. It builds on the knowledge, values and skills of the generalist foundation, and involves the ability to: conduct in-depth assessments; identify direct interventions based on evidence and/or practice-derived knowledge which address the strengths and difficulties highlighted in the assessment; carry out selected advanced-level interventions consistent with clients’ unique cultural identity, values and preferences; and evaluate the effectiveness of their practice.

In order to best serve clients, our conceptualization of advanced direct practice requires research-informed interventions that are contextualized by the wider social, cultural, political and economic environment and are specific to agency settings, organizations and client communities. The concentration utilizes a range of theoretical perspectives to describe phenomena, ethical interventions, and promote social justice.

## CORE COMPETENCIES and RELATED PRACTICE BEHAVIORS

The MSW program curriculum is guided by 2008 Educational Policy and Accreditation Standards (EPAS) which prepares MSW graduates through the mastery of the core competencies and related practice behaviors at the foundation level and advanced practice specific to its specified concentration.

### Foundation Core Competencies and Practice Behaviors

Core Competencies	Practice Behaviors
1. Identify with the SW profession, its mission and core values, and conduct oneself accordingly. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Advocate for client access to services;</li> <li>b) Practice self-reflection and self-correction;</li> <li>c) Engage in life-long learning and professional growth;</li> <li>d) Attend to professional roles and boundaries;</li> <li>e) Use supervision and consultation as needed.</li> </ul>
2. Apply social work ethical principles to guide professional practice. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Make ethical decisions by applying standards of the NASW Code of Ethics and apply international standards of ethics;</li> <li>b) Recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>c) Tolerate ambiguity and cultural differences in resolving ethical conflicts;</li> <li>d) Apply ethical reasoning to arrive at principled decisions.</li> </ul>
3. Apply critical thinking to inform and communicate professional judgments. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Demonstrate effective oral and written communications in working with individuals, families, groups, organizations, communities and colleagues;</li> <li>b) Critically appraise and integrate multiple sources of knowledge, including research-based knowledge and practice;</li> <li>c) Analyze models of assessment, prevention, intervention, and evaluation wisdom;</li> </ul>

	d) Use various methods of technology to search for information, critically interpret evidence, and communicate.
4. Engage diversity and difference in practice. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Understand diversity in a broad sense that includes an appreciation for both differences and similarities and social change over time;</li> <li>b) Recognize the ways in which a culture's structures and values may oppress, marginalize, alienate, or enhance privilege and power</li> <li>c) Appreciate the ways in which diverse cultures may foster strength and resilience</li> <li>d) Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups</li> <li>e) Recognize and communicate their understanding of the importance of differences and similarities in shaping life experiences</li> <li>f) View themselves as learners and engage those with whom they work as informants.</li> </ul>
5. Advance human rights and social and economic justice. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Understand the forms and mechanisms of oppression and discrimination;</li> <li>b) Advocate for human rights and social and economic justice;</li> <li>c) Engage in practices that advance social and economic justice;</li> <li>d) Describe domestic/international human rights issues.</li> </ul>
6. Engage in research-informed practice and practice-informed research. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Use research evidence to inform practice;</li> <li>b) Use practice experience to inform scientific inquiry;</li> <li>c) Understand the process of evidence-informed practice;</li> <li>d) Demonstrate basic understanding of research design, methods and statistics.</li> </ul>
7. Apply knowledge of human behavior and the social environment. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation;</li> </ul>

	<ul style="list-style-type: none"> <li>b) Critique and apply knowledge to understand reciprocal interactions; between people and their environments;</li> <li>c) Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action.</li> </ul>
8. Engage in policy practice to address social and economic well-being and to deliver effective social work services:	<ul style="list-style-type: none"> <li>a) Analyze formulate and advocate for policies that advance social well-being;</li> <li>b) Collaborate with colleagues, clients, administrators, policy makers, and legislators for effective policy implementation and action.</li> </ul>
9. Respond to contexts that shape practice. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant social services;</li> <li>b) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>
10. (a) Engagement. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;</li> <li>b) Use empathy and other interpersonal skills;</li> <li>c) Develop a mutually agreed-on focus on work and desired outcomes.</li> </ul>
11. (b) Assessment. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Collect, organize, and interpret client data;</li> <li>b) Assess client strengths and limitations;</li> <li>c) Develop mutually agreed-on intervention goals and objectives;</li> <li>d) Select appropriate evidence informed intervention strategies.</li> </ul>
10. (c) Intervention. Students will demonstrate the ability to:	<ul style="list-style-type: none"> <li>a) Initiate actions to achieve organizational goals.</li> <li>b) Implement prevention intervention that enhance client capabilities;</li> </ul>

	<ul style="list-style-type: none"> <li>c) Help clients resolve problems;</li> <li>d) Negotiate, mediate, and advocate for clients</li> <li>e) Facilitate transitions and endings.</li> </ul>
10. (d) Evaluation.	<ul style="list-style-type: none"> <li>a) Critically analyze, monitor, and evaluate social work interventions.</li> </ul>

The MSW program insures that students at are provided with advanced direct practice opportunities for students to demonstrate the core competencies in their placements that provide a wide range of opportunities to engage in the practice behaviors listed below.

**Core Competencies and Advanced Practice Behaviors**

<b>Core Competencies</b>	<b>Practice Behaviors</b>
1.1.1 Identify oneself as a professional social worker and conduct oneself accordingly:	<ul style="list-style-type: none"> <li>a) Demonstrate professional and differential use of self with clients; Develop and sustain working alliances and therapeutic relationships with clients;</li> <li>b) Demonstrate self-reflection and self-assessment in the active use of supervision and consultation;</li> <li>c) Identify as a social work professional and engage in preparation for career-long learning.</li> </ul>
1.1.2 Apply social work ethical principles to guide professional practice:	<ul style="list-style-type: none"> <li>a) Demonstrate initiative in applying ethical reasoning for problem resolution;</li> <li>b) Identify and use knowledge of relationship dynamics, including power differentials and personal biases, and how they affect practice;</li> <li>c) Apply ethical standards and decision-making frameworks to respond to dilemmas in models and levels of intervention, agency practices and environmental context;</li> <li>d) Identify and assist the impact of changing organizations on client outcomes and service delivery.</li> </ul>

<p>2.1.3. Apply critical thinking to inform and communicate professional judgments:</p>	<ul style="list-style-type: none"> <li>a) Collaborate with clients regarding assessment and intervention strategies, benefits, and consequences;</li> <li>b) Evaluate the strengths and weakness of multiple theoretical perspectives and differentially apply them to client situations;</li> <li>c) Differentially select and implement strategies for assessment and interventions using evidence based practice and best practice methods;</li> <li>d) Communicate professional assessment to other social workers and to professionals from other disciplines in both verbal and written formats.</li> </ul>
	<ul style="list-style-type: none"> <li>e) Research and apply knowledge of diverse populations to enhance client well-being;</li> <li>f) Work effectively with diverse populations, using an understanding of how culture, power privilege, policies and services impact them.</li> </ul>
<p>2.1.5 Advance human rights and social and economic justice:</p>	<ul style="list-style-type: none"> <li>a) Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide interventions;</li> <li>b) Advocate at multiple levels for the advancement of human rights and social justice.</li> </ul>
<p>2.1.6 Engage in research-informed practice and practice-informed research:</p>	<ul style="list-style-type: none"> <li>a) Use the Evidence Based Practice process to inform direct practice;</li> <li>b) Use research methodology to evaluate practice processes and outcomes.</li> </ul>
<p>2.1.7 Apply knowledge of human behavior and the social environment:</p>	<ul style="list-style-type: none"> <li>a) Draw from multiple sources, theories and models of human behavior (ecological, psychodynamic, cognitive-behavioral, family systems) and differentially apply these models to guide direct practice;</li> <li>b) Use bio-psychosocial spiritual theories and diagnostic classification systems in</li> </ul>

	formulation of comprehensive assessments.
2.1.8 Engage in policy practice to address social and economic well-being and to deliver effective social work services:	<ul style="list-style-type: none"> <li>a) Address policies that challenge and/or support achievement of client goals;</li> <li>b) Communicate to stakeholders the implications of policies and policy change in the lives of clients.</li> </ul>
2.1.9 Respond to contexts that shape practice:	<ul style="list-style-type: none"> <li>a) Assess obstacles in organization and community contexts that may thwart client and community well-being;</li> <li>b) Identify policies that support or compromise service delivery to particular populations or settings, or across levels of direct intervention.</li> <li>c) Demonstrate organizational evaluation skills that enable assessment, correction and strengthening of organizational performance.</li> </ul>
<b>2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups organizations, and communities:</b>	
2.1.10(a) Engagement	<ul style="list-style-type: none"> <li>a) Develop culturally responsive therapeutic relationships;</li> <li>b) Attend to interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance;</li> <li>c) Establish a process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.</li> </ul>
2.1.10(b) Assessment	<ul style="list-style-type: none"> <li>a) Demonstrate the capacity to use differential diagnoses, and to situate diagnoses within the context of the individuals' culture and strengths;</li> <li>b) Use multidimensional bio-psycho-social-spiritual assessment tools and strategies;</li> <li>c) Select and modify appropriate intervention strategies based on continuous assessment.</li> </ul>
2.1.10(c) Intervention	<ul style="list-style-type: none"> <li>a) Identify multilevel strategies for clients, based on empirical evidence, clinical judgment, and client preference;</li> </ul>

	b) Collaborate with other professionals to coordinate service delivery.
2.1.10(d) Evaluation	a) Collaborate with clients to develop and implement plans for monitoring and evaluating interventions and client progress; b) Competently document the process and progress of work done with or on behalf of clients and incorporate into future practice.

## **FIELD WORK DEPARTMENT: POLICIES AND PRACTICES**

### **STUDENT RESPONSIBILITIES**

It is the student's responsibility to learn about the policies and procedures set forth in this manual. Any questions should be directed to the Field Education Department representative at the campus the student attends and their faculty field liaison.

**Students should initiate contact with their faculty liaison in regard to any of the following:**

- Any difficulties with field placement, such as the timing and educational suitability of assignments, availability and/or lack of supervision, space and time to prepare process recordings at placement, ethical issues, etc., that are not satisfactorily resolved with the field instructor/agency
- Planning and securing approval of registration for courses
- Planning the following year's field placement with their liaison and field department (for continuing students only)
- Initiating contact with a member of the School's Field Department if any field placement issues are not satisfactorily responded to or resolved with the student's faculty field liaison and field instructor. (See section on Students Experiencing Difficulty in Field)

### **DEPARTMENT POLICIES AND PRACTICES**

#### **1. Holidays and Vacations**

- Students do not attend field placement on agency holidays or on school holidays. During winter and spring recess from classes, students should follow the field calendar.
- Students placed in school systems may encounter difficulty in meeting minimum hour requirements since schools usually have both a winter and spring vacation. It is suggested that students in these settings attend field placement during Adelphi's spring recess so they meet field work hour and client commitments.
- Our policy is to respect students' observance of their major religious holidays. No student will be penalized due to religious observance and an alternative means will be sought for satisfying the field requirements involved.
- If a student has difficulty meeting the field work hour requirements because of a large number of holidays, the field instructor should seek help from the faculty field liaison.
- Field instructors should offer help to students in anticipating that they meet field work hours, but ultimately it is the student's responsibility for completing the required number of hours.

## 2. Student Absence and Illness

- Absence from the field course for illness or personal reasons (e.g., death in the family) must be made up. Plans for making up extended absences (e.g., prolonged illness; jury duty) should be discussed with the student's faculty field liaison.
- Students MUST notify their field instructor **prior** to being absent.

## 3. Adelphi E-Mail Address

- All students have an Adelphi email address. This is the only address the Field Education Department will use when contacting students. **Personal emails will not be used to communicate with students.** Please check your ADELPHI email daily.

## 4. Field Education Calendar

- Both students and field instructors should familiarize themselves with the Field Education Calendar. The calendar can be found on the [field education website](#) and on Moodle.

## 5. Dress Code

- Students will comply with the dress code of the agency at which they are placed. Students should discuss this with the field instructor.

## 6. Field Schedules & Minimum Requirement of Hours

- Students are expected to attend their field placement for a specified minimum number of hours during the academic year. The required number of annual hours is based on the student's educational level. In computing hours, a "standard" day consists of 7 field work hours and 1 hour for a meal, which is not to be included in the accumulation of field hours.
- Students who opt to complete 21 hours per week in the field course must be available three full week days with flexible availability between 9 am and 8 pm.
- Student who do their practicum in a school setting must be available a minimum of three week days with flexible availability between 8am and 5pm.
- Students who opt to complete 14 hours per week in the field course must be available two full days with flexible availability between 9am and 8pm.

Student Level	Annual # of Field Hours	Days per Week	Hours per Week
Foundation & Advanced Year Graduate Students*	600	2 to 3	14** to 21
OYR (One Year Residency Students)***	900	3 to 4	15**to 30

- Foundation and Advanced Year M.S.W. students may elect an extended model and complete 14 hours per week of field instruction over the course of the fall, spring, and summer semesters to meet the minimum 600-hour field requirement.
- Students who elect the extended model must register for the extended field class section and will receive a grade for the fall semester in February and for spring semester in August. Extended students will be charged a continuous matriculation fee of \$170.00 per semester during which they are in a field placement. This also applies to those students in the process of satisfying the requirements of an Incomplete grade In Field Instruction.
- One Year Residency (OYR) students may elect to complete the 900-hour OYR field requirement at 30 hours per week for the fall and spring semester –or- 21 hours per week fall and spring and 24 hours per week during the summer, or 15 hours per week summer, fall, spring and summer semesters.
- **Students do not end their field placement when the minimum number of hours are completed, but remain in placement until the formal end of the field work term, the last day of the semester (Refer to yearly field work calendar).** Students must make up any time falling below the requirement because of holidays, illness, or emergencies. Students and field instructors must ensure that the minimum number of hours is completed.
- Student schedules are organized within agency hours. Sometimes students may be asked to work some evening and/or weekend hours. After establishing the field course schedule, students are expected to adhere to the arrangement. Any changes in the schedule requires consent from my field instructor AND faculty field liaison.

- Students changing their contracted field hours (i.e., from 14 hours to 21 hours, or 21hrs to 14hrs) must obtain approval from their field instructor and faculty field liaison, Changing hours involves administrative participation, including changing the course number assigned to faculty field liaison. The student and faculty field liaison must submit this request in writing to the Director of Field Education, who will then submit the necessary paperwork to the Associate Dean, Provost and Registrar.
- MSW Students placed in school settings are required to complete a minimum of 18 hours a week and remain in placement from September through the end of June.
- Students are to record the total number of hours in their field course each day and then have their field instructor certify their attendance by signature. At the end of each month, students are to submit their attendance sheet to the faculty field liaison who will officially document the hours with the Field Education Department.
- Students who are not registered in a given semester or who have not been granted an approved Leave of Absence are subject to the University's Policy on **Continuous Matriculation** (see: Graduate Bulletin or Bulletin). Students who are registered for Extended Field are required to pay a fee of \$170 per semester for continuation of field instruction. This fee will be posted to the student's account by the University's Office of Student Financial Services. Students that are completing hours after receiving an incomplete grade in field instruction due to extenuating circumstances such as a leave of absence, are required to register for the following Continuous Matriculation Courses. This course carries a fee of \$340. **MSW: Course 0404-689-001**

#### 7. **Released time from field work**

A small number of field work hours will be earned through attendance at two required training meetings for new students in fall semester and through one meeting each semester for all students with their Faculty Field Liaisons at the School. We ask that you give students released time to attend these meetings, and credit these hours to their overall field work hour requirements.

#### 8. **Student Attendance at School Committees or Special Student Campus Programs**

A student may be excused from field placement one-half day per month to participate in School committee work or to attend special programs on campus.

## 9. Social Action or Lobby Day

A full-day required educational program for all students is scheduled early in the spring semester (March). This time is credited toward field work hours if the activity takes place on a field work day.

## 10. Strikes or Other Labor Disputes by Agency Personnel

- In the event of a work slowdown, work stoppage, or strike by agency personnel, the Field Education Department should be notified preceding the action if possible or immediately upon its occurrence. The decision as to whether or not students continue at the agency during a strike rests with the School's administration, not with the agency. The School has as its objective the protection of the student's educational experience and makes a decision based on this principle. A decision is made separately for each strike action depending upon the individual situation and is communicated to the agency.
- The School will also communicate its decision to students and plans for their conferring with agencies about any special needs of their clients. The School will also discuss opportunities for students' participation in alternative learning experiences during the labor dispute. Any student who asks, in good conscience, for permission not to be forced to continue placement during the course of a strike should be respected. However, discussion should ensue with the field instructor and faculty field liaison as to how professional responsibilities will continue to be carried out to clients.
- In past years, the graduate schools of social work in the New York City metropolitan area have usually acted jointly in deciding whether or not students continue field instruction during a strike and it is anticipated that this practice will remain.

## 11. Home Visits

- If students are assigned home or outside community visits, agencies are expected to take appropriate measures to ensure the safety of students. Any difficulties in agency/student planning or policy on home/community visiting should be raised with the student's faculty field liaison or with the Field Education Department.
- Students and agencies may want to consider the following guidelines in planning home or community visits:
  - Students should consider visits between the hours of 9:00 a.m. and 4:00 p.m.
  - Visit with an escort or co-worker in high risk areas.
  - Plan a route in advance. Use main streets for walking and stay away from entrances.
  - In subway travel, enter the middle car of the train where a conductor is

present.

- Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
- If it is unsafe to enter a building alone, ask a community member of client to meet and accompany you.
- Carry official identification or a letter that establishes your status as an agency representative.
- Use care in carrying purses and avoid expensive jewelry.
- Use caution in entering empty elevators.
- In planning trips for client groups, arrangements should be made to have person available to help in emergencies. (e.g., another worker).

## **12. Transportation and Reimbursement**

- Agencies are expected to reimburse students for expenses incurred as part of any field assignment, if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the Director for Field Education.
- **Students should not use their own vehicle to transport clients.**
- Students may, however, drive an agency-owned vehicle if they have the appropriate license and agency approval.

## **13. Malpractice Insurance Coverage**

- All students enrolled in field instruction are covered by the University for Professional Liability of \$1,000,000 per incident and \$3,000,000 aggregate.

## **14. Legal Affiliation Agreements**

- Agencies that are required to maintain a formal affiliation agreement with the School can request and arrange this agreement with the Field Education Department. The School maintains a standard affiliation agreement and process with the University for execution.
- Agencies wishing to make an addendum or agreements which are subject to agency legal review will require more discussion with the School and extensive legal review by the University. Such agreements will take longer to process. Otherwise, standard affiliation agreements can usually be processed within 30 days of receipt.

## **15. Identification of Student Status**

- It is the policy of the School and a professional ethical principle that students identify themselves as students or interns in their work with clients and agency representatives.

## **16. Inclement Weather Policy**

- Closings vary from campus to campus.

- Students are responsible for checking with their agencies to see if they plan to deliver services to clients during a storm. If the agency is open and the student is able to safely get to field, then the student may go to the internship. But above all, student safety and wellbeing are top priorities. Students are to use their judgment in making the best decision in their individual situation.
- For field purposes, students will need to earn the requisite number of hours for their educational level. If at the end of the year students are missing hours, these hours need to be made up. This is required for the field course.
- If students are missing hours, they are to consult with their field instructor and faculty field liaison to help them assess their time, as well as the impact of any snow days on their hours.
- Students should prepare for a possible snow day by speaking with their field instructor in advance to develop a contingency plan that would go into effect if there is storm. This preparation will help students fulfill their professional obligation of providing services to the clients during a storm.

### **17. Grading for Field Instruction Courses**

- Field instruction courses are graded Pass/Fail.
- Incomplete grades are given when students cannot complete requirements within the semester. To receive an incomplete grade, a contract must be completed by the instructor along with the student, stipulating the agreed-upon terms regarding completion of course requirements. Once the student completes these terms, the instructor submits a change of grade. For additional information on grades of incomplete, consult the MSW Student Handbook on Moodle.

### **18. Academic Probation**

- Students must maintain a B (3.0) cumulative grade-point average (GPA) in order to be in good academic standing. For additional information, please consult the MSW Student Handbook on Moodle.

## **THE ROLES AND STRUCTURE IN FIELD EDUCATION**

The field education program plays a pivotal role in the student's education. It is in the field work experience that students, connect and integrate classroom theory and knowledge, test out skills toward developing professional competence and identity. The overall objective of field education is to produce a professionally competent, ethical, self-evaluating, social worker with the capacity to learn and the initiative to keep on learning. As educators, we also need to model and to help our students bring their humanity and authenticity to their practice, to act with courage, and to develop a vision about making a contribution toward the amelioration of the social problems that face our society today.

Field education is viewed as a unique partnership between the School and its agencies with the purpose of designing, implementing, and monitoring a sound educational program for students. Through ongoing communication, the agency and School personnel work toward the development of a shared educational philosophy and standards regarding field assignments, field instruction,

and student performance. We hope this partnership is responsive to changes in agency environments, in School curriculum, and in the students it seeks to educate.

### **The Structure and Function of the Field Education Department**

The Field Education Department oversees the planning, implementation, and evaluation of the field education program of the School of Social Work. The Department carries primary responsibility for assessing all potentially new and continuing agencies and field instructors, and mutually planning with them. The Department consults with agencies about learning opportunities in their respective programs, including supervision, assignments, resources, and other issues which affect student learning. The Department also plans, conducts, and evaluates seminars for field instructors new to Adelphi and new to student supervision. Through workshops for experienced field instructors, campus-field meetings, and other programs, the Department promotes discussion and exchange on a range of professional, educational, and practice issues. The Field Education Department staff works with agencies to enhance communication and problem-solving, to mitigate difficulties, to advocate for and monitor sound standards for field education and social work practice, and to serve as a source for ideas and for information on School policy and procedures. The Field Education Department is responsible for assigning students to their respective field placement agencies. In this role, the Department assesses the learning needs, capacities, and preferences of entering and continuing students in order to make an educationally sound match with a field placement and field instructor. The Department plans and sponsors required placement planning meetings for students entering field work for the first time. In cooperation with the student's faculty field liaison, the Department staff serves as a resource to students with questions or concerns about their learning in the field and in planning their field placements.

Full and part-time faculty members (faculty field liaison) are assigned by the Director of Field Education to serve in an advising role to students in the field and as liaison to specific agencies. The Field Education Committee, composed of administrators, faculty, field instructors and student representatives, carries out recommendations on field policy and planning.

The Director of Field Education administers the Field Education Department. The Department is staffed by the Assistant Directors of Field Education at our Garden City, Manhattan, Hauppauge, and Hudson Valley Offices, and by support staff that serve in the roles of administrative assistants.

### **Who's Who in Field Education**

- *Director of Field Education:* The chief administrator at the School, responsible for the management of multi-campus field education program and off-campus programs
- *An Assistant Director of Field Education* is located at the campuses of Garden City, Hauppauge, Manhattan and Hudson Valley. They are responsible for the day-to-day management of the School's field education program at their respective campuses.
- *Faculty Field Liaison:* A full-time or adjunct faculty member who is assigned by the School to serve as an adviser to students and as a liaison to field placement

agencies. The liaison is a social worker that holds a Master of Social Work Degree from a CSWE-accredited university. The role and responsibilities of the Faculty Field Liaison are described below.

- *Field Instructor*: A social worker that holds a NYS License Master of Social Work degree from a CSWE-accredited university. They are most often located at the field placement site and are SIFI (Seminar in Field Instruction) certified. They are designated by the Agency and approved by the School to carry primary responsibility for supervision of the student in the field.

### **The Faculty Field Liaison; Responsibilities with Agencies and Students**

Full-time and adjunct faculty members are assigned as field liaisons and carry responsibility in their workload for meeting with the student at least once each semester at the School, The Faculty Field Liaison visits the agency each semester to meet with the field instructor and other relevant agency personnel and in some instances may also convene a 3 way meeting with the student, field instructor and faculty field liaison. The Liaison maintains contact with their students, field instructors and field agency educational coordinators. The Liaison reviews student records at least 3 times in the fall semester, 2 times in the spring semester and 1 time in the summer for extended students. Students are expected to send a *monthly activity form* providing information on the number of assignments they carried that month, the number of process recordings submitted to their field instructor and the number of times they met with their field instructor for a supervisory conference.

The faculty field liaison carries overall responsibility for helping the student, the field instructor, and the agency meet the learning outcomes established for the student's field training experience. As an educational consultant, the faculty field liaison assists the field instructor and the students to identify the educational opportunities in the placement. They may serve as a mediator for the student and field instructor. They facilitate the integration of field and class learning through their own contacts with the student and through providing consultation to the field instructor. Faculty field liaisons carry academic advising responsibility for all students assigned to them in the field. They approve all course registrations and assist those students who are continuing in the field the following year with field placement planning.

- *Assignment of Faculty Liaisons*
  - The Director of Field Education in conjunction with the Assistant Director of Field Education assigns full-time and adjunct faculty members to students and agencies for the academic year. Continuing students usually have a different faculty field liaison each year.
- *Agency Visits*
  - A faculty field liaison visits an agency to meet with the field instructor and student and, when feasible, with the educational coordinator or the agency director. They are expected to visit the field agency **at least once each semester, fall, spring and summer (for extended students.)**

typically in the first half the each semester and, in some situations, more frequently. Field instructors are encouraged to request contact whenever the need arises. Faculty field liaisons and field instructors maintain telephone and or email contact between visits.

- If a liaison does not visit the agency, students are asked to contact the Field Education Department
  
- *The Faculty Liaison's Role with the Agency*
  - The faculty field liaison discusses the student's integration into the agency and the plan for the student's workload and assignments with the field instructor and, if necessary, with the agency educational coordinator or agency director. The faculty field liaison monitors the ongoing educational experience of the student.
  - The Faculty Field Liaison helps the field instructor to connect and integrate academic learning with field practice
  - The necessary two-way communication between the agency and the School is facilitated by the faculty field liaison. As the representative of the School, the faculty field liaison is expected to inform the agency of changes in curriculum or issues that would have a bearing on the student's experience in the agency. It is also important for the School to hear through the faculty field liaisons about agency issues that may affect its planning and curriculum. Faculty Field liaisons should familiarize field instructors with the specifics of the curriculum
  - The faculty field liaison's role as a mediator between the student and the field instructor helps both to move past any obstacles in the educational alliance. The faculty field liaison provides consultation on the use of effective field teaching techniques and confers with the field instructor to ensure that there is understanding and appropriate application of the School's field performance criteria for evaluation.
  - Field instructors should immediately contact the faculty field liaison if there is any potentially serious problem with the student's performance in the field setting or in his/her capacity to meet expected learning outcomes for the semester.
  
- *Monitoring of Student Assignments in the Agency*
  - Faculty Field Liaisons monitor the assignments given to the student from early in the semester to ensure they include the suitability, the volume, and the diversity, necessary for a solid educational experience. If there are difficulties with providing such assignments, it is of particular importance that the faculty field liaison be notified quickly.
  - The Faculty field liaison will work with the field instructor and agency to

develop ways in which problems can be addressed or alternatives developed. The monitoring of the assignments is a year-long activity as students' learning needs and capabilities change over the year and different assignments become appropriate.

- *Student Meetings with Faculty Field Liaisons*
  - Faculty field liaisons are to have contact with students within the first two weeks of the fall semester to make an introduction.
  - Faculty field liaisons are to have contact with students each month by telephone, email, or in-person; they meet with students in-person at least once each semester (i.e. fall, spring and summer, if it is an extended student) for a minimum of 45 minutes. Faculty field liaison will meet more frequently with students when necessary. **The Faculty field liaison, initially meets with student during the first 2-4 weeks of the semester.**
  - Students are urged to initiate contact with their faculty field liaison and need not delay setting up an appointment until they hear from their faculty liaison. These meetings address any issues in placement, academic advising, and planning for advanced year internship.
  - Faculty field liaisons and students should also maintain telephone and email contact with one another to assure that any emerging issues are readily identified, discussed and addressed.
  
- *Evaluation of Student Work*
  - The faculty field liaison monitors the student's work throughout the year and is responsible for determining the student's pass or fail grade at the end of each semester.
  - The student submits a total of five to six process recordings to the faculty field liaison over the course of the year: Three records in the fall, two records in the spring and one in the summer. The faculty field liaison reviews the records, assesses the learning progress, and draws from the record for discussions with both the student and field instructor.
  - The liaison ensures that the process between the student and the field instructor is one of mutuality and that the student and field instructor are taking responsibility for working on the expected learning tasks.
  - The faculty field liaison provides consultation to the student and the field instructor about any issues or problems in the learning/teaching process.
  - The liaison also reads the student's evaluation, six week planning form, and the monthly student activity forms
  
- *Planning with and Assessment of Agencies and Students*
  - During the first year of field work, the faculty field liaison works with first-year students to make specific recommendations for the second-year field work placement. Discussion of each student's strengths and learning needs, along with their preferences for type of agency and experiences, are

reviewed so that appropriate recommendations can be made. The faculty field liaison communicates suggestions in writing to the Field Education Department about the placement for the second year.

- *Contact with the Field Education Department*
  - The Field Education Department serves as a resource and level of appeal if there are unresolved differences at the faculty field liaison level or unanswered questions about field work policies and practices.
  - Students, field instructors, and agency educational coordinators may also contact the Director of Field Education or staff at any of the School's sites with any pressing concerns. If the faculty field liaison cannot be reached or is unavailable for any significant period of time, the Field Education Department should be contacted.

## **Agency Personnel and Field Work**

### *Primary Field Instructor*

- Every student is assigned to an agency designated Licensed Social Worker who has been approved by the School to serve as a professional social work field instructor. This field instructor carries the responsibility for the student's training in the agency.
- **The field instructor is expected to hold weekly individual supervisory conferences of 1 1/2 to 2 hours weekly with the student.**
- They are responsible for: selecting appropriate assignments for the student, monitoring and coordinating the student's work in the agency, reading the student's process recordings prior to supervision, assuming responsibility and completion for the students' evaluations, conferring with the student's faculty field liaison, etc.

### *Secondary Field Instructor*

- In some agencies, a student may be assigned to another service or community program outside of his/her primary field placement site. This kind of assignment is used to expand the student's training opportunities, e.g., a group on another service, a few cases on an outpatient service if the primary assignment is on an inpatient service or a community assignment. The primary field instructor can supervise this kind of assignment, or a secondary field instructor, who should be a professionally trained social worker, may supervise it on a regularly planned basis.
- The secondary field instructor should keep the primary field instructor regularly informed of the student's performance and should engage in an evaluation process with the student.

### *Task Consultant or Task Supervisor*

- In some agencies, a student may be assigned to a task consultant in relation to some specific assignments on which s/he is working.
- A task consultant need not be a social worker, but may work in a related discipline, e.g., a psychiatric nurse, a program development specialist, etc. A task consultant provides guidance to the student in carrying out administrative tasks, e.g., information on hospital patients, and resources for a community needs assessment, but does not supervise the student.
- The primary field instructor retains all educational teaching functions and would supervise the student on these assignments. In a model utilized by a few settings, students are assigned for daily activities to a social work task consultant but receive weekly educational supervision from a primary field instructor.
- The primary field instructor is the one responsible for reviewing process recordings, not the task supervisor

#### *Practice Consultant*

- It is not uncommon for students to meet with representatives of other disciplines, e.g. a psychologist or psychiatrist, for consultation on an assignment.
- A person in another discipline cannot supervise students. However, it is recognized that related disciplines functioning as consultants have much to offer students from their own expertise and we encourage their use.

### **THE AGENCY & FIELD INSTRUCTOR: RESPONSIBILITIES AND COMMUNICATION WITH THE SCHOOL**

It is important that close communication be maintained between the School and agency with the initiative coming from both.

It is the responsibility of the agency's field instructor or educational coordinator to inform the Field Education Department immediately of any changes in field placement arrangements and if any of the following changes or problems occur:

- Change in agency address, telephone number, or email addresses
- Changes in agency director and/or educational coordinator
- Proposed changes in field instruction; field instructor leaving agency or resigning
- Pending strikes and labor/management disputes
- Any significant tension in the agency that may affect student learning
- Absence of the field instructor from the agency for more than one week
- Student absences for more than three days per semester
- Significant concern about student's performance or ability to meet learning outcomes.
- Ability to provide students with appropriate assignments consonant with School expectations

The selection of agencies and field instructors is an important part of the School's educational planning. The School carries the responsibility for determining an agency and field instructor's suitability for student training and works closely with interested agencies and potential field

instructors in this process.

Potential new field placements may be identified in a number of ways. Agencies may request to serve as training sites or a student, faculty member, alumnus, or community representative may suggest them. After clarifying the availability of a qualified field instructor and appropriate assignments, a letter acknowledging interest, a Field Agency Application Form will be sent. These forms are available online at: <http://socialwork.adelphi.edu/academics/field-education/field-instructors/>.

Upon receipt of the material, the Director for Field Education asks a Department staff member to make a formal assessment of the agency and prospective field instructor(s). The assessment covers such areas as:

- The function and services of the agency
- Possible student assignments
- Availability of resources for the student
- Level of practice experience and competence of the field instructor
- Special requirements for student placement

The Department staff member also interprets the School's curriculum, field work requirements, and the School's expectations regarding assignments, supervision, and time commitments. The Agency material is then forwarded to the Director for Field Education who communicates the decision back to the Department staff. Information is also sent to those field instructors who must attend the Seminar in Field Instruction.

The Field Education Department also carries final decision making responsibility for the continuing use of agencies and field instructors based on reports and recommendations of faculty field liaisons, students, and the Department's own administrative assessments and discussions with agencies.

The following criteria are used in the selection of agencies:

- The agency should have a commitment to training, which is consonant with that of the School. The agency's orientation and objectives must be educational rather than "apprenticeship."
- There should be a correlation between the agency and School's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.
- The agency's practice of social work is based upon recognized, professional standards.
- The agency should provide a range of assignments on an ongoing basis, which are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying service modalities and exposure to a

diversity of people and problems.

- The agency must provide the necessary space and resources for the student to carry out a professional role, including privacy for interviewing, desk and storage space, access to a telephone,, and reimbursement for expenses incurred in the performance of assignments (as would be afforded an employee of the agency).
- The agency will be expected to participate with the School in the development, monitoring, and review of a sound educational program.
- The agency adjusts the workload of the field instructor to make it possible for that person to provide supervision.
- Expected allotment of time to select assignments, review process recordings, provide weekly supervision, and prepare evaluation materials and to confer with the faculty field liaison. Field instructors supervising students for the first time are required to attend a 12 session seminar offered by the School and to meet the Seminar's written requirements.

The following criteria are used in the selection of field instructors:

- A Master's degree in social work, from a CSWE-accredited institution
- At least three years post-master's experience
- Licensed by the state of New York
- Interest in and time to fulfill teaching responsibilities of social work students
- Demonstrated practice competence and the potential ability to help students to learn
- Willingness to teach in more than one practice modality.
- Familiarity with agency policies, program, and procedures and the nature of client needs.

The following are expectations of field instructors:

- Knowledge of the School's curriculum and practice content and orientation.
- A flexible approach to practice that allows for a range of modalities including work with and on behalf of individuals, families, couples, groups, and communities.
- A willingness to work collaboratively with the faculty field liaison for the purposes of meeting student educational needs and to call upon the faculty field liaison for

consultation and guidance as needed.

- Attendance at a 12 session seminar, SIFI (Seminar In Field Instruction) at the School required of new field instructors, and completion of the course's requirements.
- Selection of educationally appropriate assignments for students and assistance in developing these where indicated.
- Orientation to the Agency and the provision of weekly scheduled individual supervisory sessions in the time allotments specified by the School.
- The utilization of process recordings and other recorded formats according to the School's guidelines.
- Participation in an ongoing evaluation process with the student, which includes 'written evaluations following the School's guideline and criteria at the end of each semester

***SIFI (Seminar in Field Instruction)***

- All field instructors supervising for the first time are required to concurrently attend a twelve (12) session Seminar in Field Instruction (SIFI) taught by faculty of the School. 24 CE's granted for attendance at all 12 sessions.
- Field instructors who have completed a comparable seminar at another school of social work may be exempt from this requirement by our Field Education Department. The seminar is offered at our Garden City, Hauppauge, Manhattan, and Hudson Valley locations. There is no charge to participants.
- The purpose of the seminar is to provide training to new field instructors so they may gain the necessary knowledge and skills to effectively meet the range of educational responsibilities in their role as supervisors of social work students.
- The general content area, along with others, covered in this Seminar include:
  - Beginning processes in field instruction
  - Orientation to the agency and supervision
  - Selection of student assignments
  - Preparing a student to move into each assignment
  - Range and use of student process recordings
  - Teaching concepts, methodology and core competencies
  - Evaluation processes
- To receive credit for completion of this seminar, field instructors will be expected to attend all Seminar sessions (three excused absences allowed) and to meet the

- recording requirements of the seminar (e.g. periodic process recordings of a supervisory conference with their student). To receive 24 CE units, field instructors must attend all 12 sessions. CE units cannot be pro-rated as per New York State.
- Certificates are issued to each participant upon completion of the seminar's requirements. Other schools of social work within the tri-state area will usually honor a field instructor's completion of our seminar.

## **THE PLACEMENT PROCESS**

The Field Education Department carries responsibility for assigning students to field placements. In making assignments, the Department draws information from various sources, including student and agency preferences. Placement decisions are based on the availability and educational suitability of a setting for each student. Students are required to have some daytime availability. **Without some available daytime weekday hours, the School may be unable to place a student.**

### **Agency Request for Students**

The Field Education Department contacts agencies regarding their plans for the coming academic year. These agencies submit an *Agency Request for Students Form* to the School regarding the number of students requested, the type and range of assignments, the proposed field instructors, and other information that might be helpful to the Department in placing students. This becomes the database from which the Department works in finalizing field placements each summer. The Department staff is also active in recruiting, responding to, and assessing possible new field placements. The respective Assistant Director at Adelphi's off-campus centers in Hauppauge, Hudson Valley, and Manhattan carry out many of these responsibilities.

### **New Students**

The School uses different procedures to place entering (first-year) and continuing (second-year) students. Students entering field work for the first time are invited to attend placement planning meetings where a member of the Field Education staff answers questions and explains field work requirements and options. Students attend small group or individual interviews to assist in placement planning. Entering students complete a *Field Placement Information Form* describing their background and interests. An assessment is made based on various factors including the student's pre-professional experiences, preferences and counter-interests, travel time, etc. Every effort is made to ensure a match between a student's educational needs and an agency's requests and learning opportunities. The School notifies agencies regarding the placement of entering students in August and sends them a copy of the assignment letter via e-mail. The student and faculty liaison will also receive a copy of this letter via e-mail.

### **Continuing Students**

The Field Department uses the following process with students who are planning second year graduate field placement. Students consult with their faculty liaisons and are encouraged to talk to other faculty, students,

and the department staff to find out which placements most meet their learning needs and interests. The faculty liaison then prepares a *Placement Recommendation Form* indicating the student's strengths, learning needs, areas for future focus, field of practice concentration, and any specific placement requests or recommendations to the Field Education Department.

The Department staff, working with these variables, contacts the agency to discuss placement of the student. The student is then notified of the potential placement and given the necessary information for them to contact the agency and arrange for an interview. After the interview, both the student and agency personnel notify the Field Education Department regarding confirmation of placement. During August, the Field Education Department sends the agency e-mail notification regarding the assignment of the student. E-mails are sent to the faculty field liaison and student as well.

These student assignment letters/emails indicate:

- The start and end date of field instruction
- Agency contact information
- Student contact information
- Faculty field liaison contact information

### *The Interview*

Many agencies require students to fax or e-mail a copy of their resume to the educational coordinator or field instructor at the agency prior to the interview. They may also request a cover letter. It is suggested that students bring an extra copy of their resume to the interview. After the interview is complete, the student and field instructor must contact the respective Field Education Department to discuss the interview. The field instructor will inform the Department if they feel it is a suitable match. If a confirmation of acceptance is made, the student will be notified by the Field Education Department. If the student is found to not be a match, then another agency will be explored for placement. If no match is found after two interviews, a review of the student's appropriateness for placement will be conducted by the Field Education Department.

Students that are repeatedly experiencing unsuccessful interviews may not be allowed to continue with the placement process. They might be offered the opportunity to delay placement until the following academic year. They would not be able to continue in their Practice course work, as Field Instruction and Practice are co-requisites.

### **Field Placement Information for Students Entering Their Advanced Year**

Prior to submitting field placement application materials students must:

- Meet with their Faculty Field Liaison
  - The Liaison is responsible for completing the *Recommendation for Advanced Year Form*
- Complete the *Field Placement Information Form*, now available electronically.

- Submit both the Field Placement Information Form and the Recommendation Form by due date
- Submit Employment-Based Field Placement Application by due date (if applicable)
- All internships must be arranged through the Field Education Department and students are not permitted to contact agencies on their own.
- If a student has a prior criminal record or related concerns, s/he should disclose this information confidentially to the Field Education Department for purposes of planning during the placement process. **This will have an impact on the availability of agencies to accept a student for placement.**

### **Field Assignment Letter/Educational Contract**

All students enter the field with an assignment letter. That contract stipulates the agreement between the school, student, and agency/field instructor. All students and field instructors receive an email of this letter.

At times it may become necessary for an **Educational Contract** to be developed to assist students who may need assistance/guidance with regard to developing practice skills and/or addressing deficits in said skills. Educational contracts are based on the Core Competencies and associated practice behavior and are prepared by their respective faculty field liaison. It is imperative that students gain the necessary practice behaviors to ensure the provision of services to clients and earn a passing grade for field instruction.

### **Communication between the Field Instructor and School Regarding Assignments**

Field instructors are encouraged to contact the faculty field liaison to discuss ideas or questions about specific assignments for their student. If the field instructor or agency encounters obstacles in providing students with sufficient or educationally suitable work (e.g., assignments are not available at the expected time), the faculty field liaison should be contacted to discuss the problem. The Field Education Department requests that field instructors send the Four Week Education Plan after the Fourth week of the academic year. This form helps faculty liaisons and field department staff know what each student has been assigned and if the School can assist with further planning.

### **EMPLOYMENT-BASED FIELD WORK**

Some students meet the School's field work requirements through their employment in social service agencies. Students and agencies participating in Employment-Based Field Placement must complete a special application process with the School, which entails meeting specified criteria, developing a field education plan, consultation with a member of the Field Department, and obtaining the approval of the Director for Field Education. Copies of the Employment-based Field Placement plan are maintained in the student's file.

Paid employees of agencies must meet the same educational requirements as regular students, given comparable time for field work assignments, field instruction and process recording, and release time for field and classroom instruction. **The following criteria must be met in the plan:**

- Students must carry out their field work responsibilities in a role defined by the agency and known to clients as a social work intern.

- Assignments used for field work learning should reflect a change from those carried as a worker, and the type and focus of the assignments selected should be congruent with those assigned to a non-employment based student at the same educational level.
- Agencies are expected to provide Employment-based students with the appropriate amount of time to meet educational recording requirements, to attend supervisory conferences with field instructors and carry out the full complement of field assignment responsibilities within their delegated field work hours.
- The student's employment supervisor and field instruction supervisor are separate, and distinct functions and should be carried out by two different people.
- Field instructors of employment-based students meet the same criteria and are expected to carry out the same educational and supervision responsibilities.

### **Possible Special Issues in Employment-Based Field Placements**

The fact that students are employed by the agencies in which they are meeting their field work requirements and are carrying two work roles may lead to special tensions, conflicts or ambiguities for students and/or field instructors. Hence, the School plays an especially important role in monitoring the arrangement and in helping each party to carry out their respective roles. Students, for example, may be more reluctant than usual to express concern about aspects of the structure of the field placement, the time demands, the learning, or the expectations of the agency. Such reluctance may exist because students feel the agency is doing them a "favor" and because they are also dependent upon the agency for their salary.

Field instructors, on the other hand, may have reluctantly accepted an assignment to supervise a student/employee, may feel different pressures in teaching and evaluating the student and concern about the dual relationships the student/employee may have in differing roles with other. They need to bring their respective concerns and questions regarding the educational plan and its actual operation to the attention of the faculty field liaison. In some instances, the field education plan as initially structured between the agency and Field Department, may not be feasible and requires careful review and appropriate recasting or modification with the faculty field liaison involvement.

## **BEGINNING PLACEMENT AT THE AGENCY: ORIENTATION**

### **The School's Orientation to Field Work**

The Field Education Department coordinates the orientation to field education, prior to the student's first day in field placement. During this orientation students will learn:

- What to expect at the internship
- Student responsibilities and rights
- Field manual basics

- Who's who in field education
- Process recording and supervision
- Field education policies and practices

It is also an opportunity for students to meet their peers and ask questions before their internship begins.

The goal of the orientation is to help ease the transition into field work and to better ensure that students are prepared to begin their work in the agency and with clients.

Field placements generally begin the second or third week of September. Prior to the start of the academic year, the agency should instruct the student what time to report to field work on the first day. Students should not be asked to begin their placement at the agency prior to the first day of field work, unless the Director for Field Education has given permission. Field instructors (or educational coordinators) are expected to be available to greet the student upon their arrival at the agency.

### **Agency Orientation**

An orientation program in the agency should be viewed as an ongoing process during the first few weeks in placement, concurrent with the students moving into their beginning assignments. It is helpful if students are offered information about agency function, services and procedures, but not overwhelmed with data. The student will especially want to know “What will I be doing here?” Therefore, information about the kinds of assignments and specific tasks they will be carrying out will be useful and should be provided in simple, understandable terms.

Students should feel welcomed. The student’s office space and supplies should be prepared and ready for use. **Students should have the opportunity to meet individually for a conference with their field instructor on the first day in placement.**

## **FIELD WORK ASSIGNMENTS**

### **Student Assignments at the Agency**

An important educational principle of the School is that students must begin a specific assignment early in their field placement, since this serves as the nucleus of their learning. **Students should not be assigned to meet with clients or other similar tasks on the first day of field work.** However, **students should begin their first assignment by the fourth day in the agency.** It is critical that the field instructor carefully prepare the student for each of their first assignments. Assignments serve as the foundation out of which all subsequent field teaching grows. The kinds of assignments that the field instructor selects directly affect the quality of education that one can provide to the student and the degree to which students can hope to meet the service needs of their clients.

### **The Development of Assignments**

It is expected that beginning assignments will be available by the time the student arrives at the agency. After meeting the student, the field instructor should select appropriate assignments for

him/her. The field instructor should thoroughly prepare the student for the first contacts. While there may be warranted variations (which should be discussed with the faculty field liaison), assignments should be gradually added during the following weeks. Students should be carrying their full complement of work at about 8 weeks into the semester.

### **The Students Assignment and Workload**

In order to learn direct practice skills, students need the opportunity to begin their actual work. For students, this will mean assignments in different methods of practice, including an appreciable number of face-to-face interviews with clients as individuals or as collectives, including families and groups. Students also need opportunities to work with organizational or community representatives on behalf of their clients. Students may also carry some assignments in community work, program development, social action, or research. Some settings require that students attend regular interdisciplinary meetings or seminars. We recognize the importance of these meetings, but time spent in such activities should not exceed 1/4 of their workload each week, so that students will have sufficient time for the needed practice experiences.

### **What Types of Assignments to Expect**

Consonant with their level of readiness and training, interests and prior experiences, students should be assigned a varied workload. We recognize that some agencies may not be able to provide as full a range of assignments as others. Workloads should reflect opportunities for training in multi-modality practice (individual, family, couples, group, and community) as well as exposure to a diversity of people and problems including oppressed populations. Students should be assigned work with different time dimensions and foci (e.g. crisis intervention, intake, short- and long-term contacts) and they should be able to address directly the interactions between clients and their environment.

Secondary assignments may be developed to broaden a student's opportunities for learning. To do so, an agency may wish to assign the student to another service in its own setting or in the community. This secondary assignment can be supervised by the field instructor (in tandem with a task consultant) or by another professionally trained social worker designated by the agency and approved by the adviser.

### **The Preparation of Students for their Assignments**

For every assignment, field instructors should prepare students thoroughly as they move into each facet of their work. It is assumed that students will be given the needed data to begin the assignment. Field instructors need to assist students in anticipating (tuning in to) clients' reactions and perceptions, so the students can reach out to them in helpful ways. It is equally important to assist students in preparing for a telephone call to a client or for a meeting with an organizational representative. Preparation should also include: how to offer a service (contracting), ideas for further exploration, ways of demonstrating interest and concern, etc.

At full workload, students should spend the following range of time in each activity. The category called Practice Assignments includes: contact with clients (telephone, interview, and group meetings), collateral work, home visiting, program development, and outreach.

## SAMPLE WORKLOAD DISTRIBUTION

Year in Program	Hours per week	Practice Assignments	Individual Supervision Weekly	Number Of Process Recordings weekly	Time for process recording weekly	Staff Meetings, Seminars, etc.
Foundation Level (First year grad.)	21	10–12 hours (at full load)	1 ½ - 2 hours	2	2-3 hours	3–5 hours
	14	6–8 hours	1 ½ - hours	2	2-3 hours	2–3 hours
Advanced Level (2 <sup>nd</sup> year grad.)	21	10–12 hours (at full load)	1 ½ - 2 hours	2	2-3 hours	3–5 hours
	14	6–8 hours	1 ½ hours	2	2 – 3 hours	2–3 hours

### Group Work Assignments

The educational philosophy of the School is to prepare students with the ability to engage in direct practice with individuals, groups, and/or family interventions, or a combination of these, as clients' situations and contexts require.

The School recognizes that certain agencies may lend themselves more to the formation of groups and/or that some field instructors may have greater expertise in providing group service than others. To further your familiarity with group work assignments and the supervision of students working with groups, we are presenting some ideas.

You are urged to consult with the faculty field liaison about any aspect of group selection or formation as well and about your supervision of group practice.

### Types of Groups

As agencies think about suitable group assignments, it is important that the group is formed in response to a real need experienced by clients and not just as an assignment to meet a student's School requirement. Similarly students should be assigned to groups in which they can provide a service to clients and not assigned to a group whose primary function is to meet agency needs.

### **Group service can be conceptualized in several ways:**

- *Problem solving groups* - Such groups are organized around common concerns, interests, or experiences of the clients as well as clients with common life issues or developmental tasks. Examples: people going through divorce, a widow/widowers group, newly admitted residents, parents of diabetic children, pregnant adolescents, bereavement groups, adolescents in foster care.
- *Psycho-educational groups* - The major function of these groups is to provide information to clients and to assist them in dealing with concerns or feelings about the problem/issue involved. Examples: Families of psychiatric patients, post-surgery group for women with breast cancer, parents of children with learning disabilities, orientation groups for new public assistance recipients.
- *Individual behavioral change* - These are groups major function is to serve as a context for individual change. Examples: a group for people with phobias, weight loss group, a group for children refusing to attend school.
- *Socialization groups* - These groups are geared toward meeting socialization needs of clients and helping them to get connected, Examples: isolated elderly people, children who need greater structure during recess periods, and isolated young adults who lack social skills.
- *Task-focused groups* - Many social work groups meet to engage in some common interest in which the primary purpose is not to acquire expertise in a skill. Examples: a special interest group for patients in a day treatment program, a tenants' group, a client advisory committee, and a holiday planning group in a nursing home.

### **Purpose of the Group**

Rarely do groups seek a service. Hence, it is the worker's responsibility to identify the commonality that brings the group together; clients should not have to figure out why they are there. Students should be helped to frame the purpose of the group in specific operational terms, and in language that reflects the clients' perception of their common problems/issues. Students should be helped to invite reactions to the offer of the service, reaching for hesitations and doubts.

*Example: A vague statement of service:*

- This is a group for teenagers who are living at the ABC residential treatment center to talk about whatever is on their mind.

*Example: A clear and more operational statement of service:*

- All of you are teenagers who came to live at the ABC residential center in the past few months. We thought it might be helpful for you to get together to talk about what it's been like to have to leave home, to live in a cottage, to have to deal with

a lot of rules. Maybe some of you are wondering about such questions as why you are here, or why your families couldn't keep you at home, and how long before you can get out. How about it? Do you think about these issues?

In view of the critical importance of beginnings, members should be helped to develop a frame of reference for what issues the group can address, to test the worker's credibility and if the agency has hidden agendas, to set up a structure for working together, and to extend an invitation that helps members to begin.

### **Support of Agency Administration and Staff**

In many instances, developing a group entails the sanction of agency administration and the support and cooperation from other key staff members. This task should not be left to the student; it requires initiative and participation on the part of the field instructor. Students lack the status and organization influence, possessed by field instructors (or other staff), to carry out this often complicated task of obtaining acceptance, cooperation and needed resources for a group.

### **Timing of Group Assignments**

Students should be given a group assignment early in the academic year. Learning group work skills grows out of the actual experience of working with a group, for an extended period of time or with repeated opportunities for working with short term groups. Problems in providing suitable educational opportunities for learning group work skills occur when students spend an inordinate amount of time trying to form a group (such as interviewing prospective members over a period of many weeks); when a group assignment is made so late in the year that the student barely has a chance to engage with the group; when considerable time is spent on group formation and the group never comes to fruition.

### **Student's Role and the Leadership of Groups**

From an educational perspective, students most effectively learn group work skills when they are assigned as the sole, or at least primary, worker for a group. As the sole worker, they are accountable for their actions and learning and do not have to defer to the styles, preferences, or authority of another worker.

If co-leadership is a necessity, care must be taken in selection of a co-leader. While the "chemistry" between workers and their commitment to plan together is paramount, some other principles deserve consideration. Staff with high status or unusual expertise is rightfully intimidating to most students and students often assume, or are relegated to a passive role. Working with one's field instructor often produces increased self-consciousness. Co-leading with other disciplines may be useful if the roles are distinctly drawn (e.g., the nurse serves as a resource and the student assumes the more active leadership role) or it may be problematic if there is role diffusion since different disciplines may approach the helping role quite differently. Asking a student to join an ongoing group where the worker has well-established relationships with members is potentially very problematic.

**Assigning a student to the role of observer (or as a third worker to a co-led group) is not a suitable assignment, since there are insufficient opportunities for learning skills through “doing”.**

### **Supervision of Group Work**

While it is desirable for a field instructor to directly supervise his/her student on their group work assignment(s), some agencies provide alternative supervisory arrangements. These may include supervision by a secondary field instructor, a supplementary seminar on work with groups, etc. Whichever format is followed, students should record select group meetings, and should receive individual supervision by a social worker.

### **FIELD INSTRUCTION CONFERENCES AND RESPONSIBILITIES**

There are two major purposes to a supervisory conference between the student and the field instructor:

- The first function is educational; the focus is on helping students to learn and to improve their skills.
- The second function is administrative; as students are accountable to the agency for their activities in providing services.

Supervision is the place where students can reflect upon and analyze their own practice and explore alternative or newer modes of helping to broaden their practice repertoire. Such risk taking can occur in an open environment where free expression is positively sanctioned and new ideas are grist for the mill from both the student and the field instructor. Risk taking is necessary for learning in the field and cannot occur in an atmosphere that is perceived by the student as judgmental and non-empowering

**The center of supervision is the student as practitioner, not the management of the case. The primary focus of the conference should be on the student’s agenda and the mutual review of process recordings.** To achieve this focus, students should be provided time and space during field work to prepare process recordings and they should submit their materials sufficiently in advance of supervision for the field instructor to fully review them. It is often a good idea for students and field instructors to each work from their own set of records, and in such instances; the duplication of records is necessary.

### **The Structure and Expectations of Individual Supervision**

Field instructors are expected to provide, at minimum, the following amount of time in individual, weekly supervisory conferences: **one and one half to two hours per week.**

In most instances, students and field instructors meet once a week for the full amount of time. In some instances, such as in health settings or schools, the time for conferences is split so that there is ample time for field instructors and students to address the quick and changing pace of activities. It is anticipated that students and field instructors will converse periodically throughout the week on various issues of importance. Group supervision is a desirable educational supplement to

individual supervision and should not be held in lieu of the time specified for individual supervision.

The School recognizes the multiple demands on the time of field instructors; however, regularly scheduled uninterrupted meetings are essential to the educational process. Hence, we ask field instructors to set a practical time and to secure space in which interruptions are minimal and phone conversations are deferred. The time agreed upon for meetings between field instructors and students should remain a priority in their respective schedules. **Because conferences are viewed as the major arena for teaching/learning, failure on the part of either party to follow the School's expectations would be deemed a very serious abrogation of responsibility.** When indicated, the School will work with agencies to ensure that field instructors are given sufficient time in their workload to carry out their educational commitment.

### **Group Supervision**

Some agencies provide regularly scheduled group supervision to students. This model of supervision can be very useful in expanding the student's learning of practice through interchange with others. We particularly encourage agencies that have several students in placement from Adelphi or other schools to provide opportunities for them to meet together. Students can learn about practice in other programs and address the range of clients' needs in their agency. The opportunities for teaching areas of practice such as contracting, assessment, differential interventions and modalities are greatly expanded when students can present their work to one another or in similar exchanges with staff.

If group supervision is offered, it should be viewed as a **supplement, not a substitute, to the student's full weekly individual field instruction supervision.** Requests for any modifications of supervisory time should be addressed with the Field Education Department.

## **PROCESS RECORDINGS**

### **WHAT IS A PROCESS RECORDING?**

A process recording is an educational tool utilized by social work schools in an effort to teach students how to

- Describe and reflect on their work
- Record and examine their thoughts and feelings
- Analyze their work with clients.

**A process recording is not to be used for agency documentation and is private communication between the student and field instructor. Task supervisors are not responsible for reading and reviewing process recordings. This responsibility lies solely on the Field Instructor. Process records should not be kept in agency files.** . If students need access to process recordings for school assignments, all identifying data must be fully disguised.

Process recording helps students to improve their provision of service and assists them in organizing their work. Process recordings are a required part of the learning process. Not handing

in the required number of process recordings could result in students receiving an Incomplete or Failing grad

### **Types of Process Recordings**

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

- Client interviews
- Group meetings
- Contacts with organization or community representatives (e.g., teacher, nurse, landlord, doctor, etc.
- Telephone contacts,

Process recording is a highly detailed form of recording. It should capture the major elements and process of a contact (interview, group meeting, etc.).

- A process recording is a **narrative form, not totally verbatim**, of recording.
- **A recording should include:**
  - a description in chronological order of what happened in the interview/meeting
  - observations, interaction, and select, pertinent dialogue;
  - a section on the student's own reactions, reflection on how the client may have experienced the interview/meeting, impressions, assessment, questions, and/or future plans.

We have provided our guideline for the preparation of a process recording In *Appendix A* and on Moodle. We have also provided samples of a process recording with an individual/family (*Appendix B*) a process recording of a group meetings (*Appendix C*) and a Process recording with a community representative (*Appendix D*). As students prepare process recordings for the first time, they should simply be asked to “**tell a story of what occurred.**” Other features, e.g. impressions, may be added later as students gain competence in using process records for learning. After students are comfortable in their field setting, some may use audio tape or video recordings with the permission of their clients and field instructor.

### **Students should not be required to write verbatim records.**

This level of total recall rarely exists. When students are asked to use verbatim recording, it results in the student having to fabricate dialogue Teaching then is not based on what actually was said in the interview/meeting bur rather what the student wrote in order to meet expectations. At best, they can remember selective dialogue.

### **Agency Summaries or Progress Notes**

Many agencies have their own guidelines for intake, bio-psycho-socials, progress, referral, transfer, or closing summaries. Those records required of the agencies social workers may appropriately be required of students. Field instructors should provide the student with some guideline (and sample) for writing required agency summaries and preparing chart notes.

### **The Use of Process Recordings**

- Students should submit process recordings sufficiently in advance of their

supervisory meeting with their field instructor. **The School views it as imperative that field instructors carefully read students' records prior to supervision.** The process recording becomes the basis for discussion and learning in the meeting itself.

- Both field instructor and student are urged to prepare agendas that are specifically related to the process recordings. Field instructors are encouraged to write marginal comments (or use a separate sheet with referenced comments) for their own use on student recordings, but are urged **not to give their comments or questions to the student prior to the conference.**
- **Giving a student marked-up records and comments in advance of the conference typically leads to the student's working on the field instructor's agenda (rather than their own)** and to evoking some unnecessary defensiveness. Marginal or end-of-record supervisory comments take away from the spontaneity of the conference, -from exploration, from seeking to understand what the student wants to work on, and in a sense, the interchange of the conference has taken place even before the student and field instructor meet.
- In the event the field instructor and student do not cover, in detail, all the student's material, process recordings with marginal comments may be returned to the student after the meeting.

### **Student Process Recording Expectations**

The School provides its model and guide for its recording expectations for students in the field and any variations requires the approval of the faculty field liaison.

- The field instructor should ask the student to record on newly assigned work and then to move to other types of recording (e.g. log, summary) as the student gains a sense of direction and mastery. Students should not be asked to write process records on every assignment they carry at full load.
- Time should also be allotted for students to complete agency requirements, such as summary recording and statistics, in their weekly workload.
- Agencies should provide students with space and time to prepare process recordings during their field work hours. Student should not have to write records at home except in emergent situations.

### **Self-Reflection and Process Recordings**

One of the most important skills to develop in social work practice is that of self-reflection. The process recording is a tool that helps to guide the acquisition of this skill, as it helps focus on one's thoughts, beliefs, actions, and reactions in relation to practice. A good process recording will capture the various facets of a "practice moment." The process recording addresses and examines both the content and the process of the interaction with the client/client system. It heightens awareness of oneself in action and as part of a transact

## EVALUATION

The following evaluation responsibilities reflect the policies of the School. It is requested that Field instructors follow this structure. Any request for deviating from this format or process should be directed to the faculty field liaison, who will in turn seek consultation from the Field Education Department.

Every student should have one fall mid-semester oral evaluation conference and a written evaluation at the end of each semester.

- *Mid-Semester Oral Evaluation & Review of Four Week Education Plan*
  - A mid-semester oral evaluation conference should take place sometime between the student's 6th and 8th week in the field. The field instructor is expected to set aside a part of the regularly scheduled weekly conference during one of these weeks for this oral evaluation.
  - Students should be notified in advance so they and the field instructor can prepare. It is a time for students and field instructors to discuss how students began, how they are progressing in the various areas of performance and learning, and what specific skills need to be developed in the remainder of the semester. Extenuating circumstances that may have affected the student's learning should also be discussed (e.g. insufficient volume or suitability of assignments).

- *End of the Semester Evaluations*

At the end of each semester, it is the field instructor's responsibility to initiate an evaluation conference with the student and to prepare an evaluation of the student. If a secondary field instructor supervised a student, an assessment of this portion of the assignment should be reflected in the student's evaluation. The primary field instructor should incorporate the assessment in the ratings of the evaluation and the comment field or the secondary field instructor may prepare an addendum which should be attached to the student's evaluation. In either case, the student should participate in the evaluation of his/her assignment with the secondary field instructor. Field Instructors should reflect on the learning outcomes, in continual supervision of the student and utilize the evaluation instruments for the student's educational level.

The major purposes of an evaluation include:

- An opportunity for students and field instructors to "take stock"; to evaluate what students have learned and where they are now, as well as to consider what extenuating circumstances affected professional learning, e.g., poor assignments, degree of helpfulness of the field instructor.

- An opportunity for students and field instructors to pull together and conceptualize what skills and learning needs they should focus on in the immediate future.
- This document is a form of accountability from the agency to the School and becomes a permanent part of the student's record. Evaluations are not released by the school and are expunged three years after the student's graduation.

### **Student and Field Instruction Preparation for the Evaluation Conference**

Field instructors should discuss the process for evaluation with their student well in advance of their evaluation conference. Both field instructor and student should prepare individually through review of the student's work by rereading student's records, their respective conference notes, and the School's learning outcomes and evaluation instruments for the student's educational level. In addition, evaluative feedback from a task supervisor, practice consultant, or secondary assignment should be addressed. It is the primary field instructor's responsibility to incorporate this content into the assessment of the student's performance.

During the evaluation process, both student and field instructor should share the initiative in evaluating performance. Assessments of skills and identification of patterns should be supported by illustrations from the student's practice (process recordings, etc.).

- *Written Evaluation*
  - It is the field instructor's responsibility to complete a draft of the evaluation following the evaluation conference. The student should be given some time to read, reflect on, and assimilate the content.
  - The field instructor and student should meet together to review the evaluation draft.
  - If objections or differences are raised and the field instructor agrees, then changes should be made in the evaluation. If, however, the field instructor does not agree, the student may choose to prepare and submit a rebuttal/addendum to their evaluation.
  - Students should see their evaluation in its final form.
  - Both student and field instructor sign the Evaluation Face Sheet, which should be attached to the evaluation and sent to the Field Education Department office at the Garden City campus, Hudson Valley, Manhattan, or Hauppauge centers.
  - Signing the evaluation indicates the student has read his/her evaluation. If the student is not in agreement with the evaluation, the field instructor should note that at the end of the evaluation. Students are permitted to attach a rebuttal/ addendum to the evaluation if they feel it is not an accurate reflection of their work.
  - It should be noted that field evaluations do not include recommendations for a *Pass* or *Fail* grade for their student's field work performance. It is the faculty field liaison that carries responsibility for making the final determination and granting of the grade.

- *Copies of the Evaluation*
  - The School asks agencies to provide a final copy of the evaluation to the student.
  - If students prepare a rebuttal/addendum, they should provide the field instructor, the Field Education Department, and their faculty field liaison with a copy.

### **Evaluation of Field Placements**

Students will have an opportunity to provide confidential written feedback at the end of the year about their field placement to the field education department. Faculty field liaisons will prepare an assessment of the field placement to the field education department, which will be used in future planning with the agency.

## **WHAT TO DO IF THERE ARE CONCERNS OR A PROBLEM IN FIELD**

### **Students Experiencing Difficulty in Their Field Placement**

The School has policies and procedures to assist and address difficulties students may experience in their field placement. Students who are experiencing difficulty should first contact their field instructor and then their faculty field liaison. S/he will assist in understanding the nature of the difficulty, what options exist and determining what next steps or plans to pursue.

One possible issue students may need to discuss with their faculty liaison pertains to the quality of their learning experience in the field, such as the quantity and suitability of their assignments or the availability and helpfulness of field instruction. After carefully exploring the problem, faculty field liaisons may assist the student in raising the issue at the Agency, and/or (with the student's knowledge) they may directly contact the appropriate personnel at the Agency, and/or they may consult with the Field Department.

Circumstances in one's current life situation or a reconsideration of one's educational/career plans may lead to a decision to request a leave of absence, to request a change from full-time to part-time status, or to withdraw from the School. Students are encouraged to first discuss the life circumstance with their faculty field liaison. Students who consider one of these options should comply with the required procedures. Requesting a personal or medical leave of absence must be made in writing in order for the request to be officially accepted by the school and university. To request either type of leave, please follow the procedure found in the Student Handbook.

### **Request for Change in Field Placement**

A student, field instructor, or a faculty field liaison may make requests for re-placement. The situation and request should be fully reviewed and consultation must be sought from the Director of Field Education, who carries final responsibility for determining re-placements. **Students and/or agencies may not terminate placement without due process.**

If a student is terminated (dismissed or asked to leave) from an agency, they will not necessarily be placed in another agency. Due process will be reviewed and the Director of Field Education, with consultation from the Associate Dean will make an educational assessment of the situation.

## **NETWORK OF STUDENT RESOURCES**

### **CUSTOMER SERVICES**

The IT Help Desk (Customer Services) provides a point of contact for students, faculty, administration, and staff who have computer and related technology questions, problems, or work requests. The Help Desk will attempt to resolve reported issues and assist the user in maximizing his/her use of applications and/or equipment. The Help Desk can be reached at 516 877-3340.

### **STUDENT ACCESS SERVICES**

The Student Access Services (formerly known as Disability Support Services) are available to all Adelphi students and can be accessed by contacting Rosemary Garabedian, director of the office of disability support services, at (516) 877-3145 or by emailing: [garabedian@adelphi.edu](mailto:garabedian@adelphi.edu).

### **PERSONS WITH DISABILITIES: LEGAL RIGHTS & RESPONSIBILITIES**

A disabled person is defined in federal legislation as any person who has a physical or mental impairment that substantially limits one or more major life activities. Physical, emotional, and learning disabilities are covered. It is the student's responsibility to inform the University's Office of Disability Support Services concerning special problems and needs so that the proper accommodations may be made. Special parking arrangements are available for those students who have impairments that prevent them from using the facilities made available for the general student population. Please apply for a special parking permit through the Office of Disability Support Services. Contact Rosemary Garabedian, Director, Disability Support Services, (516) 877-3145, University Center, Room 310.

### **LEARNING CENTER**

The Learning Center provides a wide array of services geared toward enhancing students' academic performance. The center's resources are available to all students. The Learning Center staff is comprised of peer tutors. These are students who have excelled in the classes in which they will assist other students. Tutors are usually recommended by the professors teaching the courses. The Learning Center can be reached by calling 516 877-3200.

### **STUDENT COUNSELING CENTER**

The Student Counseling Center (SCC) helps all students with problems or concerns that may interfere with their academic and personal goals. Counselors are available by calling the Student Counseling Center at (516) 877-3646 or by visiting the Center in the University Center, Room 310.

### **WRITING CENTER**

The Writing Center is the hub of writing-related activity at Adelphi University. The primary purpose of the Writing Center is to help students learn to use writing more effectively in all aspects of college life. It is designed for any student, of any ability, who wants to improve his or her writing skills. The Writing Center can be reached at 516 877-3296 or writing [center@adelphi.edu](mailto:center@adelphi.edu)

### *WHAT CAN THE WRITING CENTER DO FOR YOU?*

When you come in, you decide with the tutor what aspect of your writing you want to focus on. Topics you might discuss include:

- Writing with clarity
- Deepening your analyses
- Deciding on organization and structure
- Improving sentence-level style
- Incorporating and citing sources
- Grammar problems

**Note:** The Writing Center is not a proofreading service. Writing Center staff can help you learn to proofread and revise your own documents, but they will not simply edit your paper for you.

### *WHO SHOULD USE THE WRITING CENTER?*

The Writing Center is a free service available to any student. They see writers of all levels from those who have great difficulty even getting started to those grappling with the most sophisticated arguments. They can help with essay assignments in all subjects, lab reports, or any other written project on which you find yourself working.

### *HOW DOES THE WRITING CENTER WORK?*

- You can sign up for an appointment by registering at the Writing Center online or by coming to the Center.
- You may also schedule a standing weekly or bi-weekly appointment for a whole term. Tutoring sessions are generally 45 minutes.
- While a full draft is best, you can bring in an outline or even just a set of notes, and Writing Center tutors will help you move to the next stage in your writing process.
- If you wish to cancel or reschedule an appointment, please call the Writing Center or cancel on WC online. Anyone who fails to cancel an appointment in advance will receive a “no show” notification. Students who receive two “no shows” will be denied Writing Center privileges for the remainder of that semester.

### *OTHER SERVICES*

The Writing Center also offers other services, which include:

- a computer lab and printer
- a library of reference books, composition handbooks, and other handouts
- periodic writing workshops

## SCHOOL POLICIES

### Private Practice

Adelphi social work students may not be engaged in private practice of social work and/or other private activities that could be identified as social work practice. Students who violate this policy will be referred to the Academic Standards Committee for disposition. Students are advised to be guided by the standards of the social work profession regarding preparation for self-regulated practice as well as the relevant ethical principles and legislation that have bearing on such professional activity. A faculty member may not engage in private practice with a currently enrolled student.

### Leave of Absence

Students are required to request all leaves, personal and medical, in writing.

### Personal Leave

Students requesting a personal leave should submit a written request to Dr. Laura Quiros, Associate Dean for Academic Affairs and Director of the MSW (email: [lquiros@adelphi.edu](mailto:lquiros@adelphi.edu)) phone: (516) 877-4439. The request must include the reason for the request and the expected date of return to school. A maximum of one year leave is permitted. Students who are approved for a personal leave of absence are blocked from registering for classes. When the student returns and is ready to register, the block is lifted. A written request to return following a leave is required. In order to retain earned credits, the student must return to school within five years of the course(s) completed.

### Medical Leave

All requests for a medical leave of absence are submitted to Dr. Lester Baltimore, Senior Associate Provost for academic affairs; [baltimor@adelphi.edu](mailto:baltimor@adelphi.edu) (516) 877-3142. Dr. Baltimore approves the medical leave and maintains confidential records in his office. See the requirements for medical leave of absence that follow.

#### Requirements for a Medical Leave of Absence

1. Student shall request leave and state reason why request is being made.
2. Student shall submit letter from a licensed healthcare provider, which contains:
  - A. Diagnosis
  - B. The duration of treatment prior to request
  - C. Plans for treatment during period of leave (if appropriate)
  - D. A positive recommendation that the leave is necessary for medical reasons
3. Adelphi University retains the right to obtain supplemental medical information.
4. All requests and documentation must be made during the semester for which the leave is requested.
5. Requests for medical leaves will not be considered if student has completed any of his or her courses.

6. If a student has completed all course work, or has been attending classes except for final exams, a medical leave will not be granted. The grade of incomplete will be issued and the student will be permitted to take the exam or finish the project when the medical issues are resolved.

### **Requirements to return from a medical Leave or Absence**

1. Student must request readmission in writing to Dr. Lester Baltimore, associate provost for academic affairs, [baltimore@adelphi.edu](mailto:baltimore@adelphi.edu) (516) 877-3142.
2. Student must submit letter from a licensed healthcare provider.
  - A. If possible, the letter should be from the same provider who recommended the leave.
  - B. If that person is unable to provide letter, a healthcare professional from the same specialty may provide the letter.
  - C. The letter must contain:
    - i. treatment that has taken place during the leave
    - ii. if needed, treatment plans after return from leave
    - iii. any recommended restrictions (e.g., reduced credit load)
    - iv. statement that student is medically able to return to school
3. Adelphi University retains the right to obtain supplemental medical information.
4. Upon readmission, copies of the medical documentation for the leave and the return will be filed with the Adelphi Health Services Center.

### **ACADEMIC STANDARDS COMMITTEE (ASC) FOR GRADUATE STUDENTS**

**It is important to note that the Academic Standards Committee reviews student compliance with the policies and procedures for both Academic and Professional Performance.**

The Academic Standards Committee (ASC) is composed of social work faculty and administration charged with developing academic and professional standards as well as conducting panel meetings to review reports related to students' unethical and/or unprofessional behavior (professional performance) and recommending appropriate action to the dean.

The ASC has four roles:

1. Develops and recommends academic and professional standards for students in consultation with faculty.
2. Serves as a consultative committee to faculty field liaisons, classroom teachers, and academic advisers regarding professional conduct of students.
3. Conducts hearings and makes recommendations to the associate dean for academic affairs about M.S.W. students facing possible dismissal based on professional performance and conduct in field education.
4. Serves as an appeal committee for M.S.W. students who challenge dismissal based on academic grades.

Reasons for referral to the ASC include, but are not limited to a report of unethical and/or professional behavior by the students, submitted by the field instructor, the faculty field liaison, a classroom instructor or other persons relevant to the student's educational program.

Breaches of professional ethics that may warrant a referral to ASC include:

- Plagiarism and other academic dishonesty
- Absence from field without notification
- Breach of confidentiality
- Inappropriate relationships and/or boundary problems with clients, staff or other students
- Failure to disclose a potential conflict or threat
- Impairment due to alcohol or drug abuse
- Threatening behavior to clients or others
- Behaviors that violate the NASW Code of Ethics
- Failure or at risk for failing to meet field instruction criteria as outlined in the Field Education Manual
- Any action, behavior or decision that reflects poor judgment, lack of insight, and/or limited decision-making skills

## **POLICIES AND PROCEDURES FOR TERMINATING A STUDENT'S ENROLLMENT IN THE PROGRAM FOR REASONS OF ACADEMIC AND/OR PROFESSIONAL PERFORMANCE**

Students are expected to complete all academic and field requirements in the graduate program as they progress toward attainment of the Program's core competencies. There are times, however, when issues arise regarding student's academic and professional performance that warrant review of the student's continuing progress in the program. There is a commitment to fair gatekeeping policies and procedures that address concerns that may result in termination in the students' enrollment in the program.

### **Academic Standards Committee Process**

The faculty member or administrator who initiates an Academic Standards Committee (ASC) Review Panel shall make the request to the Chair of the ASC through written communication that summarizes the referral which describes the problem area to be addressed and includes relevant material.

The Chair of the ASC determines the need to convene an ASC panel (in consultation with members of the ASC committee when needed).

The student is notified by the Chair in writing and discusses any questions about the process and is advised that he or she can bring a person to the panel to serve as an advocate. The

advocate may be an Adelphi faculty member or student. The advocate may not be an attorney or family member.

The Chair of the ASC gathers all relevant materials. The student is given the opportunity to provide a written statement and include any additional materials that she or he believes are relevant to the matter.

Generally, within ten days following discussion with both the student and person who initiated the complaint, a letter indicating the date and time of the panel is sent by the Chair.

The ASC panel is formed (a chair and two faculty committee members). Each panel member should have no prior relationship with the student that may be perceived as a conflict of interest.

The ASC panel should provide an opportunity for all information and differing perspectives to be heard. Generally the Chair makes introductions and reviews the policies and procedures. The faculty member or administrator who initiated the panel is given an opportunity to speak as well as other attendees who have relevant information. The student makes a statement as well as the advocate if present. The Chair and committee members are given an opportunity to ask questions reflecting upon what has been said by all parties. The ASC committee then meets privately to discuss all relevant information presented and reviewed with respect to the referral and to discuss possible outcomes. A recommendation is arrived at after careful deliberation and by majority vote. The recommendation shall be communicated in writing to the Associate Dean for Academic Affairs and will include the rationale for the specific recommendation made. The recommendation may include, but is not limited to: no action; probation with conditions of remediation; withdrawal with option to request readmission following recommendation of remediation; or dismissal from the program.

The Associate Dean for Academic Affairs renders the decision which is sent to the student in writing via certified mail and copied to the Chair of the ASC and the person who initiated the panel, generally after ten days after the receipt of the recommendation.

APPENDIX A –  
**GUIDE FOR WRITING PROCESS RECORD**

**OUTLINE FOR PROCESS RECORDING  
AS AN EDUCATIONAL TOOL**

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 the interactions**, both verbal and nonverbal. 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 interview/meeting and your interventions.
- Provide your impressions and/or thinking about the client(s) and your reflections on your interventions in the interview/meeting.

4. **Plan/Next Steps**

4. **Questions/Issues**

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

**Note:**

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

## APPENDIX B – SAMPLE PROCESS RECORD OF INDIVIDUAL/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 1<sup>st</sup> - 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 that “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 her 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 commented, "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 my 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. .

#### *Impressions:*

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:** I will meet first with Jasmin and need you help in determining whether to meet with Ms. C. alone or in a joint meeting.

### **Questions/Issues:**

1. 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.

2. 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?
3. Looking back, I didn’t directly connect to their feelings. I want to look at what made it hard.

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

## APPENDIX C – SAMPLE PROCESS RECORD OF A GROUP

**Focus/Purpose:** A mutual aid group for cardiac patients in a Hospital —  
1st meeting – 1 1/4 hours.

**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 wheel chairs, so I alerted the floor nurse, Louise, who offered to assist both of them.

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 seated themselves around the large table. Most knew one another and they talked informally in advance. Within a few minutes everyone had arrived and took some refreshments. After brief introductions, I said 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 and I always put in an honest day. 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 were mostly annoyed about what their doctors said, or how they said it, or both. Hector explained that he thought it was a doctor's responsibility to make work recommendations in order to protect health, no matter what the economic consequences were. He has ended up on relief, and that's been hard to swallow. Bill responded with intensity that no doctor was ever going to do that to him, and he let out a barrage of angry words. Mario suggested that Bill was doing what he has stopped doing---taking out the anger at the doctor's recommendation on his own heart. 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 calm down and realize that it will never be the same. Bill shook his head in disbelief, "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 man that health is the only important thing and everything else has to become second. "Most members agreed that if they let themselves get

excited or experience too much pressure, 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 and truck driving 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 asks 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...to give him crumbs. What kind of man did Mario think he was, anyway? 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 and how it helps. 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, and you can beat anybody here in a fight, 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. I'll even talk to my wife about working. Peter responded that as a black man, he learned a long time ago about wives going to work, and it didn't make it any easier.

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 and self-reflection:** I feel good about this meeting. I thought that my ability to immediately describe the focus of the group helped 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 of its short-term focus and the fact that 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.

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.

**Plans:** I will follow up and remind each member about the next meeting. I think I will have to assume the initiative in reaching for feedback from the last meeting and help them to get started again. 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:**

1. The hardest part of this meeting was listening to the depth of feeling posed by Bill, although perhaps he was the most real. 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.
2. 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. Let’s discuss strategies as well as the risks (theirs and mine).
3. I’d also like to discuss introducing to the group some of the themes I hear about during team meetings.

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

## APPENDIX D – PROCESS RECORDING WITH A COMMUNITY/AGENCY REPRESENTATIVE

### **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 women?” 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/Reflections**

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.

### **Plan**

I see this as a financial crisis. I plan to follow up tomorrow with the client and worker.

**Questions/Issues**

Help! I was so triggered. I need help in preparing the client for her meeting with the worker and for strategizing my approach with the worker tomorrow.

APPENDIX E –  
**STUDENT MONTHLY ACTIVITY FORM**

See:

[Student Monthly Activity Form](#)

**APPENDIX F:  
NASW CODE OF ETHICS:**

See: [NASW CODE OF ETHICS](#)

**APPENDIX G-**  
**ADELPHI UNIVERSITY ANTI-DISCRIMINATION, HARASSMENT**  
**(INCLUDING SEXUAL MISCONDUCT) AND RETALIATION POLICY.**

See: [Adelphi University Anti-Discrimination, Harassment, and Retaliation Policy](#)

