

**APPENDICES III**  
**FIELD INSTRUCTION COURSE DOCUMENTS & FORMS**

**Appendix III-A**



**SOCIAL WORK PROGRAM  
APPLICATION FOR FIELD PRACTICUM**

**CONGRATULATIONS – AND WELCOME TO THE FIELD INSTRUCTION COURSE SEQUENCE – THE VERY TOP OF THE SOCIAL WORK CURRICULUM PYRAMID!**

If you will meet the following criteria by the end of this semester, you are ready to apply for your field instruction placement:

1. \_\_\_\_\_ Junior Status \_\_\_\_\_ Senior Status
2. Accepted as a Social Work Major – Probationary status must be removed prior to entry into 400 level course work.
3. Successful completion (C+ or better) of Social Work 210 & STAT 210 and Certification for Preparedness for Field Instruction from the Social Work 370 instructor.
4. Overall GPA of 2.5 and GPA in the required Social Work Curriculum of 2.5.

Students meeting these prerequisites should submit an Application for Field Instruction and two copies of a current resume to the Field Education Coordinator prior to the last day for dropping a class or withdrawing from the University without penalty of failing grade (see catalogue) of the regular semester preceding placement.

All applicants will be interviewed by the Field Education Coordinator, and if qualified, placed by the Director in a cooperating agency.

Every effort is made to respond to student preferences for placement when possible. However, the Field Education Coordinator will base the final decision for the placement upon the following criteria in the order listed:

1. Educational opportunity
2. Student preferences
3. Geographical location of agency

Please complete the following pages, attach your resume copies, and then sign up for an interview. The social work program welcomes you to this exciting phase of your social work education!

# SOCIAL WORK FIELD INSTRUCTION APPLICATION

## General Information:

The process of application for field instruction placement is completed in the spring or fall semester preceding actual placement. See schedule for *Calendar for Field Application* distributed in SOWK 370 and available from the Field Education Coordinator.

## Instructions:

Please complete this form and submit it, along with two (2) copies of your resume, to the Field Education Coordinator. This form must be completed and received no later than the last day for dropping a course or withdrawing from the University without penalty of a failing grade (see catalogue)/ or by due date established by the Field Education Coordinator. A late application may result in delay of field instruction placement.

**NOTE: PLEASE COMPLETE THIS FORM AND REVIEW IT WITH YOUR ADVISOR BEFORE SUBMITTING IT TO THE FIELD EDUCATION Coordinator.**

Date of Application \_\_\_\_\_ Advisor \_\_\_\_\_

## SECTION I

### Field Instruction Course and Semester for which Applying

<u>Course</u>	<u>Semester</u>	<u>Year</u>
_____ SOWK 399 Junior Field Practicum	_____	_____
_____ SOWK 490 Senior Field Practicum I	_____	_____
_____ SOWK 499 Senior Field Practicum II	_____	_____

NAME \_\_\_\_\_ GENDER: \_\_\_\_\_ M \_\_\_\_\_ F

LOCAL ADDRESS: \_\_\_\_\_  
(Number and Street)

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_ If none, a number where you can be reached: \_\_\_\_\_

VSU EMAIL ADDRESS \_\_\_\_\_

PERSONAL EMAIL ADDRESS: \_\_\_\_\_

VSU V-NUMBER: \_\_\_\_\_ AGE: \_\_\_\_\_

PERMANENT ADDRESS: \_\_\_\_\_  
(Number and Street)

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

PHONE: \_\_\_\_\_

AVAILABILITY OF TRANSPORTATION	YES	NO
AUTO	_____	_____
LICENSE	_____	_____

**SECTION II**

My current overall GPA (end of previous semester) is \_\_\_\_\_

<b><u>SOCIAL WORK COURSES (SOWK)</u></b>	<b><u>SEMESTER COMPLETED</u></b>	<b><u>SEMESTER PLANNED</u></b>	<b><u>GRADE</u></b>	<b><u>MARK (X) IF TAKING IN CURRENT SEMESTER</u></b>
210 Introduction to Social Work	_____	_____	_____	_____
315 Social Work Research I	_____	_____	_____	_____
316 Social Work Research II	_____	_____	_____	_____
320 Human Behavior & the Social Environment I	_____	_____	_____	_____
321 Human Behavior & the Social Environment II	_____	_____	_____	_____
330 Diversity and Cultural Competence in SOWK	_____	_____	_____	_____
340 Social Welfare Policy & Services	_____	_____	_____	_____
370 Generalist Practice I	_____	_____	_____	_____
375 Generalist Practice II	_____	_____	_____	_____
395 SOWK Topics Elective	_____	_____	_____	_____
399 Field Instruction I & Seminar	_____	_____	_____	_____
475 Generalist Practice III	_____	_____	_____	_____
490 Professional Field Practicum I & Seminar	_____	_____	_____	_____
495 SOWK Advanced Topics Course	_____	_____	_____	_____
498 Social Work Senior Seminar	_____	_____	_____	_____
499 Professional Field Practicum II & Seminar	_____	_____	_____	_____

**NOTE: STUDENTS MUST REGISTER FOR THE APPROPRIATE CONCURRENT PRACTICE COURSE WHEN THEY REGISTER FOR EACH SEMESTER OF FIELD.**

**SECTION III**

List previous work and volunteer experiences:

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Briefly summarize your interests/career goals and the experiences you think would be relevant in selecting a placement for you:

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Briefly describe the strengths you will bring to the field practicum and obstacles or potential limitations to your learning during the practicum:

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**SECTION IV**

Indicate any possible restrictions on the days and /or hours you will be available to do field work.

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Please list any limitations which may need to be considered in the selection of your placements (i.e., geographic, family responsibilities, employment, etc.) If any please list and explain:

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Have you ever been convicted of a law violation(s), including moving traffic violations but excluding offenses committed before your eighteenth birthday which were finally adjudicated in a juvenile court or under a youth offender law? \_\_\_\_\_ Yes \_\_\_\_\_ No. If yes, list and explain:

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Is there any history of health, mental health or other circumstances which would interfere with or limit your performance of field placement?

\_\_\_\_\_ Yes \_\_\_\_\_ No If yes, please explain:

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**SECTION V**

What are your career goals in social work (i.e., what do you want to be doing in the field upon graduation and in the future).

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Do your future plans include graduate school in social work? \_\_\_\_\_ YES \_\_\_\_\_ NO

If YES, will you be applying for advanced standing? \_\_\_\_\_ YES \_\_\_\_\_ NO

**SECTION VI**

Written Statement: Please attach a one page statement confirming your earlier decision to major in social work and explaining your readiness to enter the field instruction sequence.

**SECTION VII**

Please list your desired field placement agencies. (Note that the final placement assignment is at the discretion of the VSU Field Education Coordinator.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

In applying for Field Practicum \_\_\_\_\_ SOWK 399 \_\_\_\_\_ SOWK 490 \_\_\_\_\_ SOWK499

I hereby agree to abide by the *NASW Code of Ethics* and the policies governing VSU Field Placements as explained in the *VSU Social Work Field Manual*.

Advisors Signature \_\_\_\_\_ Date \_\_\_\_\_

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Remember that two (2) copies of your resume must be submitted to the Director of Field Education with your application.**





### Acknowledgment of Risk in the Field Practicum

This document is designed to inform you of the potential risks associated with the field practicum (SOWK 399, SOWK 490 & SOWK 499), which is required for graduation with a Bachelor's Degree in Social Work (BSW). It is the Social Work Program's belief that you have a right to be informed of risks associated with this aspect of your educational and professional preparation and that with proper knowledge and preparation, risks can be minimized.

1. **Liability insurance.** As indicated earlier, it is highly recommended that students carry professional liability insurance over and above the coverage provided through existing university policy.

An important aspect of professional practice is knowing the limits of your knowledge and skills and avoiding helping situations that are not within your area of competence. Whenever you have a question about the handling of a particular case and whether or not a given intervention is appropriate, see your agency supervisor.

2. **Automobile liability insurance.** If you will be using your personal vehicle in the field, it is recommended that you check with your insurance company for a clear understanding of your coverage. Ask specifically what coverage you have if something happens while transporting a client. The Social Work Program recommends that you not use your personal vehicle to transport clients. If clients are to be transported, an Agency vehicle should be used.
3. **TB Skin Test (PPD-S).** The prevalence of TB in society has seen an increase in recent years. If you anticipate a field instruction setting that serves populations at risk for TB, it is recommended that you take this test prior to entering the field. Some settings may require this test.
4. **Client office visits.** Sometimes you may have a client in your office who becomes agitated or hostile. It is important that you discuss such matters with your agency supervisor early in your field placement so that you are informed of agency policy and recommended courses of action should such an event occur.
5. **Institutional settings.** Mental health and correctional institutional settings serve a client population whose behavior may be unpredictable. It is important that you learn strategies for handling clients whose behavior becomes threatening. Whenever you feel uncomfortable with a client, inform your supervisor. It is acceptable to have your supervisor or another staff person accompany you when visiting such clients.

6. **Home visits.** It is not uncommon for social workers in a variety of social service settings to conduct home visits. Such visits do expose you to risks. It is important that all home visits be made with the full knowledge of your Agency supervisor - time of departure, time of return, other activities while on the trip, etc. Do not conduct a home visit when you feel uncomfortable or threatened in the situation. Return to the agency and report your experiences to your supervisor. Beware of dogs or other household pets that might be a threat. Do not make a visit when the presence of alcohol is detected. It may be appropriate for you to make visits accompanied by your supervisor. Do not take risks. Be sure to have enough gas in your car. Know who to call or what steps to take if you should experience a vehicle breakdown.
7. **After hours meetings.** Some social service settings have activities that occur beyond normal office hours. Be aware of the location or neighborhood where such activities take place, note street lighting, open spaces, shrubs, and other growth that might impair vision. It is suggested that you always be accompanied by your supervisor or someone else when going to your car after dark. Don't take risks.
8. **Hepatitis B Vaccine.** If you anticipate a placement setting where there is the chance of being exposed to blood-borne pathogens including hepatitis or AIDS, it is recommended that you get this vaccination. This involves a series of three injections over a six-month period of time. The second injection is given one month following the first with the third coming five months later. Given the time requirements for this protection, it is important that you begin immunizations at a time that would give you protection by the time you enter the field. The cost for this series can range from \$90-\$150, depending on where you receive your immunization. You are admonished to continue to take precautionary measures to protect yourself against these diseases.

I have read the above, discussed these risks with the Director of Field Education and understand that the field instruction placement does present some risks. I also understand that prudent choices and exercising caution can minimize these risks. I further recognize that it is my responsibility to become informed of agency policy and practices regarding the above situations.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Director of Field Education

Date: \_\_\_\_\_

Date \_\_\_\_\_

### Appendix III-C



## **SOCIAL WORK PROGRAM**

### **SERVICE AGREEMENT**

Service agreements basically commit to writing what has been agreed to between the student and the field agency. Specific dates and hours of service, supervisory time, etc. as well as certain specific duties, responsibilities and rights of the student and /or agency expectations should be delineated if not already covered in the VSU Social Work Field Manual. The outline below is suggested, but can and should differ for individual students and agencies. It is merely an *example*. Service agreements must be signed by the agency field supervisor and the student before turning in to the VSU Faculty Liaison.

- a. Date, student name & signature, agency name, Field Instructor name and signature.
- b. Dates of service for the semester (i.e. January 21, 2013 through April 15, 2013 ).
- c. Days of the week and hours (must provide for at least 16 hours per week).
- d. Agency supervision provided by\_\_\_\_\_. In the absence of supervisor, the student should see\_\_\_\_\_.
- e. Agency orientation will be provided by whom and when?
- f. Areas of service within the agency will include ... (specify division or department or service with the agency, caseload, type of work to be performed, or any other description of areas of service that will involve the student within this semester.
- g. Handling of agency records, policy on confidentiality, including use of case materials for university assignments and the need for clearing of same with the agency.
- h. Other areas you or your supervisor wish to contract for such as: mileage reimbursement, use of space, use of secretarial facilities, use of telephone, use of agency vehicles, requirements for training or certification, not doing class work on agency time, time needed for supervisor to clear process recordings or other agency materials for faculty review, etc.

Note that this agreement sets up basic and usually tangible conditions of the placement. It does not get into setting learning goals since that is the subject of the *Learning Contract*.

Appendix III-D



Statement of Confidentiality

for

SOWK 399, SOWK 490-499 Field Instruction

I, \_\_\_\_\_, the undersigned student, recognize and accept my responsibility, on behalf of the welfare of the client and the integrity of the Social Work profession, to keep *confidential* those interactions I conduct, observe, and describe (whether written or verbal) between the client, agency, and myself. I willingly accept this responsibility in the same spirit as reflected in the Code of Ethics of the National Association of Social Workers.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
VSU Director of Field Education

**Appendix III-E**



**SOWK 399, 490 & 499 FIELD INSTRUCTION PLACEMENT**

**WEEKLY TIME SHEET**

A time sheet is to be maintained by the student, signed by the agency supervisor, and submitted to the Field Instruction Liaison each week. A minimum of 160 (juniors) and 240 (seniors) clock hours in the agency and 15 hours in field seminar meetings are required per semester.

**WEEK BEGINNING** \_\_\_\_\_

	TIME-IN	TIME-OUT	HRS/DAY
MONDAY	_____	_____	_____
TUESDAY	_____	_____	_____
WEDNESDAY	_____	_____	_____
THURSDAY	_____	_____	_____
FRIDAY	_____	_____	_____
SAT./SUN.	_____	_____	_____

TOTAL HOURS FOR THE WEEK \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

FIELD INSTRUCTOR'S SIGNATURE \_\_\_\_\_

FIELD INSTRUCTION LIAISON'S SIGNATURE \_\_\_\_\_

HOURS FOR SEMESTER (RUNNING TOTAL) \_\_\_\_\_

## **LEARNING CONTRACT**

**By Bob Peay (Adopted and revised from VCU Field Manual 1994)**

### **I. What is the Learning Contract?**

A document developed by a student and a field instructor which specifies what the student will learn and how the learning will take place in a given period of time. It describes the structure of the learning experiences with respect to individual goals and objectives, as well as the goals and objectives set by the field instruction course syllabi.

### **II. Type of Contract**

It may be helpful to consider two very different kinds of contracts, one, which may be drawn up at the beginning of the practicum, and the second, which involves time and process and cannot be drawn up until the practicum is underway.

A. The first kind of contract is a working contract. For example, the field instruction manual enumerates expectations and responsibilities of both field instructor and student which can form the basis of the working contract. A working contract reflects the actual circumstances of the practicum.

**EXAMPLE:** Specific agreement about time commitments, physical arrangements and requirements, clear statements of roles and responsibilities.

B. The second type is a learning contract. It provides a clear focus for the practicum and should be flexible to allow for changes as competencies are met and new ones developed. This contract consists of five (5) parts:

1. Competencies (Practice Behaviors)
2. Learning Activities (Tasks)
3. Time Line
4. Assessment Criteria (Evaluation Plan)
5. Completion Date

### **III. Why Use a Learning Contract?**

- A. Good tool for supervision
- B. It specifies purpose, target issues, and clarifies competencies and objectives
- C. It can define expectations in behavioral terms
- D. Enables students to participate more actively in the evaluation of their own learning.

E. It can formalize in explicit terms what the student needs to work toward.

**IV. Why Identify Competencies (Practice Behaviors)?**

A. They involve the student and field instructor in providing direction for the learning process

B. They provide criteria against which to measure progress and performance.

**V. Guide Questions.** The following questions may be useful as the student and field instructor work together to develop a learning contract:

A. What do we expect from each other?

B. What can we give each other?

C. Are our identified competencies the same?

D. Can we achieve them?

E. How can we achieve them:

F. What constraints exist?

G. How will we know when we have achieved the competencies?

**VI. Optimum Use of Identified Competencies Occurs When Competencies Are:**

A. Specific

B. Explicit

C. Feasible in regard to capacity, opportunity and resources

D. Realistic and attainable

E. Seen in light of constraints

F. Related to the learning activity/task formulated

G. Modifiable over time

H. Measurable

I. Ordered in priority

**References**

Bogo, M., & Vayda, E. (1987). *The practice of field instruction in social work. Theory and process with an annotated bibliography.* Toronto: University of Toronto Press.

Fox, R. (1983). Contracting in supervision: A goal oriented process. *The Clinical Supervisor. Vol. 1, 37-4*

**Appendix III-F**

**Virginia State University  
Social Work Program**

**SAMPLE STUDENT FIELD INSTRUCTION LEARNING CONTRACT**

Belinda, BS

Soo Good DSS

Student's Name

Agency

January 27, 2010

Signatures:

Date of Plan

Circle one:

\_\_\_\_\_

Field Instructor

Fall Semester

Spring Semester

\_\_\_\_\_

Student

\_\_\_\_\_

Faculty Liaison

**Instructions:**

For each competency specified below, indicate the learning activities/task planned that will allow the student to acquire the knowledge or skill needed to meet the competency, the criteria by which the student's efforts to attain the competency will be assessed, and the date by which the competency is to be attained by the student.

Competencies/Practice Behaviors	Learning Activities/Tasks	Time Line	Assessment Criteria/Evaluation	Completion Date
Identify and define the purpose, functions, and service program(s) of the placement agency	1. Complete agency orientation	2/15	Field Instructor sign off Orientation Checklist	2/10
	2. Study organizational chart	01/30		
	3. Discuss institutional roles, services, and functions with field instructor.	02/15	Oral report in Field Seminar	2/12
	4. Develop a two-page paper which accurately identifies and defines	2/15	Field instructor will read and evaluate	1/27



	the purpose, functions and services of the field placement agencies		the student's written report for its clarity and accuracy.	
Demonstrate knowledge of the Social Work Code of Ethics	<ol style="list-style-type: none"> <li>1. Study the Code of Ethics adopted by NASW</li> <li>2. Discuss the meaning of the Code for daily practice in the placement agency with field instructor</li> </ol>	4 <sup>th</sup> Week of Semester	Field Instructor will evaluate student's oral presentation of his/her understanding of the Code and its meaning	3 <sup>rd</sup> week of the semester
Demonstrate adherence to the Social Work Code of Ethics in his/her practice	<ol style="list-style-type: none"> <li>1. Identify ethical dilemma in a case selected for analysis</li> <li>2. Consider these dilemmas in terms of social work's ethical requirements and competing values.</li> <li>3. Present a written analysis of what should be done by the social worker from the perspective of the professions Code, and specify how this requirement is consistent with the student's personal perspective</li> </ol>	8 <sup>th</sup> Week of Semester	<p>Conformance with and understanding of code of Ethics</p> <p>Field instructor will read and evaluate the student's written report for clarity of the value dilemmas identified and accuracy of the analysis re: case content and the Code</p>	7 <sup>th</sup> week of the semester
Apply elements of a social work theory or practice mode to specific client(s).	<ol style="list-style-type: none"> <li>1. Locate pertinent content in required or suggested course readings.</li> <li>2. Summarize the content, its meaning, and how it applies to a current case, group, family, or project from which the student chooses to learn.</li> <li>3. Report results orally to the field instructor and discuss implications</li> </ol>	Ongoing	<p>Relevance, specificity, and depth of material selected</p> <p>Analysis of its applicability to the situation and how new knowledge will guide practice.</p> <p>Field instructor will evaluate student's oral presentation and discussion</p>	Ongoing

<p>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p> <p>Record progress notes and social histories for agency records with minimal help</p>	1. Learn the writing styles expected for this agency	03/15	Assemble a sample of all writing forms and turn in to Field Instructor for completeness	0/15
	2. Submit progress notes to supervisor for corrections and approval	04/15	<p>Submit progress notes to supervisor for corrections and approval</p> <p>Submit social histories (2) to supervisor for corrections, suggestions</p>	Incomplete

Each student will develop a focused learning plan which will identify three (3) to five (5) competencies, and the learning activities/tasks which the student plan to do achieve these competencies during each semester of their internship. The student is to take identified internship competencies and develop minimally three learning activities/tasks related to each competency.

**Appendix III-H**

**Virginia State University**  
**Social Work Department**  
**SOWK 399, 490, & 499**  
**Sample Supervisory Agenda Outline**

**My Agenda (Version –1)**

1. I plan to arrange my desk neatly, make phone calls and meet the worker who sits next to me.
2. Is there anything you want me to do?
3. What about my service agreement? Who should write it?
4. Should I chew gum during my first client interview?

**My Agenda (Version -2)**

1. I plan to take up just where I left off last semester – thanks for the good grade.
2. I am not worried about my learning contract and there will be no changes to my service agreement.
3. Did you have a nice holiday?

**My Agenda (Version +1)**

**Date: January 19, 2010**

**Name: Belinda BSW**

**Date and time of Supervisory Meeting: January 27, 2010)**

1. Questions I have after the orientation session:

- A. Will I take “comp” time like regular workers?
- B. I am not clear on who I should turn to for help if you are not available.
- C. Could you expand on the unit’s participation in “emergency coverage”?

2. Learning Contract for VSU

- A. I want to be able to work with clients from diverse backgrounds. Can we work that into a contract?
- B. Is there something in particular that I should add to help me better clients and/or its mission?

3. Case on Annabel Lee

- A. I see the initials LBK in this record. Is LBK still at the agency? If so, is this someone with whom I could / should discuss the case?
- B. I feel a little unsure of myself about the issue of (specific topic or issue) that is part of this case. Do you have any suggestions as to how I can be more comfortable and/or informed about this before I see this family?
- C. I know of two referral sources for this family. They are Child and Family Services and Jewish Family Services. Are there others that I should consider for referral or an agency that you would recommend above others?

4. Open for your input.

**My Agenda (Version +2)**

**Date: January 19, 2010**

**Name: Belinda BSW**

**Date and time of Supervisory Meeting: January 27, 2010)**

1. I have reviewed my cases from last semester and the two new ones you gave me when I returned. I have some specific questions:
  - A. Are the Grants now eligible for XYZ services since they have moved to a new apartment?
  - B. Will I need to obtain the medical records (after getting written permission and release) for Amy R. C?
  - C. Before I visit, or should I go ahead and visit without them and go back later if needed?
2. I'd like your input on my learning contract for this semester. Here are the things I have thought about over the break that I think I'd like to work on for this semester:
  - A. I really need to improve my knowledge of the network of services in our field.
  - B. My interviewing skills seem weak in the area of confrontation.
3. Regarding my big "Project" for the semester, I would like to use my research skills in the agency in a meaningful way (and get practice at it as well). I've thought about doing a Client Satisfaction Questionnaire, but do you have other ideas I might consider?
4. I hear that the Director issued a new policy about use of agency vehicles. What is the story there and how will it affect me?
5. Open for your input.

## Appendix III-I

### **Directed Journal/Logs**

This assignment requires critical analysis of your field learning experiences and with it, a demonstration of an understanding of academic knowledge in the practice setting. **Diversity, human behavior, policy, populations at risk, research, social and economic justice, values and ethics, strengths perspective, practice and field instruction** are viewed from the target areas of work with individuals, groups, families, communities, and organizations. Each entry is to be written under a heading found in the Field Instruction Journal Matrix (separate handout) and should be about one page in length. Students must complete a minimum of one journal entry under each of the nine (9) curriculum themes during the semester and a total of twelve (12) entries for the semester.

After thinking about the events of the week just completed:

- A student selects for analysis some event, experience, question or thought regarding a theory or concept of social work that can be examined under one of the blocks in the matrix. This analysis must reflect on the meaning of and learning from field, and must connect practice experiences to some specific curriculum content or theory.
- One journal entry is due to the Field Instruction Liaison weekly.
- Journals will be judged on the degree to which the student uses the principles of critical thinking. These principles include *appropriate use of the concept, and analysis of an issue or topic or application of knowledge* rather than the reporting of an incident, assumptions held by the student regarding the theory/concept, and examples of the practical application of the theory/concept.

### Field Instruction Journal Matrix

	<b>Individuals</b>	<b>Family/Group</b>	<b>Communities/Organizations</b>
<b>Diversity</b>			
<b>Social &amp; Economic Justice</b>			
<b>HBSE</b>			
<b>Social Welfare Policy</b>			
<b>Practice/Field Instruction</b>			
<b>Research</b>			
<b>Social Work Values and Ethics</b>			
<b>Populations-at-Risk</b>			
<b>Strengths Perspectives</b>			

**Notes:**

1. Twelve journal entries each semester, to include at least one entry from each of the nine curriculum themes, is required.
2. The “Practice/Field Instruction” category is reserved for “free writing” and does not require the use of a theory or concept. This allows for personal reflection about the field instruction experience.
3. Students should keep a record of the date on which a journal entry is made in the appropriate block above. Note also that your journal entries must specify the blocks on which you are writing.

Extra journal entries are an option for those students who may wish or need to demonstrate competence in any specific area of field instructions.

## Appendix III-J

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

Process recordings have been a tradition in social work education for many years. Attention has focused upon structuring the process recording for maximized learning opportunities (Dwyer & Urbanowski, 1988) and expanding the continuum of process recording to include role-plays, audio and video taping, a live observation among other mechanisms. (Graybeal & Ruff, 1995).

The Program has reaffirmed its commitment to using process recording as a teaching tool in field education and has structured expectations of a minimum of one process recording for the junior practica (S381) and two for senior practica (S482). It is hoped that by providing additional structuring of the process recording experience and broadening the concept to include a wide range of applications of the process recording concept, students will increase their opportunities for learning, self assessment, and demonstration of competency in the objectives for field practica. Furthermore, it provides the instructor with information for formative and summative assessment.

Dwyer & Urbanowski (1988) identify many values of process recordings for field instructors and students. The recording may serve as a basic instrument in guiding learning including clarifying the purpose and rethinking each client contact, stimulating communication and self-awareness, demonstrating written expression, providing structure to the supervision conference, enabling assessment of the student's basic skill level in a non (less)-threatening manner and reflecting the student's ability to integrate knowledge from many sources in relation to a specific practice situation. The process recording provides opportunity for the assessment of competency critical to the evaluation process. Process recordings should be structured to cover six major areas: Purpose of the client contact; observations; content of the interview; impressions of the student; definition of the worker's role and plan for the next contact. Using the format provided, the introductory paragraph should include purpose of the client contact and observations. The content of the interview should be included on the form along with impressions/analysis (under the heading Knowledge Base). A concluding paragraph should discuss worker's role and ongoing plan.

Although process recording has traditionally been thought of as a written verbatim recording of an individual interview, there is a growing body of literature that provides structured examples of process recordings for families, groups and community interventions. (Examples of these are included.) There are also a broad range of methods to accomplish the process recording task, including: verbal description; 2) role-playing; 3) written verbatim or model (ecomap, genogram, etc.); 4) audiotape; 5) videotape; and 6) direct observation by one-way mirror or presence in session (Graybeal & Ruff, 1995).

Although video, audio and observation involve direct information, it is important to remember that the critical reflection upon the practice process is the crux of the learning experience and students must take responsibility for analyzing the experience for discussion with field instructors. Each method has its strengths and limitations and should be used differentially, depending upon the needs of the student, the client (individual, family, group or community) and the agency resources.

Process recordings may address any and all of the content areas in which students are expected to demonstrate competency in field: social work values and ethics, diversity, social and economic



justice, populations-at-risk, human behavior and the social environment, social work policy and services, social work practice, research, and professional self and supervision. Field instructors may ask students to pay close attention to one or more of the above areas in completing the recording. For example, one recording might focus on skills for engaging the client into the helping process and assessment as well as values and skills for working with oppressed populations. Later in the semester, a recording might focus upon the work phase of the interview with special attention on contracting and confrontation skills and the comparison of various theoretical frameworks from which to operate. Toward the end of the semester, it might be appropriate to focus upon termination skills and implications for broader cause advocacy and social policy development.

In summary, process recording is a flexible and creative learning tool for both students and field instructors to maximize learning opportunities in agency-based placements. Undoubtedly, it provides additional opportunities for learning the art and skills of social work practice.

### **INDIVIDUAL PROCESS RECORDING INSTRUCTIONS**

**\*Process recording assists in the development of social work practice skills by allowing reflection on communications used in interviewing clients.**

The process recording should include the following:

**1. Pre-Engagement Comments**

Prior to meeting with the client, the student writes down the purpose, goal, and intended outcome. Also list any planning and preparation efforts.

**2. Transactions**

The student writes down at least 10 minutes of communications with the client(s). Each statement, question, or response is recorded along with any emotional (laughter, crying, yelling) display. Use “SW” for student and “C” for client, “C2” another client etc. Record as accurately as possible.

**3. Feelings/Gut Reactions**

The student records their emotional-gut level responses to what has transpired.

**4. Using the Knowledge Base**

The student will apply social work practice knowledge, values, and theory to their communication with clients.

See the example below.

*The following are some examples of the social work “knowledge base” :*

*Theories: Systems, Ecological, Feminist, Behavioral, Psychodynamic, Life Span Theory, Cognitive Development Models, Models of oral development, etc.*

*Frameworks/Approaches: Empowerment, Risk and Resiliency, Strengths, Generalist Practice Roles, Case Management, Cultural Competence, Crisis Intervention, Group Practice, etc.*

*Practice Skills: Introduction and development of rapport, Reflecting content, Reflecting feeling, Conducting assessments & social history, Seeking clarification, Goal setting, Reaching consensus or agreement, etc.*

**EXAMPLES:**

<b>2. Transactions</b> <b>(Record the flow of client/social worker communications)</b>	<b>4. Using the Knowledge Base</b>
<p>Client: “My sister went off with friends and left me standing there. I can’t believe she would do that to me.” (crying)</p> <p>SW: “Sounds like you’re pretty upset with your sister.”</p>	<p>Reflecting feeling Building rapport</p>
<p>Clients: “I don’t know how I can get a job, pay these bills, and care for children.”</p> <p>SW: “Would you describe a previous time when you got through a rough situation?”</p>	<p>Crisis Intervention Theory; Strengths perspective</p>
<p>Client: “I need to move out from my boyfriend’s home and need to check on my parents who live in Florida.”</p> <p>SW: “Which of these concerns do you think you want to talk about first?”</p>	<p>Goal setting; Empowerment perspective</p>
<p>Client: “I just was diagnosed with cancer, but don’t know how serious it is yet.”</p> <p>SW: “Who do you go to for support?”</p>	<p>Strengths perspective; Assessment of assets</p>

<p>Client: “My son was expelled from school a month ago and I can’t eat or concentrate and don’t know what to do.”</p> <p>SW: “Has your sleep been affected by worrying about this issue?”</p>	<p>Bio-psycho-social; Systems Theory</p>
<p>Client: “I am still deciding whether to go back to the high school or to GED classes.”</p> <p>SW: “I know you will make the decision that is best for you.”</p>	<p>SW values; self-determination</p>

**5. Field Facilitator/Instructor Comments**

The field facilitator/instructor should make comments, notes, or raise questions in relation to the interview.

**6. Plans**

The student thinks ahead and projects the next steps in the intervention.

**7. Questions**

The student takes initiative for her/his own learning and identifies areas where knowledge, skills and/or help are needed.

## INDIVIDUAL PROCESS RECORDING

Name of Student: \_\_\_\_\_ Date of Interview: \_\_\_\_\_

Persons Present for Interview:

\_\_\_\_\_

<b>1. Pre-Engagement Comments:</b>

<b>2. Transactions</b>	<b>3. Feelings/Gut Feelings</b>	<b>4. Using the Knowledge Base</b>	<b>5. Field Facilitator/Instructor Comments</b>

## INDIVIDUAL PROCESS RECORDING

### 6. Plans

1.

2.

3.

4.

5.

### 7. Questions

1.

2.

3.

4.

5.

## OUTLINE FOR GROUP PROSPECTUS

This is a planning document for group practice. Every BSW student should have the experience of completing this outline in SOWK

1. Relationship to Agency  
How does your group relate to the overall mission and purpose of the agency? What kind of staff and administrative support exists for this group? Is this an ongoing service of the agency?
2. Client Population  
Identify the specific population for whom the group serves. What are their common needs? How did you become aware of these commonalities you have identified? What factors influenced your choice of a small group approach?
3. Goals and Objectives  
What are the goals/objectives for your group?
4. Theoretical Background  
What theoretical knowledge/concepts will be needed to work with the group?
5. Main Themes  
What are the expected themes/issues to be pursued in the group?
6. Proposed Activities  
What are the proposed programs and/or activities?
7. Membership  
What are the criteria for membership in your group? How will group members be selected and/or recruited? How will they be informed or screened for the group?
8. Role of Worker  
What will be your initial and ongoing role in this group? How will you work together with a co-leader to maximize effectiveness?
9. Diversity Issues

Are there any racial, ethnic or sexual diversity issues related to the client population, worker(s) or agency orientation? How will these issues relate to group functioning?

10. Size of Group

What is the preferred and actual size of the group? What is your rationale for the size of the group?

11. Physical Structures

Where will meetings be held? What factors were considered in selecting this location? What will be the length and frequency of the meetings? How long will group last?

12. Recording

What types of forms are needed? What type of record keeping is required? Who needs to be kept informed of client progress?

13. Evaluation

What is the plan for evaluating the service given? Who will be involved? By what criteria and method will service be evaluated? Indiana University School of Social Work



## PROCESS RECORDING OUTLINE FOR GROUP PRACTICE

### Group Process Recording Outline

#### A. Information about the Group

Group Name:

Group Type:

Date of Group:

Group Members Present:

#### B. Purpose of the Group/Meeting

1. Write a brief statement on the overall purpose of the group
  - a. This statement is include only in the first process recording, or it there is an agreed upon change in the group's overall purpose.
2. Write a concise statement about the goals of the meeting of the group being recorded.
  - a. How were these goals perceived by the group?
  - b. How did you perceive these goals?
  - c. What are the similarities or differences between the group's perception of these goals and yours?

#### C. Group Process at the Meeting

1. Initial Observations
  - a. Describe briefly, in general terms, the physical and emotional climate at the beginning of the group meeting.
  - b. Describe briefly your initial impressions of the attitudes and feelings of the group members at the beginning of the meeting.
  - c. Describe any significant changes in the appearance or feelings or attitudes of the group members since the last meeting.

## 2. Group Member Interaction (Group Process)

- a. Describe what went on within the group during its meeting. For example:
  - (1) Describe the means of interaction, e.g., program activity, discussion, debate, tasks, etc.
  - (2) Describe the feeling reactions of the members to this interaction.
  - (3) Describe your feeling reactions to this interaction.
- b. Describe the effectiveness, vitality, and responsibility of the group's members during the interaction.
- c. Describe your role in the group's interaction.
- d. Describe the ways the group moved toward attainment of its goals.
- e. Describe how the group's members dealt with obstacles to attainment of the meeting's goals.

## D. Analysis of the Group Meeting

1. Describe your understanding of the nature of the interaction of the group members, including you, at this group meeting.
2. Indicate the theoretical or other knowledge, learned in your other courses, that helps you to understand the process and content of this group meeting.
3. On the basis of your analysis, what is your current assessment of:
  - a. the stage of the group's development,
  - b. the commitment of the group members to the group's purpose,
  - c. the climate and tone of the group,
  - d. if relevant, discuss specific roles played by individual group members and how they impact the group process.

## E. Plan for the Group's Next Meeting

1. Write a brief statement of the plan for the next meeting of the group.
  - a. Explain how the members of the group, including you, arrived at this plan.
  - b. Explain how the plan relates to the purpose of the group.
2. Describe what you and the other group members are to do prior to, and in preparation for, the next group meeting.

F. Analysis of the Student Social Worker's Practice

1. Discuss your use of social work practice knowledge and skills during the group meeting.
  - a. What specific social work skills and/or techniques learned in your practice courses, did you use during the group meeting?
  - b. What were the strengths and weaknesses in your practice during the group meeting?

## **PRACTICE WITH COMMUNITY AND ORGANIZATIONAL GROUPS**

### **Community/Organizational Process Recording Outline**

#### **A. Identifying Information**

1. Name of the community group (committee, task force, board, etc.)
2. Overall purpose of the community group (committee, task force, board, etc.)
3. Date of the meeting or activity being process recorded.
4. Representatives present at and absent from the meeting or activity.
5. Name of the person who called the meeting or activity.
  - a. Indicate this person's position.
  - b. Indicate the method of notification for the meeting or activity.
  - c. Indicate how much time was allowed between notification and the date of the meeting or activity.
  - d. Indicate if it was a regular meeting or a special meeting.

#### **B. Pre-meeting or Pre-activity Goals and Perceptions**

1. Describe briefly the goals stated for the meeting or activity.
  - a. Attach the agenda, if there is one.
  - b. Include a discussion of the task and process goals specified for the meeting or activity in your description.
2. Describe briefly your own goal expectations for this meeting or activity, including a brief statement of your own task and process goals.

#### **C. Meeting or Activity Process**

1. Describe the role played by the chair or group leader.
  - a. Indicate how the chair or leader played this role.
  - b. Indicate the impact/influence of the chair or leader on the actions of the others present, including you.
  - c. Indicate the leadership style used by the chair or leader taking into consideration communication style and skill, decision making, and problem solving strategies.
2. Summarize the overall interaction of those present at the meeting or activity.
  - a. Indicate the interactional roles played by different group members.
  - b. Describe any cliques, leadership patterns, or other factors that develop during the interaction.
  - c. Describe the atmosphere of the meeting or activity.

3. Describe any decisions made or actions taken during the meeting or activity, including how they were introduced and how the decisions were made.
4. Describe the plans for the next meeting or activity of this group, i.e., future agenda items, including a brief description of how the group reached consensus.

D. Analysis of the Meeting or Activity

1. Analyze the actions, decisions, conclusions or other interactions that occurred in the group and indicate why you think they occurred.
  - a. Assess the roles that members played that were significant to the interaction of the group.
  - b. Assess the cliques, leadership patterns, or other significant variables that influenced the interaction.
  - c. Assess the personal motivations of members in regard to the roles, cliques, patterns and other behaviors that emerged in the meeting or during the activity and elaborate about how these personal motivations might impact the interaction.
2. On the basis of your analysis, what is your current assessment of:
  - a. The commitment of the people involved in this group, committee, task force, board, etc., to the defined purpose.
  - b. The motivation of the community or agency people involved to achieve this purpose.
  - c. Evaluate the growth of leadership in this meeting or activity, including the group's capacity to solve the challenges or tasks facing it.
3. Describe the group's organizational culture and its impact on the purpose, format, norms, and process of the meeting or activity.
4. Describe any unarticulated agendas, goals, or issues that influenced the group member's interaction.
5. Describe and discuss differences in the power, status, roles, and diversity and the impact these differences had on the meeting or activity.
6. Describe how the meeting or activity was evaluated and by whom. Describe the nature of the evaluation: Formal, informal, summative, formative.
7. Discuss the use of human, organizational, and/or community resources, i.e., time, materials, expertise, information management, etc.

E. Analysis of Student's Practice

1. Define your goals for the meeting or activity and explain how they were or were not attained.
2. Identify and analyze your feelings during the meeting or activity about:
  - a. Specific members/participants

- b. The content of the meeting activity, i.e., apprehension, elation, anger, fear, frustration, etc.
  - c. The way your feelings influenced the actions and course of the meeting or activity including your own action or non-action.
3. Describe specific theoretical content and skills and/or techniques learned in social work courses that you used during the meeting or activity.
4. Describe specific theoretical content skills and/or techniques learned in your practice courses you could have used during the meeting or activity.
5. Discuss strengths and deficits in your practice during the meeting or activity.
6. Identify next steps (if any).
7. Identify areas where knowledge, skills, and/or help are needed to carry future similar assignment?

*Adapted from Virginia Commonwealth University as printed in the IU School of Social Work MSW Student Handbook & Field Manual. Additions suggested by Dr. Theresa Roberts and Dr. Queiro-Tajalli, Indiana University School of Social Work.*

## Appendix III K

### SUGGESTED CASE ANALYSIS OUTLINE with Client Contract

Objectives: The written case analysis and oral presentation are a critical part of the unit on generalist social work practice in the practicum setting. In addition to demonstrating the use of generalist social work skills this required paper and class presentation enables the student to link course objectives to a specific client situation.

PAPER: See requirements above. All marginal headings and subheadings should be used.

ORAL PRESENTATION: Students are expected to present their case study at a regularly scheduled seminar session. The faculty liaison will assign the date and time for the oral report. This will be a formal case presentation to the seminar group, approximately 15 minutes in length. The case should be **deidentified** and changed to protect the confidentiality of the information.

Refer to: Cournoyer, B. (2011). *The Social Work Skills Handbook*, 2nd ed. Brooks/Cole Publishing, Pacific Grove, CA.

#### I. Description

##### A. Relevant client information

1. Name/Address/Phone number
2. Date of Birth
3. Social Security Number
4. Source of income
5. Name/relationship/ages of other household members
6. Other relevant information

#### II. Referral Information

- A. Source of referral, date, relationship to client, etc.
- B. Process by which referral was made
- C. Problem(s), issues, and/or concerns as viewed by the person making the referral
- D. Other relevant collateral data

#### III. Client, Family/Household, and Community System

- A. Description of client system
- B. Description of family and household system (**Attach genogram of clients family/household**)
- C. Description of clients social/ecological (community) system (**attach an ecomap**)
- D. Strengths and resources

#### IV. Presenting Problem(s) and Initial Goals

- A. Client's perception of the problem(s) and goals
- B. Identify differences, if any, between client's and referent's perception of the problem(s)/issues
- C. Client's efforts to address the Problem

## V. Social History and current social circumstances

- A. Developmental
- B. Personal and Familial
- C. Medical/Physical
- D. Psychological/emotional
- E. Educational
- F. Employment/vocational training
- G. Recreational
- H. Religious/spiritual
- I. Prior psychological or social services, additional information, if appropriate
- J. Critical Incidents
- K. Sexual
- L. Drug and alcohol
- M. Other

## VI. Tentative Assessment

- A. Person
  - 1. Client's view of self, abilities, strengths, etc
  - 2. Client's mood and emotional state
  - 3. Assess appropriateness of clients developmental stage and psychosocial Development
  - 4. Competence to complete developmental tasks
  - 5. Assess risk to well-being of client and others
- B. Family/Household/Primary Social System
  - 1. Assess problem in relation to the family/household system's identity and structure
  - 2. Assess the problem in relation to the dominant emotional climate within the system
  - 3. Assess the system in terms of it's life cycle phase
- C. Environment
  - 1. Assess the problem in relation to environmental resources
  - 2. Assess cultural/ethnic group as a resources
- D. Brief summary restating the case assessment

## VII. ract

- A. Problem(s)
  - 1. Client-defined problems
  - 2. Worker-identified problems
  - 3. Agreed upon problems needing work
- B. Final Goals of services including, time frames and measurements
- C. Plans
  - 1. . Summary of agreed upon approach and differential roles of client and worker
  - 2. Client's tasks or action steps
  - 3. Social worker's tasks or action steps
- D. Plans for evaluation progress and reassessment of approach
- E. Plans for termination of services



## **Guidelines for Audio or Video of Client**

### **AUDIO OR VIDEO TAPING IN LIEU OF WRITTEN PROCESS RECORDINGS**

Over the course of the BSW junior and senior practicum placements, students are required to complete at least four process recordings—at least one recording of the student’s work with an individual and one of the four recordings of the student’s work with small groups/family and/or community. Self and field instructor critiqued audio and/or video tapings may substitute for written process recordings.

Audiotapes and videotapes have several advantages over process recording. They demonstrate how much or little students and clients talk during the interaction, the modulation, tenor and emotion of voices, as well as the pace of the interaction. Students and field instructors can better access the tones, attitudes, and subtleties not available in a written process record. Videotapes also show body language and movement in the room as well as the dialogue with all its inflections. They save the work of remembering the interaction in the session.

Students will need to discuss audio and videotaping with their field instructors. Together you can begin the planning for audio or videotaping. You must obtain the client’s permission to tape prior to taping. Most agencies have a written permission and/or release form that clients must sign. This form acknowledges the client’s permission for use of the tape in the student’s supervision and gives permission for the supervisor to hear the tape. It often states when the tape will be destroyed. If the agency does not have such a form, then the student and field instructor will need to create one. Most clients do not mind being taped when they understand how you will use the tape and that you feel it will help you to provide your best service. Remember you must also obtain parental permission to tape a child under age 18.

Some guidelines to follow:

1. Test the equipment and make sure you know how to operate it. Have it set up and ready to go for the interaction to minimize the distraction for you and the client.
2. As a way to warm up to the process, you may want to tape 1-2 sessions, listen to them on your own, and provide your own constructive criticism before you give your field instructor a tape.
3. You should always review and critique a tape before giving it to the field instructor. Analyze the material in relation to your feelings and thoughts and the theoretical concepts you were using. Make notes of aspects of the tape that you view as positive and develop a list of questions for discussion with your field instructor about the tape. Develop a list of next steps and tasks as a result of the taped interaction. Your field instructor may not listen to all of the tape. For example, in the beginning of a placement, the field instructor may be especially interested in the first 10-15 minutes of how you began work with clients. Or they may be interested in helping you develop new responses to particular aspects of your work with clients and ask you to play those sections of the tape for joint review.

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## **References**

Dwyer, M., & Urbanowski, M. (1988). Learning through field instruction: A guide for teachers and students. Milwaukee, WI: Family Service America.

Graybeal, C.T., & Ruff, E. (1995). Process recording: It’s more than you think. Journal of Social Work Education, 31(2), 169-181.