HUNTER COLLEGE SCHOOL of SOCIAL WORK

GUIDELINES

PRACTICE ASSIGNMENTS AND RECORDINGS

Office of Field Education

2009-2010

INTRODUCTION

In order to clarify the School's expectations of students in the field practicum, we have developed a set of guidelines for practice assignments and recordings for the methods concentrations. Your practice lab instructor, your method concentration instructor, your agency field instructor, and your faculty advisor will also be helpful to you in understanding the types of assignments and recordings that will be most beneficial to you in your learning; consult with them frequently to make sure your learning needs are being met. Since the recording requirements vary according to method, be sure to note the specific format for your method. The faculty chairperson in each method sequence has articulated guidelines for the development of student assignments in the field which will enable students to develop knowledge and skills at both the core/foundational and advanced level, consistent with the competency-based curriculum taught in the classroom. The Field Office concurs in the value of these assignments to your learning.

Assignments

Assignments for students in the **Full-time, Advanced Standing, and Dual Degree Programs** are developed by a field education coordinator at the School in conjunction with the agency's educational coordinator prior to the start of the practicum. The assignment is designed to focus on development of practice behaviors at both the core/foundational level and in the second year, at the advanced level in the student's method concentration; the practicum site will generally also provide opportunities for learning in other method areas. Once the practicum begins, the faculty advisor at the school monitors the quality, quantity, diversity, and appropriateness of the assignments to the student's method concentration and to the student's year in the program, to ensure the quality of the field education experience. Faculty advisors review the written recordings required of all students and receive from the field instructor a written **Educational Plan** on or before the sixth week of the first semester. In addition, the student, field instructor, and advisor meet a minimum of once a year to assess student learning. The field visit generally occurs by the end of the first semester. If the advisor, after extensive discussion with the agency field instructor, determines that the assignments in the placement are not meeting the student's educational needs, and there are no opportunities to change the assignment within the agency, a recommendation for replacement to a new agency may be made.

OYR Students in the Field

For OYR students, assignments that will offer new learning within the context of employment are developed between the field education coordinator at the school and the educational coordinator in the agency. A written agreement detailing the assignment is signed by all parties (educational coordinator, field instructor, student, and the school's coordinator). The OYR field practicum must include significant opportunity for new learning both at the core/foundation level and in the student's method concentration. This may be achieved through placement in another setting within the agency, development of new assignments within the original job setting, a combination of the two, or placement in another agency. All of the work including relevant aspects of the student's employment is considered part of the supervised practicum experience. The school expects that agencies will make every effort not to add hours to a student's work week. The faculty advisor monitors the field assignment during the year, reviews the **Educational Plan** submitted on or before the sixth week of the first semester, and meets with the student and the field instructor once during the year to insure the quality of the experience. The field visit generally takes place by the end of the first semester. Students should consult the faculty advisor regarding concerns about the agency's ability to comply with the written agreement.

Expectations for Assignments

The field instructor should prepare beginning assignments and should have them ready as the student enters the practicum. While orientation to the agency is the first order of business, assignments to cases, groups or projects should begin as soon as possible. Often students will be asked to read materials or otherwise familiarize themselves with the work and mission of the agency. OYR students who are knowledgeable about their agency may require orientation to new assignments. The field instructor should take time to prepare students for initial contact with individuals, groups, or constituents in the community (pre-engagement). The field instructor should also define assignments both in terms of the service that the student will be performing within the agency context and the educational objective. Ideally, the workload is developed gradually and incrementally so that by Thanksgiving recess the student should be carrying a substantial portion of the planned first semester assignments. Additional assignments, if appropriate to the student's learning needs, may be added later in the first semester and also in the second semester. A balance needs to be struck between the service needs of the agency and the leaning needs of the student; the field instructor is there to identify the tasks and skills that are required to carry out the assignment. In regularly scheduled weekly supervisory conferences, the field instructor provides an environment in which the student can reflect on the educational component of the assignment.

Group work opportunities will need to be developed for the student during the course of the semester and over the year. A work plan for **Community Organization**, **Planning and Development (COPD)** students as well as **Organizational Management and Leadership (OML)** students should be developed as soon as possible and plans should be made for assignments of short-term, medium-term, and long-term completion. **COPD** and **OML** students should follow the *Guidelines* for assignment provided in this document. Advisors for these students are well versed in the nature of assignments in these method concentrations and can assist the field instructor and the student in their use. Faculty members who teach the practice courses are also available to assist.

SAMPLE FIELD PRACTICUM

Assignments (this will include direct client contact, telephone work, meetings of and preparation for groups, collateral work, completion of agency paperwork, home visits, organizing and administrative project activities and meetings).	11 - 16 hours
Individual supervision - 1-1/2 hours if individual or, more than 2 hours, if a combination of group supervision and individual supervision.	1½ - 2 hours
Recordings - additional time beyond the 21 or 28 hours in the agency may be needed to complete recordings.	1 - 2 hours
Staff meetings, team meetings, seminars, case conferences and in service training.	4 - 8 hours

The rule of thumb is that a minimum of half the time in the practicum should be spent in client contact as described above. Second year, Dual Degree, and OYR students will typically achieve a full and more extensive workload earlier in the semester than first year students. OYR and Bank Street Dual Degree students, who are in the field for 28 hours, will spend more time in carrying out practice assignments. The allocation of time for new assignments, supervision, recordings, and additional learning opportunities should be established in the agreement that is made between the school and the agency prior to the student's entrance into the field year.

Students in the **Full-time and Advanced Standing Programs** spend three days a week (21 hours) in practicum agencies during each year of the program: (1) All First-year students are in the field *Monday, Wednesday,* and *Friday;* (2) Second-year students are in the field *Monday* and *Thursday,* and *either Tuesday* or *Wednesday.* All Advanced Standing are in the practicum agencies on *Monday, Tuesday,* and *Thursday* and in the classroom on *Wednesday* and *Friday.* Students in all of these programs complete a **minimum** of 300 hours each semester in the practicum.

One-Year Residence and Dual Degree Program students are in placement *four days a week.* The day in school for these students is determined by major method: (1) OYR casework majors are in school on either *Tuesday or Wednesday;* (2) OYR students with majors in Group Work, Community Organization, or Administration are in school on *Wednesday.* Dual degree students are in class *Wednesday* and in field placement the remaining four days of the week. Students in these programs complete a **minimum** of 450 hours each semester in the practicum.

GUIDELINES FOR FIELD PRACTICUM

Educational Plan

In order to monitor and enrich the field experience in all program pathways, it is helpful to have a written description of the assignments that will enable the student to meet core/foundational and and/or advanced practice behaviors, individual learning goals and agency requirements. The Plan should be developed and written jointly by the student and the field instructor. The **Educational Plan** is ideally crafted during the beginning weeks of the semester and should be submitted prior to the **sixth week of the semester**. The student and the field instructor should have discussed the plan, then the field instructor should complete the form (provided in the *Field Practicum Manual*, available on the website, and in the *Guidelines to Practice Assignments and Recordings*), and both the student and the field instructor should sign it and submit it to the faculty advisor at Hunter. The plan can form the basis of the discussion which will take place at the agency visit by the advisor later in the semester. The student, field instructor, and faculty advisor can then revise the plan as needed. The plan includes a description of assignments, types of meetings the student will attend at the agency, information about supervision, recordings, the work schedule, as well as the learning goals that are agreed upon by student and field instructor.

The supervisory conference

It is in the supervisory conference that students, with the help of the field instructor, begin to understand and analyze their work and develop practice behaviors appropriate to their stage of learning. Line by line analysis of recordings may be one of the activities of supervision; a role play which take as its jumping off point the verbatim exchange of the recording is another. Close examination of a critical incident in a meeting or campaign may be utilized with community organizing and administration students. Students are expected to come prepared with an agenda which provides focus for the supervisory session. An agenda should include questions and concerns about the practice, both instrumental and theoretical.

Field instructors encourage meaningful recordings by students by taking the time to review their recordings and being prepared to discuss the student's questions and concerns which become the basis for the student's agenda for field instruction conferences. Field instruction conferences are enhanced in educational impact by advanced preparation. Conscious and unconscious screening of the content in recordings is inevitable. Communication needs to be as open as possible and screening content should be held to a minimum, but the specific selections highlighted and glaring omissions are indicative of how the student thinks about their own work, the expectations of the field instructor, and assumptions about good professional practice. Thus, recordings - omissions and selections - are a valid reflection of the student's practice and learning needs. The format for the supervisory conference should be discussed with the field instructor and should serve the student’s learning needs. The faculty advisor can also be helpful in promoting the use of supervision to meet student needs.

Agenda

The agenda, prepared by the student and presented to the field instructor will include questions or topics for discussion in field instruction conferences about recordings, assessment, intervention, resources and general practice concerns or learning needs. Primarily student generated but field instructors can contribute additional topics for discussion. The agenda may take a different form depending on the practice method and should be discussed with the field instructor prior to its preparation.

Educational Purpose of Student Recording

Recording is an essential social work practice tool that furthers accountability in learning while enhancing social service delivery. Through the process recording, the field instructor (and the faculty advisor) can determine if the student is gaining competence in practice. Recording is an educational tool available to students and field instructors to be used purposefully with specific learning objectives in mind. Recording is a method of communication between the student and field instructor and between the student and herself. The process of writing itself stimulates an internal dialogue. It reflects the full range of a student’s activities in the agency from telephone calls, collateral contacts, agency meetings as well as client/worker interactions.

There are some important educational goals for recording in field instruction: (1) to provide information which furthers the student’s understanding of client needs and available resources; (2) to provide written documentation which serves as a stimulus for reflective practice; (3) to provide information about the student as a practitioner and learner which is the basis for an educational assessment and plan for learning; (4) to provide information about the student’s collaboration with other practitioners; (5) to provide content for teaching about communication within the profession, with other disciplines; (6) to provide content for teaching about ethics including privileged communication, informed consent and confidentiality; (7) to provide an opportunity for a student to learn systematic accountability for practice; (8) to provide materials for classroom teaching; and (9) to provide data for research purposes within agency policies.

Recording requirements and recording format varies with practice methods and the nature of the student assignments. Recording requirements in terms of format and quantity vary according to the student's educational needs and stage of development as a social worker, the agency's accountability needs and service goals, and the social work program's goals and objectives.

Confidentiality in Recordings

Strict adherence to confidentiality is essential to ethical social work practice. The confidential nature of all information about clients or community members must be respected whether provided orally, in writing, or in the agency's electronic information system. Access to client data may be available only on a "need-to-know" basis and students will be expected to adhere to this protocol.

Access to recordings and the content in recordings needs to be considered in relation to protecting clients' privacy. All information which could compromise the client's confidentiality must be obliterated or disguised thoroughly in recordings which will be viewed outside the agency by the faculty advisor or the classroom teacher. ***Under no circumstances should the name of a client appear on a recording that will leave the agency to be reviewed by the faculty advisor or be used in a classroom assignment.*** Furthermore, it is advisable to be cautious about disclosing the identity of the agency in which the client was seen when the material is brought outside the agency since this may compromise a client's confidentiality. The recording is a learning tool and is not part of the agency record or the client record; however, it should be destroyed at the end of the academic year. Special arrangements may be made between the School and Agency for the use of recordings or audio and videotapes in teaching.

Students in health care facilities are expected to comply with all Federal, State and local laws and regulations governing the confidentiality of patient information and records, including but not limited to the HIPAA Act of 1996 and the requirements of NY State statutes and regulations concerning HIV/AIDS related information.

Frequently asked questions about recordings:

1. How can I possibly remember everything that took place in my meeting with an individual, a group, a committee?

As you become more experienced you will begin to recall more and more of your interactions; however, perfect recall is not the purpose of a recording. It is your recollection and your impression of events that is most important. Some students find it helpful to take notes immediately after a meeting or session. Talk with your field instructor about taking notes during sessions or meetings as this may conflict with agency policy and practice.

2. How much should I include in a recording?

You will increase your opportunities for learning if you can provide as much information as possible. It is never helpful to try to make the recoding fit what you think is your instructor's expectation of you, so don't omit interactions or events because they don't "look good." We often learn the most from our mistakes whether we are novices or experienced practitioners.

While we are sometimes uncomfortable revealing what we think are errors, this is often when the most important learning takes place.

3. Should I hand write recordings or use the computer?

Talk with your field instructor and your faculty advisor. It is important that your instructor can easily read your recording and have a place on your recording to make some comments of her/his own.

4. Who reads my recordings?

Your recordings are first and foremost for your own learning, so you should make it a practice to complete recordings throughout the field practicum. Having a record of your practice is important to your learning; while time consuming, getting into the habit of recording can assist you in your professional development throughout your career. Students are expected to submit recordings on a weekly basis (or as per the guidelines for recording for **Community Organization, Planning and Development and Organizational Management and Leadership**) to the field instructor who will read them and comment on them, either in writing or verbally in the weekly supervisory conference. Process recordings for **Clinical Practice with Individuals and Families** and **Group Work** should be submitted to the faculty advisor **twice per semester** so that the advisor can review your learning process and assist you in meeting your learning needs. Students majoring in **COPD and OML** should consult their faculty advisors for the schedule for review of recordings/assignments. You may be asked to submit recordings to your method concentration instructor, often as part of a paper or other assignment.

5. What is an agenda?

An agenda includes questions or topics for discussion in supervisory conferences about practice behaviors including values and ethics, cultural competence, engagement, assessment, intervention, evaluation, advocacy for client resources, and general practice concerns or learning needs. Review of process recordings or other required documentation for practice will also be an agenda item. Although primarily student generated, field instructors may contribute topics for discussion. Coming to supervision prepared with an agenda is crucial to the supervisory process.

6. How many recordings are required?

Students should complete two to three process recordings per week or as mutually agreed upon by field instructor and faculty advisor.

7. Should I keep my recordings?

Students should maintain copies of their recordings during the year and destroy them after the practicum is completed.

8. To whom do I submit my recordings?

Recordings should be submitted weekly to the field instructor and discussed in supervision after the field instructor has read them. Selected recordings should be submitted to the advisor for review during each semester.

GUIDELINES FOR CLINICL PRACTICE WITH INDIVIDUALS AND FAMILIES: ASSIGNMENTS AND RECORDINGS

Assignments for first year students may include, but should not be limited to, interventions with individuals, couples, and families using a variety of modalities such as short-term and long term counseling, intensive case management, crisis intervention, and other time-limited approaches. All assignments should have a social work therapeutic purpose (which could include helping clients gain access to services), should give students an opportunity to formulate a bio-psychosocial assessment and use themselves purposefully toward a defined goal or mutually agreed upon plan. Although we recognize that some agency intervention may involve case findings, telephone contact, and outreach services, students need to have in person contact with clients. Students may also be involved in performing intakes as part of their student workload. When fully engaged in the work, students should be spending a minimum of fifty percent of their time in direct client and collateral contact.

Building on the first year, assignments for second year or advanced students may increase in volume and, in addition, offer the student an opportunity to use a greater variety of frameworks such as psycho-dynamic, cognitive-behavioral, family systems, narrative, and play therapy approaches. Assignments should move students to work from engagement to an assessment base in order to identify the complexity of variables influencing a situation and to use themselves purposefully in process toward mutually defined goals.

Assignments for students in the residency year of the OYR program should include both a core/foundational and an advanced practice focus. In the residency year, assignments should offer opportunities for students to apply their understanding of the many variables in clinical assessment and to increase self-awareness about their clinical interventions.

Recordings

Recordings can appear in various formats: verbatim process recordings, structured recordings, summary recordings, critical incident recordings, records of service, bio-psycho-social assessments. Verbatim process recordings are often referred to as “split page,” “two columns,” “three columns,” or “four columns.” Recordings for clinical practice with individuals and families are most useful in a format where a wide margin is left on each page for relevant comments, questions, and reactions by student and field instructor, a kind of running dialogue about the dialogue. The field instructor may express a preference for one format over another. Aspects of different formats may also be combined. The variations are limited only by one's imagination and educational needs. The important point to remember is that the recording is a tool for learning and reflection. See **Appendix** for templates; to download templates, see the website: www.hunter.cuny.edu/socwork/forms.

The following is a general guide for recordings with the basic elements that should be included no matter what format is used:

1. **Identifying Information** – Client age, gender, racial or ethnic identification, presenting problem(s) and session number. [Use pseudonym or client initials only]. This information represents

the beginning of a psycho-social assessment.

2. **Purpose** - A general statement of why the client or group is being seen. Is there agreement on purpose by the client and the worker? Identify stage of the work, e.g., engagement, assessment or intervention.

3. **Objectives** - What are the specific goals for this session? This constitutes your plan or agenda and should be modified based on what your client brings to the session. How is the client contributing to a mutually defined contract?

4. **Dialogue/Content of Session** - Initially the more detailed the better so that you can look at the latent content of the client's statements and how you are responding to the client's narrative (i.e., cultural context, overt message, latent content/conflict, feelings, etc.). Also, include the non-verbal observations of the client or group member (i.e., appearance, seating, body language, speech, affect), in context with the dialogue. In **verbatim recordings**, the student is asked to recall and record as much as possible about the actual client/worker encounter, in sequence, if possible. Everything is to be included from beginning to end. "I said/she said." As you progress during the year and as your other activities increase-- larger caseload, case presentations, etc.--you may need to write process on the beginning and the end of the session and any parts on which you need specific feedback. A final stage would be to summarize the session in a paragraph or so, noting the major themes, affects, and issues. Moving from a **verbatim recording** to a **summary recording** should be discussed with the field instructor.

5. **Observations** - Your impressions, thoughts and feelings about the session, and the nature of the interactions as you understand it from the client's perspective (perhaps transference issues), your perspective (counter-transference issues), and interactional/relational issues, or description of group dynamic and interaction between members and leader and among members.

6. **Assessment/Analysis** - Identify stage of the work, e.g., pre-engagement, engagement, assessment, contracting, implementation of an intervention. What did you learn from the session that adds to your understanding of the client and the client's bio-psycho-social situation? How has the client's narrative changed your understanding of the presenting problem and how to develop an intervention? What were the major themes? What did you learn about a client's ego functioning both in terms of areas of strength and areas of need? What did you learn about the clients' social environment or social network in terms of stressors and supports, the impact of factors such as oppression, poverty, racism in the clients' life? What concepts or theories did you apply? And what were the results--what worked and what didn't given the socio-cultural context of the client's presenting problem(s) and underlying issues? Identify for groups, the stage of the work, e.g., beginnings, middles, ends.

7. **Questions** - What questions do you have about this interview that you would like to discuss with your field instructor? The discussion of these questions should help you identify the objectives for the next meeting.

8. **<u>Evaluation</u> <u>Next Steps/Plan for the Next Session</u>**– What are your goals for the next meeting with the client? How will you advocate for and obtain services for the client(s)? How will you evaluate the efficacy of your planned interventions? Note: The plan can be amended after discussion and input from your field instructor.

Summary Recordings

In this type of recording, the student summarizes major themes and content of sessions, but provides details of selected interactions between the student and client system. It generally follows outline of structured recordings. A certain amount of risk taking is inherent in recording one's work. Students are asked to "go on record" about aspects of their work, activities which may seem vague or confusing at times, and about which students may lack confidence. Field instructors can reduce the feeling of risk by communicating expectations clearly and specifically at various points in the learning process. Students should know why recordings are requested, and what the field instructor is looking for. Students need to understand that effective recording includes information about their behavior, thoughts, and feelings.

Variations in recording assignments should assist students in moving through the learning process and reflect progress in reaching learning objectives. Initially students may be asked to record all activities until the middle of the first semester in the agency. For the second half of the semester, students might record only first meetings and difficult assignments. For on-going practice experiences, students might be asked to use summary recordings or critical incident recordings. The field instructor may exercise discretion in assigning the type of format and number of recordings according to the need for accountability or to meet particular learning needs of the students. Field instructors and students should consult the faculty advisor if there is a question about the use of a particular format or the quantity of recordings assigned. In general**, two to three recordings per week** will be assigned. If students are not being asked to do recordings they should raise a concern about this to the field instructor first and then to the faculty advisor. Students are expected to continue the use of recordings in each semester they are in the field. Recording is a tool for learning that may be used throughout one's professional career. There are several templates at the end of the *Guidelines* that offer formats for recording. The templates are available on the website and can be downloaded as Word documents and completed on a computer: www.hunter.cuny.edu/socwork/forms

GUIDELINES FOR GROUP WORK: ASSIGNMENTS AND RECORDINGS

Assignments

All group work majors are expected to have at least three meaningful practice opportunities during the first year. While it is not uncommon for students to "take over" ongoing groups when they arrive at a placement, they must also be allowed and assisted to conceptualize, plan, and facilitate at least one group on their own. Groups may reflect a wide range of purposes and use a wide range of content, including activity. Meaningful opportunities include (1) beginning and ending with a group where the skills of assessment, recruitment, engagement, practice, and evaluation begin with preplanning; (2) taking over and working as sole leader of an existing group for at least one semester; and (3) co-leading an existing or a new group as long as there are ongoing opportunities to carry out meaningful interventions and not simply observe or “assist” another worker.

Given that the first semester of fieldwork does not have concurrent method concentration courses, it is imperative that students receive consistent supervision for any practice they are expected to undertake at that time. They are also expected to receive active direction and support during the initial semester for planning and developing a group with which they will work throughout the second (SSW731) semester. Time should be also made available for students to work individually with group members as necessary and/or appropriate; if this is not likely, then at least two individual cases should be assigned with opportunity to develop at least one individual psycho-social assessment according to agency protocol.

A note about co-leadership

Co-leadership can be a valuable learning tool, but to be effective it requires considerable time in both planning and evaluating group sessions and equal opportunity to intervene in and shape group process. Unfortunately, the common reality is that students are invited to observe a group facilitated by senior staff (often an existing group with well-established relationships and norms) and thus participate with unequal status and limited authority to either plan or intervene in the group process or on behalf of individual members. This kind of quasi co-leadership is of limited educational value and cannot represent the primary assignment for students whose method concentration is groupwork.

Questions or Concerns

Any questions or difficulties in developing appropriate group-work assignments should be brought as quickly as possible to the student’s faculty advisor, who serves as a liaison between the classroom and the field and is in the best position to troubleshoot and/or seek further guidance from the student’s classroom instructor and/or the field office.

Guidelines for the application and format of recordings for group work students

Students must carry out full process recording for at least one group over the second (SSW731) semester (or longer if the group began in the fall) in order to have enough content for the third (SSW732) semester assignments. Due to the nature of later assignments, it is imperative that this process recording be developed in script rather than narrative form. Under no circumstances are students to be asked to work with a group without benefit of supervision, whether through process recording or structured summaries. This includes any individual work with a group member that may arise out of the group experience. Finally, in order to round out the student’s experience of agency-based practice, some degree of participation in the organization’s routine administration is strongly encouraged, such as attending management or board meetings or tasks that encourage intra/inter-agency collaboration, etc.

Students whose methods concentration is Group Work are required to engage in process recording and encouraged to share their recording periodically with their faculty advisors after receiving supervision from the field instructor. Ongoing process recording for at least one small client-based group is the basis for the primary classroom assignment for SSW732 and needs to be in script rather than narrative form. Process recording of a group is essentially the same as recording for a case, i.e., a verbatim/ chronological recounting of everything that was said and done in a group meeting. While it is very time consuming and labor intensive in its demand to recall many voices interacting in a short time span, it is invaluable in requiring students to constantly revisit their practice. If at all possible, therefore, students should be given opportunities to either record or make extensive notes immediately or shortly after the meeting being processed.

In a process recording the student sets down as best as s/he can remember exactly what occurred in a session from beginning to end, describing systematically and as comprehensively as possible all verbal and non-verbal behavior by the worker and members. Both the quality of participation and interaction among group members and lack of participation should be reflected. One hundred percent recall, which is obviously impossible, is not the aim of this learning tool. Rather, its aim is to provide a vehicle for revisiting, reviewing, and critiquing practice and for processing the substance, results, and implications of the meeting through personal reflection and supervisory input. A secondary gain of the assignment is heightened powers of observation as interactions at various levels become more keenly "seen." The hindsight that occurs through retrospection leads to increased ability to exercise proactive professional skill.

Format

Many different formats are possible, but some basic identifying information (e.g., the date of the meeting, members present/absent/ new members, pertinent descriptive information, group name/type/purpose, and number/length of the session) should be always included. Where relevant pre-meeting contacts with individuals or sub-groups as well as collateral contacts with significant individuals from other systems (e.g., family, agency, community, etc.) can also be included but may be recorded in summary rather than verbatim format. There are several templates at the end of the *Guidelines* that offer several formats for recording. The templates are available on the website and can be downloaded as Word documents and completed on a computer.

Regardless of actual format, the student's reactions and critiques/reflections should be kept separate from the actual description of what took place in the group. This is often done by having the actual dialogue on the left side of the page and the student's notations on the right side, a two-column format that also allows space for the field instructor's comments and observations. It is also useful to request a summary paragraph at the very end with new/further insights or interpretations, general impressions/reactions to the meeting, and ideas about a possible plan for the next meeting.

GUIDELINES FOR COMMUNITY ORGANIZATION, PLANNING and DEVELOPMENT (COPD)

COPD Assignments

Field assignments should be developed by the field instructor, with input from the faculty advisor and student, and reviewed periodically as the year progresses.

Community Organization, Planning and Development Assignments

I. Goals

Assignments will vary according to the type of setting or auspice; however, assignments should:

- reflect the range of tasks and functions characteristic of the organizing and planning component in professional social work practice, or of innovative practice in the area;
- be built on student learning needs, background and career interests;
- develop skills in interaction, analysis, organization-building, program development, planning and advocacy;
- be consonant with consumer needs, agency service priorities, and staff expertise and support;
- provide opportunities for different levels of responsibility and difficulty, and principles of sequence and progression in learning;
- integrate to the extent possible, the objectives and assignments of the relevant COPD course syllabi;
- provide opportunities to demonstrate the knowledge, skill and values identified on the COPD section of the evaluation;
- where possible, utilize neighborhood-based settings, and direct work with clients and constituencies for first year and/or inexperienced students;
- incorporate the values and ethics of social work; and
- embrace the centrality of pluralism and diversity.

II. Objectives

The objectives of COPD field assignments are to develop knowledge and skills in the following components of practice:

A. **Organizational/Group Development** for democratic collective action on social and community problems affecting health, well-being and life-chances; organizing clients, consumers and citizens at the grassroots and agency level to create change among their constituencies and communities to more equitably meet human needs.

B. **Planning/Program Development** for involvement of professionals and service consumers/community constituencies in the coordination of existing services, as well as the development of new collaborative or agency programs and services to meet human needs.

C. **Community Education/Leadership Development** for the acquisition of human and legal rights, self-actualization, and self-determination, as well as social cohesion and the support for community/client participation.

D. **Political and Policy Development** to influence the social policy and legislation agenda and electoral politics at the city, state, and/or federal level, especially vulnerable and oppressed communities and populations including issue and candidate campaigns (new).

Specific assignments should be designed to include knowledge, skills and values identified on the evaluation rating scale. Assignments should be located in one or more of the following components:

<table>
<tr><th>Political and Policy Development and Organization/Group Development</th><th>Planning/Program Development</th><th>Community Education/Leadership Development</th></tr>
<tr><td colspan="3">technical assistance
resource development</td></tr>
<tr><td colspan="2">community needs assessment
research, fact finding
policy/legislative analysis
committee staffing/task force work
constituency development
coalition-building
legislative advocacy (lobbying, testimony)</td><td>Grassroots mobilization</td></tr>
<tr><td>Self-help/mutual support groups
organization-building
consumer/community board development
social action campaigns</td><td>interagency liaison/coordination
proposal writing
grant writing/fundraising
program monitoring and evaluation</td><td>information and referral services
education/training
(staff, consumers, volunteers)
workshop/conference development
communications development
(newsletters, media, speakers bureau)
community outreach</td></tr>
</table>

III. Types of Settings

The above COPD assignments may be acquired in a wide variety of agencies and organizations, public and voluntary:

- Direct Service Social Agencies - providing treatment and rehabilitation
- Host (to social work) Agencies and Institutions - providing health, education and labor-related services
- Neighborhood-based Community Development Agencies and Organizations-focusing on prevention, education, socialization, access to rights and resources
- Planning Agencies and Organizations (local, state, regional) - providing service coordination, change, development; legislative initiatives
- Social Action/Advocacy/Political Organizations - seeking social/economic change, resource distribution, rights, consumer representation.

IV. Number and Length of Assignments:

- Students should have two to three substantial, specific, and varied assignments over the course of each year.
- At least one substantial assignment should be projected to last the academic year, or one semester at a minimum, for continuity and growth in learning.
- Assignments that end during the year (for example, conference planning completed with the event, or a tenants group that failed to get off the ground), should be replaced with another.

V. Level of Responsibility:

A. Depending upon student experience, expertise and interest, as well as considerations of organizational legitimacy, credibility and confidentiality, assignments may reflect a range of responsibility levels, with increasing responsibility over time.

1. **Observation –** example: attendance at agency board meetings

2. **Agency representation –** example: representing the agency at a community board, task force or coalition meeting(s);

3. **Assistantship/team participation –** example: assuming specific tasks with others in a group or project;

4. **Co-leading –** example: assuming substantial responsibility for major areas of work with another student or staff person; and

5. **Primary responsibility –** example: being in charge of initiating and/or staffing a major project or area of work.

B. All levels of student responsibility should be under staff supervision and direction.

C. Students should not be expected to initiate or to carry assignments in which there has been no prior staff attention or in which agency investment or support is minimal or which do not further student learning. This is not to imply that students not take on tasks that help in agency maintenance from time to time. However, linkage to COPD practice is essential for most tasks.

D. All major assignments should include systematic analysis and recording (See **Recording Requirements**).

VI. Sequence and Progression of Learning:

A. Orientation to the setting and movement into assignments may take longer in community organization than in other social work methods; also, it may take longer for first year than for second year students. Roles, tasks and strategies for at least one major assignment should be underway before Thanksgiving.

B. Number of assignments, level of responsibility, and difficulty should increase over the course of each year, and between first and second year. Students should have at least one assignment in which they have primary responsibility over the course of a year, beginning earlier in the year for second year, OYR, and/or experienced students.

C. Assignments and settings should be selected so that beginning/inexperienced students are provided solid grounding in community-based issues and needs and modes of intervention. Direct contact with clients/consumers, analysis of community needs, and work with small groups or committees should be central to the first year student experience.

D. Strategic development, political sophistication, facility in multiple professional roles, work with interdisciplinary collaborations and inter-organizational coalitions should be included in the second year and OYR-TF II. Second year students and Advanced Standing are also expected to show greater initiative, self-direction and creativity. OYR students should advance from first to second year expectations by second semester.

COPD RECORDING REQUIREMENTS

Recording is an essential learning tool and is required to complete the field practicum for credit. There are four written field recording assignments used to assist in student learning and to monitor and help evaluate students' progress in the field. All recordings are expected to be shared with the field instructor on a regular basis, and periodically with the faculty advisor. Field instructors may ask students to do additional written work as related to specific assignments. Guidelines for the recordings are provided below. Sample COPD recordings are available in the School's library and from the Advisor.

Assignment I: Logs

Students are expected to keep a log or journal in which they record key events, progress, problems, and reflections each week**.** These logs should be used as part of supervision with the field instructor. These, together with an agenda generated by the student, should be the framework for weekly supervision. Field instructors should provide written or oral feedback regularly. Periodically, faculty advisors should review selected recordings in order to assess their advisees' progress in the field.

These logs should serve as a running account of the student's primary community organization assignment as it evolves over the course of the year. Logs should start with a brief statement on assignment goals and objectives, student's role, level of responsibility, and initial tasks. This statement should provide the foundation for Assignment II (see below). Then, on a consistent basis, describe what occurs: who was met with, tasks engaged in, etc. Weekly or biweekly, student should take stock: assess what has been accomplished in relation to assignment objectives, logical next steps, impediments or problems, progress or setbacks. The accumulation of the logs should serve as the foundation for Assignment IV each semester (see below).

Assignment II: Beginning-of-year Overview of Agency, Assignments and Learning Objectives - *DUE: END OF OCTOBER*

Students should prepare a statement that should be reviewed or discussed with the field instructor, and then be given to the student's advisor by the end of October. The statement should include:

1. Agency description (setting, purpose, clientele, funding, etc.).

2. Description of primary field assignments, including;
   a. Goals and objectives (short and long-range) for each;
   b. Time frame - the amount of time per-week devoted to each assignment, projected length of the assignment (e.g., 2 months, 1 semester);
   c. Initial tasks/steps regarding each assignment;
   d. Scope of student's responsibilities (primary worker, co-worker, observer, etc.).

3. Knowledge and skills student wants to attain from engaging in and completing the major assignments.

4. Questions, concerns, needs student may have in embarking on the assignment. This will allow the field instructor and/or advisor to intervene where appropriate.

At this point in the semester, the field instructor may want to review the field practicum evaluation form/rating scale with the student in order to understand the knowledge, skills and values that the student is expected to acquire during the year. (Note: Not every assignment can fulfill all learning competencies.)

Assignment III: <u>Two Meeting/Event/Activity Analyses –</u>
<u>DUE: ONE BEFORE THANKSGIVING RECESS AND ONE BEFORE SPRING BREAK</u>

Using the **Guide for Meeting Analysis** below, the student should describe and analyze one meeting, event or activity of importance to the student's COPD assignment each semester. Use the content and questions to help guide and structure the written analysis. The outline can be used to report about additional meetings in logs or verbally in field supervision.

<u>Guide for Meeting Analysis</u>

A. **<u>Identifying Data</u>**
Name of organization; sponsor or agency; date of meeting; number of members; number in attendance; name of worker.

B. **<u>Pre-Meeting</u>** <u>(include)</u>
1. Student's preparatory work (research or administrative tasks) for the meeting.
2. Agency or community events that took place prior to the meeting which have bearing upon the meeting.
3. Student's activity with individuals, sub-committees - relating to problems, decision-making, positions and strategies, etc. (**see D**)

C. Purposes

Purposes of the meeting and primary content areas expected to be covered.

D. Content of the Meeting

This section should be descriptive, rather than interpretive or evaluative. It should report on behaviors or actions which took place, and do so as specifically as possible. In each instance, the activities of the worker should be described. The meeting should be reported in chronological order.

The following areas should be covered:

1. Points, issues or problems that were raised
2. Decision-making **–** What decisions were made (or not made)? Why?
3. Positions and Strategies

Once a position or issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? Was a goal and/or rationale indicted? Who participated in discussion? Indicate differences of opinion and/or conflicts that took place (regarding individual members, officers, outsiders, workers, etc.) What happened?

E. Analysis of Meeting – Opinions or impressions regarding:

What motivated decision-making? Who seemed to have major influence? Possible consequences to group of its decision-making? What significant values were expressed? How were personal relationships and group alignments affected by the discussion?

Indicate those activities revealing the group or organization's relation to its sponsoring agency, other organizations in the community, important people, significant groupings. What, if any, were the dangers or risks to the group in its pursuit of strategies. Conflict or potential conflict stemming from strategies? Community forces at work? What is your opinion about these?

What problems, questions, issues, value conflicts did the meeting raise for you?
What role(s) (if any) did you play in the meeting? Were your objectives met?
Why or why not? What worked well? What would you do differently?

F. Follow Up and Predictions

What prediction would you make about the future course of the group or subsequent meetings?
Any significant events after formal ending of meeting? Do you have any plans for follow-up on the meeting? What? Why?

Assignment IV. Summary of Primary Organizing/Planning Assignment –
DUE: APPROXIMATELY JANUARY 15 AND BEGINNING OF MAY
To Field Instructor and Advisor

Students are asked to analyze their major assignment in writing at the end of each semester. This should provide an opportunity to summarize the process and steps, and help the student take stock: **(1) Summarize and Assess accomplishments, (2) Identify logical next steps**, **(3) Mention impediments**, **problems, set-backs**. Students should use their logs to help construct this overview and analysis. Additionally, students should analyze:

4. **Role Development:** how have you used yourself as a professional social worker to help achieve project objectives? What role(s) are you performing (e.g., enabler, technical assistant, coordinator, advocate, planner)? Are these roles clear, comfortable? to yourself? others? Discuss areas for improvement, tensions, and satisfactions, strains, ethical and political issues, as relevant;

5. **Strategy and Tactics:** what tactics and strategies are you employing? How are they working, and changing, developing overtime? (for example, to what extent are they becoming clearer and more congruent with group/community/organizational effort? enhancing effectiveness?) What would you change, maintain, and why? and;

6. **Empowerment/Self-determination**: in what way(s) is your work fostering community/organizational growth (toward increased autonomy, independence, interdependence), the development of leadership and decision-making capabilities among clients or community resident? Discuss conflict, constraints, and potential as these relate to your assignment.

If it is the end of the assignment or the end of the year, students should indicate its impact and whether anyone else is continuing the assignment and recommendations for how to continue if relevant.

GUIDELINES FOR ORGANIZATIONAL MANAGEMENT AND LEADERSHIP

Assignments

The agency and the assignments generated from its service objectives form the foundation for student practice. Using the outline provided below, the student should send the faculty advisor this information as early in the semester as possible, but no later than the end of the semester for grades to be assigned. The Field Instruction Plan, in which goals, objectives, expectations, time lines are described, should be initiated by the student in draft form, then discussed, revised where necessary, and agreed to by the Field Instructor. At the conclusion of this process, a final copy should then be sent to the Faculty Advisor.

What follows are sample, suggested, task assignments for Administration students to be reflected in the Field Instruction Plan (See **Field Instruction Plan in section on Recording for OML Majors)**. Field instructors are encouraged to augment them as necessary. Students should receive a variety of assignments in different areas. Some assignments may be short-term (e.g., one time only, or of a few days or weeks duration), others will be medium-term (two to three months in duration) and others may be long-term (one or two semesters).

This guide represents some of the particular kinds of assignments that the agency can provide for students specializing in social welfare administration.

<u>Guide to Assignments</u>

Types of Assignments

1. Supervision
    a. Supervision of volunteers
    b. Supervision of paraprofessionals
    c. Supervision of clerical, maintenance or other staff

2. Fiscal Management, Fund Development and Budgeting
    a. Assist in revising existing budget procedures
    b. Assist in financial management of current operations
    c. Assist in developing cost-benefit analysis procedures
    d. Assist in identifying funding streams and in fundraising campaign design and implementation

3. Staff Development and Training
    a. Assist in designing a staff development program for the agency
    b. Plan one or more training courses or institutes for staff
    c. Develop programmed instruction materials for staff orientation and training in one or more areas
    d. Modify or develop agency manuals

4. Information Processing and Quality Assurance
    a. Review existing agency information and decision-making systems
    b. Develop a design for more systematic information processing
    c. Assist in modification of procedures and instruments in one area of agency operations
    d. Aid in developing or revising an ongoing monitoring and evaluation of operations

5. Use of Information Technology
    a. Review existing use of computer technology, applications and I-Netusage
    b. Assess needs and possible uses of I-Net and computer applications
    c. Assist in developing agency web page and other information technology resources
    d. Assist in developing a long term plan for computer and information technology capacity building

6. Employee Relations
    a. Review collective bargaining and other aspects of management employee relations to suggest problematic areas for this agency
    b. Assist with and participate in some negotiation procedures with one or more staff groups
    c. Develop proposals for bargaining, negotiation, etc.

7. Program Development and Planning
    a. Assessing community need
    b. Evaluating agency's ability to meet need
    c. Evaluating agency’s current program performance
    d. Designing program to meet need
    e. Developing funding and support for programs designed
    f. Developing marketing plan for program or agency initiatives

8. Interagency Community Collaboration
    a. Explore and assess opportunities and forums for interagency collaboration in key program areas

b Represent agency on interagency committee or community initiatives
c. Staff current collaborative

9. Writing and Report Development
   a. Preparing reports
   b. Preparing grant proposals

Guidelines for application and format of recording for OML students

During the academic year students are expected to complete the following field recording assignments. These assignments must be reviewed by the student's faculty advisor. These assignments are an essential component of the field practicum and the evaluation of the student's field performance. Timely, high quality completion of the assignments is one component of the grade for the field practicum.

A. Field Instruction Plan

By the second week in October, the student should prepare a field instruction plan for the first semester in consultation with the field instructor. The content should include:

1. A brief description of <u>each</u> of the <u>major</u> field assignments including the expected goals and outcomes for each assignment. A work plan and an estimated timetable in *gantt* or flow chart form of the major steps and activities to be undertaken. The key decision points in the assignment must be included.

2. An identification of the student's own learning needs and objectives: what skills, knowledge, etc. he/she wants to acquire as a result of planning and/or implementing the assignments outlined in #1 above.

3. Identification of any special assistance and resources that the student needs in order to accomplish these assignments, and/or any anticipated obstacles or limitations in carrying them out.

This document along with selected recordings should be made part of ongoing supervisory conferences with the field instructor at appropriate times during each semester.

B. Progress Assessments

In **November, December, March, and April** the student should develop a 1-2 page written assessment of the progress made on major assignments. Using the work plan developed for the Field Instruction Plan, the student should note the major accomplishments during the month and the match between what was planned and what actually occurred. The student should identify barriers to task completion and strategies developed to overcome these barriers. The student should describe work with the field instructor on this assignment during the month. The progress assessment should be submitted to the Faculty Advisor by the student.

C. Review of Accomplishments and Revision of Plan

First Week in February and First Week in May

1. A summary of accomplishments during the semester, both of task assignments and the student's own learning objectives. If any major assignments were incomplete or were dropped, please explain.

February only

2. Describe the current status of your major assignments for the second semester, both those being continued and any new ones added. Review the expected goals and outcomes for each assignment. Include a work plan and estimated timetable in *gantt* or flow chart form of the major steps and activities to be undertaken and the key decision points for each assignment. For continuing assignments note and explain any changes in the work plan or timeline.

February only

3. An elaboration of student's learning goals for this semester, that is, what knowledge, skills, and/or values the student wishes to acquire as a result of implementing the assignments described in #2 above (be specific).

February only

4. Identification of any special assistance or resources needed to accomplish concrete and learning objectives from the School or from the agency or other sources. Also specify any anticipated obstacles to their completion (or to accomplish stated goals).

May only

5. Reiteration of student's learning goals for the year. What knowledge, skills did the student acquire as a result of the work? What areas of knowledge and skills does the student need to develop further in the future.

May only

6. Identify and discuss the field experience. What were the major learning experiences for the year?

D. One Meeting Analysis

Preferably of a group, committee, ad-hoc group, inter-organizational committee, board, etc. which the student attended, staff or chaired as part of the field work assignments. The purpose for this assignment is to sharpen observation, group process and group task achievement skills. Submission date to be mutually agreed on with the Faculty Advisor.

<u>Meeting Analysis Outline</u>

<u>Identifying Data</u>

Name of group, committee, task force, board, etc., sponsor or agency, date of meeting, who called the meeting and method of notification, number of members (if on-going committee) or number of attendees expected, actual number of people attending, types of persons present and absent; stated purpose of meeting (attach agenda if any).

<u>Pre-Meeting Activities</u>

1. Student's preparatory work (research or other tasks) for the meeting.

2. Agency or other events which took place prior to the meeting that have bearing upon the meeting.

<u>Goals and Perceptions Prior to the Meeting</u>

1.Goals of meeting including both (a) task and (b) process goals.

2. Expectations regarding outcome.

3.Student's goals of self including (a) task, (b) process goals and (c) anticipated student roles during meeting.

Events

Pre-meeting Period

1. Describe anything pertinent that occurred prior to the beginning of the meeting (entry of first person).

2. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting (include student's activity).

Meeting

1. Describe the substance of the discussion: who said what to whom, identifying the points, issues or problems that were raised.

2. Describe the role of the chairperson and his/her use of self in the meeting.

3. Describe the actions or decisions taken at the meeting (if any) and future plans noted explicitly at the meeting for the group.

Post Meeting Period

Describe anything pertinent that occurred immediately following the formal close of the meeting (include student activity).

Analysis for Future Planning/Action

1. Interpretation of substantive results. Why did the action or conclusions arrived or come about?

2. Describe the interaction patterns that took place at the meeting. Include items such as interaction roles, personal motivations of individuals, cliques, leadership patterns and group atmosphere.

3. Evaluate growth of leadership in the group as well as the group's capacity for solving the problems facing it.

4. Were the student's own goals for the meeting achieved? Did student play the role planned prior to the outset of the meeting ? Why? or Why not?

5. What are the next steps which are indicated in planning with the group?

6. How were the student's feelings and attitudes involved in this situation? How did the student feel about specific individuals and the tasks at hand; elation, apprehension, fear, anxiety, frustration, etc.?

7. How did the student's feelings affect actions and the course of the meeting? Give some examples.

E. Critical Incident in Administration

During the spring semester the student should develop two brief reports, identifying a choice point in the major assignment or in another aspect of the field placement in which the student had a tough decision to make. Lay out the options, and discuss the implications of the various options. Describe the action taken, and the results of those actions.

One report should be submitted by the end of February, the second should be submitted at a time negotiated with the Faculty Advisor.

EDUCATIONAL PLAN
2009-2010

The Educational Plan, developed by the field instructor and the student, will be submitted to the faculty advisor. It is a description, of the work plan for the year. The student, field instructor, and faculty advisor can then review and revise the plan as necessary. This form can be completed by going to the website: www.hunter.cuny.edu/socwork clicking on **Field Practicum** and then **Forms.**

Student Name ____

Field Year (1st) _____(2nd) ______ ASP ______ACCL ____OYR ____Bank Street ___

Major Method CPIF _____ GW ______ COPD ______OML _

Agency ____

Field Instructor ____

Faculty Advisor ____

Assignments: Describe in a brief paragraph the types of assignments***** (cases - individual, family, children, adults); (groups - type, number of groups, typical number of group members). Describe types of clients and interventions, expected duration of assignments (short-term, semester long, year long). Indicate how this will change (increase, expand) by the end of the semester.

COPD and OML students will find required assignments in the *Guidelines to Assignments and Recordings* and in the *Field Practicum Manual.*

Competencies and Learning Goals: Indicate how assignments will give the student an opportunity to learn and demonstrate the social work competencies and core/foundational and advanced practice behaviors (engagement, assessment, intervention, and evaluation). A list of competencies can be found in the **Appendices** to the ***Field Practicum Manual.***

Professional development activities: Please indicate nature of activities and student's role (e.g., staff meetings, in-service training, etc.)

Supervision: An hour and a half weekly of supervision is expected unless the student is receiving both individual and group supervision. Describe any variations in supervisory conferences as well as the use of task supervision, if applicable, and note the name and discipline of the task supervisor.

Recordings: Describe the type of recordings that will be used, following the guidelines in the *Field Practicum Manual;* how will recordings be used in supervision?

Work Schedule: What are the student's hours and days in placement? What are the field instructor's hours at the agency? What arrangements are made if the student has missed placement hours?

Please sign and return directly to the Faculty Advisor on or before October 19,2009. The Educational Plan will form the basis for further discussions about the student's learning opportunities, achievement of practice competencies, and progress in the field placement.

Student: ____

Field Instructor: ____

Date ____

Clinical Practice with Individuals and Families (CPIF) Summary Recording Template

MSW student name: Date/time of session: Number of session:

Client Identifying Info:

Reason(s) for referral and/or presenting problem(s):

Purpose of this session (why client is being seen):

Objectives/goals of this session:

Summary of Dialogue and Content (i.e. major themes, selected excerpts, etc.):

Observations--Impressions/Thoughts/Feelings:

Assessment/Analysis of the Session:

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes (manifest vs. latent content)?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn't given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Questions for Field Instructor:

Evaluation of Intervention/Next Steps/Plans for the next session:

Clinical Practice with Individuals and Families (CPIF)
Verbatim Recording Template (3-column)

MSW student name: Date/Time of session: Number of session:

Client Identifying Info:

Reason(s) for referral and/or presenting problem(s):

Purpose of this session (why client is being seen):

Objectives/goals of this session:

Verbatim Dialogue/Content	Impressions/Feelings/Thoughts:	Assessment/Analysis of Session:
Columns expand below; include multiple pages for full session write-up [best if horizontal layout]		

Summary Assessment/Analysis of the Session:

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Questions for Field Instructor:

Evaluation of Intervention/Next Steps/Plans for the Next Session:

Clinical Practice with Individuals and Families (CPIF)
Verbatim Recording Template (4-column)

MSW student name: Date/Time of session: Number of session:

Client Identifying Info:

Reason(s) for referral and/or presenting problem(s):

Purpose of this session (why client is being seen):

Objectives/goals of this session:

Verbatim Dialogue/Content	Impressions/Feelings, & Thoughts:	Assessment/Analysis:	FI Comments:
Columns expand below; include multiple pages for full session write-up [best if horizontal layout]			

Summary Assessment/Analysis of the Session:

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What concepts or theories did you apply? And what were the results--what worked and what didn’t given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Questions for Field Instructor:

Evaluation of Intervention/Next Steps/Plans for the Next Session:

Group Work Summary Recording Outline

MSW student name: Date/Time/Length of Group Session:

Group Identifying Info:

Group Name/Type: Number of Group Session:

Group Members Present/New:

Group Members Absent:

Summary of Pre-meeting Contacts (if relevant):

Objectives/goals of Group Session:

Summary of Dialogue and Content (i.e., verbal & non-verbal, major themes, selected excerpts, etc.):

Observations--Impressions/Thoughts/Feelings:

Assessment/Analysis of the Group Session:

1. Identify stage of the group (i.e., beginning, middle, end).
2. What did you learn from the session that adds to your understanding of the clients/group members?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What are the areas for follow-up before the next group meeting?
7. What concepts or theories did you apply?

Questions for Field Instructor:

Evaluation of Interventions/Next Steps/Plans for the next session:

Group Work Verbatim Recording Template (2-column)

MSW student name:

Date/Time/Length of Group Session:

Group Identifying Info

Group Name/Type:

Number of Group Session:

Group Members Present:

Group Members Absent:

Summary of Pre-meeting Contacts (if relevant):

Objectives/goals of Group Session:

Verbatim Dialogue/Content:	Observations--Impressions/Thoughts/Feelings:
Columns expand below; include multiple pages for full session write-up [best if horizontal layout]	

Assessment/Analysis of the Group Session:

1. Identify stage of the group (i.e., beginning, middle, end).
2. What did you learn from the session that adds to your understanding of the clients/group members?
3. What were the major themes?
4. What were the challenges presented?
5. What was accomplished?
6. What are the areas for follow-up before the next group meeting?
7. What concepts or theories did you apply?

Questions for Field Instructor:

Next Steps/Plans for the Next Group Session:

FIELD EDUCATION AND ADVISEMENT

The Field Education and Advisement Offices are on the seventh Floor. Additional Information on field education and advisement is available in the ***Student Handbook***. Consult the Handbook frequently and bring questions to your field instructor and your faculty advisor.

The ***Guidelines to Practice Assignments and Recordings*** can be read or downloaded from the website: www.hunter.cuny.edu/socwork

A user-friendly version of the **Recording Templates for CPIF and GW** can be downloaded them from the website: www.hunter.cuny.edu/socwork.

The ***Field Practicum Manual*** can be read or downloaded from the website: www.hunter.cuny.edu/socwork

The ***Field Practicum Evaluation*** can be read or downloaded from the website: www.hunter.cuny.edu/socwork. It is also available in hard copy from the Field Office.

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