

**FIELD** is the  of Social Work Education

*Field Instructor  
Orientation Manual*



UNIVERSITY of MARYLAND  
SCHOOL OF SOCIAL WORK

**Office of Field Education**

**2022 – 2023**



525 W. Redwood Street  
Baltimore, MD 21201  
410 706 7790 | 410 706 6046 FAX

Dear Field Instructor,

Welcome to field education at the University of Maryland School of Social Work. As an accredited school by the Council on Social Work Education and one of the largest programs nationally, we are gratified to continue to provide a comprehensive field education component that empowers students in the MSW program.

Field education provides students the opportunity to integrate classroom content into real life scenarios and gain experiential knowledge. It is a critical component in preparing our students to become competent social work professionals. This would not be possible without dedicated field instructors like you. We thank you and your agency for accepting this added role while maintaining regular work responsibilities.

We hope you find this manual helpful in learning more about our program and refer to it when questions arise throughout the academic year.

The team in the Office of Field Education (OFE) looks forward to working closely with you. On behalf of the OFE team, I extend my best wishes for a successful field year!

With warm regards,

A handwritten signature in black ink, appearing to read "Samuel B. Little".

Samuel B. Little, MSW, PhD, LCSW-C  
Associate Dean for Field Education



525 W. Redwood Street  
Baltimore, MD 21201  
410 706 7790 | 410 706 6046 FAX

Dear New Field Instructor,

Welcome to the Field Education “TEAM” at the University of Maryland School of Social Work. Field instruction is such an integral part of social work education, and we are grateful to you and value your contribution to the success of our program and our students. Graduates often identify their field experience as the most meaningful and informative part of their professional development of skills and social work identity. Therefore, we know your contribution will have an impact on individuals, families, communities, organizations, and our profession for many years.

The New Field Instructor Orientation provides you with an overview of our field education program, strategies for integrating coursework into field experiences, helpful resources for addressing “teachable moments,” tips for providing feedback and instruction, and other materials to support you in your role. This manual is organized to follow the field education calendar and process so it will serve as a useful resource throughout the academic year.

Other members of the field education team include the Faculty Field Liaison assigned to your agency and all of us in the Office of Field Education. We are committed to supporting you and your student for a successful and rewarding field experience. Contact us if we can enhance the field education experience.

The Office of Field Education is committed to offering our current field instructors free workshops which offer CEUs. Active Field Instructors will receive notices for these CEU-eligible workshops throughout the year as they are developed. In addition, the SSW Office of Professional Education (CPE) extends a discount to our current Field Instructors: 35% for full day offerings or 20% for half-day offerings (some exclusions apply). Check the BLOOM catalogue for CPE workshops.

Thank you for your guidance, support, and instruction of our students. We hope you find the experience rewarding as well.

With deep gratitude and warm regards,

*Gisele*

Gisele Ferretto, MSW, LCSW-C  
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Greetings SSW Field Instructors!

If you are a NEW Field Instructor with the SSW the *New Field Instructor Orientation* is a Two-part Process:

**Part 1 On-line videos (REQUIRED):** Watch the list of videos identified below that are posted on the SSW website at your own pace (preferably prior to the start of field.) This manual contains materials designed to accompany the videos and may also be used as a reference guide during the academic year. Another helpful resource is the *Field Education Manual* which contains the policy and expectations of students, field instructors, field liaisons and agencies. The link for the Field Education Manual and the Field Calendar is: <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/>.

Below is a listing of the units of the *New Field Instructor Orientation* Videos:

- Unit 1: Field Education Overview
- Unit 2: Cultural Humility in Field Education
- Unit 3: Conducting an Agency Orientation for New Students
- Unit 4: Learning Agreements
- Unit 5: Individual/Clinical Process Recordings
- Unit 6: Macro Process Recordings
- Unit 7: Field Instruction and Supervision
- Unit 8: Student Evaluations and Performance Improvement Plans
- Unit 9: Integrating Coursework and Field:
  - Unit 9A: Connection between Field and SOWK 630 Social Work Practice with Individuals
  - Unit 9B: Connection between Field and SOWK 631 Social Work Practice with Organizations and Communities
  - Unit 9C: Connection between Field and SOWK 632 Social Work Practice with Groups and Families
  - Unit 9D: Connection between Field and SOWK 670 Social Work Research (to be developed)
  - Unit 9E: Connection between Field and SOWK 610 Structural Oppression and its Implications for Social Work

**Part 2 LIVE Virtual Webinar (OPTIONAL):** After you have reviewed the videos you are invited to attend a live webinar meeting with other New Field Instructors and SSW Field Education Faculty where you will receive answers to any of your questions while we review field instructor and student expectations. The *New Field Instructor Orientation Live-Webinar* is not eligible for CEUs. Eligible workshops are on topics applicable for all social work professionals and not limited to field education. You may register for one of the *New Field Instructor Orientation Live Webinars* by going to the Orientations link on our Field Education page. <https://www.ssw.umaryland.edu/field-education/orientations/?&>

If you have any questions email us at the Office of Field Education general email: [fielddeduction@ssw.umaryland.edu](mailto:fielddeduction@ssw.umaryland.edu) OR leave a message by calling the main phone line: 410-706-7187. The team in the Office of Field Education (OFE) looks forward to working closely with you. On behalf of the OFE team, we extend best wishes for a successful field year!

## Office of Field Education

<http://www.ssw.umaryland.edu/field-education/>

The Office of Field Education (OFE) is responsible for the development of field placement sites, the placement of students, and for the ongoing monitoring of the field education program. The OFE provides orientations and workshops for students and Field Instructors as well as ongoing support and assistance to Faculty Field Liaisons and to students and Field Instructors as needed.

Contact us: [fieldeducation@ssw.umaryland.edu](mailto:fieldeducation@ssw.umaryland.edu); 410-706-7187; 5th floor of SSW

Our OFE personnel are dedicated social work professionals with a diverse range of expertise and professional social work experience.

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*Role of the  
Field  
Instructor*

## Field Requirements

It is very important that you review the full *SSW Field Education Manual* for more specifics on Field Education Policy and Procedures. Link for the Field Education Field Manual:  
<https://www.ssw.umaryland.edu/field-education/field-calendar--manual/>

### Field Education Practicum is a COURSE

SOWK 635 (fall)/ SOWK 636 (spring) – Foundation Field  
SWCL 794 (fall)/ SWCL 795 (spring) – Advanced Field CLINICAL  
SWOA 794 (fall) /SWOA 795 (spring) – Advanced Field MACRO

### Field Assignments include:

- Process Recordings:
  - THREE Process Recordings due EACH Semester (minimum) for a total of SIX per field year.
  - Foundation Practicum: FIVE process recordings on individual/clinical interventions and ONE on a macro activity.
  - Advanced Practicum: all SIX in your specific Concentration (Clinical OR Macro.)
- Monthly Reports and Monthly Timesheets (submitted in the EFN due the 5th of each field month.)
- Submission of Learning Agreement.
- Participation in Field Seminars for their Foundation Year.

### Required Days for Field

In general:

- See Field Education Manual for more details.
- Students are expected to follow the Field Calendar posted at <https://www.ssw.umaryland.edu/field-education/field-calendar--manual/>. The minimum number of days for Foundation students is 55 days and the minimum number of days for Advanced students (either on a *regular* or *extended schedule*) is 85 days.
- All Students are required to keep accounting for their days in field and complete monthly *Field Timesheets* which will be approved by their Field Instructor and reviewed by their Field Liaison. The field timesheet may be found on the EFN.
- Once a field schedule is established, any modifications must be approved by the Field Instructor and the Faculty Field Liaison.

Foundation Students

- Foundation students are in a *Monday/Wednesday OR Tuesday/Thursday* field placement.

Advanced Students

- Advanced students are in a *Tuesday/Wednesday/Thursday* field placement.
- Advanced students on an extended schedule are in a field placement two days a week for a longer period of time (mid-July.)

○ **FIELD INSTRUCTOR SUPERVISION EXPECTATIONS**

**What to Expect from the Field Instructor:**

- Weekly one-on-one supervision and/or group supervision;
- Practical guidance with how to work with clients and client systems e.g. active listening skills, handling a crisis, completing assessments etc.;
- Help developing greater self-awareness in your work;
- Support with the client-worker relationship e.g. recognizing boundaries, confidentiality, when to use self-disclosure, recognizing transference and counter-transference etc.;
- Guidance and support with the use of clinical and macro interventions;
- Direction on applying theoretical perspectives;
- A safe space to process your interactions with participants;
- Assistance with understanding and applying the NASW Code of Ethics;
- Readings, training, and assignments that are agency and/or population specific;
- Additional clarification of your role and expectations as a social worker;
- Help in accessing learning opportunities;
- Shadowing/direct observation;
- Feedback and evaluation of your performance.

**What to Expect from a Task Supervisor (if the agency uses Task Supervision model):**

- Assigning of specific tasks and projects;
- Explanation & monitoring of tasks and projects;
- Contribution to student evaluation;
- Regular meetings with you and your field instructor;
- Ongoing close collaboration and communication with you and your field instructor;
- Additional clarification of general agency expectations.

**What the Field Instructor Expects of the Student:**

- Be prepared for and actively participate in supervision;
- Interest, enthusiasm, & energy;
- Curiosity and ability to ask questions;
- Professionalism (in attire, arriving on time, attendance, conduct, initiative)
- Completion and tracking of school assignments related to field: e.g. MACRO opportunities description, psychosocial, etc.;
- Self-reflection and development of self-awareness;
- Willingness to practice interventions, techniques;
- Ability to identify the specific SW skill(s) you are using when interacting with a client and client systems;
- Willingness to apply theoretical perspectives;
- Knowledge and application of NASW Code of Ethics;
- Willingness to hear feedback and to change your behavior/approach accordingly;
- Help with understanding how other profession's perspectives compare and contrast to SW; and
- Participate in the evaluation process.

**9 Core Competencies with  
31 Foundation Generalist Behaviors  
16 Clinical Advanced Behaviors 17 Macro Advanced Behaviors**

**Competencies:** Nine Social Work Competencies identify the essential skills and behaviors that encompasses and describe the essence of Professional Social Work Practice.

**Behaviors:** Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes that comprise the competency.

Competency #1		
<b>Demonstrate Ethical and Professional Behavior</b>		
Foundation Behaviors	1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
	1.2	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
	1.3	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
	1.4	Use technology ethically and appropriately to facilitate practice behavior outcomes
	1.5	Use supervision and consultation to guide professional judgment and behavior
Advanced Clinical Behavior	1.1 CL	Apply professional social work ethics and laws to resolve ethical dilemmas arising in the context of clinical practice
Advanced Macro Behaviors	1.1 Macro	Conduct one's self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting
	1.2 Macro	Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice
	1.3 Macro	Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)

Competency #2		
<b>Engage Diversity and Difference in Practice</b>		
Foundation Behaviors	2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
	2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences
	2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Advanced Clinical Behavior	2.1 CL	Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender identity and expression, disability, immigration status, political ideology, race, and/or religion) upon practitioner-client transactions and apply this knowledge to practice
Advanced Macro Behavior	2.1 Macro	Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations

Competency #3 <b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		
Foundation Behaviors	3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
	3.2	Engage in practices that advance social, economic, and environmental justice
Advanced Clinical Behavior	3.1 CL	Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems
Advanced Macro Behavior	3.1 Macro	Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work

Competency #4 <b>Engage In Practice-informed Research and Research-informed Practice</b>		
Foundation Behaviors	4.1	Use practice experience and theory to inform scientific inquiry and research
	4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
Advanced Clinical Behaviors	4.1 CL	Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and intervention with clients
	4.2 CL	Develop a research question that can inform policy, programs, or practice ( <i>same as 4.2 Macro</i> )
	4.3 CL	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice ( <i>same as 4.3 Macro</i> )
Advanced Macro Behaviors	4.1 Macro	Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions
	4.2 Macro	Develop a research question that can inform policy, programs, or practice ( <i>same as 4.2 CL</i> )
	4.3 Macro	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice ( <i>same as 4.3 CL</i> )

Competency #5 <b>Engage in Policy Practice</b>		
Foundation Behaviors	5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
	5.2	Assess how social welfare and economic policies impact the delivery of and/or access to social services
	5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Advanced Clinical Behaviors	5.1 CL	Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice ( <i>same as 5.1 Macro</i> )
	5.2 CL	Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society ( <i>same as 5.2 Macro</i> )
Advanced Macro	5.1 Macro	Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice ( <i>same as 5.1 CL</i> )

Behaviors	5.2 Macro	Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society ( <i>same as 5.2 CL</i> )
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Competency #6 <b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
Foundation Behaviors	6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2	Use empathy, reflection, and interpersonal skills
Advanced Clinical Behaviors	6.1 CL	Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback
	6.2 CL	Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing
Advanced Macro Behaviors	6.1 Macro	Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society

Competency #7 <b>Assess Individuals, Families, Groups, Organizations, and Communities</b>		
Foundation Behaviors	7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
	7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Advanced Clinical Behaviors	7.1 CL	Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
	7.2 CL	Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations
	7.3 CL	Formulate culturally informed client assessments that integrate information from all relevant sources
Advanced Macro Behaviors	7.1 Macro	Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention
	7.2 Macro	Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning macro practice

Competency #8 <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
Foundation Behaviors	8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3	Use intra and/or inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	8.4	Negotiate, mediate, or advocate with and on behalf of diverse clients and constituencies
	8.5	Facilitate effective transitions and endings that advance mutually agreed on goals
Advanced Clinical Behaviors	8.1 CL	Evaluate, select, and apply best practices and evidence-based interventions
	8.2 CL	Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment
Advanced Macro Behaviors	8.1 Macro	Identify appropriate intervention and how it is relevant to client/constituent system
	8.2 Macro	Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting
	8.3 Macro	Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy

Competency #9 <b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
Foundation Behaviors	9.1	Select appropriate methods for evaluation of outcomes
	9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
	9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Advanced Clinical Behavior	9.1 CL	Assess the effectiveness of interventions with clients
Advanced Macro Behavior	9.1 Macro	Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy

### Definitions of Frequently Used Field Education Terms

**Types of Field Practicums:** Foundation and Advanced (Advanced Clinical or Advanced Macro). Advanced students may select an *extended schedule* to remain in field for an extended period of time, usually to the end of July; going 2 days per week instead of 3 days.

**Field Coordinator:** The person in the field education office who carefully assesses the student's field application, educational course of study, and learning needs then refers the student to the specific field placement. Students and Field Instructors may contact the field coordinator assigned to the agency throughout the year with questions if your liaison can't answer them.

**Field Instructor:** The Social Worker at the agency who will teach the student throughout the year at the field placement. They provide the student with regular feedback, weekly supervision, review and comment on all of the student's paperwork; assign tasks, complete an assessment/ evaluation of the student's progress at each mid-semester and the end of each semester. All of the student's activities at the agency fall under their supervision and social work license.

**Task Supervisor:** Some field sites use a Task Supervision Model of Field Education. The Task Supervisor is the agency staff member that is assigned to assist students in learning the activities identified in the learning agreement. The task supervisor carries the responsibility for the client system and "shares" various case activities with students.

**Field Liaison:** The person hired by UMB to monitor the student's progress in field. This person is the connection between the field instructor, student and UMB. If issues arise, the student and/or the field instructor may seek guidance from the field liaison. Their job is to support the placement. They review work submitted in the EFN and issue the student's grade for field.

**EFN:** Electronic Field Notebook: the online system through which students submit their assignments, receive feedback from their field instructors, and keep their liaison informed of their progress.

**Competencies:** Nine Social Work Competencies identify the essential skills and behaviors that encompasses and describe the essence of Professional Social Work Practice.

**Behaviors:** Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes that comprise the competency.

**Learning Agreement:** The *educational plan* that is developed between the student and their field instructor and approved by the Field Liaison. It is a collaborative process that describes the specific activities, tasks, and assignments the student will perform to achieve competencies.

**Student Assessment:** This is the "evaluation" the field instructor completes at each mid-semester and at the end of each semester to provide the student with written feedback on their progress on the development of the practice behaviors for each competency.

**Learning Activities:** Learning activities are assignments/tasks that provide students with the opportunity to develop and demonstrate their attainment of behaviors related to core competencies.

**CSWE:** Council on Social Work Education

**EPAS:** Educational Policy and Accreditation Standards

**NASW Code of Ethics:** The guide for professional conduct of social workers. It includes: social work's mission, core values, ethical principles, and specific ethical standards to guide social workers' conduct.



Dear Field Instructors,

All members of the UMB community – students, staff, faculty, and affiliates - are required to complete the Title IX awareness training each academic year. Field Instructors fall under the category of “**affiliates**.” The Office of Field Education will send field instructors an email with the link to complete the UMB Office of Accountability and Compliance training.

After completing the training, please download your Certificate of Completion and upload it into the electronic field notebook (EFN). You will see the prompt to upload your Title IX certificate when you log into the EFN (see screenshot below). Your certificate will serve as proof that you have completed the training.



For more information, here is the link to the Title IX website: <https://www.umaryland.edu/titleix/>.

Thank you for your attention to this matter.

Sincerely,

The SSW Office of Field Education

# *Agency Orientation*

## Agency Orientation Checklist

Below is a list of potential tasks to prepare for your student and to prepare your student for their learning activities at your agency.

Agency Prep	Task	Timeline	Done
Agency Prep	<ul style="list-style-type: none"> <li>• Update agency profile</li> <li>• Verify the Affiliation Agreement between the agency and UMB is up-to-date</li> <li>• Identify student workspace</li> <li>• Set up phone, computer, office supplies</li> <li>• Contact IT for email/computer access</li> <li>• Create/update intern manual or resource folder</li> <li>• Develop a list of agency and program acronyms</li> <li>• Logistics – parking pass, building access, ID badge process</li> <li>• Organize/update agency policies and procedures (administrative and clinical)</li> <li>• Identify HR requirements for students</li> </ul>	Summer – mid-August, and after student interview and acceptance	
Staff Prep	<ul style="list-style-type: none"> <li>• Inform staff of intern arrival – names, schools, days/hours on site</li> <li>• Assign Task Managers</li> <li>• Plan for student activities – client caseload, group co-facilitation, MACRO opportunities, etc.</li> <li>• Develop an orientation schedule for students</li> <li>• Plan a welcome for students</li> </ul>	Summer – mid-August, and after student interview and acceptance	
Student Prep	<ul style="list-style-type: none"> <li>• Communicate after interview and before first day – start date, arrival time, parking, dress code, etc.</li> <li>• Communicate “informals” – places to eat, get coffee, better commuting routes, etc.</li> <li>• Review HR requirements and timeline</li> <li>• Review orientation schedule (if possible)</li> </ul>	After student interview – mid-August	

Initial Student Orientation	<ul style="list-style-type: none"> <li>• Plan a tour of agency</li> <li>• Introduce to staff</li> <li>• Introduce to clients</li> <li>• Introduce to other students</li> <li>• Discuss how students will interact with each other (student group project, co-facilitate client group, etc.)</li> <li>• Plan student meeting time with Task Managers</li> <li>• Send to HR for paperwork</li> <li>• Review logistical information (ID, hours, parking, lunch, restrooms, timesheets, IT help, use of phone/other equipment, etc.)</li> <li>• Discuss agency vision, mission, values, goals, services provided, and population served.</li> <li>• Review agency administrative P&amp;P (inclement weather, emergency, safety, phone tree/alert protocols, voicemail messages, email use, tardiness, leave, use of agency vehicle, reimbursement, etc.)</li> <li>• Review agency clinical P&amp;P (clinical philosophy, intervention methodologies, documentation requirements, intervention timelines, etc.)</li> <li>• Review "Student Agency Orientation Checklist"</li> <li>• Discuss professional behavior – Code of Ethics, confidentiality, mandating reporting, dress code, time management, use/abuse of computer, personal cell phone use</li> <li>• Discuss safety and develop student safety plan – review "Student Safety Checklist"</li> <li>• Discuss clients, agency culture, staff culture, diversity, case assignments</li> <li>• Review applicable policy, laws and COMAR, Federal Regulations etc.</li> <li>• Assign reading – laws, interventions, theory – related to work of agency</li> <li>• Set up supervision time</li> </ul>	Week of September 2 – first couple weeks of field placement; some tasks can be covered in initial supervision meetings	
Additional Student Orientation/ Initial Supervision	<ul style="list-style-type: none"> <li>• Review schedule – due dates, agency timelines, field instructor backup</li> <li>• Discuss supervision content – roles of student, supervisor and task manager, student-driven agenda, expectations, etc.)</li> <li>• Begin discussion of Student Learning Agreement</li> <li>• Review course syllabi, discuss assignments/content, MACRO field opportunities</li> <li>• Plan for first Field Liaison visit</li> </ul>	First 2-3 supervision sessions	

## FIELD INSTRUCTOR TRAINING PROGRAM AGENCY ORIENTATION SURVEY

### Instructions

Ask yourself about the areas you currently discuss during your first meeting with your student or as part of your agency orientation.

### On the first day I meet with my student, I talk about...

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. Emergency contact information                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. The agency dress code                           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Reimbursement procedures                        | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. The clientele the agency serves                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Types of services provided                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. What social workers do in the agency            | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. How the student should identify themselves      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Confidentiality issues                          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Safety precautions                              | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Jargon used by the agency                      | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. Where to find information for making referrals | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. My expectations of the student                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13. Times I am available to meet with the student  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14. Guidelines regarding assignments and deadlines | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 15. My vision of the placement experience          | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

*This is for your information: Students will review Safety as part of their Orientation to Field and will be encouraged to discuss safety with you.*

## Safety Checklist

The Safety Checklist includes agency procedures, guidelines, and policies related to safety and precautionary measures. Students should consider giving a copy to their field instructor to ensure that all important material has been discussed.

<b>I. Environmental Safety</b>	<b>DISCUSSED</b>
Fire Procedures	_____
Disaster Procedures	_____
Severe Weather Procedures	_____
Universal Precautions	_____
COVID 19 Precautions and Practice Guidelines	_____
<b>II. Agency and Surrounding Area</b>	
Parking	_____
After-hour Security	_____
o Office Set-Up/Exits	
o Panic Buttons	
o Personal Belongings	
o Sign-in & Sign-out Logs	
First Aid Procedures	_____
Neighborhood Issues	_____
o Isolate/Vulnerable Areas	
Equipment Issued	_____
o Cell Phone/Pager/Computer	
Trainings Required	_____
Vaccinations Required	_____
<b>III. Agency Client Population and Services Provided</b>	
Common Client Issues	_____
Common Psychiatric & Substance Abuse Issues	_____
Boundary Issues	_____
Client Incident Procedures	_____
o Physical Restraint	
Staff Incident Procedures	_____
<b>IV. Transportation</b>	
Vehicle Procedures	_____
o Personal Vehicle	
o Agency Vehicle	
Vehicle Safety Protocols	_____
Unscheduled Stops	_____
<b>V. Emergency Protocol</b>	
Definition of an Agency Emergency	_____
Chain-of-Command Procedures	_____
Documentation Required	_____



*This is for your information: Students will review the Professional Code of Conduct at their Student Field Orientation and they submit it in the EFN prior to arriving at the field agency.*

**Social Work Professional Code of Conduct** (rev 6/2022)

The purpose of this Professional Code of Conduct is to identify expectations of student behavior as it relates to their field placement experience. Students with questions concerning its content should discuss it with their field instructor, their faculty field liaison, or faculty in the Office of Field Education. Please note: this Professional Code of Conduct is to be implemented at each placement site for both Foundation and Advanced years of Field Education.

1	The student agrees to carefully read, in entirety, the SSW Field Education Manual and the NASW Code of Ethics to become fully familiar with and abide by the content in each.	
2	The student is committed to demonstrating Ethical and Professional Behavior ( <i>Council on Social Work Education CSWE Competency #1</i> ) at all times, both in person and/or remotely as well as during any field seminar, including behavior with regard to: <ul style="list-style-type: none"> <li>• Attendance and participation</li> <li>• Attire and presentation at agency or seminar settings</li> <li>• Use of cell phone</li> <li>• Confidentiality</li> <li>• Use of social media</li> <li>• Interaction with agency staff, administration, and clients</li> <li>• Respect of agency policies and procedures</li> </ul>	
3	The student agrees to maintain a careful and accurate written record of time in field on the Field Timesheet, which will serve as an official record.	
4	The student agrees to be an active participant in the field experience with their field instructor including reporting to field on time, being prepared to learn, and being an active participant in supervision.	
5	The student recognizes the importance of early contact (within 48 hours) with the Faculty Field Liaison if any problem or concerns occur in the field setting.	
6	The student understands that they are to be fully present and engaged during field education activities. If they are engaged in remote activities for any portion of their field experience, the student is expected to minimize distractions during this time, including avoiding accumulation of field time during other committed activities. The student may not engage in remote field education while at work, unless they are in an approved employment-based field placement.	

By signing this document, I indicate that I have read this Professional Code of Conduct and understand its purpose.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Integrating  
Field &  
Coursework*

## University of Maryland School of Social Work MSW Program Foundation Field Seminar

The integrated field seminar is an opportunity for MSW students to meet in small groups to discuss their field experiences. During their foundation field placement at UMSSW, foundation students will participate in monthly, online, facilitated, small-group seminars intentionally designed to include conversations about anti-oppressive social work practice. In addition to discussing knowledge and skill development, students in seminar will engage in critical self-reflection and their developing professional social work identities in the context of anti-racism, oppression and privilege, and the necessity of cultural humility.

### Seminar Objectives:

In field seminar, students will:

1. Become oriented to the principles and practice of social work.
2. Practice critical self-reflection to improve self-awareness, and awareness of the impact of self on developing professional identity.
3. Discuss issues of oppression, privilege, and cultural humility, and integrate the practice of critical self-reflection within an anti-oppression, culturally humble framework.
4. Bridge material learned in class with the practical application of that material and other practices in field.
5. Discuss experiences and troubleshoot issues in field.

### Field Seminar Details:

- Field liaison seminar instructors will lead mandatory online seminars each month (four in the fall and four in the spring semester). Students may be in field and are expected to be released from field duties to attend seminar.
- Seminar follows the pacing of the student field experience, and uses inquiry-based learning, adult learning, and problem-based learning models.
- A syllabus and detailed facilitator guide provide baseline consistency of seminar content and topics among seminar groups. The curriculum is rooted in three diversity models: *Rx Racial Healing*, *The 6 Pillars of Brave Space*, and the *SHARP Framework*.<sup>1</sup>
- Modified field education assignments and assessments ensure evidence of student inclusion of critical self-reflection and anti-oppressive practices: process recordings and monthly reports include an identity awareness/social justice reflection question.
- Seminar is one-third of a student's field grade. Student attendance and participation in seminar will be part of their Fall and Spring semester field assessments.

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<sup>1</sup> Rx Racial Healing, Dr. Gail Christopher (2019); The 6 Pillars of Brave Space, Victoria Stubbs (2019); SHARP Framework, Dr. Wendy Shaia (2019).

**Opportunities for Integrating Concepts from  
SOWK 610: STRUCTURAL OPPRESSION –  
IMPLICATIONS FOR SOCIAL WORK  
in the Field Setting**

**COURSE DESCRIPTION:** Structural oppression – e.g., by race, gender, gender identity, sexual orientation, age, (dis)ability, religious and cultural beliefs and practices, ethnicity, national origin, and class – is omnipresent. Its faces and forms shape our consciousness, our communities, and our cultural norms. It influences the way we see both ourselves and others. It impacts our attitudes, our interactions, and our opportunities. We cannot escape it; we can only work to overcome it.

This course will encourage its members to interrogate the causes, manifestations, impacts, and means of overcoming structural oppression in its myriad faces and forms. We will explore social identity in the context of a complex web of structural oppression – and the ways that dominant narratives influence the way we see ourselves and others. We will examine how some human differences are given social meaning, and how these differences have been used to divide people and hide and justify systems of exclusion, exploitation and marginalization. Throughout, as we seek to question constructs often considered natural and inevitable, we will challenge ourselves to envision and create more liberatory, equitable, and just ways to practice social work and organize social life.

Students should take this course in the first semester of their MSW program at the University of Maryland School of Social Work as its concepts and analysis are foundational for social work education and practice. Prior to the first class session, students should have completed the online pre-requisite course on the history of oppression and resistance in Baltimore.

**COURSE OVERVIEW:**

<b>PART 1: THEORETICAL FOUNDATIONS AND CORE CONCEPTS</b>	
<b>Session 1</b>	<p><b>Introductions</b></p> <ul style="list-style-type: none"> <li>• Who are we? What brings us to this space? What do we bring to it?</li> <li>• What goals do we have for ourselves? What goals do we have for the learning community we will share for the semester?</li> <li>• What do we need and expect from one another in order to meet our goals and to create a courageous and critical learning community?</li> <li>• Why is critical exploration of the causes, manifestations, impacts, and means of overcoming structural oppression essential for effective and ethical social work practice?</li> <li>• Is it possible for social work to adopt a “neutral” stance – i.e., to avoid taking sides with either the oppressor or those who are oppressed? Why or why not?</li> </ul>
<b>Session 2</b>	<p><b>Social Identity and Situating Ourselves</b></p> <ul style="list-style-type: none"> <li>• What is social identity? How is it formed?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are common features of social identity?</li> <li>• What distinctions exist among those society groups or labels differently, in ways connected to diverse social identities – particularly those on opposite sides of the dualities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• What complexities and contradictions do we find in our own social identities?</li> </ul>
<b>Session 3</b>	<b>Power and Oppression</b> <ul style="list-style-type: none"> <li>• What human differences have been used to create division and disparity?</li> <li>• What are the shared faces of oppression – across various aspects and arenas of our social lives?</li> <li>• How and on what bases can we distinguish between oppression and other social phenomena?</li> <li>• How is oppression reproduced and maintained – both at the level of individuals and social systems?</li> <li>• What is the relationship between oppression, and social work practice and research?</li> </ul>
<b>Session 4</b>	<b>Power, Oppression, and Privilege</b> <ul style="list-style-type: none"> <li>• What is privilege? Is there a difference between unearned advantage and conferred dominance? If so, what?</li> <li>• What forms of privilege do you have? How does it impact the way you see the privileged aspects of your lives?</li> <li>• Why is privilege often unacknowledged by – and even invisible to – those who have it? What privileges have you not seen or acknowledged?</li> <li>• How is privilege reproduced and maintained – both at the level of individuals and social systems?</li> <li>• What is the relationship between privilege, and social work practice and research?</li> </ul>
<b>Session 5</b>	<b>Intersecting and Interlocking Systems of Oppression</b> <ul style="list-style-type: none"> <li>• How are we to understand the myriad forms of privilege and oppression that exist within society – and within our own social existence?</li> <li>• What relationships exist among the various forms of oppression? How do various forms of privilege and oppression magnify or mitigate the impacts of one another?</li> <li>• What are the implications of intersectionality on intra- and interpersonal dynamics of privilege and oppression?</li> <li>• What are the implications for the struggle for liberation, equity, and justice?</li> <li>• Is there any aspect of social work practice or research where an intersectional approach would not be possible, or beneficial?</li> </ul>
<b>Session 6</b>	<b>From Differences to Disparities: Social Construction of Oppression</b> <ul style="list-style-type: none"> <li>• What does it mean to claim that, e.g., race is a social construct? How has this and other bases for oppression been socially constructed?</li> <li>• What mechanisms have been used over the course of history to convert some human differences into the foundations of economic, political and social disparities?</li> <li>• Are there differences among us that have not been given social meaning –</li> </ul>

	<p>but could have?</p> <ul style="list-style-type: none"> <li>• How have social work practice and research reinforced disparities based on difference? How have they subverted them? How might they?</li> </ul>
<b>Session 7</b>	<p><b>Political Economy and Oppression</b></p> <ul style="list-style-type: none"> <li>• What is capitalism? What are its features? Is it essentially oppressive?</li> <li>• What is the relationship between capitalism and other forms of oppression?</li> <li>• Is class oppression in unique any way(s) among the various forms of oppression? If so, how?</li> <li>• In what other ways have communities organized social relations? In what other ways might we – in particular, in order to promote social work values like wellbeing, autonomy, democracy, equity, and justice.</li> </ul>
<b>Session 8</b>	<p><b>Hegemony, (False) Consciousness, and Alienation</b></p> <ul style="list-style-type: none"> <li>• How do we come to believe that the socially constructed categories of privilege and oppression are natural and inevitable?</li> <li>• What impact does the internalization of privilege and oppression have on own views of ourselves, our communities, and others – as well as our interactions?</li> <li>• What role do social work practice and research play in creating and maintaining the superstructure – e.g., of cultural hegemony, ideology, social norms, civil society - that lays behind the institutions of overt control and oppression – hiding and justifying their existence. How might social work and research expose and subvert this superstructure?</li> </ul>
<b>Part 2: IMPLICATIONS FOR SOCIAL WORK PRACTICE</b>	
<b>Session 9</b>	<p><b>Implications for Direct Practice</b></p> <ul style="list-style-type: none"> <li>• How has direct practice with individuals, families, and groups created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How has direct practice with individuals, families, and groups subverted such power dynamics and create more liberatory, equitable, and just ways to organize social life? How might it?</li> <li>• What changes would be necessary to do so?</li> </ul> <p><b>**Tutorial Reflection</b></p>
<b>Session 10</b>	<p><b>Implications for Organizational Practice</b></p> <ul style="list-style-type: none"> <li>• How has organizational practice created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How has organizational practice subverted such power dynamics and create more liberatory, equitable, and just ways to organize social life? How might it?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Session 11</b>	<p><b>Implications for Community and Policy Practice</b></p> <ul style="list-style-type: none"> <li>• How has community and policy practice created and maintained the dualities</li> </ul>

	<p>and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</p> <ul style="list-style-type: none"> <li>• How has community and policy practice subverted such power dynamics and create more liberatory, equitable, and just ways to organize social life? How might it?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Session 12</b>	<p><b>Implications for Research</b></p> <ul style="list-style-type: none"> <li>• How has research created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How has research subverted such power dynamics and create more liberatory, equitable, and just ways to organize social life? How might it?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>UNIT 3: VISIONS OF LIBERATION – TOWARD AN ANTI-OPPRESSIVE SOCIAL WORK PRACTICE</b>	
<b>Session 13</b>	<p><b>Visions of Liberation: Toward an Anti-Oppressive Social Work Practice</b></p> <ul style="list-style-type: none"> <li>• What are the foundations of oppression in the areas of social work practice of greatest interest to us?</li> <li>• What steps might we take to overcome and undo this oppression– moving toward an anti-oppressive social work practice?</li> </ul>
<b>Session 14</b>	
<b>Session 15</b>	<p><b>Wrap Up, Evaluations, and Hope for the Flowers</b></p> <ul style="list-style-type: none"> <li>• What have we learned? Where do we hope to continue to develop our abilities and deepen our understanding?</li> </ul>

## **Opportunities for Integrating Concepts from SOWK 630 *Social Work Practice with Individuals* into the Field Setting**

SOWK 630, *Social Work Practice with Individuals*, provides students with foundation skills and knowledge on engagement, the helping relationship, assessment, service planning, intervention implementation, and termination in direct social work practice with clients. Students learn the problem solving approach to direct practice and get an introduction to other practice frameworks. The tenets of ethical practice are discussed, explored, and infused throughout the course. Students are also introduced to crisis intervention, difference in practice, suicide risk assessment, motivational interviewing, the use of genograms and ecomaps, and the SHARP Model.

**It will be useful for you to ask your students to provide you with a copy of their SOWK 630 syllabus.**

### **Cournoyer Workbook**

Throughout the semester, students will be conducting exercises in their Cournoyer skill workbooks in their SOWK 630 classes. As field instructors, you might choose to provide opportunities (from role plays, to interview shadowing, and client interactions) for students to practice skills from the Cournoyer workbook, thus integrating field and classroom content. For instance:

1. Opportunities for your students to practice interpersonal skills as outlined in Cournoyer, Chapter 6, such as active listening.
2. Opportunities to apply preparing skills for contact with clients, as in Chapter 7, such as preparatory reviewing, preparatory exploring, preparatory consulting, preparatory arranging, preparatory empathy, preparatory self-exploration, centering, and preliminary planning and recording. You might choose to use this time to provide information about procedures of your agency for meeting clients for the first time.
3. Opportunities for your students to apply beginning skills with at least one client system according to the outline in Chapter 8, including introducing yourself, seeking introductions, describing initial purpose, outlining the client's role, discussing policy and ethical factors, and seeking feedback. You could provide feedback about your students' application of beginning skills in your reviews of their process recordings.
4. Opportunities for your students to apply exploring skills with clients, according to the outline in Chapter 9, including probing, seeking clarification, reflecting content, reflecting feelings, reflecting feeling and meaning, partializing, and going beyond what is said. Again, you might use your reviews of your students' process recordings to provide feedback regarding the students' abilities to appropriately use exploring skills.

**Assignments: Students have three major assignments in SOWK 630.**

**Assignment I) Developing the Professional Self Paper**

In class students are exploring the NASW Code of ethics, the mission of the social work profession and beginning to understand the concept of use of self in the profession. Using guided reflection questions, students are asked to reflect on how their personal values align or conflict with that of the social work profession, and on the process of developing a professional self, along with learning the skills and knowledge to become a practicing social worker. The students are asked to reflect on these questions:

- What I am learning about the profession of social work
- What I am learning about myself as a future member of this profession
- A beginning synthesis of the fit between the profession and myself and my effort toward developing a professional social work self.

**Assignment II) There are 4 options for the second major assignment at the discretion of the course instructor.**

**Assignment II Option 1: Quiz or Mini-Quizzes on Social Work Skills**

The purpose of this quiz is to test your knowledge and understanding of the core social work skills learned from the Cournoyer workbook that are used in generalist social work practice. The exam will consist of 10-20 multiple choice and/or short answer questions. The exam will focus on testing student's ability to:

Properly identify Exploring Skills

1. Provide a rationale for the use of a particular skill
2. Demonstrate an awareness of the phases of the helping process

**Assignment II Option 2: Simulated Client Interview and Analysis**

This assignment involves two parts:

1. Engaging in a simulated client interaction and
2. Crafting an essay that includes potential components of a clinical case note about that client interaction.

**Assignment II Option 3: Process Recording and Analysis Paper**

For this assignment, you will first identify a section or two (two to four pages) of one of your clinical process recordings in your field placement. Then write a four to five-page critique about what you learned from this client contact, doing the process recording, the feedback from your supervisor, and from your analysis of the process recording and feedback. In an introductory paragraph briefly describe the client, and include a conclusory paragraph summarizing what you learned.

**Assignment II Option 4: Role Play Video and Analysis**

For this assignment, you will first video tape a role play in class or a client meeting in your field placement. Then identify a 5-10-minute section of the interview to analyze. Then write a four to five-page analysis and critique about what you learned from this client contact, and if possible watch the video with your field supervisor and discuss what you learn from that conversation. In an introductory paragraph briefly describe the client, and include a conclusory paragraph summarizing what you learned.

### **Assignment 3) BioPsychoSocial Assessment & Contract**

The capstone assignment of SOWK 630 requires that each student apply specified models of psychosocial assessment and treatment contracting to an individual client in his/her field placement. In order to complete this assignment, **students will need to have conducted several sessions with an individual client by Week 8 or 9 of the semester in order to have information to draw from for this assignment.**

Students will apply the specific comprehensive psychosocial assessment and service/treatment contract framework taught in the course to an individual client in their field placement. Each student will complete a genogram and an ecomap on the client as part of his/her overall assessment

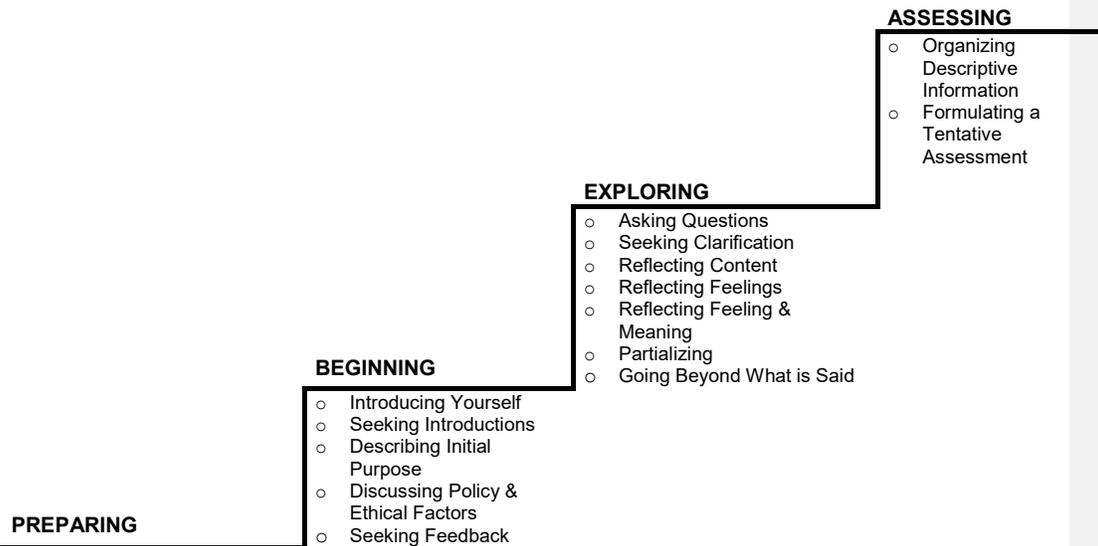
*Note:* The format for this BPS Report is in the Cournoyer workbook. It is very comprehensive, these reports should be 5-8 pages in APA format, 12 font, 1" margins, and double spaced.

## The Social Work Skills

Courmoyer, B. (2000). *The Social Work Skills Workbook*, Third Edition.  
Belmont: Wadsworth Publishing Company

### PHASE—SPECIFIC SKILLS

(most applicable during specific phases or processes)



- Preparatory Reviewing
- Preparatory Exploring
- Preparatory Consulting
- Preparatory Arranging
- Preparatory Empathy
- Preparatory Self-Exploration
- Preliminary Planning and Recording

### ENDING

- Reviewing the Process
- Final Evaluating
- Sharing Ending Feelings and Saying Goodbye
- Recording the Closing Summary

### WORKING & EVALUATING

- Rehearsing Action Steps
- Reviewing Action Steps
- Evaluating
- Focusing
- Educating
- Advising
- Representing
- Responding with Immediacy
- Reframing
- Confronting
- Pointing Out Endings
- Progress Recording

### CONTRACTING

- Reflecting on an Issue
- Identifying an Issue
- Clarifying Issues for Work
- Establishing Goals
- Developing an Action Plan
- Identifying Action Steps
- Planning for Evaluation
- Summarizing the Contract

## GENERIC SOCIAL WORK SKILLS

(apply throughout all phases and processes)

### **Professional Integrity**

Honesty  
Professional Knowledge  
Lifelong Learning  
Critical Thinking

### Ethical Decision Making

Self-Understanding  
Acceptance of Others  
Self-Control

### **Ethical Decision Making**

Understanding the Legal Duties of Professional Helpers  
Understanding the Fundamental Values and Ethics of Social Work  
Identifying Ethical and Legal Implications of Ethical Decision Making

### **Talking and Listening—The Basic Interpersonal Skills**

Talking: Using Speech, Language, and Body Language

Listening: Hearing, Observing, Encouraging, and Remembering

Active Listening: Combining Talking and Listening to Promote Understanding

## Opportunities for Integrating Concepts from SOWK 631 *Social Work Practice with Organizations and Communities* into the Field Setting

SOWK 631, *Social Work Practice with Organizations and Communities*, introduces foundation students to the field of macro practice. “Macro practice is professionally directed intervention designed to bring about planned change in organizations, and communities...Macro-level activities engage the practitioner in organizational, community, and policy arenas...These activities go beyond individual and group interventions but are often based upon needs, problems, issues, and concerns identified in micro-activities” (Netting, 1993, p. 3).

Themes highlighted throughout the semester that field instructors should reinforce in the field setting include:

- **Multisystem Perspective** - The idea that individuals’ private troubles typically have public dimensions. For example, a person who lacks stable housing and struggles with substance abuse issues may be facing these personal troubles in part because of the economic recession and a significant decline in federal funding for affordable housing since the 1980s. Moreover, there are many points at which social workers can “intervene” to address social problems. Field agencies should reinforce this perspective by providing students with opportunities to intervene at levels beyond the individual and family, and helping students to understand how public policy and social structures impact the agency, its practice, and the population(s) served by the agency.
- **Power and Oppression** in society and human service work – The course helps students not only identify their own experiences with “privilege and penalty” based upon their gender, race, ethnicity, nationality, class, sexual orientation, religious beliefs, etc., but how power manifests within human service organizations, communities, and society at large. They also learn about how to build power to enact change at organizational, community and state/federal levels. Field instructors should help students understand power dynamics within the field agency and the implications of such for agency policies, programming and procedures. Field instructors should also help students understand their own power relative to the clients with whom they are working.
- **Empowerment and Multicultural Practice** – The course defines empowerment and multicultural practice approaches and helps students think critically about ways in which social workers can share power with and build power among clients, co-workers and communities to address problems at the individual, organizational, community and policy levels. Field instructors should help students critically assess the ways in which the field agency does or does not consciously promote and integrate empowerment and multicultural practices.
- **Conflict and Collaboration** – Students become aware of different social change approaches and begin to learn about making a “situational analysis” that informs the method(s) of intervention that will be most successful. Field instructors should help provide opportunities for students to work in collaboration with clients, colleagues, or others in the agency’s network to develop or modify programming, change policy, or collectively address issues of concern.

## **ASSIGNMENTS include:**

### **ORGANIZATIONAL SWOT**

In order to deliver competent service, the social work practitioner must have an understanding of the organizational structure and behavior of the agency in which they work, and their role in helping to address organizational needs. This assignment provides an opportunity for the student to analyze their field agency, assume the role of a "consultant" in order to identify agency strengths/weaknesses opportunities and threats (SWOT). This SWOT may assist the student in identify specific macro projects on which they could work with agency stakeholders to address organizational needs. Field instructors will help the student gain access to agency documents to increase their understanding of policies, procedures, programming, and priorities. Field instructors should also help students identify and speak with other agency stakeholders to understand different perspectives about the agency's strengths and limitations. While students' papers are NOT shared with Field Office or other faculty, you may ask the student to present you with an executive summary of their findings or to present their key findings to agency staff.

### **ADVOCACY ASSIGNMENT**

Each student will select a problem (e.g., drug abuse), cause (e.g., environmental justice), or constituency (e.g., victims of state violence) about which they/he/they is concerned. They will then identify an issue they seek to advance, an audience they seek to reach who has power (either directly or indirectly) to advance the issue, and an advocacy intervention they propose to develop that might reach and activate the audience. Field Instructors should explore the students' interests in an issue area and identify any advocacy opportunities available within the agency. There are many potential advocacy interventions we might develop to advance an issue and students choose one of the following forms to complete this assignment:

- Draft *testimony* in support of (or in opposition to) a bill or issue that is being considered by a policymaking body (e.g., Maryland General Assembly, city council, school board).
- Write an *op-ed* essay on the topic, which might be submitted to a newspaper (e.g., *Baltimore Sun*), website (e.g., CounterPunch), or newsletter.
- Write a *letter* to an elected official (legislator, mayor, county executive etc.) or other powerholder (e.g., a dean or university president) in support of (or in opposition to) a specific policy or program.
- Write a *memorandum* to a board of directors, organizational leader, association (e.g., SGA), or affinity group urging attention and/or articulating an action strategy on an issue.

### **COMMUNITY ASSESSMENT**

Careful assessment is the first step to effective and respectful engagement with communities to stimulate positive change. This assignment seeks to increase students' basic community/neighborhood assessment skills (identifying both community needs and assets) and prepare them to engage with community members to identify and respond to issues of concern.

Students will work together in groups (3-5 students per group) to identify a geographic community of interest, conduct a walking community assessment, gather on-line information about the community, and prepare a 15-minute presentation to discuss with classmates what the group learned and the initial steps they would take to engage with the community to define and address issues/needs. These steps are consistent with the course's emphasis on the importance of "bottom-up," democratic decision-making.

## **MACRO PROJECT ACTIVITIES AND LEARNING GOALS**

All foundation field agencies are required to provide substantive macro-level activities for practicum students. In these activities, the focus of the intervention or target system is larger than an individual or a family (e.g., an organization, community, or local, state or federal policy). Macro practice includes activities associated with administration and program management, community organization and social action, and policy analysis and advocacy. Field instructors should work with their students to identify opportunities for ongoing or new macro-level activities in which the student can collaborate, and ideally take the lead, to address collectively an agency need or issue. A more in-depth description and list of possible examples for community and management practice activities are listed below and a description of the macro activities students have identified with their field instructors should be articulated in the learning contract.

### **MACRO ACTIVITIES IN PRACTICUM FIELD PLACEMENTS: GUIDELINES AND EXAMPLES**

Some activities will involve both management and community organizing work, and will include a group experience, for community practice typically involves bringing people together to carry out some sort of task. For example, an effort that involves a student in program development, such as working with a Committee of Parents to develop a Parenting Education program, involves work with a task group, recruiting and motivating community residents or agency clients, and enhancing the services aspect of the agency.

The above example also calls attention to one of the common differences between macro and clinical work, namely that the people with whom one works are usually functioning in the capacity of citizens or organizational staff members – not as clients who have come into the agency seeking help of some kind. Although the individuals one works with may exhibit personal and interpersonal problems, the aim of the work is not therapy or treatment, but system intervention. You may work with the clients of the organization on a macro intervention, but the focus of the intervention is not the clients; in such an intervention, the clients may be involved as partners in developing or evaluating a program, conducting a community assessment or intervention, or creating and conducting an advocacy or organizing campaign.

#### **Some guidelines to keep in mind**

Activities should be sufficiently challenging to warrant the attention of a graduate student. For example, developing a community resource manual may be useful as a way of getting to learn about resources, but normally does not require graduate level skills and knowledge to execute. However, if this activity also involved developing and negotiating collaborative agreements with some specific group of community agencies, it could become quite challenging and provide a useful learning experience.

The student needs to be given responsibility for doing something, not just observing.

Just as in clinical work, students need to carry out macro interventions consciously and deliberately. This means that the interventions should involve the collection of appropriate information (study), assessment of the task and challenges, development of goals and strategies, interventions to reach one's goals, and evaluation of performance afterwards. Any macro activities should be discussed in supervision, and can become the basis for the required Macro Process Recording. Clinical concepts and macro concepts are often interchangeable and can be used well in field instruction around macro activities. These include concepts like resistance, crisis intervention and management, building on strengths, visualization or imaging, use of self, and assertiveness.

## **Examples of Macro-Level Activities**

### **Community Organization**

- 1) Developing and staffing a "steering committee" to develop or plan a program or special project of some sort (e.g., a mentoring program for children). Members of the committee would include community leaders, parents, and others with knowledge or expertise. For some programs, such as a mentoring program, it is conceivable that a steering committee could expand and become the board of a new agency in the future.
- 2) Recruiting and/or working with an existing committee to assist with organizing an event that the community desires or that advances an organizational goal. For example, a community might be interested in holding a community fair, an agency might be interested in planning a fundraiser, or an affinity group might be interested in organizing a social action. The idea and the effort should be collective.
- 3) Organizing a group of clients or local residents to address a problem or condition in the community or in another institution that they are concerned about (e.g., a school detention policy, or the lack of playground equipment, or the lack of access to meal programs for older adults).
- 4) Organizing and working with a committee, to include residents, that develops and carries out a needs assessment survey in a given neighborhood or community, or perhaps in a housing project. For example, if the agency was serving a senior citizen housing project, perhaps there would be concern with the number of seniors who seemed to have an alcohol abuse problem and the survey would seek to find out the extent of the problem and eventually develop services to deal with the problem.
- 5) Developing and working with an inter-agency task force to coordinate a service that each agency is providing in some part, such as procedures for referral of children or families where child abuse is suspected.
- 6) Developing and training a group of volunteers or community residents who can provide community education around some problem of concern such (e.g., teen pregnancy, the spread of HIV, smoking, drug abuse).
- 7) Participating with a service or advocacy coalition to advance a project (e.g., to raise community awareness, to foster service integration and collaboration) or campaign (e.g., to change policy)

### **Management**

- 1) Staffing a committee to develop an assessment form for some service the agency is providing, or to carry out an assessment of that service.
- 2) Helping the agency to develop a program or functional budget if it does not have one.
- 3) Developing and carrying out a cost-benefit analysis of the agency's programs or some specific project.
- 4) Conducting marketing research, such as the development and implementation of a client/consumer service satisfaction survey.

- 5) Developing a management information system for some particular program or client population.
- 6) Negotiating and finalizing a contract for a purchase of service.
- 7) Staffing a board committee, such as a nominations committee or a program committee.
- 8) Researching a variety of policy or program options and presenting to a decision-making body.
- 9) Planning and coordinating arrangements for implementing or starting a new program or project (e.g., a new transportation system for older adults to an adult day health program that the agency has started).
- 10) Supervising a group of volunteers who are providing a service or overseeing a project.
- 11) Coordinating the efforts of a staff working group who are trying to respond to a new opportunity.
- 12) Developing and writing a grant proposal.
- 13) Participating in recruitment interviews for a staff position within the organization and offering opinions and suggestions regarding the hiring process (e.g., to advance goals of racial or gender equity).
- 14) Arranging a panel discussion of three to five social service agency administrators in the community on a challenging theme related to human service management for a half-day interagency staff development workshop for staff, supervisors and upper managers.
- 15) Examining staff development opportunities, and if appropriate, developing a training program on a topic that staff has expressed a need for more information.
- 16) Assessing and writing a report on the effectiveness of team work processes within the organization and presenting it to the management team with suggestions or recommendations for improvement.
- 17) Analyzing the organization's performance or management system, including forms and procedures for staff appraisal. If appropriate, developing more usable behavior-specific evaluation methods.
- 18) Conducting a "marketing readiness" survey in the organization to assess employees' willingness and ability to engage in strategic marketing activities. If needed, developing a "marketing plan" to carry out marketing strategies.

### **Policy Practice**

- 1) Monitoring the effects of a new or revised state or federal policy on the agency or its clients/constituents, and presenting the effects to the agency's staff and individuals it serves.
- 2) Monitoring the effects of changes in the city, county, state, or federal budget on the agency or its clients/constituents, and presenting the effects to the agency's staff and individuals it serves.
- 3) Developing a plan to implement a new or revised policy or an effective agency response to new or impending changes in funding, and presenting the plan to the agency's staff and individuals it serves.

4) Organizing and recruiting a legislative advocacy group who would mobilize support, prepare and provide testimony on a bill, and lobbying influential members in the state legislature or city/county council.

5) Advocating for policy changes that would affect the clients/constituents of an agency (e.g., developing and/or implementing a public education about the impact of the Affordable Care Act, participating in media advocacy about the needs of returning veterans and their families, legislative advocacy in support of expanded school mental health programs through testimony or meetings with legislators and their staffs, producing "report cards" on the performance of elected officials). Ideally, this (as is the case with most macro interventions) would be done with clients/constituents, not merely for them.

6) Providing a training with and for clients/constituents on the legislative process, advocacy, budgeting, or another policy practice skill. Provide time in the training for clients/constituents to provide their thoughts on needed policy changes, and jointly create a set of next steps.

## **Opportunities for Integrating Concepts from SOWK 632 Social Work Practice with Groups and Families into the Field Setting**

SOWK 632, Social Work Practice with Groups and Families, is designed for foundation students to learn about dynamics and basic procedures for direct practice with groups and families. The course first presents an ecological perspective on groups in clinical and organizational settings, explores group typologies, formation, composition, and development, and teaches concepts of group structure and process. The course then furnishes a foundation on social work practice with families, with emphasis on family structure and dynamics as well as beginning techniques for intervention with families. Opportunities for group practice experiences in field placement agencies are required for Foundation Students. Groups may be comprised of client members or staff members.

The following key concepts may be particularly relevant to field work:

- ***Diversity, Multicultural Practice, and Ethics*** - The course incorporates a fundamental commitment to respecting human differences of all kinds and affirming their importance to group accomplishments and the workings of a pluralistic society. This perspective is viewed as an integral part of group and family work, historically and presently. Coursework includes applying a structured decision-making model to an ethical dilemma, and students are challenged to consider the fit between professional ethics and multicultural practice. Field instructors can work with students to assess and identify privilege and oppression in the students' and clients' experiences; to explore socially just and respectful approaches to working with diverse clients; and to resolve ethical dilemmas in the field setting by applying the values and ethics of the profession.
- ***Foundation Approaches to Group and Family Work*** – Students are exposed to a broad array of techniques related to engagement, assessment, intervention, and termination with groups and families. They are encouraged to consider the impact of group membership and family relationships on all clients, regardless of the level of practice. Field instructors may be able to provide direct practice opportunities for students to work with groups and families or facilitate conversations about the impact of groups and families on clients at all levels.
- ***Group Principles and Applications at the Organizational Level*** – The course covers principles and techniques for facilitating task groups and discusses the dynamics of organizational teams, including multiprofessional teams. Field instructors can promote student access to professional task groups and encourage their participation where appropriate. Field instructors can assist students in understanding the dynamics and importance of task groups in their agencies.

In addition to class participation, students are evaluated on their application of the course content in a final exam on families and a mid-term paper on group work. Often, students will develop a proposal for a hypothetical group as their mid-term paper assignment; field agencies and/or client populations may be described in this paper. Students could benefit from field instructor input as to the value of particular group approaches in their field settings.

**Opportunities for Integrating Concepts from  
SOWK 670 Social Work Research  
into the Field Setting**

**Potential Activities to Integrate Research into Field Placements**

1. Tracking and assessing the quality of services provided
  - a. Outcomes
  - b. Processes
  - c. Structures
2. Documenting protocol fidelity/implementation/program adherence; addressing drift
3. Identifying valid/reliable measures appropriate to the setting/population
4. Administering valid/reliable measures appropriate to setting/population
5. Assessing client progress using tools that were administered
6. Monitoring and evaluating clinical/program outcomes
7. Monitoring and assessing practice (implementation of intervention, reflection on client engagement)
8. Documenting number of clients serviced through agency interventions; mapping services most utilized
9. Using data to inform clinical/programmatic decision-making
10. Conducting scientific literature reviews to identify cutting edge, research-supported practice strategies
11. Writing up annotated bibliographies based on literature reviews to present to field instructor or field agency
12. Assess the appropriateness of current clinical outcomes (e.g., are they culturally appropriate? evidence supported?)
13. Evaluating client satisfaction with services

## Advanced Curriculum

### Advanced Clinical

**SWCL 700—Advanced Clinical Interventions** [3 credits] (Prerequisites: SOWK 630, 631, 635)

This course seeks to integrate knowledge, attitude and skill components with the therapeutic perspectives traditionally associated with the practice of clinical social work. It will demonstrate how a comprehensive bio-psycho-social assessment of the individual can be employed to underpin the provision of a wide range of social services to individuals from diverse backgrounds. Specific attention will be given to individual therapy as a social service that clinical social workers are sanctioned to deliver by our society and our profession. *SWCL 700 is required for clinical concentrator*

**SWCL 744—Psychopathology** [3 credits] (Prerequisites: SOWK 630, 631 and SOWK 635)

This course is designed to provide the student with extensive knowledge of the major forms of emotional illness and their treatment. Students will develop competence in: diagnosis by mastering the currently accepted diagnostic code (DSM-V); and treatment planning through awareness and understanding of the most modern and accepted treatments for each major category of mental illness. Upon successful completion of the course, the student will be able to gather and analyze relevant information, make accurate diagnoses based upon that information, assess positive and negative factors affecting treatment decisions, develop an appropriate and contemporary treatment plan, and present it in a form consistent with current practice in the mental health professions. Students will be prepared for diagnosis and treatment planning activities appropriate to a variety of clinical settings. This course is offered both on campus and on the Web. *This course is required for clinical concentrators.*

### Advanced MACRO

**SWOA 703—Program Development** [3 credits] (Prerequisites: SOWK 630, SOWK 631, and 635)

Program Management, a methods course, provides students with a general introduction to the knowledge and skills necessary to manage human services organizations, departments, programs, and/or services. It examines the structures and processes of human service organizations, the processes of management, and organization-building. Students learn various functions of management from an internal and external perspective. This course provides opportunities for students to build competencies and skills in each functional area through practical application.

or

**SWOA 704—Community Organization** [3 credits] \* (Prerequisites: SOWK 630, SOWK 631, 635) This methods course in community organization is aimed at students who want to expand and refine their skills in organization-building and collective action. It builds on foundation knowledge and skills from the prerequisite introductory level practice courses in the curriculum. This course is particularly relevant to direct practice with advocacy for disempowered groups in society, such as ethnic, racial, and other minorities, low-income people, women, the aged, and the disabled.

or

**SWOA 707- Social Policy and Social Change** [3 credits] (Prerequisites: SOWK632 and 636)

The course provides an overview of the policy-making process at the federal and state levels and analyzes the roles of the legislative, judicial and executive branches of the government in the policy making enterprise. The focus is a critical analysis of the key assumptions driving policy and policy change, such as social vs. individual responsibility and risk. Also included is a critical examination of the role that policy plays in the design of interventions and service delivery practices at the federal, state and local levels and the impact of changing policies on individuals, groups, communities and providers. In addition, it emphasizes the impact of policy on diverse and at-risk populations, and its implications for social and economic justice. Students will be introduced to both the analytical and interactional skills associated with social policy development, including social problem analysis, social planning, the legislative process at the federal, state and local levels, policy analysis and evaluation, and policy advocacy and social change. For more detail on specific coursework for specialization, refer to the UM SSW website, <http://www.ssw.umaryland.edu>

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*Process  
Recording  
Resources*

<b>PROCESS RECORDING: Clinical/ Individual Intervention</b>					
NOTE: It is important that the student has the active role in the clinical intervention so they can PROCESS their activity and choices—rather than observing someone else.					
<b>Student:</b>			<b>Date:</b> date of interview		
<b>Agency:</b> (Full) Name of Field Agency			<b>Client System:</b> Individual, Couple, Family members...		
<b>Presenting Issue:</b> Specific presenting issue for the client. Why is the client receiving services?					
<b>Purpose:</b> Specific reason for THIS intervention. Connection of this meeting to service goals and overall service plan.					
<b>Worker or Client</b>	<b>Content</b>	<b>Skills Used</b>	<b>Gut Reaction</b>	<b>Analysis</b>	<b>FI Comment</b>
Identify who the content is generated from (client, worker)  Do NOT use any names  (Minimum of # rows)	To the best of your ability record verbatim the dialogue and interaction. It is recommended that students complete this column ASAP after the intervention, then they can go back and complete the other sections.	(REAL*) Social work skill they used for each of the rows of content. (Examples of social work skills are found in Cournoyer (see handout), MI, CBT, etc.	Your gut reaction.  Name and describe your feelings.  NOT what you think the client is feeling.	Your thoughts about the words chosen, skill chosen, reason skill was chosen, effectiveness, client response, etc.	Specific feedback on the content the student entered in columns to left.  (Overall comments from the Field Instructor are provided at end of form.)
<b>Student Assessment Narrative:</b> This is where the student reflects on the overall intervention and analyzes their overall effectiveness. Patterns, Dynamics, Types of Skills used, Insight ...AND their “next steps” to continue moving toward the service goals.					
<b>Cultural Humility Reflection:</b> Social Workers’ awareness of privilege and power differentials with our clients is critical to culturally humble practice. How might privilege and power dynamics arise in this interaction with you and this client? Did they come up? How? What did you do?”					
<b>Field Instructor Overall Comments:</b> This is where the Field Instructor will provide feedback on the intervention as a whole. Tasks/assignments, and next steps to address.					
<b>Liaison Comments:</b> The Faculty Field Liaison usually provides comments after the field instructor has provided comments.					

**PROCESS RECORDING: Macro System**

NOTE: It is important that the student has the active role in the macro intervention so they can PROCESS their activity and choices—rather than observing someone else.

<b>Student:</b>	<b>Date:</b> date of macro intervention/event
<b>Agency:</b> (Full) Name of Field Agency	<b>Describe the Macro System:</b> (Examples: Committee, Coalition, Unit, Community) Include length of time this group has been gathering or if it is a onetime intervention/event.
<b>Presenting Issue/Goal:</b> Describe the target goal/ presenting issue. What is the issue or problem being addressed by the macro system?	
<b>Identify and describe the event/practice moment:</b> Include purpose, specific reason for THIS event or intervention. Identify the goal or expected outcome of this intervention and how it is connected to the overall target goal. Was there an agenda? Time and length, specific location, who called or led the event, number in attendance and agencies/organizations represented. How were participants notified of event? Identify the individuals present and their role/title. If you do not know everyone then identify their organization or role. Discuss the composition /diversity of the group (including gender, race, socioeconomic status, age, religion/spirituality, culture.)	
<b>Role of student.</b> Describe your role and assigned tasks at this event and relationship to group. Self-assessment of your performance at event. Content learned about your macro practice from this event.	
<b>Content of the Event:</b> Including: (1) Discussion Points made at the event and by whom. (2) Identify any action(s) taken or decisions made. (3) Action(s) Planned, and persons identified as responsible to complete the task and date identified for the completion of task.	
<b>Feelings:</b> Identify (your) feelings and emotions generated by the event, participants, or the issues discussed, or your role.	
<b>Power:</b> Commentary on and reactions to dynamics of power and influence (who has it, how displayed). Comment on issues of multiculturalism and oppression as related to this event.	
<b>Student Assessment Narrative:</b> Analyzes the overall effectiveness of the event - what went well and what could have been improved and how. Patterns, Dynamics, Types of Skills used and observed. Assess the formal and informal leadership.	
<b>Next Steps:</b> Identify the “next steps” to continue moving toward the goals identified above. Self-reflect and identify personal insights on how to improve skills and knowledge.	

**PROCESS RECORDING Field Instructor Practice Activity**

<b>PROCESS RECORDING Field Instructor Practice Activity</b>				
		<b>Dialogue</b>	<b>Student Comments</b>	<b>Field Instructor Comments</b>
<b>S T U D E N T</b>  1.	W	Hello Ms G, I see you have a full house today. Is there somewhere we can meet in private?	Rapport building  Closed question	
	C	That is ok. We can talk here we are all just friends.	It is a not a good idea to talk in front of all these people but I am glad they is comfortable with me.	
	W	I have the results of the assessment you completed last week so let's begin to go over the results.		
<b>S T U D E N T</b>  2.	W	Have you lived here very long?		
	C	No not really.		
	W	What are the names and ages of your children?		
	C	Chris is 10, Casey is 8 and Peaches is 1.		
	W	What schools do Chris and Casey go to?	I do not know if they are girls or boys? I hope I meet them today.	
	C	School #24		
	W	Do they like school?		
	C	As much as any kid their age does. (smiling)		
	W	How is their health?		
C	They are pretty healthy.	I am not sure where to go from here.		

		<b>Dialogue</b>	<b>Student Comments</b>	<b>Field Instructor Comments</b>
<b>S T U D E N T</b> 3.	W	Being a new mother has a lot of challenges; tell me about how the baby is sleeping? I can see you look really tired; I bet the baby was up all night last night wasn't he?	Open probe	
	C	Yes, he was. (chuckling)		
<b>S T U D E N T</b> 4.	W	Good to see you today Ms. W. Let's pick up where we left off last time. Trying to figure out why your children are missing so many days from school.	Focusing	
	C	My boyfriend has been fighting with me a lot these days (long pause and sigh)... it really makes him blow his top when they miss school.	I have noticed anytime I try to focus on the attendance issue they avoids it and diverts the conversation to the fights they has with her boyfriend.	
	W	It is a very important issue to miss school and it is so hard to make up missed work.	Focusing	

		<b>Dialogue</b>	<b>Student Comments</b>	<b>Field Instructor Comments</b>
<b>S T U D E N T</b>	C	The doctor said there was no reason for my miscarriage, but I know it is because there is something wrong with me and I will never be able to have children (sobbing)		
	5. W	Lots of women have miscarriages and then afterward deliver healthy babies. I know because I had a miscarriage prior to the birth of my children.	Normalization	
<b>S T U D E N T</b>	C	It is just not right that the kids make fun of him because he wets his pants. He can't help it and I told them that.	I feel so bad for George.	
	W	Sometimes kids can say some mean and hurtful things.		
	6. C	I know it, and I told George to pay them no mind but he has no one else his age to play with near here.	They needs to do a better job finding him some new friends to play with.	
	W	What about the children in his class at school? Does he talk about any of them?		
	C	I don't know. My neighbor takes him and picks him up from school.		

*Teachable  
Moments  
&  
Performance  
Improvement  
Plan*

## TEACHABLE MOMENTS

In small groups of 3-4 people read each scenario and discuss the following:

- 1.) How would you turn each situation into a teachable moment?
  
- 2.) Which competency area(s) does it address?
  - a. It's the middle of October and your foundation student has missed two days of field and used her allotted sick days to cover them. In supervision they says they needs to take a couple of days off at the end of the month and asks if they can "just make up the time later."
  - b. Your student has been at your agency now for three weeks. He has completed the agency orientation and is now shadowing with other social workers. One of your colleagues reports back that he stated he "did not want to be assigned anyone who was homeless and on drugs because he had no interest in helping those people."
  - c. You walk by your student's desk, you notice your student typing a document and her text books are spread out on her desk. When you ask them what they are doing they say they are working on a class paper that's due tomorrow.
  - d. You have an advanced student who has not submitted a process recording for October or November. When you both receive the reminder email from your field liaison in December, they submits one that is very short and sparse in the gut reaction and analysis column.
  - e. It's nearing the end of the first semester and your student just isn't good at interviewing clients. They have shadowed other workers. They have shadowed you and you have observed several of her sessions including this one. They aren't making eye contact well, writes a lot of notes while the client is talking and isn't incorporating the feedback you have given her.
  - f. During supervision, your student is sharing an experience they had with a client during an intake interview. Your student mentions that their client stated that he did not want to complete the intake process with your student because the student does not identify as the client does (Afro Latino transgender male). Your student shares that he told the client, "Your race and gender does not matter." "We are here to help everyone; we do not discriminate." Your student then continued to share the agency's anti-discrimination policy.

Performance Improvement Plan Date: \_\_\_\_\_

<b>Student:</b>		<input type="checkbox"/> Foundation <input type="checkbox"/> Advanced	
<b>Field Instructor:</b>		Placement Agency	
<b>Liaison:</b>		Coordinator:	
Presenting Issue	Related Behavior/Competency	Plan for Improvement	Timeline
1.			
2.			
3.			
4.			

**Instructions:** Provide a brief assessment of the student's current performance. State the plan/action items for addressing the concerns/issues, which should include the agency's and student's roles. Identify the Practice Behaviors and related Competency/Competencies that need to be addressed. Indicate dates for assessing the students' progress based on the plan and action items. (Attach additional pages as necessary.)

Student \_\_\_\_\_ Date \_\_\_\_\_ Field Instructor \_\_\_\_\_ Date \_\_\_\_\_ Liaison/Date \_\_\_\_\_

Appendix B

## UMB (Baltimore) Student Resources

SSW Office of Student Services  
Henriette Taylor, MSW, LMSW  
Assistant Dean for Student Services  
Office for Student Services  
University of Maryland School of Social Work  
525 W. Redwood St.  
Baltimore, MD 21201  
443-571-4386  
[HTaylor@ssw.umaryland.edu](mailto:HTaylor@ssw.umaryland.edu)

Writing Center  
SMC Campus Center  
621 W. Lombard St. Room 307  
Baltimore, MD 21201  
Phone: 410-706-7725  
<http://www.umaryland.edu/writing/>

Wellness Hub  
SMC Campus Center  
621 W. Lombard St. Suite 302  
Baltimore, MD 21201  
Phone: 410-706-7505  
<http://www.umaryland.edu/wellness/>

Counseling Center  
HS/HSL  
601 W. Lombard St, Suite 440  
Baltimore, MD 21201  
Phone: 410-328-8404  
Hours: 8:30 a.m.–5 p.m. Monday–Friday  
Some evening hours available by appointment only <http://www.umaryland.edu/counseling/>

## UMB (USG Shady Grove) Student Resources

Career and Internship Services Center, USG  
Biomedical Sciences and Engineering Building, Suite 1318  
[shadygrove.umd.edu/careerservices](http://shadygrove.umd.edu/careerservices)  
<https://shadygrove.umd.edu/student-services/CISC>  
301-738-6338

Center for Counseling and Consultation (CCC)  
Building IV, Suite 3139, Biological Sciences and Engineering (BSE)01-738-6273  
<https://shadygrove.umd.edu/student-services/center-for-counseling-and-consultation>  
301-738-6273