

Undergraduate Program
1 Washington Square North
New York, NY 10003
(212) 998-5966

Undergraduate Social Work Field Learning Manual 2007-2008

This manual presents the School's field practicum policies and procedures for all Undergraduate Social Work students. It is designed for students, field instructors, school liaisons, and agency executives.

Although we have attempted to answer commonly asked questions, undoubtedly there will be field work concerns that are not covered here. If you have any questions, please do not hesitate to contact your faculty advisor.

Undergraduate Program
1 Washington Square North
New York, NY 10003

Dear Undergraduate Social Work Students and Field Instructors,

Welcome to the New York University School of Social Work's undergraduate field practicum. Students gain experience in the practicum that enriches their understanding of the knowledge, values and skills needed for effective generalist social work practice. Students in the field have the opportunity to put into practice their desire to help individuals, families, groups, organizations and communities. In each setting, students will be supervised by experienced agency-based social workers who are committed to social work education and professional development.

This Field Learning Manual outlines the educational goals and expectations of the entire field practicum including roles and responsibilities of the field instructor and the fieldwork faculty advisor. The criteria for student performance and evaluation forms are also included. We hope that the Field Work Manual will not only provide useful information to both students and field instructors, but that it will become a tool to help enhance teaching and learning in the field. We recognize, however, that a Manual can never answer every question and hope that you will be in touch with us as the need arises. The Undergraduate Social Work Program office telephone number is (212) 998-5966.

We hope that the practicum will prove to be an educationally rewarding experience for both students and field instructors and that agencies and clients will benefit from the experience too. We are very interested in hearing your feedback about the practicum and would particularly welcome any suggestions about ways we can enhance our relationships with the professional social work community and students, and improve the quality of field education.

We wish you a productive and fulfilling year.

Sincerely,

Dr. Dina Rosenfeld, Assistant Dean for Undergraduate Programs & Director, BS Program

Dr. Peggy Morton, Coordinator, Undergraduate Field Learning & Community Partnerships

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I. NYU SCHOOL OF SOCIAL WORK MISSION STATEMENT

Consistent with our view that the purpose of social work involves the alleviation of human suffering as well as the restoration, maintenance, and enhancement of coping, the primary mission of the New York University School of Social Work is the education of committed professional for direct social work practice with individuals, families, groups and communities in a complex urban environment.

The School aims to prepare students to become skilled social work practitioners who perform a variety of practice interventive strategies, including linking people with needed resources, advocacy, and working for the promotion of effective, human service delivery systems and social policies. The School's conception of direct practice is grounded in a person-in-environment framework in which the person is understood from a biopsychosocial perspective. Inherent in this approach to practice is an appreciation of the cultural, social, psychological, psychodynamic, and biological needs and experiences of individuals, families, groups, and communities; a priority on client self-determination; a respect for clients' strengths and capacity to change; and a commitment to advocacy and social justice, which encompasses concern about all forms of economic and social oppression.

The School's mission pertains not only to its students but also to its faculty and the School's relationship to the profession, the community and the University. It includes a commitment to contribute to the profession through teaching, scholarly writing, and the development and testing of knowledge related to social work practice, to developing competent and accountable social workers who will contribute to the generation of practice knowledge; and to providing leadership in addressing social problems and inequitable social policies affecting individuals, families, groups, and communities.

II. GOALS OF THE UNDERGRADUATE SOCIAL WORK PROGRAM

The School's curriculum reflects the view that the purposes of social work practice are the restoration, maintenance, and enhancement of coping ability and the alleviation of distress and human suffering through interventions aimed at both people and environments. It embodies an integrative perspective that aims to prepare students:

- To engage in generalist practice within the complex urban environment with a commitment to the promotion of social justice which recognizes the effects of discrimination, economic deprivation and oppression upon populations at risk;
- To develop a common professional identity as social workers committed to the ethics and values that underpin beginning level generalist social work practice;
- To enter the workforce and pursue continued growth and development through such options as graduate school and the advanced standing program.

III. OBJECTIVES OF THE UNDERGRADUATE SOCIAL WORK PROGRAM

The Program will:

- A. Provide students with an understanding of generalist social work practice with individuals, families, groups, communities and complex organizations.
- B. Provide students with a strong liberal arts base.
- C. Foster knowledge about social welfare history, the nature of social service organizations, and emerging areas of client, organizational and community need as well as their relationship to issues of social justice and of economics and social oppression.
- D. Develop students' beginning level skills of social work practice including assessment, engagement, planning and providing differential interventions with a range of client systems focusing on the person-environment interface, all with appropriate supervision. Student will demonstrate awareness of professional self with a variety of systems including the professional community.
- E. Foster an understanding of the impact of biopsychosocial factors on individuals, families, and communities throughout the life cycle, especially with those populations at risk.
- F. Foster an understanding of the issues of diversity and cultural differences in the urban environment and the social and psychological impact of these issues on individuals, families, communities, and organizations, as well as an understanding of the impact of racial, ethnic, class, gender, sexual orientation, age, and functional abilities.
- G. Place an emphasis on developing an identification with the historical and current commitments, values, and ethics of the social work profession.
- H. Foster an understanding of knowledge development in social work, including social work research methods and their application as well as critical thinking.
- I. Prepare student to enter the workforce and pursue continued growth and development. Prepare students for graduate school and the advanced standing program.

IV. UNDERGRADUATE SOCIAL WORK CURRICULUM

The undergraduate social work curriculum is designed to foster the development of the knowledge, attitudes, values and skills students need to achieve the objectives of the program. Our success in assisting students achieve these objectives rests on an integration of didactic learning from the classroom with learning experiences gained in the field practicum. The 'Sample Curriculum' provides an overview of the courses undertaken by undergraduate social work students. Undergraduate course outlines and bibliographies are available through the Undergraduate Program Office (212) 998-5966.

SAMPLE CURRICULUM

FRESHMAN YEAR

First Semester

Introduction to Social Welfare
(required) S03.0002

Writing the Essay
(required) V40.0100

Introduction to Sociology
(required) V93.0001

Human Society & Culture
(social science distribution) V14.0001

Second Semester

Introduction to Psychology
(required) V89.0001

Prose Composition
(required) T01. 2005

Introduction to Philosophy
(humanities distribution) V83.0001

Economic Principles I
(social science distribution) V31.0001

SOPHOMORE YEAR

First Semester

Skills in Interpersonal Relations
(required) S03.0002

Social Psychology
(social science distribution) V89.0032

Conversations of the West
(humanities distribution) V55.0401

Human Biology
(required biology) V23. 0006

Second Semester

Approaches to Study of Religion
(humanities distribution) V90.0001

Music in Society
(humanities distribution) V71.0004

Social Work/Family Violence
(social work elective) S03.0062

Political Theory
(social science distribution) V53.0100

JUNIOR YEAR

First Semester

Human Behavior I
(required) S03.0021

Ethnocultural Issues
(required) S03.0055

Social Work OR
Liberal Arts Elective

Liberal Arts Elective

Second Semester

Human Behavior II
(required) S03.0022

Social Work Research
(required) S03.0012

Field Experience
(required) S03.0040

Social Work OR
Liberal Arts Elective

SENIOR YEAR

First Semester

Social Welfare Programs & Policies I
(required) S03.0011

Social Work Practice I
(required) S03.0031

Field Instruction I
(required) S03.0041

Second Semester

Social Welfare Programs & Policies II
(required) S03.0013

Social Work Practice II
(required) S03.0032

Field Instruction II
(required) S03.0042

V. OVERVIEW OF THE UNDERGRADUATE FIELD WORK PRACTICUM

The undergraduate field practicum engages students in learning and developing the attitudes, values, knowledge and skills needed in generalist social work practice; provides opportunities for students to perform professional tasks with field instruction; and offers many situations in which students may apply concepts and principles learned in both class and field.

Students are required to complete a total of 700 hours of field practicum including 100 hours (usually one day per week) of Field Experience in the spring semester of the junior year, and 600 hours (usually three days per week) of field instruction in the fall and spring semesters of the senior year. The assignment of students to placements is based on the objectives of the educational program and the learning needs of each student as assessed by the field learning faculty advisor, student and Field Learning Department.

Toward the end of the Field Experience, the supervisor, faculty advisor and student discuss plans for the senior year of field instruction. If the student remains in the same agency, the field instructor and student develop a specific educational plan for the year of field instruction. All new assignment is, again, based on the objectives of the undergraduate program, the student's learning needs as determined by the faculty advisor, student and Field Work Department. The re-assignment will also be based on the student's progress and performance in the Field Experience placement. To provide continuity in learning, most students remain in the same placement throughout the three semesters of field practicum.

The three semesters of field practicum provide students with opportunities to apply generalist knowledge and skills in a broad spectrum of social agency settings in the metropolitan New York area. Students are exposed to a wide range of social work roles and responsibilities in their work within agencies and communities. The Field Experience Seminar in the junior year, and the group advisement in the senior year of field instruction coupled with the Practice classes provide additional structured learning opportunities that facilitate the integration of agency-based experiences with academic course work. The Seminar and group advisement also allow students to engage in peer support and learning.

The core identity of the generalist social worker as a professional who is guided by social work values and ethics and works across a range of systems is emphasized throughout the three semester practicum. It is expected that students will develop a broad approach to practice that includes a range of social work roles such as case manager, advocate, mediator, consultant, program planner, counselor, etc. Students in the senior year are required to complete the Planning, Organization and Provision of Service Project (POPS Project). The Project requires the development, implementation and evaluation of a modest change within the agency/community. A description appears on p.18 of this manual and an outline appears on p. 23 of the Appendix

GOALS FOR FIELD EXPERIENCE (JUNIOR YEAR, SPRING SEMESTER)

By the end of the junior year field experience students will:

- A. Articulate the mission, structure, operation and programs of a social service delivery system;
- B. Identify the strengths and needs of the community and population being served by the agency;
- C. Identify the central importance of developing and sustaining professional relationships with client systems of all sizes;
- D. Describe the multiple roles and responsibilities of the generalist social worker;
- E. Demonstrate social work values and ethics and the significance of self-awareness through their practice;
- F. Articulate the significance of a non-judgmental acceptance of clients of diverse backgrounds;
- G. Identify the importance of supervision, accountability, and ongoing professional development;
- H. Describe the relationship between theories and concepts and generalist social work practice.

GOALS FOR FIELD INSTRUCTION (SENIOR YEAR, FALL AND SPRING SEMESTERS)

By the end of the senior year of field instruction students will:

- A. Demonstrate a capacity to function in the multiple roles of a generalist practitioner including change agent, case manager, systems negotiator, etc., and to fulfill professional responsibilities in a timely and appropriate manner.
- B. Demonstrate skill in applying generalist practice theories and concepts to engagement, contracting, assessment, planning and intervention with client systems of all sizes.
- C. Demonstrate ability to develop and sustain empathic, disciplined professional relationships with client systems, staff/team members, colleagues and peers.
- D. Demonstrate an awareness of the significance of and ability to apply research findings and critical thinking to generalist social work practice.
- E. Demonstrate an understanding of and practice in accordance with the NASW Code of Ethics.
- F. Demonstrate an understanding of social work values, beginning skill in applying these values to generalist practice, and a developing sense of professional self-awareness.
- G. Demonstrate an awareness of ethical issues as they relate to policies and practices of systems of all sizes.
- H. Demonstrate a sensitivity to and non-judgmental acceptance of clients of different ages, ethnicities, cultures, religions, abilities, ages, genders and sexual orientations.

- I. Demonstrate a beginning capacity to critically assess organizational funding, function, structure, policies and practices and to consider the impact of these on delivery of services to clients.
- J. Demonstrate skill in utilizing agency and community resources on behalf of clients and in advocating for programmatic and policy changes as appropriate.
- K. Demonstrate skill in identifying and responding to gaps in service, including the implementation of a modest change project.
- L. Demonstrate active and productive participation in the learning process; skill in reflecting upon, monitoring and evaluating own practice; and commitment to ongoing professional development.

VI. CRITERIA FOR SELECTION OF AN AGENCY AS A FIELD TEACHING CENTER

Agencies are selected on the basis of their ability to support the School's education mission, and the goals and objectives of the Undergraduate Social Work Program. Agencies (or departments within agencies) must subscribe to the Code of Ethics of the National Association of Social Workers. The following general criteria are employed in the selection process:

A. Level of Professional Practice in the Agency

- 1. The agency should provide programs and social services to meet the needs of individuals, families, populations-at-risk and communities. The purpose of the agency (or department) should reflect a social work orientation that is clearly defined and subscribed to by the agency board and staff.
- 2. The program of the agency (or department) should be of high professional caliber, and the staff should be well qualified to provide the agency's services.
- 3. The administrative structure, staffing patterns, and financing of the agency should facilitate its delivery of social services.
- 4. The agency should continuously evaluate and develop its program in light of new community needs and new professional knowledge.
- 5. The primary concern of the agency should be the welfare of clients, which includes the concept of social and economic justice and relevant social action on behalf of clients, as well as other modes of intervention.
- 6. The agency should not discriminate with respect to age, disability, ethnicity, gender, race, religion or sexual orientation.

B. Quality of Educational Opportunities for Social Work Students Provided by the Agency

- 1. There should be agreement between the agency and the School concerning educational goals and the content of the field practicum.

2. The agency should demonstrate its interest in social work education by investing its professional resources and staff in the training of social work practitioners.
3. The agency should offer practice assignments to students in accordance with the objectives of the curriculum and specific learning experiences appropriate to each student.
4. The agency should propose candidates to serve as field experience supervisors and field instructors and provide those selected with sufficient time to undertake this responsibility.
5. The agency should adjust a staff member's work assignments to permit adequate time to develop and implement the student's field practicum.
6. The agency should allow time for the field instructor to attend field instruction seminars and meetings during agency hours.
7. The agency should provide appropriate physical arrangements for students, such as office and desk space, use of telephone, interviewing rooms, and recording facilities.
8. In addition to structured field instruction, agencies should offer students other learning opportunities as available, such as staff meetings, in-service programs, student group supervision and seminars, interdisciplinary consultation and meetings, community meetings and events.

VII. CRITERIA FOR SELECTION OF FIELD EXPERIENCE SUPERVISORS AND FIELD INSTRUCTORS

The selection of new field experience supervisors and field instructors is a responsibility of both the agency and the School. When an agency makes a recommendation, the Field Learning Department evaluates the proposed individual's professional competence and suitability for teaching.

The criteria used in the selection process include:

- A. The proposed Field Experience supervisor (junior year) must be a graduate of accredited school of social work with 1½ years of subsequent professional experience. A proposed field instructor (senior year) must also be a graduate of an accredited school of social work but with a minimum of 2 years subsequent professional experience
- B. The candidate should demonstrate commitment to the values of the social work profession.
- C. The candidate must be interested in teaching, and possess the personal characteristics necessary for successful student supervision.

- D. The candidate should have a deep understanding of the knowledge and skills required for professional generalist social work practice and should be thoroughly familiar with the agency's program and services.
- E. Field instructors (senior year) supervising students for the first time are required to complete a 13-week Seminar in Field Instruction concurrently with the field instruction experience.
- F. The candidate must be prepared to provide regularly scheduled field instruction as well as access to consultation as needed.
- G. The candidate should be willing to become familiar with the School's mission and goals and to teach in accordance with relevant curriculum content.

VIII. THE SCHOOL'S RESPONSIBILITIES IN RELATION TO FIELD INSTRUCTION

The School seeks to provide each student with a stimulating and relevant field learning experience. To help accomplish this objective, field learning faculty advisors serve as liaisons with students' field agencies and as consultants to students and field instructors. Representatives of the Field Learning Department are also available for consultation.

Responsibilities assumed by the School include:

- A. Providing background information about the student to serve as a guide to the field experience supervisor/field instructor.
- B. Consulting with the field supervisors/instructors in defining the student's educational needs and in preparing the Field Experience Evaluation in the junior year, and the Six Week Educational Statement, Mid-Year and End-of-Year Evaluations in the senior year.
- C. Providing guidelines for supervisory content and for evaluating student performance.
- D. Providing required seminars for new field instructors, in addition to special seminars and workshops for field experience supervisors and field instructors.
- E. Providing appropriate feedback to the agency and supervisors.
- F. Providing the field experience supervisor and field instructor with relevant materials in order to enhance the integration of class and field learning.
- G. Providing the agency with information about School policies and programs, as they affect field instruction.
- H. Initiating the student review process when an educational problem requiring faculty consultation arises in the field.

IX. THE ROLE OF THE FIELDWORK FACULTY ADVISOR

Field Learning faculty advisement is provided to all undergraduate students throughout the three semesters of field practicum. The field faculty advisor also serves as the Practice Instructor and as the School's liaison to the field agency. The Coordinator of Undergraduate Field Learning oversees the field faculty advisors and is responsible for assigning field agencies. The Director of the Undergraduate Program provides academic advising to all undergraduate social work students.

The student's field faculty advisor has responsibility for advisement in all field-related matters including working collaboratively with agencies to enrich the field practicum experience. In discharging these responsibilities, field faculty advisors serve as a guide and resource to students and as the School's liaison to students' fieldwork agencies and to field instructors.

Group advisement serves as an integral and mandatory component of the Field Learning experience. The field faculty advisor conducts the Field Experience Seminar for juniors and leads advisement for seniors in conjunction with the Practice class. The primary purpose of both forums is to present, illustrate, and review the multifaceted aspects of generalist social work. Each student's Practice instructor will also serve as the field faculty advisor, in order to ensure integration of theory and practice.

A. Role of the Field Learning Faculty Advisor in the Field Experience

The field learning faculty advisor leads the Field Experience Seminar, a weekly meeting that all juniors in the field practicum are required to attend. The Field Experience Seminar serves as a pre-practice class in which students are exposed to the basic attitudes, knowledge and skill required for generalist social work practice at a beginning level. Students are helped to understand organizational structure and functioning, ethics and values of the profession, and beginning concepts underpinning professional practice. All students in Field Experience are required to submit at least one process recording to the field faculty advisor during the spring semester.

The field learning faculty advisor contacts the Field Experience supervisor early in the spring, is available for consultation, and consults with the Field Experience supervisor and student toward the end of the semester to determine whether or not the student should remain in the same agency for the senior year of field instruction. The field faculty advisor also provides consultation regarding the Undergraduate Junior Evaluation and reads it once it is submitted.

B. Role of the Field Work Faculty Advisor in Field Instruction

In conjunction with the Practice classes, or as an extension of the Practice classes, the field faculty advisor conducts regularly scheduled required group advisement for seniors in the field instruction phase of the practicum. Advisement in the senior year serves to integrate course content and field experiences and provides an opportunity for students to give and receive peer support. The advisement curriculum includes important practicum issues such as field instruction expectations, the student's role and responsibility, organizational structure and culture, the field instruction process, and supports available for student learning. Advisement also provides a forum within which students are guided in the development, implementation and evaluation of the change project (POPS Project).

In the senior year, the field faculty advisor reads each student's records at least once a semester; reviews the Six Week Educational Statement and the Mid-Year and End-of-

Year Evaluations. The field faculty advisor consults with the field instructor by telephone early in the fall semester of the senior year and visits the agency during the academic year. The faculty advisor is also responsible for monitoring and approving the POPS project.

The Director of the Undergraduate Program and the field faculty advisor are responsible for guiding the student's decision-making process regarding post-graduation alternatives, e.g., seeking social work employment, pursuing further educational opportunities, applying for Advanced Standing programs in social work, etc.

X. SCHOOL POLICIES IN RELATION TO THE UNDERGRADUATE FIELD PRACTICUM

A. Schedule and Attendance

1. The Field Experience (junior year, spring semester) usually takes place one day per week. It consists of a total of 100 placement hours.
Field instruction (senior year, fall and spring semesters) consists of a 600-hour practicum that usually takes place on a three-day per week (7 hours per day) schedule.
2. To provide continuity to the learning, most students remain in the same placement throughout the three semesters of field practicum. If the student continues in the Field Experience agency for the senior year of field instruction, supervision may be continued with the same supervisor, or the student may be moved to another qualified (see above) field instructor. The field faculty advisor should be notified by the agency of any change in supervisor/ field instructor.
3. On field days, students observe agency hours and the agency calendar for social work staff, except for School holidays which the student may also take off. (The Field Work Calendar will be sent to each agency.) Field instructors may rearrange schedules in order to excuse students for religious holidays and Sabbath observance.
4. Regular attendance in the field practicum is required. Students may not be absent for class to fulfill any agency obligation.
5. When a student is unable to report to the agency because of illness or an emergency, the supervisor must be notified immediately. If a student is absent more than one day in the Field Experience (junior year, spring semester) or three days during field instruction (senior year, fall and spring semesters) because of illness, emergency or other personal business, the time must be made up.
6. At the field instructor's discretion, students may attend professional meetings on field instruction time.

B. Regulations

1. The student's status in the agency should be made clear at all times (i.e., undergraduate social work student).
2. In the event of a strike involving the agency's social work staff, students should report to the Coordinator of Undergraduate Field Learning for substitute assignments, instead of to the agency.
3. Any requests for change of field assignment must first be discussed by the student, field instructor, and the fieldwork faculty advisor. The Associate Director of Field Work must approve changes.
4. The student is expected to pay transportation costs to the agency. Every effort will be made to place students within a one hour commute from home. Students should be reimbursed by the agency for any other expenses incurred in carrying out agency assignments.
5. Students should observe professional confidentiality by disguising any identifying data in agency material used for class assignment. Videotapes, audiotapes, cameras, or other material should not be used unless express permission is given by the agency for such use.
6. Students needing counseling or other services should be directed to their faculty advisor by the field instructor or faculty member.

C. Grades and Records

1. The grades for Field Experience and field instruction (pass, fail, or incomplete) are given at the end of each semester. Responsibility for the grade rests with the field faculty advisor, following consultation with the field instructor. Seniors will not receive a final grade field instruction until their POPS (Planning, Organization, and Provision of Service) Project is submitted.
2. When a student leaves school, either voluntarily or by request, a final evaluation should be submitted by the field instructor. The field faculty advisor will then write a final summary for the student record.

D. Handling Questions, Concerns and Problems

The student's field faculty advisor is available to answer all questions about fieldwork for students, supervisors and other agency staff. Concerns and potential problems should be brought to the advisor's attention for review and advice. The Coordinator of Undergraduate Field Learning is available if further consultation is needed.

E. Student Review Procedures

In most instances, educational issues are resolved through consultation with the Undergraduate Director, faculty field advisor and field instructor. When an educational problem persists, the **Academic and Professional Review** panel at the School of Social Work is available to provide consultation, to make advisory recommendations, and to render final decisions.

Student review procedures have been carefully designed by faculty and students to ensure thoughtful, careful, and fair review procedures. See the Undergraduate Student Manual distributed to all undergraduate students for further information. Field Instructors may receive a copy upon request to the field work faculty advisor.)

1. Academic and Professional Review panel

The purpose of the Student Academic and Professional Review (APR) process is to review and provide a disposition of problems or issues concerning students enrolled in professional degree programs (BS, MSW) at the School. The problems or issues include matters related to academic integrity, academic and field learning performance, and professional ethics and behavior. Except in extraordinary circumstances, students should be brought to the APR no later than: Six weeks before the end of Field Instruction II. All undergraduate students except seniors should be brought to the Committee no later than April 1st except in extraordinary circumstances.

2. Appeals of the Academic and Professional Review Committee

A student may appeal a decision of the APR.

Appeals of the Academic and Professional Review (APR) decisions are limited to: 1) the APR procedures were not followed, or 2) the APR decision was arbitrary or unfair.

F. Field Instruction

1. The agency-based field instructor, selected by the practicum agency and approved by the School, is solely responsible for the direct supervision of the student. The supervisor is also responsible for coordinating additional aspects of field education, such as task supervision by other agency designees. *Students may not contract for or arrange supervision or additional consultation on agency cases.*
2. Regular and predictable individual weekly supervisory conferences should be scheduled as well as additional time on as needed basis. Group supervision may also be provided. The student is responsible for preparing an agenda for each conference.
3. In the absence of the field instructor, a qualified staff member(s) should be

designated as a back-up for the student. In the event of an extended absence, the School should be notified by the agency.

G. Student Assignments

Field Experience (junior year, spring semester)

It is important for students to have specific assignments to accomplish each day of the Field Experience. The assignments will necessarily be short-term and task-oriented. During the first weeks of the Field Experience, the student's activity may be largely observational. However, all students in Field Experience should have the chance to actively participate in the functioning of the agency as early in the semester as feasible.

Field Experience assignments should provide an opportunity for the student to become familiar with the purpose of the agency, the client population being served and the role of the social worker and others within the agency. Specific tasks will vary depending upon the nature of the agency and the readiness of the student. The field faculty advisor and Coordinator of Undergraduate Field Learning are available to assist any Field Experience supervisor in developing appropriate assignments.

Field Instruction (senior year, fall and spring semesters)

1. Where possible, several assignments appropriate to the student's level of learning should be prepared prior to his/her arrival at or return to the agency.
2. In addition to providing direct services to client systems of differing sizes (individual, family, and group), students should have a range of indirect service assignments that reflect a broad approach to generalist social work practice, e.g., case management, program/grants development, resource development and community relations.
3. Whenever possible, initial assignments should be made during the first week of field placement. Within 4 to 6 weeks, students should be well-occupied with a combination of direct and indirect assignments. The remaining time is allocated for other professional activities such as staff meetings, documentation, field instruction, etc.
4. The student's workload should include the full range of social work activity possible in the agency.
5. Appropriate back-up and support should be provided for the student.

H. POPS (Planning, Organization and Provision of Services) Project

All undergraduate social work students are required to complete a modest change project, known as the POPS (Planning, Organization and Provision of Services) Project in the senior year of field instruction.

The Project is designed to reinforce the integration of the range of roles of the generalist practitioner by requiring the student to become actively involved in working for change within the agency and/or community. The Project should make a modest contribution to the agency/community and the population served.

A completed POPS Project includes:

1. A change project which has been implemented; and
2. A paper that documents the development, implementation, and evaluation of the Project. (See Appendix for Project Paper Outline).

Students are strongly encouraged to draw upon the knowledge, skill and experience of field instructors, fieldwork faculty advisors, and teaching faculty as they work on the project. However, successful completion of the POPS project and paper is primarily the responsibility of the student.

The field instructor and field faculty advisor must approve all project proposals. An approved proposal is required to earn a passing grade in Field Work I. A completed and approved final project and paper are necessary for a passing grade in Field Instruction II. A copy of the project and completed paper is submitted to the field faculty advisor for review. The student is not required to submit the POPS paper to the agency.

Criteria for Evaluating the POPS Project

The student's project and related paper should demonstrate the following:

1. Integration of multiple social work roles;
2. Knowledge and skill in assessing organizations, populations-at-risk and communities served;
3. Knowledge of agency and community resources;
4. Understanding of service delivery systems including mission, structure and hierarchy, programs, funding, history, culture, and dynamics;
5. Skill in acting as a change agent within an organization/community;
6. Integration of professional values, ethics and goals including responsiveness to client need, respect for diversity and commitment to social and economic justice;
7. Integration of concepts and theories related to the change process.

Timetable for POPS Project and Paper (See Appendix: POPS Outline)

Initial Proposal

Due: Field Instruction I – Week 8

Includes analysis of agency system, identification of problem/gap, and proposed change. An approved proposal is required to earn a 'Pass' for Field Instruction I.

Progress Report

Due: Field Instruction II – Week 2

Includes needs assessment, timeline and a minimum of one reflective recording. If the needs assessment reveals that the project as originally proposed is not feasible, the student is required to submit a modified POPS project proposal for review and approval.

Final Paper

Due: Field Instruction II – Week 11

Includes a description of the implementation and evaluation phases of the project. Relevant citations and references should be attached. If the evaluation section cannot be completed by week 11, the remaining portion should be submitted to the advisor by week 14.

I. Safety Guidelines

The School recommends the following safety guidelines for students in all phases of fieldwork:

1. Home Visits: Home visits are a valuable part of social work practice and should be included in the learning assignment when appropriate. Over the years, students' experiences with home visits have been highly productive. In order to ensure the continued practice of home visits, the following guidelines have been developed. Escort services should be made available to students who make home visits in high-risk areas.
2. Travel
 - a. Students should not dress inappropriately or conspicuously, e.g., use judgment in wearing jewelry, and carry purses carefully.
 - b. The student should not visit a client at home if an alternative meeting place is more appropriate, e.g., local church, community center, etc.

- c. Students should not plan trips for client groups unless arrangements are made to ensure safety, e.g., use of several workers in a children's group, inclusion of parents, proper transportation, etc.
 - d. Students should not use other than main streets for walking and should be appropriately vigilant.
 - e. If using subway transportation, students should not stand out of full view of the token booth attendant nor enter a car where a conductor is not present.
 - f. Students should not travel without official agency identification that establishes their status as a representative of the agency.
 - 1. Students should not make home visits without notifying the field instructor of the date, time, location, and purpose of the visit.
 - 2. Students are required to notify the agency by telephone upon the completion of the workday when in the field.
 - 3. In the event of any emergency during a student's field visit, the field faculty advisor should be notified immediately by the agency. In the absence of the advisor, the Coordinator of Undergraduate Field Learning, the Assistant Dean of Field Learning, or one of the other Deans should be notified.
3. Evening Hours: Under no circumstances should the student be alone at the agency or make home visits after agency hours. If there are special operational procedures that differ from those in effect during the day with respect to security and emergency procedures, these should be made clear to the student. Some agencies in high-risk areas have provided transportation or have supplied an escort to a safe transportation stop near the agency. Students are strongly encouraged to negotiate such arrangements.
4. Physical Plant: The student should be thoroughly oriented to the agency building(s). Fire and disaster procedures should be reviewed. If maps for exiting the building in case of an emergency are posed or handed out, the student should be made aware of where they are located. Students should also be informed of security procedures, including how to locate a guard when necessary. Students should not be required to remain in the agency when conditions prevail that are a hazard to health. For example, students should have the option to leave when the heat is not functioning on a cold day without using sick leave. Although matters of this nature must be left to the discretion of the student and the field instructor, students should not be pressured to remain at the agency when conditions are not reasonably conducive to conducting agency business.

5. Conditions for Interviewing: As noted above, students should be made aware of security operations and how to get help quickly if necessary when interviewing a potentially dangerous client. Students are required to inform their field instructors when they will be interviewing such a client, and discretion should be used in determining whether to keep the door closed.

Rooms for interviewing should not be isolated from the main stream of agency traffic. If a student feels uncomfortable about an interviewing situation, other arrangements or reasonable precautions should be requested.

J. Guidelines for Process Recordings

1. Process recording is a teaching and learning tool used for the examination of the student's practice and should be used as the basis for supervisory conferences.
2. All seniors in field instruction are required to submit no fewer than three process recordings weekly.
3. For the required POPS project, students are required to write a minimum of one reflective recording each semester that focuses on significant interactions or activities related to the development, implementation and/or evaluation of the project. This reflective recording may be written in either essay or process recording style and replaces one required recording for the week. It should be commented on by the field instructor and discussed in supervision. A copy of the reflective recording should be submitted to the fieldwork faculty advisor following discussion with the field instructor.
4. Students are expected to submit their process recording sufficiently in advance of their scheduled supervisory conference to allow adequate time for the field instructor to read the material prior to the conference.
5. Process recordings should be written as a narrative that reflects the interactional process and should include a verbatim account of important content of the interview or contact. In addition, the recording should include the student's feelings and impressions about the interview. The "drama script" format that reproduces dialogue only is not acceptable as a process recording.
6. Both field instructor and student should respect confidentiality in handling process recordings.

K. Student with Disabilities

The Henry and Lucy Moses Center for Students with Disabilities provides information and services to students with disabilities. Any student with a documented disability (e.g., physical, learning, visual, psychiatric, hearing, etc.), who needs to arrange reasonable accommodations must contact the advisor and the Center

for Students with Disabilities Office at 240 Greene St., 4th fl., 212-998-4980. This should be done at the beginning of the semester.

L. Professional Liability Insurance

The School provides professional liability (malpractice) insurance for all students in field placement without cost to the student. The plan is administered by Chicago Insurance and underwritten by McGinnis Associates. Contact the Assistant Dean for Administrative Services at (212) 998-5950 if there are any questions about coverage.

IX. Written Reports

A. Undergraduate Field Experience Evaluation

The Undergraduate Field Experience Evaluation focuses on assessing the student's progress in developing an understanding of basic social work concepts and in demonstrating beginning skills essential to social work practice. The ratings in the Evaluation are part of the assessment process to determine the student's appropriateness and readiness to enter into further professional social work education.

The academic advisor and field faculty advisor meet at the end of the spring semester to assess the student's progress and readiness for senior year field instruction.

B. Six Week Educational Statement

The Six Week Educational Statement is designed to convey the field instructor's initial, tentative impressions of the student. This statement is not intended as an evaluation; rather, the purpose of the Six Week Educational Assessment is the early identification of the student's learning patterns and learning needs (see outline in the Appendix). Students sign the statement to indicate that they have read it and received a copy.

C. Evaluations

The Mid-Year and End-of-Year Evaluations both focus on the student's progress in developing professional skills. The student participates in the evaluation process. Following an evaluation conference, the field instructor is responsible for writing the student's evaluation and discussing it with the student. (See Appendix for field work evaluation.) The student signs the evaluation in its final form to indicate that it has been read, and if there is a disagreement, may submit a statement to the Field Learning Department with a copy to the field instructor. Each student receives a copy of the Mid-Year and End-of-Year Evaluations.

PLANNING, ORGANIZATION AND PROVISION OF SERVICES
(POPS) OUTLINE

1. Development

A. Analysis of agency system

1. mission
2. purpose and function
3. organizational structure and hierarchy
4. programs
5. funding
6. population-at-risk (include diversity)
7. community (include demographics)

B. Identification of problem gap in service

1. define the problem or gap in service
2. location of problem/gap – agency, community, interface between agency and community
3. involvement of others (field instructor, staff, clients, community representatives) in defining problem/gap
4. describe proposed change
5. identify ways proposed change puts social work ethics/values into action (e.g., addresses social and/or economic injustice, oppression, scarcity of resources, etc.)

C. Needs assessment

1. exploration of why the problem exists/persists
2. description of population affected by the problem
3. duration of problem
4. previous efforts taken by others to address the problem/gap
5. outcome of previous efforts
6. identification of existing and potential resources
7. evaluation of resources
8. feasibility of proposed change in light of assessment
9. if not feasible, modified plan must be submitted to field instructor and faculty advisor

D. Time line specifying steps toward implementation of new or revised project including planned date for completing each step.

II. Implementation

A. Describe the social work roles needed to implement project (e.g., advocate, program developer, mediator, collaborator, etc.)

- B. Identify individuals and/or groups within and/or outside the agency/community whose input, approval and/or support are required and/or desired.
- C. Describe and reflect upon efforts to engage and elicit support from the key stakeholders including ways they were involved in planning and decision-making.
- D. Plans for maintaining the Project at the agency after you leave.

III. Evaluation

A. Feedback

1. describe methods for eliciting feedback from staff, clients, community representatives
2. assessment of feedback from others
3. feedback provided to others

B. Effectiveness

1. to what extent, if any, has the problem been alleviated?
(Include means of evaluating effectiveness.)
2. to what extent did the project address the original problem/gap?
3. will the project be continued after your departure? If not, why not?
4. what, if anything, would you have done differently?
5. reflect on your experience, role and skills as a change agent.
6. overall assessment of the project