



Touro University Worldwide Bachelor of Arts in Social Work Handbook

2015-2016

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Table of Contents

INTRODUCTION	3
HISTORY OF THE UNIVERSITY	3
ACCREDITATION	3
MISSION	3
INTRODUCTION TO SOCIAL WORK DEPARTMENT	3
BSW MISSION STATEMENT	4
FIELD EXPERIENCE FOR BA IN SOCIAL WORK	4
BSW PROGRAM LEARNING OUTCOMES (PLOs)	4
WHEN TO TAKE PRACTICUM	5
LEGAL NOTIFICATIONS	5
Licensure/Certification	5
Confidentiality	6
Disclosure	6
Professional Liability Insurance	6
GENERAL REQUIREMENTS FOR PRACTICUM	7
Program Requirements	7
BSW CURRICULUM	7
STUDENT REQUIREMENTS AND RESPONSIBILITIES	8
REQUIRED HOURS	9
Hours That May Be Included	9
Hours That Are Not Included	9
COORDINATOR OF PRACTICUM FOR BSW RESPONSIBILITIES	10
SELECTION OF AGENCY	10
Employment-Based Practicum	11
SELECTION OF FIELD INSTRUCTOR	11
RESPONSIBILITIES OF AGENCY FIELD SUPERVISORS	11
STUDENT LEARNING AGREEMENT	12
Writing Learning Objectives	12
EVALUATION	12
GRADING OF PRACTICUM	13
PROCESS RECORDINGS	13
FORMS	14

INTRODUCTION

Welcome to the Bachelor in Social Work Student Handbook. The purpose of the Handbook is to provide the BSW students the information needed successfully complete the BSW program that includes the practicum. The program provides students the opportunity to put theory into practice in the Social Work profession. The student will have the chance to begin to apply social work skills, ethical principles and to initiate the process of identification as a professional social worker. You will find the information and forms needed to support your agency internship. Your internship will include 3 terms. Each term will have a total of 150 hours. Your total agency experience will be 450 hours. You will enroll in a practicum course concurrently during each term of internship; BSW Social Work Practicum I (3 credits), BSW Social Work Practicum II (3 credits), and BSW Social Work Practicum III (3 credits). Please read this handbook carefully and become familiar with its contents. It is designed to answer questions you may have about the practicum processes and guidelines. All the forms required for the practicum with examples are located in this handbook.

HISTORY OF THE UNIVERSITY

Touro University Worldwide is part of the Touro College and University System. The Touro College and University System was established in New York City in 1970 by Bernard Lander, PhD, LHD, as a Jewish-sponsored independent, non-profit institution of higher and professional education primarily to enrich the Jewish heritage, and serve the larger American and worldwide community. More than 23,000 students are currently enrolled in its various campuses schools and divisions. Touro University Worldwide, in keeping with the system's founding mission and principles, prides itself on its Judaic foundation and the values that it represents. Those values involve a commitment to social justice, intellectual pursuit, and service to society and the under-served.

ACCREDITATION

Touro University Worldwide is a non-profit institution of higher learning. The University is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC): 985 Atlantic Ave, Suite 100, Alameda, CA 94501. <http://www.wascsenior.org/>

MISSION

The mission of Touro University Worldwide (TUW) is to offer online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). TUW is committed to offering doctoral, graduate, bachelor and associate degree programs to support this mission. The mission is also shared through the campus-based undergraduate education programs at Touro College Los Angeles Division which serves a specific student body. Together, the campus based and online- programs contribute to the achievement of the overall Touro core values driving this mission to provide opportunities for those who are underserved, provide service to society and achievement of the overall Touro University Worldwide student success.

INTRODUCTION TO SOCIAL WORK DEPARTMENT

The BA in Social Work engages students in a real world approach and includes curriculum, which helps to foster

professional development in the field. It helps to provide grounding in social work, which includes the values and ethical standards of the profession, and the necessary competencies including an emphasis on evidence based practice in the field of social work. The program addresses the diverse needs in social, political, cultural, economic, organizational and technological aspects with a potential for social change. The undergraduate program prepares students as social worker generalist practitioners to work in a variety of social service settings, community organizations, and with individual's families to address their needs. The program curriculum includes knowledge regarding human behavior, social welfare policy, multicultural social work, human diversity, social and economic justice, and social work research.

The BA in Social work degree prepares students for a rewarding career as a generalist helping individuals, families, groups, communities and organizations by providing guidance, counseling, referrals and practical human services. This undergraduate program places emphasis on gaining the appropriate knowledge, values, and skills needed to promote the wellbeing of client population through the learning experience of field work available in diverse settings such as schools, counseling centers for families, senior centers, social service and charitable organizations, and others. The program prepares culturally competent social workers and inspires students to be advocates for social change and a more just and equitable society.

BSW MISSION STATEMENT

The mission of the BA in Social Work at TUV is to prepare students as a generalist for professional social work practice to promote the well-being of individuals, families, groups, communities and organizations who are facing problems related to personal or social conditions.

FIELD EXPERIENCE FOR BA IN SOCIAL WORK

The curriculum is designed to promote a nurturing academic environment that integrates online courses with field training and real world learning and experience. The program combines classroom and field instruction to help students acquire the necessary knowledge, values and professional norms of the field of social work.

Student fieldwork is a critical part of the educational experience in the social work program, which will place students in an agency. The field work education complies with the program mission to prepare students for generalist social work practice in the field of social work. The experience allows the integration and assessment of the student's ability to apply the curriculum content relating to social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and societal environment, social welfare policy and services, practice, and research in the field. The practicum is designed to allow learning and application of skills to occur concurrently. During the practicum, students are placed under the supervision of an approved agency employee who serves as their Field Instructor; this Instructor meets weekly with each student for a minimum of one hour of supervision. TUV has a Coordinator of Practicum for BSW, who coordinates all the field work activities for the students and addresses any concerns regarding the field work. The Coordinator of Practicum for BSW conducts conference calls with the students' Field Supervisor.

BSW PROGRAM LEARNING OUTCOMES (PLOs)

PLO 1 Demonstrate effective written and verbal communication skills and use communication skills differently

cross client populations and other systems.

PLO 2 Demonstrate critical thinking skills within the context of professional social work.

PLO 3 Demonstrate basic research and evaluation skills applicable to social work services and information literacy skills.

PLO 4 Identify the purpose, values, and ethical standards, principles and practices of the social work profession.

PLO 5 Describe the strategies of advocacy and social change that advances social and economic justice and recognizes the role of the social Worker as an advocate in a culturally diverse society.

PLO 6 Prepare evidence-based social work intervention strategies and apply legal and ethical practice in decision making as a generalist social worker.

PLO 7 Demonstrate knowledge and ability to apply theoretical frameworks to understand individual development and behavior across the life span and the interactions among individuals, families, groups, organizations, and communities.

PLO 8 Describe the economic, political and social forces that impact the social work environment.

WHEN TO TAKE PRACTICUM

Students who take Practicum must be prepared academically to go and perform well in the field. Given these considerations, we recommend that students take practicum after completing the Core required courses except the Practicum Courses and the Capstone course. Securing a practicum site is important and can take at least 6 months prior to starting the practicum.

***Please note: TUV is not responsible to find the Practicum site and /or agency for students. The student is responsible to identify the practicum site (close to their home or work) and connect the Program Director or Practicum coordinator with the site to arrange for an MOU and a formal interview for the student.**

LEGAL NOTIFICATIONS

Licensure/Certification

Students are encouraged to contact their respective state board for applicable social work licensure and application requirements, as each jurisdiction defines by law what is required for each level of social work licensure. Additional information can be obtained at the Association of Social Worker Boards (<http://www.aswb.org/>). The Association of Social Work Board admitted to the required licensure examinations for 49 states. California contracts with the California Board of Behavioral Sciences. Currently there is no licensure exam in California. However in January 2016, California will institute the ASWB Examination.

Students enrolled in TUV's Social Work are bound by the National Association of Social Workers' (NASW) Code of Ethics in their entire academic and field work. The most current Code of Ethics is included in the Student Handbook of Policies and Procedures. All students are responsible for familiarizing themselves with the

Code and must sign that they have reviewed the code before placement begins. Students considered to be in violation of the Code will be referred to the Coordinator of Practicum for BSW, and could be subject to probation or dismissal from the Social Work Program. National Association of Social Workers' (NASW) Code of Ethics located at

<http://www.socialworkers.org/nasw/ethics/pdfs/NASW%20Code%20of%20Ethics%201999.pdf>

Confidentiality

The process recording is confidential material and should be handled accordingly. All identifying information about the participant(s) and agencies involved should be disguised by using initials or name(s) other than the real name(s), and by omitting other identifying information. Whenever possible, process recordings should be kept in a locked, secure file or drawer at the placement agency. Process recordings are not to be kept in the client's chart, since process recordings are a tool for the intern's learning and not part of the client's permanent agency record. If security in an agency is an issue, students should talk with their Field Supervisor and the Coordinator of Practicum for BSW about how to handle process recordings so as to protect client confidentiality. At the completion of the internship, all process recordings should be destroyed by shredding.

Disclosure

NASW recommends that social work students identify themselves as trainees/students/interns to patients/clients either verbally or through the use of name tags except in emergency situations where it is clinically contraindicated as determined by student and supervisor. Students' status should be clearly designated in signing notes in the record. T UW recommends that students identify themselves as "Social Work Interns," unless their agency specifies a different title. This policy is in the best interests of client care, and is applicable to any locality in which students are placed. T UW also recommends early disclosure of the length of time the student will be available to clients, again, with exceptions as clearly determined by discussion between the student and Field Supervisor.

The failure to disclose pertinent data or giving false information in applying for field education is grounds for termination from field placement and from the social work degree program. Pertinent data may include information about significant personal history that can affect the student's ability to work with vulnerable populations. Giving false information may include omitting history of a felony conviction. Such a conviction must be disclosed to field office faculty at the interview for field placement.

Professional Liability Insurance

Insurance companies who underwrite professional liability coverage to mental health and social work agencies usually sell an umbrella policy that covers both licensed and unlicensed personnel. If the agency where you are performing your practicum does not have a policy that you are covered you should obtain own professional liability policies. An application for such coverage can be obtained online. Note that the professional liability carriers only cover students who are required to complete practicum hours as part of their university programs. NASW offers students a policy for \$15.00 per year. Information is available at <http://naswasi.cphins.com/professionals>

GENERAL REQUIREMENTS FOR PRACTICUM

Program Requirements

The Bachelor of Arts in Social Work requires a total of 120 credit hours for completion.

General education (45 credits)

Core requirements (51 credits)

Electives (24 credits)

Students entering the internship must be registered to the courses in the social work program and have completed all courses with a grade of C or higher. Students must have a GPA of 2.5 in the major and a 2.0 overall, and must have completed the application process for the internship experience.

BSW CURRICULUM

BA in Social Work Core Program Requirements (51 semester credit hours)

Course Number	Course Title	Semester Credit Hours
BSW 300	Introduction to Social Work	3
BSW 302	Introduction to Social Welfare	3
BSW 304	Interviewing and Assessment	3
BSW 306	Social Justice and Diversity	3
BSW 308	Ethics and Social Policy	3
BSW 310	Human Behavior and the Social Environment I	3
BSW 312	Human Behavior and the Social Environment II	3
BSW 314	Social Work Research	3
BSW 316	Comparative Social Work	3
BSW 318	Child Welfare Services	3
BSW 320	Social Work Practice I (Individuals and Families)	3
BSW 322	Social Work Practice II (Groups)	3
BSW 324	Social Work Practice III (Communities and Organizations)	3
BSW 326	Social Work Practicum I	3
BSW 328	Social Work Practicum II	3
BSW 330	Social Work Practicum III	3
BSW 399	Capstone	3

BA in Social Work Electives (24 semester credit hours) (Choose 8 courses from the list)

Course Number	Course Title	Semester Credit Hours
BSW 301	Domestic Violence	3
BSW 303	Victim Advocacy	3
BSW 305	Youth -at-Risk	3

BSW 307	Child Abuse	3
BSW 309	Military Approach to Social Work	3
BSW 311	International Social Work	3
BSW 313	Drug and Alcohol Treatment in Social Work	3
BSW 315	Social Work with Older Adults	3

Prior to registering to the Practicum Courses:

The Student must complete all GE courses
 Must complete all Core Required Courses: BSW 300-BSW 318
 Must Complete at least 4 elective courses

Practicum will be taken 2 courses as color coordinated:

BSW 320	Social Work Practice I (Individuals and Families)
BSW 322	Social Work Practice II (Groups)
BSW 324	Social Work Practice III (Communities and Organizations)
BSW 326	Social Work Practicum I
BSW 328	Social Work Practicum II
BSW 330	Social Work Practicum III

Following completion of the Practicum courses:

Completion of the 4 remaining Electives
 Last course is the Capstone

BSW 399	Capstone
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STUDENT REQUIREMENTS AND RESPONSIBILITIES

Students are required to complete 450 hours. Students will complete 150 hours per term at an assigned agency. It is the responsibility of the student to keep track and record hours on the proper TUW form and submit weekly.

Submit all forms required by the Practicum Agency: Students are responsible for completing all charts, records, forms, documents, and other written work required by the practicum agency in connection with service to their clients, or other practicum work, before termination from any practicum, whether prematurely or on schedule.

It is the student's responsibility to assure that 1) The Learning Contract; 2) Time Sheets; 3) End of First Semester Evaluation; 4) End of Second Semester Evaluation; and 5) Process Recordings are signed and submitted to the Coordinator of Practicum for BSW, in adherence to due dates. These documents must be present for each practicum in the student's file for graduation of the student to take place. All Practicum forms needs to be posted in the appropriate course in IC.

Keep in mind that each agency has different rules and regulations. You should be flexible with your expectations regarding assignments and duties given to you by the agency. However, this is a learning experience for you to acquire direct practice under supervision and you are not just an extra set of hands for answering the phone or filing. Should you need clarification about your learning contract and/or duties as an intern contact the Coordinator of Practicum for BSW.

Most problems, whether personal, academic, or administrative, can be resolved in a professional manner between the parties involved if identified and acted upon early. As soon as a potential problem arises, field instructors, task supervisors, and students should discuss the issues and together attempt to resolve them. The student must take the initiative and responsibility for their own learning and utilize the problem-solving model to work on resolving problems in the field placement. If informal problem solving efforts are unsuccessful, formal corrective action will be required. If resolution to the problem is not solved quickly bring the concern or issue regarding the field internship to the attention of Coordinator of Practicum for BSW.

It is the student responsibility to arrive on time for scheduled field placement hours and be dressed appropriately.

It is the student responsibility to actively participate in field supervision sessions. Be prepared to take notes. This is the time to ask questions and get clarification. Have your completed process recording with a copy for your field supervisor.

REQUIRED HOURS

Students are to complete 150 hours per term. There are 3 terms for a total of 450 hours.

Hours That May Be Included

Supervision, record keeping, staff meetings, attendance at field agency-sponsored seminars, workshops, or other agency in-service training, are considered part of the practicum experience and are included in field practicum hours. With agency and supervisor approval, attendance at conferences or other training not directly sponsored by the field agency are allowed as part of the practicum. This will be allowed only once each term. Only hours actually engaged in the practicum are counted.

Hours That Are Not Included

Holidays, agency holidays or closings, lunch time, commuting time to and from the student's practicum agency, or other activities not required by the practicum agency. These cannot be counted toward the student's required practicum hours.

Students found to be recording hours for unauthorized events or activities on their time sheets will be required to subtract those hours from their accumulated practicum time and make up the time through engagement in authorized practicum activities.

A student must notify the Field Supervisor and the Coordinator of Practicum for BSW in advance of any planned

absences, and as soon as possible for unexpected ones. Hours absent from practicum must be made up during the term that the absence occurred.

COORDINATOR OF PRACTICUM FOR BSW RESPONSIBILITIES

The Coordinator of Practicum for BSW provides overall direction and organization to the field practicum program.

The Coordinator of Practicum for BSW responsibilities include: developing field instruction sites, negotiating contractual agreements with respective sites; assigning students to practicum placements; organizing and implementing orientation and professional development sessions for Field Supervisors; evaluating outcomes of the field practicum; and providing overall assistance to Field Supervisors, and students.

Developing and maintaining all field practicum agency affiliations. Providing information and orientation to Field Supervisors about the field experience. Planning and implementing the Seminar in Field Instruction (SIFI) for all new Field Supervisors.

Consulting with students regarding field practicum assignments and conferring with them regarding changes or problems should they arise. Monitoring and enhancing integration of academic curriculum content and field expectations.

Monitor the Learning Contract to ensure learning and skill development are proceeding as per the signed contract on file.

The Coordinator of Practicum for BSW will visit each site in person or virtually at least once per term.

SELECTION OF AGENCY

Field practicum experiences occur in a variety of human service settings. These include health, educational, criminal justice, mental health and a wide range of other settings where generalist and advanced generalist practice can be learned. Students may work with individuals, families, groups, organizations, communities and governmental and nongovernmental entities.

Agencies providing field practica should offer students a range of learning activities that challenge them to integrate theory and practice skills in direct service.

The Student is identifying the agency. As soon as the Agency identified the student informs the Coordinator of the Practicum at TUW. When identifying an agency, specific criteria are used. The agency philosophy of service must be compatible with TUW values and ethics of the social work profession, social work education, and generalist practice. This includes nondiscriminatory practices in regard to client race, ethnicity, gender, age, sexual orientation, or differential ability.

Each field placement must be able to provide a range of activities appropriate to generalist social work practice.

Employment-Based Practicum

In some cases a practicum can be established within the student's place of employment.

If the employing agency is to be approved as a potential practicum site, it is necessary for the agency and the program to agree to certain stipulations in addition to those required of all field agencies. The Agency must agree to provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities. The Field Supervisor may not be the student's regular job supervisor.

SELECTION OF FIELD INSTRUCTOR

In order to be considered for Field Supervisor the potential candidate must be employed by the agency and working at the site where the internship will take place. The candidate must also demonstrate that they have established professional competence in the human service field. It is preferred that a supervisor have a MSW or a BSW credential with experience.

Prior experience supervising staff or social work students and the ability to promote learning in others are also highly desirable considerations. Field Supervisors should have the ability to transmit interest in social work to students. Additionally, the Field Supervisor must have the ability to balance the needs of clients and agency with the educational needs of the student.

In keeping with the NASW Code of Ethics, Field Supervisors should not serve as the supervisor of any student with whom they have a dual relationship. Dual relationships occur when the supervisor and student are also involved in another type of relationship, such as a therapist-client, business partner, and/or close social or intimate relationship. Supervisors who have an instructional and evaluative role with student interns should avoid any other relationships that could create a potential conflict of interest or confusion of boundaries.

RESPONSIBILITIES OF AGENCY FIELD SUPERVISORS

Internship supervision is a vital part of social work education. Without the kinds of learning experiences which occur during the internship, the student's education would be incomplete and inadequate. The internship provides a setting in which the student can test many of the theories and principles of social work practice that have been discussed in the classroom. Internship supervision allows the student to begin developing the professional competencies which will be needed for beginning social work practice. The supervisory relationship between the student and the internship supervisor can also provide a climate in which the student can grow personally and professionally.

The Field Supervisors provide overall direction and organization to TUV student interns in their agency. The internship is a responsibility shared by the university, the agency, and the student. This responsibility is spelled out in a learning agreement between the three parties.

Field Supervisors meet with each student for 1 hour of direct supervision each week. Field Supervisors provide the intern with a thorough orientation to the Agency, including organizational, personal, and safety training appropriate for that setting. Field Supervisors collaboratively complete the Learning Contract with the student early in the term at the agency. This includes assuring that the curricular expectations found in the Learning

Contract are available to the student in the placement agency.

The Field Supervisor maintains communication with the Coordinator of Practicum for BSW regarding students' progress. The Field Supervisor is required to participate in the BSW Practicum Coordinator's site visits, (virtual or face to face) as well as through telephone communication. The Field Supervisor, in a timely manner, prepares, reviews and submits evaluations of the student's performance at mid-term (4th module) and at the end of each term. The Field Supervisor provides written feedback to the student on each of the process recordings during the term.

STUDENT LEARNING AGREEMENT

The Learning Contract is a formal agreement regarding the structure and content of the field practicum experience. The contract defines the roles and responsibilities of the three parties signing it in fulfilling the learning needs and competencies. It represents a commitment by all three parties to meet the terms of the contract. It also serves as the basis for evaluation of the student's performance in the field practicum and the agency's performance in providing field learning opportunities.

Writing Learning Objectives

Using clearly written learning objectives in the Learning Agreement adds structure to the student's field experiences, helps to individualize the experience, and makes the evaluation process effective. A well-stated learning objective is content specific and focuses on the performance expected of the student. It answers the questions:

What is the purpose of the activity?

Will it give the student an opportunity to develop the competency or achieve the learning goal?

Is the activity specific and measurable? In other words, how will you know when the learning goal or competency has been achieved?

The Learning Agreement is located in the forms section of this handbook, which includes a completed Learning Agreement that provides examples of specific, measurable learning objectives.

The contract translates the Program Learning Objectives into specific tasks, responsibilities and practice experiences. The contract must be written and completed to the satisfaction of all parties, and signed by the student, Field Supervisor, and the Coordinator of Practicum for BSW during the first module.

EVALUATION

Evaluation is an important part of the field work experience. It provides feedback to students on their performance in the agency setting. The purpose of evaluation is to assist students in extending their skills and knowledge through understanding areas of strength and through identifying areas which need improvement. Students are seen as active participants in the evaluation process. The document developed for the learning agreement is the primary evaluation instrument for the placement experience.

Evaluation of the student's performance in the internship is shared by the university and the agency. The internship supervisor will complete two written evaluation forms, which are grounded specifically on the core competencies and on the program goals and are used to measure how well the student has met these goals. The core competencies and the evaluation forms are included as appendices in this manual.

The weekly supervision sessions between the student and Field Supervisor provide immediate, ongoing feedback to students so that they can enhance and refine their skills and apply new concepts in their practice. These meetings should provide students with an awareness of any problems or concerns with their performance. Problems should be discussed with the student as soon as they are identified. Any issues should be addressed in supervision sessions before the formal evaluation, thereby avoiding any surprises at the time of the formal evaluations.

Review of process recordings is the opportunity to give positive feedback or redirection as needed. Problems and concerns may relate to skill development, level of understanding, or practices considered by the Field Supervisor to be marginal or unacceptable. An assessment by the Field Supervisor that could result in a marginal or unacceptable rating must be discussed immediately with the BSW Practicum Coordinator and student. Should such a situation arise, the BSW Practicum Coordinator will work with the student and Field Supervisor to identify strategies to improve the student's level of skill or understanding.

Students are also expected to make contributions to the formal and informal evaluations of their own performance in practicums as their self-assessment skills develop. This helps students identify their strengths and weaknesses in different areas of learning related to the expected practicum competencies.

The same form is used for both the mid-term (4th module) and final evaluations. It is expected that the student's progress and skills will have grown proportionately by the time of the final review. The Field Supervisor completes the final evaluation. The evaluation is shared with the student. The student and Field Supervisor discuss the evaluation and agree on the final content. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the signed evaluation is provided directly to the BSW Practicum Coordinator, who also signs it, issues a grade based on its contents, and provides it to the Field Office to be placed in the student's permanent field file as official documentation of the field experience.

GRADING OF PRACTICUM

The grade for the field experience is an A/F. The BSW Practicum Coordinator issues the final grade. The student's grade will be based on the mid-term and final evaluations; student evaluation of site; personal interaction during site visit(s); and any other communication regarding the internship.

PROCESS RECORDINGS

The Process Recording is an educational tool in which the student makes a written record of a client interview or interaction, and then analyzes the interaction for learning purposes. This tool also helps the student learn to assess their own practice. Students must submit 1 process recording each week to be used in scheduled supervision sessions to reflect on their developing practice skills. Students must be prepared for each supervision session with an agenda, questions, reflections, and observations about their practice to share with the supervisor for the purpose of learning how best to develop and apply social work skills.

The process recording is the student's written verbatim (word for word) account of as much as the student can remember of the verbal content and significant behavior of any person-to-person encounter between the student and client(s) or meeting participants. Most often the process recording is done on a counseling session or interview, but may also be completed for a group or family counseling session, community or administrative meeting, or other interactions that the student has had as part of his or her field practicum experience.

The Process Recording has three parts, the Introduction, the Interview and the Summary. The Introduction provides the background and context of the interview/interaction, and includes information about the client and the agency setting. The Interview is the central component of the Process Recording assignment. The Interview has four sections:

A verbatim (word for word) report of the interaction,
Student observations and assessments,
Application of social work knowledge and theory, and
Field Instructor feedback.

The final part of the Process Recording is the Summary, in which the student gives a brief assessment of the client need or problem, the effectiveness of the interaction, and suggestions for future or alternate intervention strategies. This section also includes the student's self-assessment of their performance, including practice skills and application of social work knowledge.

You will find examples in the Appendix which include process recording formats for use in different contexts of the practicum. The three-column method of process recording is designed for individual and family interactions. Examples of the content for each column are also provided.

In the Process Recording assignment, all communication, verbal and non-verbal, is recorded based on the student's best recollection of the interview. The student also records personal feelings and reflections which occurred during the interaction with the client. The interview should be written down as soon as possible after it occurs so it will be as accurate and complete as possible. Therefore, planning should be considered to be ensure sufficient time to record and analyze the interaction. Process recordings are a learning tool, and are not case documentation; therefore they do not become part of the client's permanent record. All process recordings must be destroyed by shredding at the end of each term.

FORMS

Process Recording

Process Recording Examples

Learning Agreement

Learning Agreement Examples

Learning Agreement at Place of Employment

Learning Agreement at Place of Employment Examples

Time Sheet

Mid-term Evaluation

Mid-term Evaluation Example

Final Evaluation

Final Evaluation Example

Student's Evaluation of Field Site

Student's Evaluation of Field Site Supervisor

Field Supervisor's Evaluation of Coordinator of Practicum for BSW