

SIMMONS SCHOOL OF SOCIAL WORK
 SW446A – 01/02 (Fall 2019)
 SW 446B – 01/02 (Spring 2020)
 Generalist Year—Field Education I

Faculty

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Course Description

Field education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in their SW Practice class. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community.

First-term learning goals include: Adaptation to the social work role in your agency; the development of self-awareness of your own feelings, strengths, and learning needs; the ability to conceptualize and articulate both the client's and your own issues; the ability to use supervision; awareness of social identity and the dynamics of power and privilege; and beginning assessment, interviewing, and intervention skills.

Course Materials

The Field Manual is available online at: <http://internal.simmons.edu/students/ssw/msw-students/field-education/field-education-manual>

IPT, the website in which the learning plan and end-of-term evaluation will be completed, can be found here: <https://www.alceasoftware.com/web/login.php?site>. Logins and passwords for IPT will be emailed to students and field instructors when placement begins.

Council on Social Work Education (CSWE) Core Competencies & Practice Behaviors

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. This course will address and assess the attainment of all competencies and observable behaviors:

Competency	Observable Behaviors	Dimension (knowledge, values, skills, cognitive/affective processes)	Assignments
Competency 1:	Make ethical decisions by applying the standards of the NASW Code of	Knowledge, values, skills,	Assigned internship

<p>Demonstrate Ethical and Professional Behavior</p>	<p>Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</p> <p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p> <p>Use technology ethically and appropriately to facilitate practice outcomes; and</p> <p>Use supervision and consultation to guide professional judgment and behavior</p>	<p>cognitive and affective processes.</p>	<p>activities, Process Recordings, Assignment #1, Assignment #3</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment. #1, Assignment #2, Assignment #3, Assignment #4</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>Engage in practices that advance social, economic, and environmental justice</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #1, Assignment #3, Assignment #4</p>

<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>Use practice experience and theory to inform scientific inquiry and research</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #2</p>
<p>Competency 5: Engage in Policy Practice</p>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</p> <p>Assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #4</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> <p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process Recordings, Assignment #3</p>

<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p> <p>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</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>	<p>Knowledge, Skills, Affective and cognitive processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #2, Assignment #3</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <p>Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes;</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #3</p>

	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>		
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Select and use appropriate methods for evaluation of outcomes</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>Knowledge, values, skills, cognitive and affective processes.</p>	<p>Assigned internship activities, Process recordings, Assignment #4</p>

Course Expectations and Evaluation of Student Performance

Field education is a central component of your graduate education. Students are required to be in Field for 672 hours in their Generalist (Foundation) Year placement. This is a course in which credits are awarded, and a grade is issued at the completion of each semester. Students are graded on a Pass/Marginal Pass/Fail basis. Evaluation of students’ performance is based on:

Field Performance: Students’ performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students are expected to meet the required hours in field each term.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned Field Liaison Advisor. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned Field

Liaison Advisor in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

Attendance, Attentiveness and Punctuality:

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement.
- **Inclement Weather:** Students follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and Field Liaison Advisor.
- **Sick Leave:** In the event of illness, students are allotted three (3) sick days for the academic year.
- **Vacations:** Vacation time generally follows the SSW calendar. In school placement settings, students follow that school's vacation schedule. Other exceptions may exist.
- **Holidays:** Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is open, the student is expected to report to their field placement.
- In rare circumstances where students need to be out of placement for more than the allowed three days, they must notify their Field Liaison Advisor and field instructor and receive approval from their placement agency, and make plans to make up the time missed.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

Grading Policy and Criteria for Grading

Please review the Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the *Student Handbook*. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

Pass (P)	Satisfactory to excellent performance
Marginal Pass (MP)	Unsatisfactory to marginal performance
Fail (F)	Failing performance

Please refer to the Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the Student Handbook for the policy on grievances of final grades.

Criteria for Grading:

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students will be considered for a passing grade if they:

- Complete all assignments due to the agency field instructor and Simmons Field Liaison Advisor, as outlined throughout the syllabus. Each assignment is due on the date noted in the syllabus; any exception must be discussed in advance with your Field Liaison

Advisor.

- Display professional behavior in all areas, including punctuality and attendance.
- Demonstrate growth in the learning process (to be reflected in the performance evaluation, located on ALCEA) consistent with a passing grade. The agency field instructor, in consultation with the Simmons Field Liaison Advisor, will evaluate this growth.
- Complete the field placement hours as required. These expectations can be found in the syllabus and field education calendar.

Examples of behaviors that may result in a marginal pass or fail include:

- A pattern of unprofessional/unethical behavior including excessive absences, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, inadequate documentation, etc.
- Insufficient progress toward learning goals
- Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff
- Consistent inability to make use of supervision, including repeated difficulty in following supervisory directions and failure to seek supervisory guidance when necessary
- Non-adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, and appropriate workplace behavior (to name a few).

- Inability to demonstrate compassion, empathy, integrity, and respect for others.
- A pattern of incomplete and/or late assignments or assignments that are of poor quality.
- Insufficient field education hours.

Honor Policy and Academic Integrity

A vital part of the collegiate experience at Simmons University, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the University community has based the Simmons Standards of Conduct. The Simmons University Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

Honor Code of Responsibility

The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- Each member of the Simmons University community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official University publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the University.

Academic Integrity

Each student is expected to read, understand, and observe the policies outlined in the Simmons University Statement on Cheating and Plagiarism.

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.

Intellectual Property

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons University courses – which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the University; and (2) lectures by instructors and/or notes based on those lectures.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the University. Only the instructor and/or the University has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructor's lectures.

Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the University, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

Statement on Plagiarism

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

Title IX and The Simmons University Gender-Based Misconduct Policy

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons University has a 'Gender-Based Misconduct Policy'

which defines these forms of misconduct, outlines University protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here: <https://www.simmons.edu/your-simmons/commitment-inclusivity/title-ix/gender-based-misconduct-policy>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the University, teacher's assistants, and supervisors at internship/field placement sites.

Simmons University encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons University Title IX Coordinator, Gretchen Groggel Ralston, Associate VP & Associate General Counsel (for faculty/staff concerns):

Office Location: Main College Building (MCB), Suite E-200 / Phone Number: (617) 521-2768

Simmons University Deputy Title IX Coordinators (for student concerns):

Echelle Avelar, Assistant Dean of Community Standards

Office Location: MCB, Suite C-210 Phone Number: 617-521-2195

Catherine Paden, Associate Provost and Dean of the Undergraduate Program

Office Location: Provost's Office, C-219/ Phone number: 617-521-2501

Gina Capra, Director of Violence Prevention and Education Outreach

Office Location: MCB, C-015/ Phone Number: (617) 521-2118

Simmons University Public Safety

Office Location: Lobby of the Palace Road Building – Suite P106

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Statement on Office of Accessibility Services (AOS)

Students who wish to receive academic accommodations for this course must first register due to a documented diagnosis/disability with the *Office of Accessibility Services (OAS)*. The most commonly requested accommodations are *extended time for testing* and *use of the OAS Testing Center*. OAS will provide eligible/registered students with an *Academic Accommodations Authorization* form to share with each instructor to confirm the student's authorized accommodations. The OAS is located on the 1st floor of Lefavour Hall in the Center for Student Success and is open from 8:30 am to 4:30 pm Monday through Friday. For more information about the services and accommodations available through the *Office of Accessibility Services* please, review the following link: simmons.edu/access.

Writing Center

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Lefavour Hall You can sign-up for an appointment online at <https://www.simmons.edu/your-simmons/student-support-resources/writing-support> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

Library Resources

Anastasia Collins (anastasia.collins@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the University Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

Citations for References Used in Written Work

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

HIPAA Guidelines/Client Confidentiality

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates, use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

Simmons School of Social Work Policy on Observance of Religious Holidays

If the University is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you to make up missed work. Please refer to the *Student Policy Handbook* for further clarification of school policies regarding observance of religious holidays.

ASSIGNMENTS FOR FALL SEMESTER

Fall Semester Learning Goals Include:

- Adaptation to the social work role in your agency
- The development of self-awareness - of your own feelings, strengths, and learning needs
- The ability to conceptualize and articulate both the client's and your own issues
- The ability to use supervision
- Awareness of social identity and the dynamics of power and privilege
- Beginning assessment, interviewing, and intervention skills

Due: 10 Process Recordings per Semester, to the agency Field Instructor

Process Recordings

Students are to complete ten process recordings over the course of their semester in their field placement. Process recordings may begin in September or the first week in October, in consultation with the Field Liaison Advisor, and the field instructor. Process recordings are required, as they help increase students' awareness of self, improve critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their field instructors. It is recommended that all process recordings are to be a minimum of 5 pages in length. The process recording outline is available online at:

<http://internal.simmons.edu/students/ssw/msw-students/field-education/field-education-forms>

(All Students are expected to complete **10 process recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters, and for the summer semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

Due: Friday 9/20

Written Assignment #1:

The Impact of Social Identity on Clinical Practice

Submit a one to three-page paper to your Field Liaison Advisor that captures the following topic as described below:

Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. Particular attention must be paid to social identity, intersectionality and the dynamics of power and privilege. While there are areas of similarity, there are also areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients.

Consider your own experience with social identity and answer the following questions:

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?

4. How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

Due: Friday 9/27

Written Assignment #2:

Engage in Practice-Informed Research and Research-Informed Practice

Submit a one to three-page paper to your Field Liaison Advisor that captures the following topic as described below:

As you become oriented to your new field placement, speak with field instructors and others in your setting about the population(s) served by the agency/institution. This includes demographics (social identity, class, age, to name a few) and representative presenting concerns. Choose one of the more common presenting issues, and spend some time researching the types of practices and interventions that are most commonly used in working with clients affected by this concern.

Due: Friday 10/18

Student Learning Plan

The field instructor and student work together to design a Learning Plan during the first three to four weeks of field placement. Caseload and other assignments will be reflected in the Learning Plan. A learning plan is created to focus the field education experience on the required competencies. It guides the student, field instructor, (and task supervisor when appropriate) in achieving these competencies. The Field Liaison Advisor and Field Instructor must approve the learning plan. This document should be reviewed and amended as necessary, and students should retain copies.

The plan will reflect the learning opportunities the agency can offer, along with the School's expectations for field curriculum. The Learning Plan is available on IPT (Intern Placement Tracking) by Alcea Software, LLC (instruction on how to access IPT will be provided). Once signatures are submitted in IPT, the assigned Field Liaison Advisor will review and contact Field Instructor and/or student with changes as needed.

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with field instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 11/8

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 12/6

Fall Field Evaluation

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form on IPT. (runipt.com)

ASSIGNMENTS FOR SPRING SEMESTER

Spring Semester Learning Goals Include:

- Adaptation to the social work role in your agency
- The development of self-awareness - of your own feelings, strengths, and learning needs
- The ability to conceptualize and articulate both the client's and your own issues
- The ability to use supervision
- Awareness of social identity and the dynamics of power and privilege
- Beginning assessment, interviewing, and intervention skills

Due: 10 Process Recordings per Semester, to the agency field instructor

Process Recordings

Students are to complete ten process recordings over the course of their semester in their field placement. Process recordings may begin in late January. Process recordings are required, as they help increase students' awareness of self, improve critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their Field Instructors. It is recommended that all process recordings are to be a minimum of 5 pages in length. The process recording outline is available online at:

<http://internal.simmons.edu/students/ssw/msw-students/field-education/field-education-forms>

(All Students are expected to complete **10 process recordings** (Generalist/Foundation and Specialized/Advanced Year) in the Fall and Spring semesters, and for the summer semester for Advanced Standing students. **Students in 16-hour placements that extend into August are encouraged to negotiate the best tool for reflection with their instructors during the summer months.**)

Due: Friday 1/31

Written Assignment #3:

Psychosocial Assessment Assignment, to your Field Liaison Advisor

Please write a biopsychosocial assessment on one of the clients that you have worked with at your placement. If you have completed a narrative assessment of your client in agency format, it would be acceptable to submit that document with all identifying information removed before submission. If you do not have an assessment in agency format, please use the following template. This assignment is for the purpose of practicing an essential skill with accompanying feedback from your Field Liaison Advisor. You are also encouraged to share this assignment with your Field Instructor. The maximum length should be 2-3 pages, single-spaced. Please be sure to include all headings so that the information is presented in an organized fashion. The reader of your finished assessment should be left with a good sense of the client, client's history, and needs for intervention. Please, as always, use a strengths-based voice:

BIOPSYCHOSOCIAL ASSESSMENT

I. AGENCY & STUDENT'S ROLE

II. IDENTIFYING INFORMATION

- Age, sex, gender, race, ethnicity, relationship status, student/employment status, living situation, environmental context, etc.

III. PRESENTING PROBLEM

- What – how does the client define the problem?
- When – when did the problem begin and how often is it currently occurring?
- Where – where (physically) does the problem occur?
- Why (now) – why is this problem happening to the client at this time?
- Exceptions – when was the problem not happening, or happening differently?

IV. CURRENT AND HISTORICAL INFORMATION

- History of Presenting Problem
- Family History
- Social History
- Medical History
- Psychiatric History
- Trauma History
- Substance Use
- Legal Involvement
- Cultural Issues
- Religion and Spirituality

V. RISK & PROTECTIVE FACTORS

- Personal – strengths, adaptability, coping, interests
- Social – family, communities
- Financial, institutional, housing, environmental

VI. MENTAL STATUS EXAM

- Appearance
- Reaction to the interview
- Motor Behaviors
- Speech
- Mood/Affect
- Thought Processes
- Thought Content
- Somatic Functions
- Cognitive Functions
- Insight and Judgment

VII. FORMULATION

- Strengths-based integration of observation/information, grounded in theoretical understanding. Multi-layered to include biological, intrapsychic, family, social/cultural, and environmental factors. The goal of the formulation is to synthesize all of the information you collected in the assessment to answer the question of why this problem is happening at this time for this client. Risk level and treatment implications should be considered.

VIII. DIAGNOSIS

- List DSM-5 Diagnoses, including diagnostic code.

Due: Friday 2/14

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Written Assignment #4:

Social Policy: Implications for Practice

Submit a one-page paper to your Field Liaison Advisor. It should capture the following topic as described below. Please be prepared to discuss this during your field visit.

Comment on specific social welfare or public policies that affect the well-being of your clients.

- Describe how these policies help or hinder your own social work practice and/or that of your agency.
- Comment on the type of change that would be needed to reduce any negative effects related to the policy or why a policy is important to keep and sustain.
- Note any differences in how the policy affects your clients based on race, ethnicity, class, gender, and other diversity traits.
- Comment on what type of evidence would be needed, and that your agency might be able to provide, to support policy change.

Due: Friday 3/27

Two Process Recordings, to your Field Liaison Advisor

You should submit two process recordings with Field Instructor feedback already on them to your Field Liaison Advisor.

Due: Friday 4/17

Spring Field Evaluation

Student evaluations should be completed by the Field Instructor and reviewed and signed by the student and instructor. Please use the form on IPT (runipt.com).

This syllabus is not a contract. The Field Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.