

**Columbia University School of Social Work
Field Education Department**

April

To: Faculty Field Advisors

From: Kathryn Conroy, DSW
Assistant Dean, Director of Field Education

Re: Transfer Summaries

Please prepare the Transfer Summaries on your first year students. As you know, the Transfer Summary is the document that describes the student's first year placement experience and articulates some of her/his learning needs for the second year. Please follow this outline:

- I. Description of Current Placement: the Agency Program, Services and Clients
- II. Description of Specific Student Assignments
- III. Student's Overall Performance
- IV. Learning Needs and Additional Assignments for Second Year

An example of a Transfer Summary is attached. Transfer Summaries on all students completing first year field in May are due to the Field Education Department by the second week of June. Students who finish at later dates (the January Class and students with field extensions) should have their Transfer Summaries submitted to the Field Office by two weeks after they complete field.

Remember, Transfer Summaries go to the Second Year Placement over the summer so that next year's Field Instructor can prepare well for the student with whom they will be working. In addition, a copy of the Summary will be placed in the student's mail folder. If you have any questions please feel free to call me.

Thank you.

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK
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TRANSFER SUMMARY

MAY 20__

Student: Vera E. Good

Field Advisor: Sylvia Shultz

First Year Placement: The HOOD, Inc.

I. Agency Program, Services, Clientele

The HOOD, Inc. is a fairly new project of the CITY OF NEW YORK and is comprised of an interdisciplinary team of attorneys, social workers and advocates who provide legal advocacy services to people with psychiatric disabilities in the areas of housing and public benefits. The goal of the organization is to help clients end their homelessness and avoid repeated or prolonged psychiatric hospitalization. Students provide advocacy, intensive case management, crisis intervention, discharge planning, referrals and linkages to community service providers and follow-up. Students are in integral part of the legal team.

II. Assignments

The student has attended the weekly clinic at HOOD HOMES in Manhattan and has met separately with clients for intake session during which full intakes are performed to identify client issues and determine the scope of the legal need. The student also worked with a client from the Very Active Project, a client with whom the student was able to continue to work through the two semesters of field placement with the HOOD.

III. Student Performance

The student has greatly honed her assessment skills. Assessments in the legal clinic require a wide range of skills to deal with the variety of issues which arise. The student was able to call upon co-workers for assistance when necessary. The student had to learn about the limitations of the legal clinic in the face of the often overwhelming psychiatric and psychosocial needs of the clients. The students learned to tease out details from clients in order to put together the details of their problems while also identifying collateral issues which might impact on the legal problem.

The most significant areas of skill development included adapting to stressful situations, understanding the scope of the role and relationships with client, advocacy, making connections and clinical skills.

IV. Special Requirements and Learning Needs for Second Year

The student's multiple talents were made very apparent to the HOOD staff, although the student continues to have some difficulty recognizing her own talents. The student will need to focus on developing the skills necessary to engage in more accurate assessment of her strengths and weaknesses as they relate to her social work practice.

The student contributed significantly to the agency. She has continuously been engaged in a serious process of trying to understand the issues our clients face and the larger social work and ethical dilemmas that come up from day to day. She has obvious talent and a great desire to learn. She has contributed her ideas to the agency, offering ways in which the program could improve. Because of her input, the social work component of the legal advocacy program will be enhanced for next year.