

**SPRINGFIELD COLLEGE  
SCHOOL OF SOCIAL WORK  
SYLLABUS**

- I.     COURSE TITLE:                   MSSW 684 AND 685  
  FIELD PRACTICUM 1 (Fall and Spring)  
  AND  
  MSSW 674 AND 675  
  FIELD PRACTICUM 1 SEMINAR (Fall and  
  Spring)**
- COURSE VALUE:                   3.5 SEMESTER HOURS EACH SEMESTER  
  .5 FOR SEMINAR, EACH SEMESTER**
- INSTRUCTORS:                   WEEKDAY SECTIONS AND WEEKEND SECTIONS  
  Faculty Advisor in  
  Collaboration with  
  Field Supervisor**

**II.    COURSE TEXTS AND READINGS**

**Required Readings:**

*Springfield College School of Social Work Handbook of Policies and Procedures.* [Latest Edition]. Springfield, MA: Springfield College.

*Springfield College School of Social Work Field Practicum Manual.* [Latest Edition]. Springfield, MA: Springfield College.

Roy, A. W. & Vecchiolla F. J. (Eds.) (2004). *Thoughts on an Advanced Generalist Education: Models, readings and essays.* Peosta, IA: Eddie Bowers Publishing Co., Inc. [ALSO USED IN: MSSW 613, MSSW 603, AND MSSW 634].

**Recommended Readings:**

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2009). (9<sup>th</sup> Ed). *Ethical Decisions for Social Work Practice.* Itasca, IL: F.E. Peacock Publishers, Inc.

Reamer, R.G. (2006). *Social Work Values and Ethics* (Foundations of Social Work Knowledge Series). New York: Columbia University Press.

Royse, D., Dhooper S. S., & Rompf, E. L. (2003). (4<sup>th</sup> Ed). *Field Instruction: A Guide For Social Work Students.* White Plains, NY: Longman Publishers.

*Agency Field Supervisors and Faculty Advisors may assign additional book excerpts and articles at their discretion.*

### **III. COURSE DESCRIPTION (This syllabus is to be used in conjunction with the current *Field Practicum Manual and 1<sup>st</sup> Year Field Practicum Workbook*).**

Field education is an integral and vital part of the social work curriculum at Springfield College, which has a single curricular concentration in advanced generalist practice. Field education occurs through two academic years of field practica. Advanced standing students engage in one year of field practicum, the requirements for which are the second year of the field curriculum.

The field practicum sequence serves as the link between knowledge gained in the classroom and the practice of social work from an advanced generalist perspective. Within the field sequence, components of the Practice, Human Behavior in the Social Environment, Policy, and Research sequences of the curriculum are integrated and practiced by social work interns.

The overall purposes of the practica are: (a) to enhance the student's ability to apply social work values, theory, skills, and knowledge to a broad range of systems; (b) to provide opportunities for students to learn to foster empowerment among vulnerable populations; and (c) to provide a setting in which the mission and goals of the curriculum of the School of Social Work may be actualized.

Students have the opportunity to apply and refine values, knowledge, and skills under the guidance of experienced social work practitioners who serve as Field Supervisors. These field practicum experiences are brought back to the classroom where they are further examined within the context of the knowledge, values, and skills of the social work profession and the advanced generalist approach to social work practice.

The field practicum is an agency-based practice experience where students develop professional social work competence in the application of advanced generalist concepts that are presented and discussed throughout the academic curriculum. The practicum provides an opportunity for students to: perform, with supervision, a variety of planned multilevel social work interventions; to learn to work effectively in different social work settings; and to understand the everyday operations of community and social service systems.

The practicum requirements are structured within four areas of learning to ensure that students gain experience in developing a full range of advanced generalist social work practice skills. The four areas of learning are: (1) Direct service with individuals and families, required in both years; (2) Group work, required both years; (3) Community development and organization, required in the first or foundation year; and (4) Administration and organizational development, required in the second or concentration year.

The Springfield College School of Social Work places students in a variety of agencies throughout New England and New York State. Students are exposed to a wide range of practice opportunities with clients of diverse backgrounds in both urban and rural settings. Appropriate field settings include a range of human service, educational, health, and criminal justice settings where students work with individuals, families, groups, organizations, and communities.

Periodic field education information sessions serve as means for students to learn about the requirements of the field practicum experience. They provide the student with an additional opportunity to share with student colleagues and instructors their questions and practicum experiences, allowing enhanced understanding of the knowledge, values, and skills of the social work profession and how the field requirements are integrated into the overall curriculum (CSWE) has established standards for social work education. This course reflects the foundation curriculum content described in the Educational Policy and Accreditation Standards. CSWE competencies are noted on your syllabus as EPAS. For additional reference, please see the *Student Handbook*.

## Field Practicum Expectations and Policies and Procedures

- Students must read thoroughly the current *Field Practicum Manual* and *Practicum Workbook* relevant to the year of their field experience, and the current *Student Handbook of Policies and Procedures*.
- Field assignments must take place during typical agency hours of 8:00 AM to 5:00 PM to allow students to experience the full range of client services provided; other hours may be arranged at the agency's, Field Supervisor's, and Faculty Advisor's discretion if available, and if curricular learning competencies are assured of being met.
- Students must be available for the required fifteen (15) hours per week for the first placement and the required twenty (20) hours per week for the second placement.
- Students must arrange for flexible employment/personal schedules to accommodate the needs of the field assignment.
- Students must be prepared to travel up to 60 miles from their residences and/or up to one hour to field assignments.
- Students with disabilities should contact the Director of Field Education or the Assistant Director of Field Education to be informed of the Springfield College protocol for establishing the need for accommodation in field assignments.
- Students must be aware that most placement assignment agencies conduct a review of "Criminal Offense Records Information" (CORI).
- Students must address any requirements of the internship site, such as immunizations and CORI checks.

## IV. FOUNDATION YEAR COURSE COMPETENCIES AND PRACTICE BEHAVIORS

Upon completion of this course students are expected to demonstrate mastery of the Foundation year competencies and practice behaviors. See Section X for the complete list of competencies and practice behaviors for the Foundation and Concentration Years.

### Students will ...

- **Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
  - Advocates for client access to the services of social work.
  - Practices personal reflection and self-correction to assure continual professional development.
  - Attends to professional roles and boundaries.
  - Demonstrates professional demeanor in behavior, appearance, and communication.
  - Engages in career-long learning.
  - Uses supervision and consultation.
- **Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Recognizes and manages personal values in a way that allows professional values to guide practice.
  - Makes ethical decisions by applying standards of the NASW Code of Ethics<sup>1</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.<sup>2</sup>
  - Tolerates ambiguity in resolving ethical conflicts.
  - Applies strategies of ethical reasoning to arrive at principled decisions.

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<sup>1</sup> National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

<sup>2</sup> International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*.

- **Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.
  - Analyzes models of assessment, prevention, intervention, and evaluation.
  - Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
  
- **Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
  - Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
  - Recognizes and communicates their understanding of the importance of differences in shaping life experiences.
  - Views themselves as a learner and engage those with whom they work as informants.
  
- **Advance human rights and social and economic justice. Practice behaviors associated with this competency:**
  - Understands the forms and mechanisms of oppression and discrimination.
  - Advocates for human rights and social and economic justice.
  - Engages in practices that advance social and economic justice.
  
- **Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
  - Uses practice experience to inform scientific inquiry.
  - Uses research evidence to inform practice.
  
- **Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
  - Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation
  - Critiques and applies knowledge to understand person and environment.
  
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
  - Analyzes, formulates, and advocates for policies that advance social well-being.
  - Collaborates with colleagues and clients for effective policy action.
  
- **Respond to contexts that shape practice. Practice behaviors associated with this competency:**
  - Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
  - Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
  
- **Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
  - Engagement
    - Substantively and effectively prepares for engagement with individuals, families, groups, organization and communities.
    - Uses empathy and other interpersonal skills.
    - Develops a mutually agreed-on focus of work and desired outcomes.

- Assessment
  - Collects, organizes, and interprets client data.
  - Assesses client strengths and limitations.
  - Develops mutually agreed-on intervention goals and objectives.
  - Selects appropriate intervention strategies.
- Intervention
  - Initiates actions to achieve organizational goals.
  - Implements prevention interventions that enhance client capacities.
  - Helps clients resolve problems.
  - Negotiates, mediates, and advocates for clients.
  - Facilitates transitions and endings.
- Evaluation
  - Critically analyzes, monitors, and evaluates interventions.

## V. COURSE OUTLINE

### A. Internship in the Field

In the first or foundation year, students spend a total of fifteen hours per week in the field for fifteen weeks each semester, fall and spring, for a total of 450 hours. Within the overall framework of generalist practice, field practicum during the foundation year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families involves assessment and intervention planning, case management, and counseling. Students are expected to lead, or co-lead, one or more groups, in which, when possible, they will have had a direct role in planning and organizing. The direct service component requires students to: (a) obtain experience with individuals and families conducting psychosocial assessments (see outline in Appendix B of the current *Field Manual*) and counseling, (b) facilitate interagency collaboration and referral on behalf of clients, and (c) obtain experience in leading or co-leading a wide range of groups (counseling, self-help, education, and support).

Community work involves a range of activities, including, where possible, opportunities to apply group skills to plan and conduct community-oriented meetings, conduct assessments, and work to promote the empowerment of communities (see Foundation Year Competencies for details). The foundation year practicum helps students integrate an understanding of individuals and families within the context of particular communities, as well as the force communities can exert in making changes on their own behalf. Students are required to design and implement a community project where they apply and expand their conceptual understanding of community practice. The community may be the community of clients, potential clients, providers, the geographic community, or other constituent community. The project should achieve one or more of the following results: (1) enhance the agency's understanding of the community it serves through a process that involves the community, (2) enables the community to obtain information or resources it wants or needs, or (3) supports the community's capacity to act effectively on its own behalf.

### B. Field Practicum Seminars (674 and 675): The Field Seminars are comprised of five components each semester:

1. Syllabus, Resources, Readings – Virtual classrooms are used to post a universal syllabus for each section of the seminars with required reading (*Field Manual*, First and Second Year Workbooks, etc.) and recommended resources will be posted in the “Assignments” module of each seminar classroom at the faculty advisor’s discretion. Additional modules may be activated by individual Faculty Advisors.

2. Group Seminar #1 and Advising – Students will meet with Faculty Advisors during these sessions. Meetings may be in small groups and/or individual sessions.
3. Field Practicum Information Session – One mandatory Field Practicum Information Session each semester will be conducted by the Director and/or Assistant Director of Field Education.
4. Field Site visit – This component is conducted by the Faculty Advisor according to the policy found in the *Field Manual*. The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring site visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

With authorization from the Director of Field Education, the Faculty Advisor may also make a second visit to the practicum site within the same semester, if necessary. Conditions that may require a second site visit within one semester include: (1) challenges in the placement that require further resolution, (2) student difficulties with performance of assignments, (3) changes in supervisor, and (4) other situations where a face-to-face meeting among student, supervisor, and faculty advisor is advisable.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
  - b. Review and/or collect selected samples of the student's process recording;
  - c. Review at least one example of a written psychosocial assessment completed by the student;
  - d. Discuss and evaluate the learning activities specified in the Learning Contract;
  - e. Discuss size and qualities of a direct service caseload;
  - f. Discuss and evaluate the agency's provision of appropriate learning opportunities; and
  - g. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.
- Fall Semester Site Visit – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Student Workbook. Site visits typically occur mid –semester, but may occur later in the semester as well. The Learning Contract should have been completed by the student and site supervisor **well before** the time of the site visit. However, the Faculty Advisor reviews and signs the Learning Contract, found in the *Practicum Workbook*, at the time of his or her site visit.

- Spring Semester Site visit – In the spring semester, Faculty Advisors must, at a minimum, communicate with both students and site supervisors about progress in the internship. Using the criteria found in Section B, number 4 above, a determination can be made of the need for a site visit or not. While a spring semester site visit is the standard expectation, students and/or site supervisors may also explicitly request a site visit if they feel it would be useful.
5. Group Seminar #2 – Faculty Advisor contact with the student will take place through a group meeting to be scheduled and implemented by the Faculty Advisor, in addition to the other components of the seminar. Contact may take the form of a structured group meeting, or meetings with some or all of the advisor’s advisees, or may occur on-line.
- a. Learning Topics for the Group Seminars:  
The second and fifth components of the seminars provide a context in which students and advisors fulfill competencies directly related to the field competencies and experiences for the appropriate year of the practicum:

Field Practicum Seminar 674 and 675

1. Students will explore and problem-solve field situations, including but not limited to ethical dilemmas, supervision, client interventions, and project development, with assistance from peers and Faculty Advisor.
  - a. Discussions should enhance students’ achievement of learning competencies for the field experience, as stated in the Learning Contract and this syllabus for first year field placements.
  - b. Discussions should enhance students’ understanding of the integration of practice skills, theoretical knowledge, public policy, and research.
2. Students will demonstrate an understanding of the agency and client services, including the environmental, political, and cultural context, funding sources and their expectations, the range of programs provided, reporting lines within the organization, and the organizational structure. A framework for discussions may be provided by questions such as:
  - a. What are the major challenges you have encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision?
  - b. What ethical challenges have you encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision? In an ethical challenge, to whom or to what is your first loyalty?

On average, a minimum of 70% of field hours should be devoted to the direct service and group work experiences and 20% to the community component of the first placement. It is expected that the actual amount of time per week used for each area (direct service with individuals, direct service with groups, and community project) will vary over the course of the placement based on agency focus and services provided.

**CONCURRENT COURSEWORK**

In addition to the field seminar, students enrolled in MSSW 684 and 685 must take, concurrently MSSW 631: Practice 1 (fall semester), and MSSW 632: Practice 2 (spring semester). These foundation year, three-credit practice courses provide the theoretical knowledge and the skills to undergird the foundation year practicum experience with a framework appropriate to field education learning competencies. Students are also provided with opportunities to develop assessment and policy and program development skills in MSSW 601: HBSE 1, MSSW 602: HBSE 2, MSSW 611: Social Policy 1, MSSW 612: Social Policy 2, MSSW 621: Research 1, and MSSW 622: Research 2.

### ***FURTHER INFORMATION ABOUT THE COMMUNITY COMPONENT OF THE FIELD EXPERIENCE:***

#### **GOALS AND EXPECTATIONS**

**Community Work/Project:** The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

**Conditions for Learning/Means of Assessment:** Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to the Group Work Field Component #2 through engagement/participation in collegial/administrative group(s).

**Expectations for Completion:** The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

1. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
2. engages members of an identified community,
3. utilizes collegial/administrative group work skills to realize its goals (may be linked to group work component).

#### **EXAMPLES OF COMMUNITY PROJECTS**

SW intern worked with agency staff, consumers, representatives of other agencies, and the media to develop and implement an "anti-stigma" campaign related to the difficulties experienced by community residents with psychiatric disorders. The goals were to organize a collaborative effort that would make the larger community aware of the stereotypes of those with mental illness, with attention to the rejection, isolation, and other harm they often cause.

SW intern took a leadership role in an advocacy campaign on early childhood education/intervention issues to educate the public and legislators. As part of a statewide organizing effort for "Early Childhood Legislation Day," the intern worked with parents served by the field agency to organize local planning and action prior to the day of the event as well as participation at the state capitol during the event. The intern provided information and training to the parent participants and developed logistical supports (materials, transportation, etc.). SW intern worked with service providers in county to create a map of services available to women released from the local Correctional Center with a clear protocol for making the necessary linkages. Service gaps were also identified. SW intern developed a directory of local services for Latino residents (in Spanish) with essential information needed to access the services.

SW intern worked with the administrators and students in a university community to assess the need for a stress management program, and then designed and implemented the program in collaboration with community members.

## **VI. METHODS OF INSTRUCTION**

The Field Practicum uses a variety of methods of instruction focused on the three levels/areas of advanced generalist practice: micro (direct service to individuals and families), groups (active participation and/or leading both helping and administrative groups), and macro (development of a community project in consultation with the Field Supervisor). Required means of instruction include:

1. A minimum of 12 process recordings completed by the student in each semester of the field experience reviewed by the Field Supervisor (a minimum of two of which are reviewed by the Faculty Advisor); 15 process recordings (one for each week of the semester's internship) are preferred, and Faculty Advisors or Field Supervisors may request additional process recordings beyond the 12 or 15 if they feel it is educationally called for;
2. A minimum of one hour and a half of direct one-to-one supervision with the Field Supervisor (use of group supervision may decrease one-to-one supervision to one hour);
3. Student use of a written agenda at every individual supervision session; it is the student's responsibility to compile the written agenda prior to the supervision session. (Examples may be found in the Field Practicum Manual or the agency Field Supervisor may prefer a special format.)

**See Student Learning Contract in 1st Practicum Workbook for detailed information on expectations and assignments.**

Field Supervisors may use shadowing, role play, participant-observer experiences, team and both group and additional individual supervision to assist students with engagement in the practicum and engagement with expectations for working with clients. The Faculty Advisor also consults with both the and the student about execution of assignments and means to acquire the expected outcomes. The Field Seminars also provide opportunities for in-depth exploration of agencies' policies and procedures, client work, and assigned projects.

## **VII. FIELD ASSIGNMENTS: FOUNDATION YEAR**

**Foundation Year Field Experience Component #1A: Direct Service with Individuals and/or Families – Client Engagement: The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.**

### **Conditions for Learning/Mean of Assessment:**

Student will have the opportunity to engage in direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is 4 – 5.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #1A.** The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Practicum Manual Appendices.
4. Production and presentation to Faculty Advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

**Field Experience Component #1B: Direct Service with Individuals and/or Families – Multiple Systems: The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.**

**Conditions for Learning/Means of Assessment:**

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. Demonstrates effective practice knowledge of multiple systems as evidenced by successful completion of Component #1B. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation Year Field Education Expectations for Successful Completion of Field Experience in Component #1B.** The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

1. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective.
2. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Practicum Manual Appendices.

4. Production and presentation to faculty advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

**Field Experience Component #2: Group Work:** The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and collegial administrative groups, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

**Conditions for Learning/Means of Assessment:**

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Student will have the opportunity to engage in one or more administrative groups comprised of colleagues (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/Project in Field Experience Component #3. Student may facilitate or co-facilitate these groups or participate in them as a member. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #2.** The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and in administrative groups of colleagues, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative.
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Component #3: Community Work/Project)

**Field Experience Component #3: Community Work/Project:** The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

**Conditions for Learning/Means of Assessment:**

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in administrative group(s) comprised of colleagues. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation Year Field Education Expectations for Completion of Field Experience Component #3.** The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
- b. engages members of an identified community,
- c. utilizes collegial/administrative group work skills to realize its goals (may be linked to group work component).

**Field Experience Component #4: Professional Practice and Effective Use of Self:**

**Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.**

**Conditions for Learning/Means of Assessment:**

Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**VIII. ATTENDANCE POLICY**

Students are expected to attend all hours as agreed-on in advance of the practicum and/or as the practicum progresses, on time and for the complete number of hours expected by the Field Supervisor, clients, and agency colleagues. If students must deviate from the agreed-on hours and/or responsibilities, he or she must notify the Field Supervisor, or the person designated by the Field Supervisor, as soon as he or she knows a change is needed. Please consult with the Field Supervisor, Faculty Advisor, and, if needed, the Director and/or Assistant Director of Field Education about any unusual personal circumstances.

**IX. EXPECTED PRACTICUM BEHAVIOR (Also found in Student's *Field Practicum Workbook*)**

1. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
2. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
3. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or Faculty Advisor.
4. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.

5. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
6. Student interns acknowledge having read the NASW Code of Ethics, the current *Field Practicum Manual*, and the current *Student Handbook of Policies and Procedures*.
7. Students will engage in the components of the Field Seminar as instructed by their Faculty Advisor and the Director of Field Education.

## **X. COURSE ASSIGNMENTS AND CRITERIA FOR GRADING**

This course is graded pass or fail in each semester. In the first weeks of the field practicum and in close consultation with their Field Supervisor, students complete the Learning Contract for First Practicum found in the *Field Practicum Workbook*; this is later reviewed and signed by the Faculty Advisor. There is opportunity for some individualization of Learning Contracts based on the needs and opportunities provided by the field practicum site.

Students are required to complete one process recording per week of the internship (12 minimum are completed by the student in each semester and submitted to and reviewed by the Field Supervisor; a minimum of two each semester are submitted to the Faculty Advisor -- though it is at the Faculty Advisor's discretion to request additional process recordings). Models for process recordings are found in the current *Field Practicum Manual* for:

1. One-to-one encounters with clients;
2. Helping group experiences; and
3. Administrative groups.

Students are expected to develop and bring an agenda to each 1.5 hour, weekly meeting with their Field Supervisor. Two models for weekly agendas are found in the current *Field Manual*; Field Supervisors may also recommend their own model for a weekly student agenda.

**Courses taken concurrent with the field practicum may include assignments that are based on the field practicum experience (for example, MSSW 631 Practice 1 requires a psychosocial assessment). Students should consult with the instructor of each course about how to use their field experience to maximum effectiveness for the relevant course.**

Specific Evaluation Instruments used by the Field Supervisor and the Faculty Advisor to determine the student's grade are found in the Field Practicum Workbook for First Practicum. Students are evaluated at the conclusion of the fall semester and at the conclusion of the spring semester.

## **INTEGRATION OF FIELD PRACTICUM WITH THE ACADEMIC CURRICULUM**

Field practicum experiences are integrated into the foundation and concentration year curriculum in a variety of ways. In the principal written assignment for MSSW 631 Social Work Practice 1 students draw directly on materials from an individual or family intervention from their practicum. MSSW 631 also requires a comprehensive psychosocial assessment for an individual client. MSSW 632 Social Work Practice 2 requires oral and written assignments that draw on group work in the field practicum, and may include analysis of the student's Community Project. In both foundation level practice courses, students maintain reflective journals related to learning the classroom, readings, and in the field practicum. In the concentration year courses, MSSW 633 Social Work Practice 3 and MSSW 634 Social Work Practice 4, written and oral assignments require students to

integrate learning from the courses and from field practice experiences. For example, in MSSW 633 students identify a client from their field agencies and present a model interdisciplinary case conference that demonstrates a multi-systemic approach to assessment and intervention. In each of the four courses in the Practice sequence, role-plays and videotaped interviews provide opportunities for integration of field and classroom learning. The second assignment in MSSW 601 HBSE 1 requires students to study a cultural or ethnic group. Many students choose to draw upon practicum cases to complete this assignment. MSSW 602 HBSE 2 includes an assignment requiring students to explore connections between organizational structure and agencies' responses to social needs; examples are drawn from students' field experiences. The Policy Sequence (MSSW 611, 612, 613) requires students to analyze policy using both rational and persuasion models, with an emphasis on complex social and political processes, culminating in a social action project that emerges directly or indirectly from the field experiences. Finally, in MSSW 622 Research 2, MSSW 624 Research 2 Alternate [Program Evaluations], and MSSW 623 Research 3, students conduct real-life inquiries using situations or cases that may be derived from field experiences.

## **ACADEMIC COURSE INTEGRATION WITH FIELD PRACTICUM**

The integration of course work from all sequences into the field practicum is achieved through course assignments. MSSW 641 (Practice 1) provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. MSSW 642 (Practice 2) provides the theoretical rationale for developing, implementing, and leading a wide range of groups. This course includes an assignment that requires attention to agency purpose and goals and/or community needs assessments in initiating groups.

The HBSE sequence provides a range of bio-psychosocial theories of development applicable to the many settings in which students are learning and practicing. Practice 3 applies theories of intervention to a variety of vulnerable populations, many of which are represented among the clients being served within practica. In addition, HBSE 2 and Practice 4 provide the theoretical and practice skills necessary for understanding, administering and changing human service organizations.

The Policy Sequence challenges students to reflect upon all their agency based experiences within the context of larger legislative mandates, and to intervene, when appropriate, in effecting change through policy analysis, development, and implementation.

Finally, the Research courses provide the foundation for students to critically examine and evaluate their work with clients, communities, and programs. Research 2, in particular, with its focus on single subject design, enables students to evaluate practice in a systematic way in keeping with the current managed care focus on demonstrating outcomes.

## **XI. RELEVANT COLLEGE POLICIES**

### **ACADEMIC ASSISTANCE AND ACCOMMODATION PLANNING:**

**ACADEMIC ASSISTANCE:** Academic assistance is offered in the **Academic Success Center**; students can receive a variety of services, such as **Academic Coaching**, training in **Assistive Technology** and **tutoring** in writing, math and other course areas. In addition to the Writing Support Services available in Hickory Hall, the Academic Success Center offers writing tutoring at the **Brennan Center** for School of Social Work MSW Weekday and Weekend students. **The Academic Success Center** is located on the first floor of **Hickory Hall, room 109** and can be

contacted at **413-748-3747** or [ASC@springfieldcollege.edu](mailto:ASC@springfieldcollege.edu). More detailed descriptions of its services can be found at its website: <http://www.spfldcol.edu/academic-success-center>.

**ACCOMMODATION PLANNING:** If a student has a documented physical, learning, or psychological disability on record with the **Director of Learning Support Services**, he or she may be eligible for reasonable academic accommodations to help the student attain success in this course, which is the field practicum. It is the student's responsibility to request such accommodation in advance and to provide appropriate documentation to the **Director of Learning Support Services**, who is located on the first floor of **Hickory Hall, room 105**, and can be contacted at **413-748-3768**. Students in this situation should alert the instructor (that is, the faculty advisor in collaboration with the field supervisor) of such a request as soon as possible so that the relevant parties can work with the student and the **Director of Learning Support Services** to arrange for appropriate and reasonable accommodations.

**ACADEMIC HONESTY:** The School of Social Work's policy on academic honesty is consistent with the policy put forth by Springfield College. All work submitted must be students' own original work (see the School of Social Work's *Student Handbook of Policies and Procedures* for more information on this topic).

### **COLLEGIALITY AND COMMUNICATION ETHICS:**

Lively discussions and full participation are important to the learning process in social work education and are encouraged in this practicum. Remember that you are a social work intern in your placement organization and that they are providing an educational service to you and the school. Be aware of appropriate presentation, appropriate dress, appropriate boundaries, appropriate sharing, and the overall organizational culture. Consult with your Field Supervisor and/or your Faculty Advisor if you have any concerns or questions. Appropriate humor, kindness and generosity of spirit are part of the art of social work and are required in all aspects of the experience. Students are expected to respect the opinions and feelings of other students, the instructor (Field Supervisor and Faculty Advisor) and clients, and colleagues, even when they differ from their own. Learning to air differences with honesty, consideration and intelligence (using the social work literature to support statements), is a hallmark of professional social work. Uncollegial behavior (sub-grouping, whispering while someone else is speaking, sleeping, calling out of turn, etc., for example, in administrative meetings) is unacceptable. A pattern of uncollegial and/or unprofessional behavior may result in a "Letter of Concern" and referral to the Educational Advisory Committee in accordance with the *Student Handbook*. Field Supervisors or Faculty Advisors may write "Letters of Concern" or other letters related to student behavior and performance that could result in a meeting of the Educational Advisory Committee (see *Handbook of Policies and Procedures*).

### **SAFETY POLICIES AND PROCEDURES**

#### **A. CONCERN FOR SAFETY**

The Springfield College School of Social Work is concerned for the safety of all students during field placement experiences. While serious threats to students' safety are rare, there is a need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life, nor should they be. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions, and should work toward developing such skills.

## **Role of the Agency in Promoting Safety**

***In order to prepare students, all field agencies should include as part of their internship orientation a review of all agency policies, practices, and protocols related to personal safety for those working there and for those receiving services, including safety policies, practices, and protocols for those students engaged in their internship in the community environment.***

The School also recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety information through this as well as through classroom content on safety issues.

**Students who have concerns about their safety in any field related situation are encouraged to discuss them promptly with their Field Supervisors, and, as appropriate, with their Faculty Advisors, to find satisfactory resolutions.**

**Any students who experience direct threats or actual harm should immediately notify their Field Supervisor and Faculty Advisor (or Agency Director and Director of Field Education, if others are not available) to assure that appropriate services and supports are received.**

Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., use of restraints, dispensing medications, collecting urine samples are not allowed by the School of Social Work). If responsibilities are assigned that are outside the typical scope of practice of an MSW intern, the Field Supervisor should notify the student's Faculty Advisor of these assignments and explain how they fit into the student's social work education plan and how he or she has assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Supervisor and confer with their Faculty Advisor. At any point, the Director of Field Education or Assistant Director of Field Education may be contacted for inclusion in discussions.

## **B. EXPECTED AGENCY SAFETY GUIDELINES**

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed.

The following guidelines are designed to supplement the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's Learning Contract with the explicit approval of the Faculty Advisor to the agency and the Director or Assistant Director of Field Education. The School of Social Work recognizes that the implementation of these guidelines may take time. A Faculty Advisor in communication with the Director of Field Education may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so and current conditions are sufficiently safe to proceed with a field instruction site.

1. An agency should have a policy and /or procedures on safety covering the following matters:
  - Building and office security.
  - How to contact the Field Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.
  - Emergency procedures, including when and how to summon security or police assistance.
  - Staff responsibilities and procedures governing the management of violent clients.

- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
- Alcohol and drug use policy formulated and posted.
- Guns and other weapons policy formulated and posted.
- Procedures for logging and communicating with staff and students all incidents or threats of violence.
- Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.
- Relationship with police should be established and protocol set for their involvement if needed.
- Disaster preparedness, response, and follow up.

2. The agency should provide each student with a copy of the above policies as part of the Student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its program should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, the Field Supervisor, and the Faculty Advisor. The following types of activities should not be assigned to students:

- Physical restraint of clients.
- Transportation of clients.
- Transportation of clients accompanied by one agency employee, driving vehicle.
- Treatment of a client with a history of violence.

**Students should never work in the agency at times when and/or in areas where other staff are not present.** The student's Field Supervisor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

Proper training for home visits must occur before students assume this responsibility. Thorough preparation should be made for student home visits with consideration given to the following elements:

- Selection of clients and home environments that are not assessed to be dangerous to the student.
- Discussion of neighborhoods, including any potentially dangerous areas.
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in clients' homes.
- Clarification of the purpose and development of a specific plan for a home visit.
- Discussion of what to do should the client or anyone else present a threat to the student.
- Provision of appropriate support and back-up.

Depending on the situation and the student's experience with home visits, this may range from accompaniment by another worker or security person to immediate availability of telephone consultation. The student's Field Supervisor should know when a visit is to take place and, at a minimum, telephone consultation must be available. In some situations, the student should be

given permission not to make home visits, that is, the responsible parties should ascertain if the home visit is really necessary. Accompanied home visits are preferred by the School of Social Work.

Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrangement of office furniture for easy exit of client and worker.
- Minimization of unescorted traffic within the agency.

***If a student is threatened or injured while in field instruction, or involved in an incident where her or his safety is, or could be, compromised, the incident should be reported immediately to the Faculty Advisor, to the agency, the Director of Field Education or Assistant Director of Field Education, or to the Office of the Dean.***

### **C. SAFETY GUIDELINES FOR STUDENTS IN THE FIELD**

#### **1. Security of Belongings**

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked, such as a desk drawer or file cabinet. Students are encouraged not to leave personal articles visible and unattended, even in an office with the door closed.

#### **2. Safety Issues Related to Working with Clients**

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker and others.

There may be times when students will work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess weapons. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. The School of Social Work expects students to prepare with their Field Supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. A student should never keep information about potentially dangerous clients or situations to themselves, even if they believe that they have a good relationship with their clients and can handle the situation. Students must be made aware of the protocol for contacting their supervisor or other relevant party if they determine that a client is at risk, particularly of engaging in harm to self or others.

#### **3. Safety for Office Meetings**

If a student will be meeting with a client with whom the student does not feel entirely safe, it is important to discuss the situation fully with the Field Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include someone else in the meeting and what to wear. When discussing the time of the appointment, consideration should be given to whether there will be the necessary backup and support available at the time being considered. The plan for assistance and backup should be arranged in the event

the client becomes agitated. If a student is seeing a potentially dangerous client alone, someone should be on alert nearby to provide assistance if needed.

#### 4. Safety When Traveling by Car

When students travel by car to an agency or to home visits, they should have a clear understanding of where they are going and consult a map before driving into unfamiliar areas. In general, stay alert, lock doors, and close windows. Students must tell someone at the agency where he or she is going and the anticipated time of return to the agency.

#### 5. Safety During Home Visits

Students making home visits should be fully oriented by the agency as to the safety issues involved, including accompanying staff on visits, as appropriate, to learn good practices.

It is important to know something about the client before making a home visit. If there is a question of safety, plan accordingly with the Field Supervisor. It might be decided to meet in a public place or to go with another worker for the initial meeting. Someone at the agency should know the student's itinerary and anticipated time of return.

It is helpful to consider what to wear, which room to meet in, where to sit (e.g., considering exits) and to stay alert. Students should not interact with animals in the home even if they appear friendly. Students who feel threatened at any point during an interview are encouraged to err on the side of caution and to politely terminate the visit and leave. If clients seem to feel threatened by the student entering their home, the student should desist and not force the issue. If a student feels uncomfortable with any assignment because of safety concerns, the supervisor should address this concern and, if needed, eliminate this expectation from the student's assignments, until, and if, the student is prepared to undertake it effectively.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies ([www.naswma.org](http://www.naswma.org))]

## **XII. FIELD STAFF ROLES AND RESPONSIBILITIES**

### **A. THE DIRECTOR OF FIELD EDUCATION, ASSISTANT DIRECTOR, AND FIELD OFFICE STAFF**

The Director of Field Education provides overall direction and organization to the field education program. The Director is responsible for overseeing all field practicum components of the School of Social Work and ensures that students have the opportunity to engage in field practicums that are consistent with the mission and competencies of the program. The Director's responsibilities include: developing field instruction sites, distinguishing between foundation and concentration year practica; negotiating contractual agreements with respective sites; assigning students to practicum placements; consulting with the Field Advisory Committee on an ongoing basis and the Field Placement Advisory Committee as needed; organizing and implementing orientation and professional development sessions for Field Supervisors; evaluating outcomes of the field practicum; and providing overall assistance to all members of the Field Practicum Placement Team: Faculty Advisors, Field Supervisors, and students.

The Director of Field Education works closely with the Assistant Director of Field Education, the Field Office Administrative Secretary, Faculty Advisors, the Field Placement Advisory Committee, the Field Advisory Committee, and the Dean. Major tasks of the Field Office include:

1. Developing and maintaining all field practicum agency affiliations;
2. Assigning Faculty Advisors to students in collaboration with Faculty and coordinating all field advising activities;
3. Assigning students to field practicum agencies in collaboration with Faculty Advisors;
4. Organizing and leading annual student orientation to field education and related policy;
5. Providing information and orientation to Field Supervisors about the field experience;
6. Planning and implementing the annual Seminar in Field Instruction for all new Field Supervisors;
7. Meeting regularly with Faculty Advisors and the Field Placement Advisory Committee and the Field Advisory Committee on field policy, on problems encountered by or the progress of specific students, and on possible improvements in the field advising program;
8. Coordinating and consulting with faculty who teach the student field seminars;
9. Consulting with Faculty Advisors and students regarding field practicum assignments and conferring regarding changes or problems if they should arise (in consultation with the Field Placement Advisory Committee and/or the Educational Advisory Committee and/or the Dean, as appropriate);
10. Making decisions regarding changes in field placement in collaboration with Faculty Advisors, the Field Placement Advisory Committee, and/or the Educational Advisory Committee, as appropriate;
11. Organizing and chairing the Field Placement and Field Advisory Committees; and
12. Monitoring integration of academic curriculum content and field activities.

## **B. THE FACULTY ADVISOR**

Every student is assigned to a Faculty Advisor by the Director of Field Education and the Dean of the School. Faculty advising assignments are made when the student enters the program, and may change as the student moves from first practicum to second practicum or, in the case of the weekend program, as the student moves from first year to second year. The student is notified of his or her Faculty Advisor before the beginning of the Fall semester. The Faculty Advisor provides both academic and field advising to the student. In some cases, a student may have different Faculty Advisors for his or her first and second practicum experiences.

### **1. Field Advising**

The Faculty Advisor has many field advising responsibilities. He or she is the representative of the Springfield College School of Social Work in the field. The Faculty Advisor communicates, interprets, and reinforces the policies and standards related to required learning experiences and the criteria for assessing student performance in the field. Should a problem occur with the ability of a practicum agency to provide adequate supervision or acceptable learning experiences, the Faculty Advisor's expertise is essential in evaluating and addressing needs and problems.

The Faculty Advisor evaluates each student's progress in all areas of the educational experience and maintains close collaboration and consultation with the placement agency. Ongoing contacts among the Faculty Advisor, the Field Supervisor, and the student are crucial to the advising process.

Should problems occur with the student's field performance, the Faculty Advisor has a central role in evaluating the student's performance and helps to identify ways the student's performance can be improved, when necessary. The Faculty Advisor has an important oversight responsibility in determining when field performance problems require formal action, including the need for completion of letters of information, concern, or reservation (see *Student Handbook of Policies and Procedures*), referral to the Educational Advisory Committee, or, if appropriate, referral to the Field Placement Advisory Committee.

The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

With authorization from the Director of Field Education, the Faculty Advisor may also make a second visit to the practicum site within the same semester, if necessary. Conditions that may require a second site visit within one semester include: (1) challenges in the placement that require further resolution, (2) student difficulties with performance of assignments, (3) changes in supervisor, and (4) other situations where a face-to-face meeting among student, supervisor, and faculty advisor is advisable.

All Faculty Advisors are expected to maintain appropriate telephone and/or email consultation with the Field Supervisor and student throughout the student's field experience.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review and/or collect selected samples of the student's process recordings;
- c. Review at least one example of a written psychosocial assessment completed by the student;
- d. Discuss and evaluate the learning activities specified in the Learning Contract;
- e. Discuss size and qualities of a direct service caseload;
- f. Discuss and evaluate the agency's provision of appropriate learning opportunities; and
- g. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.

During the Spring semester, the Faculty Advisor completes the "Evaluation of Field Agency by Faculty Advisor" Form.

Additional faculty advising responsibilities include:

- a. Making arrangements for two group seminars with advisees (Advising Sessions are one group session and others may occur in person or on-line).
- b. Viewing and signing of student evaluation provided by the Field Supervisor and issuing of field grade for the student in both semesters;
- c. Assisting the Field Office in selecting and assigning practicum sites;
- d. Assisting students in defining learning goals and self-assessment of professional growth and development;
- e. Providing ongoing interpretation of the School's academic and field components to Field Supervisors and field agencies;
- f. Providing support to students in coping with field-related problems and concerns;
- g. Maintaining regular communications with the Director of Field Education concerning the quality of practicum training and supervision;
- h. Consulting with the agency, Field Supervisor, and student when necessary regarding any problems that might develop during the student's practicum experience;
- i. Consulting with the Field Placement Advisory Committee and/or the Educational Advisory Committee as needed;
- j. Providing evaluative information to the Field Office on the quality of the practicum experience, including the quality of supervision and learning opportunities.

## **2. Academic Advising**

The Faculty Advisor is also responsible for academic advising. These include: providing information to students in their initial orientation to the educational environment; reviewing students' academic performance each semester; working closely with students in the event of academic difficulty or probation; and providing consultation concerning issues that may arise related to the student's participation in the program. The Advisor also provides guidance about academic, professional, and career matters. This includes conferring with the student about selection of courses and reviewing and signing course registration forms.

Students are encouraged to meet with their Advisor at least **twice** per semester for academic planning, once at the beginning of the semester to plan the semester, and once in the middle of the semester to plan courses for the subsequent semester (including possible summer courses). It is the student's responsibility to seek out his or her advisor. Full time faculty maintain regular office hours during which advising meetings may be scheduled. Adjunct Faculty Advisors are available by appointment. Scheduled Advising Days in each of the fall and spring semesters are meant to allow a time for advisors and advisees to meet. Additional meetings and communications are encouraged as needed between advisors and advisees.

## **3. Changing Faculty Advisor**

All students remain with their assigned Faculty Advisor for the duration of hours of the practicum. Students who wish to change Faculty Advisors must first discuss their concerns with their Faculty Advisors. The Director of Field Education or the Dean of the School will provide consultation to Faculty Advisors and students to assist in resolving concerns when appropriate. Students cannot continue in the Social Work Program without a Faculty Advisor. At times, different Faculty Advisors are assigned to students in practicum year one and practicum year two.

## C. THE FIELD SUPERVISOR

### 1. Criteria for the Selection of Field Supervisors

Established professional competence and three or more years of professional experience beyond the MSW degree are required for Field Supervisors. An LICSW or equivalent (e.g., LCSW in Connecticut) is preferred and, as of August 2006, licensure at a minimum level of LCSW is required by state statute in Massachusetts. Prior experience supervising staff or graduate level social work students and the ability to promote learning in others are also important considerations. Field Supervisors should have the following additional characteristics and qualities:

- a. The ability to transmit interest in social work to students;
- b. A commitment to further professional development as a Field Supervisor, including completion of the Seminar in Field Instruction by new Field Supervisors;
- c. A mature personality with an appreciation of the intellectual and emotional components of the professional educational process and developmental stages of students;
- d. Respect for individual learning patterns of students;
- e. An ability to balance the needs of clients and agency with the educational needs of the student;
- f. An understanding of and appreciation for a professional preparation program with a single concentration in Advanced Generalist Practice; and
- g. The capacity to advocate effectively for students within the practicum agency.

### 2. Orientation of Field Supervisors

Orientation of Field Supervisors is provided by the Director and Assistant Director of Field Education during the summer months before the start of the Fall semester. The Springfield College School of Social Work's curriculum in advanced generalist practice and competencies of the program are explained. Policies and procedures, supervisory expectations, and overall competencies of the learning experience are reviewed. Field Supervisors are provided with the Field Practicum Manual to assist them with designing learning experiences.

All new Field Supervisors who have agreed to provide field supervision for students enrolled in the School of Social Work are required to take the Seminar in Field Instruction (SIFI) offered annually by the School of Social Work. Field Supervisors who have taken (or plan to take during the current academic year) a similar course offered by another accredited School of Social Work meet the Springfield College requirement. Field Supervisors who cannot attend any SIFI course for various legitimate reasons, including distance, will be sent the SIFI materials for self-guided study.

### 3. Responsibilities of Educational Supervision

The responsibilities of agency Field Supervisors include:

- Meeting with each student for **1.5 hours** of direct supervision each week the student is in practicum, and making up any hours missed;
- Providing the intern with a thorough orientation to the Agency, including training related to personal safety issues appropriate for that setting;
- Completing the Learning Contract with the student;
- Developing specific student assignments (cases, groups, community or administrative

projects) necessary to carry out the Learning Contract;

- Promoting the integration of classroom conceptual learning with field practice learning;
- Maintaining communication with the Faculty Advisor regarding student's progress, including taking part in the Site Visits, as well as thorough telephone and written communication;
- Working with the student, and as needed with the Faculty Advisor (as well as the Director and/or Assistant Director of Field Education), to address any difficulties that may arise in the student's performance or the agency's capacity to meet the educational needs of the student;
- Preparing, reviewing, and submitting evaluations of the student's performance at the end of each semester;
- Participating in professional development activities related to field supervision, including Field Supervision Seminar (if needed) and orientation;
- Providing ongoing written feedback to the student on each process recording and providing concrete observations of the student's professional development; and
- Being a role model to the student on the professional use of self.

#### **4. Supervisor Absence**

If the supervisor misses one or more supervisory sessions, the supervisor is responsible for scheduling make-up hours. Field Supervisors also agree to arrange for back-up supervision if they are absent for more than one week and are unable to make up missed supervisory time. For absences of more than three weeks, supervisors must notify the student's Faculty Advisor and the Director or Assistant Director of Field Education and arrange for a qualified MSW supervisor to take over primary supervisory responsibilities until the assigned supervisor returns. In the event that no qualified MSW supervisor is available, other supervisory arrangements must be made with the assistance of the Faculty Advisor and the Director of Field Education or Assistant Director of Field Education. Students in practicum receive no credit for practicum work that is not supervised, face-to-face, by a qualified MSW after three weeks. Students should inform Faculty Advisors as soon as possible if they are not receiving weekly supervision as required as outlined in this Field Manual.

#### **5. Secondary Supervision**

Field Supervisors may, when appropriate, arrange for a secondary supervisor who has specialized expertise to supervise the student on a specific project, or with particular types of clients, or in work on a particular area of learning. The secondary supervisor need not be an MSW or a social worker. However, secondary supervision is not a substitute for the primary contracted MSW field supervision and is provided in addition to the required **1.5 hours** of primary supervision.

#### **6. Field Supervisor Input to Program**

Field Supervisors are encouraged to express their observations about the adequacy of student preparation for entering the field, the structure of the field component, and the types of learning the agency can offer relevant to foundation and concentration practice. The formal mechanism for this is the Field Supervisor evaluation of the overall field experience that takes place near the end of the spring semester. Field Supervisors are strongly encouraged to provide feedback to the School by completing the "Evaluation of Social Work Program by Field Supervisor" form and returning it to the Director of Field Education by the end of May. Another mechanism is feedback provided during the site visit by the Field Advisor. Although the primary purpose of the site visit meeting is

to discuss student progress, the Faculty Advisor may also include conversation that elicits input from the Field Supervisor regarding the program. This information should be conveyed to the Director of Field Education.

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## X. COMPETENCIES AND PRACTICE BEHAVIORS

The table below lists each Competency with the associated Practice Behaviors for Foundation and Concentration Years. Selected Practice Behaviors for this course are highlighted below.

EP Competency Code	Competencies and Associated Practice Behaviors	
	FOUNDATION YEAR	CONCENTRATION YEAR
<b>2.1.1</b>	<b>Identify as a professional social worker and conduct oneself accordingly</b>	
	Advocates for client access to the services of social work	Employs (models) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
	Practices personal reflection and self-correction to assure continual professional development	Models professional demeanor in behavior and communications
	Attends to professional roles and boundaries	Articulates the mission of social work to multiple constituencies
	Demonstrates professional demeanor in behavior, appearance, and communication	Consistently adheres to and models professional roles and boundaries
	Engages in career-long learning	
	Uses supervision and consultation	
<b>2.1.2</b>	<b>Apply social work ethical principles to guide professional practice</b>	
	Recognizes and manages personal values in a way that allows professional values to guide practice	Articulates and advocates social work values and ethics among interdisciplinary situations and settings
	Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	Conducts oneself ethically and engages in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice
	Tolerates ambiguity in resolving ethical conflicts	Applies appropriate social work values to resolve ethical issues
	Applies strategies of ethical reasoning to arrive at principled decisions	
<b>2.1.3</b>	<b>Apply critical thinking to inform and communicate professional judgments</b>	
	Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom	Analyzes and communicates professional judgments, reasoning, and process in practice
	Analyzes models of assessment, prevention, intervention, and evaluation	Produces practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies)
	Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Critically evaluates various strategies for assessment and intervention to bring evidence to arguments
		Differentially selects and implements strategies for assessment and intervention
		Effectively communicates challenges to existing paradigms

<b>2.1.4</b>	<b>Engage diversity and difference in practice</b>	
	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Transform one's behavior in response to a recognition of one's biases based in difference and culture
	Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Applies an understanding of privilege and power within an anti-oppressive practice
	Recognizes and communicates their understanding of the importance of differences in shaping life experiences	Consistently recognizes and describes the impact of culture and diversity on one's personal and professional behavior
	Views themselves as a learner and engage those with whom they work as informants	Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression
		Actively promotes opportunities for diverse perspectives and participation of diverse constituents
<b>2.1.5</b>	<b>Advance human rights and social and economic justice</b>	
	Understands the forms and mechanisms of oppression and discrimination	Engages in practices that advance social and economic justice in agencies and organizations
	Advocates for human rights and social and economic justice	Incorporates and understanding of regional and global interconnections of oppression and applies this understanding to social work practice
	Engages in practices that advance social and economic justice	Takes action to redress mechanisms of oppression and discrimination
		Embraces the obligation to advance human rights and fosters social and economic justice
		Engages in community collaborations that foster social and economic justice and social change
<b>2.1.6</b>	<b>Engage in research-informed practice and practice-informed research</b>	
	Uses practice experience to inform scientific inquiry	Uses evidence-based research findings to improve practice
	Uses research evidence to inform practice	Evaluates social policies and programs
		Integrates qualitative and quantitative research in all aspects of advanced generalist practice
		Works collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
<b>2.1.7</b>	<b>Apply knowledge of human behavior and the social environment</b>	
	Uses conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Demonstrates knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels
	Critiques and applies knowledge to understand person and environment	Translates empirically-supported human behavior theories and conceptual frameworks into practice at all levels
		Critically evaluates human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups
		Examines the impact of environments on social work practice
<b>2.1.8</b>	<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	
	Analyzes, formulates, and advocates for policies that advance social well-being	Articulates the impact of policies on service delivery
	Collaborates with colleagues and clients for effective policy action	Develops and promotes agency policies and professional behavior that affect change

		Identifies gaps in policies at varied levels., e.g., agency policies, public policies, regulations
<b>2.1.9</b>	<b>Respond to contexts that shape practice</b>	
	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Builds necessary coalitions in response to contextual changes
	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Takes leadership in social, organizational, and community change activities that create humane and just societies
		Builds sustainable strategies for communities and social programs
<b>2.1.10</b>	<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b>	
	<p>A. Engagement</p> <ul style="list-style-type: none"> <li>-Substantively and effectively prepares for engagement with individuals, families, groups, organization and communities</li> <li>-Uses empathy and other interpersonal skills</li> <li>-Develops a mutually agreed-on focus of work and desired outcomes</li> </ul>	<p>Demonstrates practice autonomy in activities that may include the following behaviors:</p> <ul style="list-style-type: none"> <li>-Use empathy and other interpersonal skills</li> <li>-Implement a mutually agreed upon focus of work and desired outcome</li> <li>-Collect, organize, and interpret client data</li> <li>-Develop mutually agreed upon intervention goals and objectives</li> <li>-Select appropriate intervention strategies</li> <li>-Implement prevention interventions that enhance client capacities</li> <li>-Assist clients to resolve problems</li> <li>-Negotiate, mediate, and advocate for client systems</li> <li>-Facilitate transitions and endings</li> <li>-Critically analyze, monitor, and evaluate interventions</li> </ul>
	<p>B. Assessment</p> <ul style="list-style-type: none"> <li>-Collects, organizes, and interprets client data</li> <li>-Assesses client strengths and limitations</li> <li>-Develops mutually agreed-on intervention goals and objectives</li> <li>-Selects appropriate intervention strategies</li> </ul>	Assesses, intervenes, and evaluates complex problems with systems of all sizes and types
	<p>C. Intervention</p> <ul style="list-style-type: none"> <li>-Initiates actions to achieve organizational goals</li> <li>-Implements prevention interventions that enhance client capacities</li> <li>-Helps clients resolve problems</li> <li>-Negotiates, mediates, and advocates for clients</li> <li>-Facilitates transitions and endings</li> </ul>	Demonstrates one's ability to move a client system through the practice intervention process
	<p>D. Evaluation</p> <ul style="list-style-type: none"> <li>-Critically analyzes, monitors, and evaluates interventions</li> </ul>	Identifies the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
		Synthesizes and applies a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice