Student Handbook
of
Policies and Procedures

Bachelor of Social Work Program

Dear Social Work Students and Colleagues:

We are pleased to present to you the 2024-2025 Student Handbook of Policies and Procedures on behalf of the faculty and administration of the Bachelor of Social Work program. The Handbook includes twelve sections:

Section I — The Bachelor of Social Work Program
Section II — Academic and Professional Standards
Section III — Students' Rights and Responsibilities
Section IV — General Information
Section V — Forms
Section VI — BSW Course Descriptions
Section VII — National Association of Social Workers Code of Ethics
- Note: This section also includes the Code of Ethics Student Agreement, which must be signed and included in your file
Section VIII — Springfield College Bachelor of Social Work Student Organization Constitution
Section IX — The Phi Alpha Honor Society By-Laws and Constitution
Section X — The Council on Social Work Education Educational Policy and Accreditation Standards

The Handbook is a supplement to the Springfield College Undergraduate Catalog and to curriculum materials. It has been developed with input from faculty, practicum instructors, and students. The Handbook provides important information regarding the undergraduate social work program for students, faculty, and practicum instructors.

We look forward to the year ahead. Your input into subsequent editions of the Student Handbook of Policies and Procedures is welcome. Best wishes and best regards to each of you as you begin the new academic year.

Sincerely,

Dr. Lisa Watson
Chair, Department of Social Work
Associate Professor

ACCREDITATION

Springfield College is recognized as an institution of higher learning of collegiate rank by the Board of Collegiate Authority of the Commonwealth of Massachusetts and is accredited by the New England Association of Colleges and Secondary Schools, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The 2021-2022 marked the inaugural year of the Bachelor of Social Work program at Springfield College. The program is currently applying for candidacy through the Council on Social Work Education (CSWE), the official accrediting body for social work programs in the United States. Accreditation by the CSWE enables graduates to take social work licensure examinations at the Bachelor's level (depending on state regulations), as well as apply for Advanced Standing in an MSW program.

COUNCIL ON SOCIAL WORK EDUCATION (CSWE)
2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS)

CSWE employs the 2015 Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and Bachelor's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The 2015 EPAS is included in section XXII of this handbook.

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I. THE BACHELOR OF SOCIAL WORK PROGRAM

A. INTRODUCTION

Springfield College is an independent, comprehensive, coeducational institution, founded in 1885, whose mission is *to educate the whole person in spirit, mind, and body, for leadership in service to humanity*. The Bachelor of Social Work program is proud to be part of Springfield College School of Social Work and Behavioral Sciences and its rich tradition of preparing leaders for service to others and traces its earliest history at the college to 1890. Our department houses an extraordinary Master's of Social Work (MSW) program, which has been continuously accredited by the Council on Social Work Education since 1989. The Bachelor of Social Work program prepares social work students for practice with individuals, families, groups, organizations, and communities in a variety of areas such as adult mental health, child welfare/child mental health, school social work, and gerontology and for direct practice, supervision, administration, and public policy-making activities.

The school offers a variety of practicum internship assignments, completed weekdays during regular business hours, at agencies throughout New England and New York. The practicum education program is structured around four areas of learning to ensure that students develop a full range of Generalist social work skills including direct service with individuals, group work, community development and organization, and administration and organizational development.

The Springfield College Bachelor of Social Work program is diverse, student-centered, community-focused, and promotes continuous learning. Faculty members are passionate about teaching and are actively engaged in social work practice, community services, and scholarly work that they bring to the classroom. Faculty members are recognized locally, nationally, and internationally for their expertise.

An important focus of our work in recent years is implementing our Strategic Plan for Outcomes Assessment in accordance with the 2015 CSWE Educational and Policy Accreditation Standards. This work provides the foundation for a highly integrated teaching approach and curriculum which is excellent preparation for contemporary social work practice and entry into the workforce.

B. Springfield COLLEGE MISSION

The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to others.

Springfield College is guided by the Humanics philosophy, focusing on the development and integration of spirit, mind, and body in service to others. The college is committed to the preparation of future leaders in both private and public sectors who will improve the quality of life worldwide. The Springfield College mission is values-focused. The college's professional and liberal arts academic programs, student life, and athletic opportunities attract students who seek to improve the quality of life in our society. Springfield College emphasizes the education of leaders for the allied health, human services, psychology, education, and physical education practicums while building upon the Humanics philosophy and anticipating and responding to society's changing needs.

Springfield College will build upon the Humanics philosophy, anticipating and responding to society's changing needs by offering programs that have a broad-based education and the training and skills needed for graduates to enter their chosen professions. Future academic programs will be designed to prepare practitioners who will be helping others. In addition to educating those who will enter the human-helping professions, the College will continue to emphasize health-related programs.

Springfield College has a unique history of educating students in developing a sense of social responsibility, consonant with the values of the social work profession. This is readily evident in the College's historical role in the preparation of students for work with such venerable social work institutions as the Settlement House and Charitable agencies. In recent times, this is evident through the College's focus on the explicit preparation of students for the human helping professions.

C.   BACHELOR OF SOCIAL WORK PROGRAM MISSION

Through the teaching of social work practice and knowledge informed by research and practice wisdom, the BSW program at Springfield College prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, locally, regionally, nationally, and globally, with respect for diversity and enhancement of quality of life for all, based on principles of economic and social justice, dignity, and human rights.

The mission of Springfield College Bachelor of Social Work program reflects the profession's history, purposes, and philosophy. The program's overriding objective is to prepare competent and effective professionals who will provide leadership in practice, social policy, empirical research, and administration of service delivery systems. The program's curriculum, with a focus on Generalist practice, teaches students the knowledge and skills relevant to competent practice at micro, mezzo, and macro levels, guided by the values of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, and competence consistent with the National Association of Social Workers' Code of Ethics.

D.   BACHELOR OF SOCIAL WORK PROGRAM GOALS

We have identified six goals to realize our mission:

Goal #1: Graduates are complex and critical thinkers who utilize a wide range of theoretical knowledge and analytical skills in micro, mezzo, and macro levels of practice.

Goal #2: Graduates integrate social work values, ethical principles, and standards relative to clients, agencies, and organizations, the social work profession, and society in general.

Goal #3: Graduates commit and respond to the unique challenges of vulnerable and marginalized populations through valuing the dignity and worth of every individual, recognizing the importance of human relationships, countering of the dynamics of oppression, and elevating equity, cultural diversity and difference.

Goal #4: Graduates engage in policy practice, advocacy to champion the rights of others, and leadership roles in public and private social service organizations.

Goal #5: Graduates employ both qualitative and quantitative research to increase the effectiveness of social work practice, policies and programs.

Goal #6: Graduates commit to and engage in practice that works toward a socially just society by dismantling systemic racism, oppression, and promote social, economic, and environmental justice.

E.   BSW PROGRAM CURRICULUM COMPETENCIES

The Springfield College Bachelor of Social Work program organizes its generalist curricula to directly reflect the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE).

The behaviors for the generalist curriculum competencies parallel each of the Educational Policy behaviors as described in CSWE's generalist (EPAS) and are reflective of the nine core competencies. The Bachelor of Social Work Program adopted CSWE's Educational Policy generalist behaviors as its own.

CSWE's nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that reflect and integrate these competencies. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
  ● Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
  ● Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
  ● Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
  ● Use technology ethically and appropriately to facilitate practice outcomes; and
  ● Use supervision and consultation to guide professional judgment and behavior.

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Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:
- Apply their understanding of social, economic, and environmental justice; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:
- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the

role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preference of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in intervention with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

F.   CURRICULUM

The 38 credits in the BSW program are distributed as follows:
- Introduction to Social Work (one course, 3.0 credits)
- Community Engagement Experience (one course, 2.0 credit)
- Human Behavior in the Social Environment sequence (two courses, 6.0 credits)
- Social Work Practice sequence (two courses, 6.0 credits)
- Social Work Research sequence (one course, 3.0 credits)
- Social Welfare Policy and Services sequence (two courses, 6.0 credits)
- Practicum (400 practicum hours, 6.0 credit hours)
- Practicum Seminar (one course, 3.0 credit hours)
- Capstone (one course, 3.0 credit hours)

Generalist Curriculum:

The competencies and behaviors emphasized for generalist practice are listed in each syllabus. The generalist approach provides students with a theoretical perspective across all four sequences, as well as a grounding in fundamental skills in practice with individuals, families, groups, organizations, and communities.

The practicum Practicum, practicum Seminar, and Capstone afford students the opportunity to develop competency in knowledge, values, and skills as used in human service agencies. It is within the practicum practicum that students develop beginning practice competencies to intervene with clients. The development of the professional use of self, knowledge and application of social work ethics, and respect for human diversity is a part of each course and the practicum experience. Both practicum practicum and coursework require critical thinking and the scholarly pursuit of knowledge essential to attaining a beginning level of proficiency in social work.

BACHELOR OF SOCIAL WORK AT SPRINGFIELD COLLEGE
4 Year Ideal Course of Study

Springfield College
Sequencing Guide
Social Work Major (SWRK) ▼ 2022-2023

If you entered in 2022-2023, use this as a guide for sequencing your courses. Requirements are subject to change and may not be offered when listed. Use your online degree audit to verify your progress, and always confirm your plans with your advisor.

Core Curriculum Requirements, Electives, and College Requirements

In addition to the major requirements listed below, you will need to fill the following Core Curriculum categories:

- 100-level Wellness & Physical (1 cr)
- 200-level Wellness & Physical (1 cr)
- 300-level Wellness & Physical (1 cr)
- Literature (3 cr)
- Quantitative Reasoning (3 cr)
- Spiritual and Ethical (3 cr)
- Aesthetic Expression (3 cr)
- Themed Explorations (9 cr)
  - ➢ 3 prefixes
  - ➢ 1 Global course

This major typically requires 57 credits to complete. In addition to the Core Curriculum and major requirements listed, you must complete:
- **30 elective credits or more** to total at least 120 credits
- The **residency requirement**—45 credits taken at Springfield College (including 15 of your last 30)

SWRK Major Requirements – Typical First-Year Schedule	
Fall: SCSM 101, Springfield College Seminar (Core requirement – 3 cr) ENGL 113, College Writing I (Core requirement – 3 cr) PSYC 101, Introduction to Psychology (3 cr) SWRK 101, Introduction to Social Work and Social Welfare (3 cr) Plus other Core or electives to total approximately 15 credits	**Spring:** ENGL 114, College Writing II (Core requirement – 3 cr) SOCI 101, Introduction to Sociology (3 cr – also fills Historical and Social Literacy Core) Plus other Core and major requirements, or electives to total 30 credits for the year

SWRK Major Requirements – Typical Second-Year Schedule	
Fall: BIOL 101, Basic Concepts in Modern Biology (3 cr – also fills Scientific Reasoning Core) BIOL 102, Basic Concepts in Modern Biology Laboratory (1 cr – also fills Scientific Reasoning Core) SWRK 340, Community Engagement Experience (1 cr) Plus other Core or electives to total approximately 15 credits	**Spring:** PSYC 211, Introduction to Statistics (3 cr) Plus other Core and major requirements, or electives to total 30 credits for the year

SWRK Major Requirements – Typical Third-Year Schedule	
Fall: MSSW 501, Human Behavior in the Social Environment I (3 cr) SWRK 531, Social Work Practice I (3 cr) Plus other Core or electives to total approximately 15 credits	**Spring:** MSSW 502, Human Behavior in the Social Environment 2 (3 cr) MSSW 521, A Survey of Social Work Research Methods (3 cr) SWRK 532, Social Work Practice 2 (3 cr) Plus other Core and major requirements, or electives to total 30 credits for the year

SWRK Major Requirements – Typical Fourth-Year Schedule	
Fall: MSSW 511, Social Welfare Policy I (3 cr) SWRK 584, Field Practicum I – First Half (3.5 cr) SWRK 482, Field Seminar I (3 cr) Plus other Core or electives to total approximately 15 credits	**Spring:** MSSW 512, Social Welfare Policy 2 (3 cr) SWRK 490, Capstone Seminar (3 cr) SWRK 585, Field Practicum 1-Second Half (3.5 cr) Plus other Core and major requirements, or electives to total 30 credits for the year

Additional SWRK Major Requirements – Flexible Timing

In general, 100- and 200-level courses can be taken first year or later. 300-level courses can be taken second year or later. As courses may not be offered every year, 400-level courses should be taken third year if offered. 500-levels are graduate courses that may be taken for undergraduate credit—they should only be taken in the fourth year.

SOCI 322, Racial and Ethnic Relations (3 cr)
SOCI 410, Poverty and Wealth: Class in Society (3 cr)

G.   ACADEMIC AND practicum ADVISEMENT

Each student is assigned a faculty member as an advisor for academic, practicum, and professional advising. Faculty advising assignments are made soon after the student is admitted into the program and the student is notified about their faculty advisor upon admittance. Students are encouraged to meet with their advisor at least twice a semester for academic planning, once at the beginning of the semester to plan the semester and in the middle of the semester to review current progress and to plan courses for the subsequent semester (including possible summer courses). Students should seek out their advisor to arrange these meetings. An opportunity to meet with the faculty advisor is typically possible on scheduled advising days. In addition, full-time faculty maintain regular office hours during which time advising meetings may also be scheduled.

practicum advising meetings take place at least once each academic year, though most often two times in each academic year, with one occurring at the practicum agency, to provide an opportunity for the student, practicum practicum supervisor, and faculty advisor to assess and evaluate the student's progress in the practicum practicum experience. Use of Zoom technology for meetings may also take place when warranted. Further information concerning practicum practicum is included in the practicum Practicum Manual.

Responsibilities of the Advisor:

The role of the advisor is to:

1. Provide information about the student's initial involvement in the educational environment.

2. Review the student's academic performance each semester and work closely with the advisee in the event of academic difficulty or probation.

3. Provide consultation concerning issues that may arise related to the student's participation in the program.

4. Provide guidance about academic, professional, and career matters. For example, confer with students in the selection of courses and review and grant clearance for registration.

5. Provide overall assessment of the practicum placement experience by making a minimum of one visit each semester to the practicum placement agency, reviewing practicum progress and the learning contract and grading the practicum practicum.

6. Provide information and recommendations to the practicum office concerning the selection of practicum settings that will best meet the student's stated goals and career plan in relation to their educational program.

7. Perform other practicum placement advising responsibilities as described in the practicum Practicum Manual.

Responsibilities of the Advisee:

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1. Initiate meetings with their advisor each semester prior to registration and during the course of the academic semester.

2. Confer with their advisor about program and course selection.

3. Inform their advisor of academic progress and standing (includes course and practicum work).

Possible Discussion Items for Meetings with an Advisor:

- Guidance on course selection
- Dropping and adding courses
- Learning contract development for practicum practicum
- Academic or practicum progress challenges or questions
- Requests to transfer or waive credit(s)
- Career and academic goals
- Leaves of absence

H.   PROGRAM PLANNING AND REGISTRATION

The advising sheets (Section VI) present a standard schedule and are open to modification. They should be used by the student and faculty advisor for outlining a program of courses which the student will follow in completing degree requirements. This is particularly important for students whose schedule of courses varies from the ideal plan of study. It is important for the student to maintain close contact with his or her faculty advisor regarding academic planning and progress in the program. The advisor must be consulted on such matters as schedule planning, waiver of courses, leaves of absence, etc. The student is responsible for contacting the faculty advisor each semester prior to registration.

Online registration for courses occurs in the following sequence:
1. Online registration for Fall Courses takes place in late Spring Semester.
    a.   Incoming students are registered for Fall courses in the Summer months.
2. Online registration for Spring Courses takes place in the late Fall Semester.
3. Online registration for Summer Courses takes place in late Spring Semester, concurrent with fall registration.

Students' accounts must have no holds, business or health or otherwise, in order to register.

In the event that online registration has concluded and students need to register, students should follow the procedures below:
1. Add/Drop Forms must be completed in full, signed by the faculty advisor and returned to the student services coordinator in the Department of Social Work.
2. The student services coordinator will complete the registration process with the Registrar's Office.
3. The Registrar's Office will confirm course selections via mail and finalize registration for each student.
4. All steps in the registration process must be completed by posted dates in order to avoid a late fee.

Students are expected to make payment arrangements with the Student Account Office prior to registration. Once all financial issues have been resolved by the Student Account Office, registration steps as listed above may be followed.

I.   COMMENCEMENT

Degrees are conferred three times per calendar year, once at the annual commencement ceremony following spring semester in May and again following both the summer (in August) and fall (in December) academic terms. Students who have completed requirements for a Bachelor's degree, Doctoral degree, or Certificate of Advanced Graduate Study during the spring semester or the previous summer or fall sessions are eligible to participate in the annual commencement ceremony. All students must complete a Degree Application and submit it to the Registrar's Office in order to participate in the May commencement ceremony. Degree applications for the May ceremony are generally due to the Registrar by the beginning of the preceding December. Students who are expected to complete their degree requirements in the summer following the spring semester may participate in the graduation ceremony, but their degree will be conferred after they complete requirements for the degree and at the scheduled times for alternative graduation: August or December.

All students are advised that, even after completing all academic requirements for any degree, the College reserves the right to withhold the granting of the degree in the event that any disciplinary proceedings have been or are being commenced against the student.

Students who successfully defend their thesis, dissertation, or independent study in programs where such requirements exist, and are registered for any remaining requirements in the subsequent summer term are eligible to participate in the May ceremony. While students may be granted permission to march in May, conferral of the degree will occur at the end of the academic term in which all degree requirements are completed.

II. ACADEMIC AND PROFESSIONAL STANDARDS

A.   BSW ACADEMIC AND PROFESSIONAL STANDARDS

1.   <u>BSW Student Standards</u>
The goal of the program is to prepare students for entry-level professional practice of social work. The program has an interest, therefore, in its students' academic performance, skills, and competencies for successful social work practice. The faculty of professional schools have responsibility for determining whether students have demonstrated the required level of achievement, classroom performance, professional behavior, and ethical behavior to effectively interact with client systems. Advancement is a means by which faculty ensure that each person who graduates from the Bachelor of Social Work program has adequate skills, knowledge, and judgment to assume the responsibilities of a professional social worker.

2.   <u>BSW Admission Criteria and Procedures</u>
Although students can declare a social work major at the College through the Registrar's office at any time, they are not officially admitted into the BSW program until they have met the following admission criteria:
1. Maintain an overall GPA of at least 2.0;

2. Achieve a grade of "C" or higher in SWRK 101;
3. Meet with a social work faculty advisor; and
4. Act in accordance with the National Association of Social Work (NASW) Code of Ethics and the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work Statement of Principles.

Students who wish to declare the social work major should complete the Application for BSW Major (Appendix A). The first step in evaluating the admission of a student into the BSW program is for the student to earn a grade of B or better in *SRWK 101: Introduction to Social Work*. Once a student passes SRWK 101 with a B or better, and meet the remaining three criteria, the student is admitted into the program. The program director will inform the student via email of any admission decisions.

The program does not have any provisional admissions, as all majors need to meet the above criteria to enter the program.

3.   BSW Advancement Requirements

Advancement of students from one term to the next is contingent upon satisfactory progress each year. Evaluation of student progress in classroom courses and in practicum is based on examinations and tests established by course and practicum instructors and on skills, competencies, and personal behaviors as listed below.

Students must maintain satisfactory progress toward meeting the following expectations:

- Students must comply with the grade point requirements which include: minimum of a "C" average (2.0) on a 4.0 scale for all social work classes and a "pass" grade for practicum practicum.

- Adherence to the NASW Code of Ethics (1996, revised 2008), the social work professional's guide for professional behavior. Social workers in training must demonstrate behavior that complies with the Code of Ethics.

- Because of the professional stature and social service function of the social work profession, this behavior is part of academic requirements and standards. Student misconduct that is potentially dangerous to current or future clients constitutes a violation of social work academic standards. The faculty or administrators shall follow academic procedures for restriction or dismissal of offending students.

Student misconduct, on or off campus and directed toward other students, faculty, or school staff will, at the discretion of the dean or the faculty, result in either academic or nonacademic procedures for dismissal. When legal or illegal behavior does not affect current or potential clients but the behavior violates the mission, process, or function of the school, proceedings will follow the Department's procedures for nonacademic misconduct.

The following behaviors are examples, but not a complete list, of misconduct that may result in dismissal on academic grounds:

    a. Forced or coerced sexual behavior.

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b. Any sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.

c. Physical actions directed at clients, students, faculty, or staff, such as hitting, spanking, or slapping.

d. Physical or emotional threats directed toward clients, students, faculty, or staff.

e. The acceptance of gifts or money from clients that are not considered standard payment for services received on behalf of the student's agency or practicum setting; students shall neither ask for nor accept gifts from clients.

f. Illegal or unethical behavior that limits or takes away the clients' rights or results in financial, material, or emotional loss for clients or gain for social work students.

g. Plagiarism and or other forms of academic dishonesty.

h. Failure to comply with practicum policies and requirements as outlined in the practicum manual.

i. Evidence of discriminatory behaviors toward clients, students, faculty, or staff.

j. Disruptive classroom behavior which impedes another student's ability to meet the requirements of the program.

k. Attendance at class or practicum practicum while under the influence of drugs and/or alcohol.

l. Failure to adhere to the Student Conduct Code of Springfield College Rules of Professional Conduct.

B. EVALUATION OF STUDENT PERFORMANCE

1. Advisement
Advisement by the student's faculty advisor serves the functions outlined in Section I of this manual. In addition, the faculty advisor communicates academic and professional standards and evaluates students' adherence to these.

2. Written Assignments and APA Format
Written assignments are intended to provide each student with an opportunity to demonstrate acquired knowledge and reflect the integration of assigned and supplemental reading for the course. The assignments help ensure that all students have a working understanding of the subject being taught. They also allow the instructors to help improve or validate a student's demonstrated knowledge. Instructors are able to identify students who have a need for additional help. The instructor may choose to lower the grade for late assignments.

A student who is dissatisfied with a grade on any written assignment may, at the instructor's discretion, negotiate to rewrite the paper and submit it for a better grade. Deadlines for rewriting are set by the instructor. Production of scholarly written material is a fundamental part of an

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academic training program whose mission is to prepare students for professional work. One of the significant contributions we make as social workers is to share information through our professional literature. We also use this literature to enhance our practice. Therefore, it is expected that papers will be written in a way that demonstrates understanding of, and competence in, the form that is generally accepted and used by professional social work journals. APA (the style generally accepted by the American Psychological Association) is the commonly accepted form.

3.   Grading System and Guidelines

Traditional grades and grade point averages are provided. Students are provided with written comments and letter grades which are recorded on a transcript. Grades are based on the student's work, grades achieved throughout the semester from assignments, and class participation or other measures as identified by the instructor.

In order to assess progress and to continue development, students need feedback on the quality of their performance. To meet this need, faculty members provide each student with written comments on each paper. These comments are a useful index of the student's work, both in a given course and in the program as a whole.

Students may also need an externally-accepted representation of the quality of their work for purposes of reimbursement, transfer of credits or other graduate school admissions. Transcripts are available for these purposes.

Written and oral assignments, participation, and performance in class and in the practicum, as well as attendance, constitute the basis of grading. The following guidelines, adopted by the faculty, are the culmination of a lengthy process aimed at objectifying the basis for grading. These guidelines do not mandate a rigid formula for grading students but rather offer some guidance to faculty members in determining the various grade levels. Individual faculty have discretion, within the scheme of attributes presented, to weigh factors differentially as they see fit. However, it is intended that each instructor have a clear contract with his/her class which would include the following components:

a. Clarity about the weighting of attributes included in the guidelines.
b. Clarity about the basis for demonstrating performance (in other words, what evidence will be utilized related to attributes).
c. Clarity about the process used by the instructor for offering feedback on performance.

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Guidelines for Course Grading

Grade	Guidelines
A (95 to 100)	a. Excellence in integrating conceptual learning with practice situations. b. Consistently superior performance in dealing with conceptual material. c. Excellence in written expression and scholarship. d. Evidence of self-direction in learning with substantial reading activity in depth and breadth. e. Resourceful, intelligent participation in class discussion. This might include leadership in class projects.
A- (90 to 94.999)	Attributes would be similar to the above, but to a lesser degree. There might be somewhat more unevenness than in the A performance.
B+ (87 to 89.999)	Performance on attributes would be somewhat above B level, but less than in an otherwise good level of functioning.
B (83 to 86.999)	Expectations for collegiate-level of work acceptable in terms of self-direction, reading activity dealing with conceptual-practice dimensions of learning, class participation, and oral and written expression. Stress would be on acceptable performance.
B- (80 to 82.999)	Barely acceptable performance in attributes described in A and B categories.
C+ (77 to 79.999)	Some area(s) might be below expectation. The work has been done, but there are a number of gaps and some superficiality in grasp of material.
C (73 to 76.999)	There is minimal grasp of concepts and minimal integration of conceptual and practice learning. Student might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable. The grade is "passing", but the student is considered marginal in important areas of learning. The gaps in learning are more extensive than in the case of a B- grade. The grade of C should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty advisor of any C grades.

C- (70 to 72.999)	This grade and below should initiate a conference with the student focused on the circumstances related to receiving such a borderline grade. A faculty concern form will be filed. A student with two C's is required to be referred to the Educational Advisory Committee.
D+ (67 to 69.999)	Unsatisfactory, but passing. Student might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable. The grade is "passing", but the student is considered marginal in important areas of learning. The grade of D should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty advisor of any D grades.
D (63 to 66.999)	Unsatisfactory, but passing. Student might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable. The grade is "passing", but the student is considered marginal in important areas of learning. The grade of D should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty advisor of any D grades.
D- (60 to 62.999)	Unsatisfactory, but marginally passing. Student might repeat some content areas on a mechanical, rote basis, but the student's understanding is unclear or questionable. The grade is "passing", but the student is considered marginal in important areas of learning. The grade of D should serve to alert the student that his/her work is borderline and should improve. The course instructor must inform the student's faculty advisor of any D grades.
F (0 to 59.999)	Work is unsatisfactory in most of the attributes considered and does not warrant receiving credit for the course. A student receiving an F grossly misunderstands course content and/or is deficient in its mastery. There may be failure to submit assignments or materials submitted are clearly unacceptable. The course instructor will then inform the student's faculty advisor when a grade of F is given. The latter, in turn, should initiate a conference with the student receiving an F, focusing on the circumstances related to receiving this failing grade. The faculty advisor will file a faculty concern form and will refer the student to the Educational Advisory Committee.
Pass/Fail	practicum Practicum is graded Pass/Fail and is accompanied by a narrative evaluation. For further information, please refer to the practicum Practicum Manual.

Other factors that might be utilized in distinguishing between a higher and lower grade would include:

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Professionalism/Class Participation:

Professional values and ethics are defined in the National Association of Social Workers Code of Ethics. Social work is a profession that requires practitioners to use a disciplined approach in work with individuals, groups, communities, and organizations. The profession is based on positive interpersonal dynamics of trust and respect. Similarly, the same professionalism is required for all social work students in their classroom participation. Professionalism is evaluated by the instructor as a percentage of the student's grade in each class based on the following:

- Kindness and generosity of spirit and sharing the responsibility for creating a strong and positive learning environment.
- Attending every class, arriving on time and remaining in class
- Being prepared for class, demonstrating that the reading and other assignments have been done
- Full participation that includes speaking and offering comments that facilitate one another's learning.
- Volunteering for group activities or role plays
- Acknowledging that the use of cell phones and other technology could negatively influence the learning environment.
- Communicating with the professor about any issue that might interfere with classwork.
- Respecting the opinions and points of view of all professors and students even when they differ from one's own. Learning to air differences with honesty, consideration and intelligence.

Behavior such as passing notes, sub-grouping, whispering while someone else is speaking, sleeping, and calling out of turn are disrespectful and may result in points being deducted from the final course grade. A consistent pattern of disrespectful and/or unprofessional behavior may result in a "Letter of Concern" and referral to the Educational Advisory Committee as described in the Student Handbook.

Attendance

The Department of Social Work Attendance Expectations:

> If a student is absent from four (4) weekday classes during the fall and spring terms, the student is expected to repeat the course the next time it is offered.

Excerpts from the Springfield College Attendance Policy:

> In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email and/or telephone. In the event of an extended illness or emergency, students should notify the course professor and the faculty advisor. The following situations should be recognized as College excused absences from class, providing the student follows the guidelines listed below.
> - Participation in intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletic website.
> - Participation in a scheduled curricular or co-curricular activity approved by the

appropriate dean or vice-president and on file in the dean of student's office.
- Observation of religious holidays.

Use of Electronic Devices in the Classroom:
In some classes, as determined by the class instructor, computers and other electronic devices may be used to support learning activities in the classroom. These include such activities as taking notes, accessing course readings or internet searches that are assigned by the instructor. The non-academic use of laptops and other devices may be distracting and may disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for activities that are not part of the class. This includes emailing, texting, social networking, and unassigned use of the internet. The use of cell phones during class time is prohibited. Cell phones should be set on silent or vibrate before class begins. In the case of an emergency, students should step out of the classroom to take the call.   Failure to meet these expectations may result in a loss of participation points or to be asked to leave class.

Academic Honesty:
The academic honesty policy of the Department of Social Work is consistent with the academic honesty policy of Springfield College, which may be found on the college webpages at http://catalog.Springfield.edu/content.php?catoid=71&navoid=1829#acad_hone_and_inte_poli

The following is an excerpt from that policy:
"Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy. Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College."

Plagiarism:
The University of Oxford, England, UK, defines plagiarism as:
"presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional…
The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs, etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites."
www.ox.ac.uk/students/academic/guidance/skills/plagiarism

All work submitted must be students' own original work, including in course exercises, examinations, quizzes, and tests, and projects and papers. Sources of information must be appropriately attributed in a document's text and bibliography/reference section.

Faculty members are expected to act upon suspected academic dishonesty.

AI Policy:

As part of our ongoing commitment to academic integrity and excellence in the Department of Social Work at Springfield College, we would like to address an emerging issue in the realm of academic writing and research: the use of AI-generated text.

The department has observed a rising trend in using AI tools to generate content for academic assignments. While these technologies can be valuable aids in brainstorming, structuring ideas, or understanding complex concepts, it is crucial to clarify their role in your academic journey.

Effective immediately, the submission of AI-generated text as part of any graded assignment or activity in the Master or Bachelor of Social Work program is considered plagiarism. Plagiarism, as defined in our academic integrity policy, includes the submission of work that is not the student's own without adequate citation. Since AI-generated text involves external assistance, using it without proper attribution falls under this policy.

However, we recognize the potential benefits of AI as a learning tool. Therefore, we advise the following:

1. **AI as an Aid**: You may use AI for initial guidance, clarification of ideas, or as a supplementary resource. For instance, if you're struggling to understand a complex theory, AI can provide explanations or examples.
2. **Mandatory Citation**: If you incorporate insights, ideas, or any form of assistance obtained from AI into your work, you must cite it appropriately. This citation should indicate the nature and extent of the AI's contribution to your work.
3. **Critical Engagement**: We encourage you to critically engage with any AI-generated content. This means analyzing, synthesizing, and evaluating the information, not merely accepting it as is.
4. **Consultation Available**: If you're unsure about how to use AI tools ethically and effectively, or how to cite them, please consult with your instructors or the academic support center staff. Please utilize the provided APA resources.

The primary goal of this policy is to uphold the integrity and quality of your academic work and to ensure that the skills you acquire in the program genuinely reflect your personal and professional development.

Thank you for your attention to this matter and for your ongoing commitment to academic integrity. We believe that with clear guidelines, AI can be used in a manner that enriches your learning experience without compromising the values we hold in our department at Springfield College.

4.   Incompletes
The Springfield College policy regarding Incomplete grades is as follows:

An instructor may give a grade of Incomplete (I) following a student's request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined at the sole discretion of the instructor. A student will have a specified period of time, not to exceed two semesters exclusive of summer or prior to graduation, to complete incomplete work.

A contract for Incomplete grades must be completed. A copy of this contract will remain with

the student, the instructor, the registrar, and the academic department offering the course. **If the student does not meet the conditions of the contract for the completion of the Incomplete by the time specified or prior to graduation, the registrar will automatically change the "I" grade to an "F" grade or an alternate grade designated by the instructor that is based on work completed.** This policy applies to all students enrolled at Springfield College effective fall 1999. It does not affect "I" grades issued prior to this date.

In all cases involving a grade of "I," it is the responsibility of the student to communicate with the instructor about the conditions for removal of the Incomplete.

Students in the BSW program are expected to provide their instructor with a signed written proposal concerning the student's plan and time line for completing the course. Students are expected to comply with the following deadlines: November 2nd for Incompletes from the previous Spring or Summer and April 1st for Incompletes from the previous Fall. Incomplete Contract Forms are available from the Admissions Coordinator in the Bachelor of Social Work program and from the Registrar's Office. Faculty members issuing the Incomplete must complete the Incomplete Contract Form.

Three Incompletes
If a student acquires three Incompletes, it is the responsibility of the Faculty Advisor to write a Letter of Information stating the departmental policy that the student cannot register for any additional classes until the Incompletes are completed. This Letter of Information is sent to the student, the Student Services Coordinator, and the Chair of the Department, and a copy is placed in the student's file. If any of the Incompletes are not completed within the guidelines and due dates established by the instructor issuing the Incomplete, as stated in the *required* Incomplete Contract and in the College Policy on Incompletes, the Faculty Advisor must write a Letter of Concern, the next level of concern regarding students' performance.

Administrative Incompletes
If a student fails to meet attendance requirements, an administrative Incomplete may be given and the student is expected to repeat the course the next time it is offered. The initial registration fee for the course is applied to the repeated course.

5.   Grade Reports
Students who expect to receive complete grade reports must submit all assignments by the last class. Grades are submitted to the Registrar's Office three days after the last class meeting. Students must negotiate with the instructor for an extension if an assignment is late.

C.   BSW ADVANCEMENT PROCESS AND PROCEDURE

Advancement is a process intended to **ensure** that each student maintains adequate progress in gaining the skills, competencies, and behaviors required for graduation with the BSW Degree. ***The following procedures address issues related to student advancement. The components are not linear but are employed based on the unique circumstances.*** For further information, contact the Chair of the Department of Social Work.

1.   Advancement
       Students automatically advance through the BSW Program and should consider
       themselves advanced unless they are informed otherwise.

2.   Faculty Letter of Information and Faculty Advisor/Student Meeting
When members of the faculty, the Office of practicum Education, and/or the practicum supervisor become aware that a student is having difficulty meeting the standards of the BSW Program, that individual(s) may send a Letter of Information to the student's Faculty Advisor. The purpose of the Letter of Information is to provide timely performance information to the Faculty Advisor of the student of concern. The Faculty Advisor can either forward the Letter of Information directly to the student, or can draft up a new Letter of Information summarizing the contents of the original letter. The Faculty Advisor then schedules a Faculty Advisor/Student Meeting to discuss the concerns raised in the Letter of Information and works together with the student to develop a plan to resolve the issues that have been brought forth. As follow-up to the Letter of Information and meeting, the student is responsible for completing a Remediation Plan form (found in the Forms section of this handbook) for review, possible revision, and approval by the Faculty Advisor. A copy of the approved form is sent to the initiating individual(s) and Department Chair, with a copy placed in the student's file.

   a. The purpose of the Faculty Advisor/Student Meeting is to provide timely guidance to the student and resolution of the identified issues before they necessitate a Letter of Concern and possible full EAC involvement.

   b. Faculty Meetings of the Department of Social Work provide monthly opportunities for faculty members to confer with faculty colleagues and discuss students of concern who may benefit from a Letter of Information and Faculty Advisor/Student Meeting.

   c. In certain circumstances, it is appropriate for the Faculty Advisor with the Office of practicum Education, if appropriate, to request a consultation meeting with an EAC Chairperson. This EAC consultation is NOT an EAC hearing and is intended solely to offer guidance to the Faculty Advisor assigned to assist a student confronting difficulty in any aspect of the program. Some student circumstances that might require an EAC consultation are: students returning from a leave of absence, students encountering difficulty in the practicum, and students requiring additional guidance with previously developed academic plans meant to rectify a prior issue.

3. Faculty Letter of Concern

   a. If the student performance issue has not been resolved through remediation with the Faculty Advisor who completed the process with the Letter of Information, the Faculty Advisor can prepare a Letter of Concern, which will specify in what ways the student is continuing to fail to meet the advancement requirements. A copy of this Letter of Concern will be sent to the student, Department Chair, and placed in the student's file.

   b. In certain circumstances it may be deemed appropriate by the Faculty Advisor to bypass the Letter of Information and proceed with the Letter of Concern in consultation with the EAC.

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c. The Letter of Concern will initiate the EAC process.

d. When a student has a GPA below 2.0 or an unresolved Letter of Concern is on file at the end of a term, the student will be notified by the Department Chair that they are advanced to the next term on a probationary basis. Students will not graduate if they have an unresolved Letter of Concern on file. It is the responsibility of the Faculty Advisor to remain current on the status of each of their advisees, including those on probation or with an unresolved Letter of Concern on file.

D. BSW STUDENT REVIEW PROCEDURES

1. Educational Advisory Committee (EAC)

a. Purpose
The purpose of the Educational Advisory Committee (EAC) is to provide consultation when a student is in jeopardy of not completing the academic or practicum requirements of the BSW Program. The committee makes recommendations regarding how and whether or not students may complete the requirements of the program. Faculty Advisors can refer students of concern to the EAC following the procedures set forth in Section C 3.

The EAC is available to assist students with issues related both to academic and practicum practicum performance. Except in extraordinary circumstances, students should be referred to the EAC in as timely a manner as possible. Any EAC member who identifies a conflict of interest in their role as an EAC member will be replaced by an alternate.

b. Composition
The EAC is co-chaired by two full-time faculty members who alternate responsibilities for chairing an EAC hearing. The typical EAC shall consist of a Chair (full-time faculty member), one additional faculty member *(who will be the faculty advisor or another faculty member)* and a practicum education representative, as appropriate. Each member shall be appointed on an annual basis by the Department Chair.

c. Materials to be Submitted
Written material may be submitted to the EAC Chair by the Faculty Advisor, the Office of practicum Education, as well as by classroom instructors and the student. If materials are to be submitted, they must be submitted to all attendees at least 3 days in advance of the EAC meeting.

d. Hearing Process
The EAC hearing is intended to bring forth for discussion all facts pertinent to the concerns that have been raised within the context of the Department of Social Work's standards for academic, ethical and professional student work and conduct as outlined in this Student Handbook. During the hearing, the

EAC Chair will present the concerns as they have been reported and documented. The student will be given the opportunity to speak to each of the concerns and these will be noted in the hearing record maintained by the EAC Chair. Additional information and context may be provided by the Faculty Advisor and the Director of practicum Education either in support of the concerns that have been brought forth or, in refute of these concerns.

Following the hearing, members of the EAC may determine that the student's performance is satisfactory and does not warrant action. If no action is warranted, the EAC Chair will send a letter to the Department Chair, with a copy to the Faculty Advisor, indicating so. If action is warranted, the EAC members will determine an appropriate plan of action which will be presented in a written letter for review, written by the EAC Chair, to the Department Chair within a week of the hearing.

Upon review and approval of the Department Chair, the EAC Chair will obtain the Department Chair's signature and send out a final letter under his/her/their signature, with a copy to the Department Chair and Faculty Advisor, indicating either no action is warranted or details of steps that need to be taken. The letter will be sent by certified mail to the student, as well as electronically, and placed in the student's file. The student will be asked to sign the EAC letter and return a copy to the Department Chair, with copies to the EAC Chair and Faculty Advisor. A copy of the signed letter will be placed in the student's file. It will be the responsibility of the Faculty Advisor to follow the student's progress and compliance with the action plan outlined in the EAC letter. If the EAC has recommended any alteration to the student's practicum placement, the Faculty Advisor is responsible for collaborating with the Director of practicum Education to ensure that the recommended changes are implemented and followed.

In order to protect confidentiality, all materials used during the EAC hearing shall be returned to the EAC Chair by all participants, including the student, with the exception that the student may retain his/her own statement and his/her own notes. The EAC Chair will retain one set of all material used during the hearing. The proceedings of the Committee are confidential and may not be released to anyone outside of the college.

2. <u>Educational Appeals Committee</u>
   a. <u>Purpose</u>
   The Educational Appeals Committee is the body which considers appeals from students regarding decisions made by the Educational Advisory Committee. The Committee can only be convened upon written request to the Educational Appeals Committee Chair from a student about a matter that has been subject to the Educational Advisory Committee process.

   The Educational Appeals Committee Chair must receive such a request within two weeks after a student has received a letter from the Educational Advisory

Committee Chair, and the Educational Appeals Committee shall convene within two weeks of receipt of such a request.

Copies of written requests for an Educational Appeals Committee meeting should be sent by the Educational Appeals Committee Chair to the other parties directly involved.

b. Composition of Appeals Committee
The Educational Appeals Committee shall consist of three standing members: A Chair (full-time faculty) and two full-time faculty members, appointed by the Department Chair on an annual basis.

The persons attending the Appeals Committee meeting will include the Committee members, the Educational Advisory Committee Chair, the Faculty Advisor, and the student.

No more than two additional persons may be called to provide information by any other participant. The Educational Appeals Committee Chair shall determine the appropriateness of all such requests for additional persons to be in attendance on the basis of whether such persons can in fact make a valid educational contribution to the meeting. These additional persons will not participate in the Committee's subsequent deliberations or vote on recommendations.

c. Appeals Committee Process
The Committee meeting provides the student requesting the appeal an opportunity to present the basis for his/her/their appeal. This may be the same as was submitted in writing, or may be an additional oral statement. Following the student's presentation, the other participants will have an opportunity to join the discussion. This Committee meeting is followed by an executive session of the standing members of the Committee in which decisions will be determined by vote following discussion.

After a decision has been made, the Educational Advisory Committee Chair, student, and Faculty Advisor will immediately be informed of the decision in the presence of the Committee members.

In order to protect confidentiality, all materials used in the hearing shall be returned to the Educational Appeals Committee Chair by all participants including the student, with the exception that the student may retain his/her/their own appeal statement and notes. The Educational Appeals Committee Chair will retain one set of all material used.

d. Letters
A summary of the Committee's decisions shall be sent to all concerned, including the Educational Advisory Committee Chair, student requesting consultation with the Committee, Committee members, Faculty Advisor, the Department

Chair, and the Dean. A copy of this statement shall also be placed in the student's folder. This letter shall be prepared within one week following the day of the meeting.

The proceedings of the Appeals Committee are confidential and may not be released to anyone outside of the college.

3.	Appeal to the Dean of the School of Social Work and Behavioral Sciences
If the student rejects the Educational Appeals Committee decision, the student can appeal to the Dean of the School of Social Work and Behavioral Sciences, whose decision is final.

## E.	STUDENTS LEAVING BEFORE GRADUATION

1.	Leave of Absence
A student may request a leave of absence from the program before graduation is completed. The length and terms of the leave are negotiated at the discretion of the faculty advisor and the Chair. A Leave Of Absence form must be completed. At the conclusion of the leave, the student must send a letter to the faculty advisor and Chair requesting return and outlining plans to complete the degree. All incompletes must be completed prior to returning to the program.

2.	Withdrawal from the Program
A student who requests a permanent leave from the program is expected to confer with the faculty advisor and to have an exit interview with the Chair. The necessary Withdrawal Request Form must be completed by the student.

## F.	TERMINATION OF STUDENT'S ENROLLMENT IN THE BSW PROGRAM DUE TO CONCERNS ABOUT PERFORMANCE

The selection of students for the social work program is done with care, and it is anticipated that applicants accepted into the program will successfully complete the program. Dismissal from the program may occur due to nonacademic or academic consideration.

When a faculty member becomes concerned about a student's academic or professional performance, or has reason to be concerned about the student's progress and readiness to engage in collegiate study, the faculty member and advisor will discuss the concerns with the student as described in Section II, Academic and Professional Standards.

Matters of professional or academic concern that are not resolved by this discussion may be presented to the Educational Advisory Committee described in Section II, Academic and Professional Standards.

Occasionally there may be students who are not suited for the profession, or who act in a manner inconsistent with academic or professional standards. In these situations, it may be necessary to terminate the student's enrollment in the BSW Program.

## G.	TRANSFER OF CREDITS

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1.   Policy

Normally, all work for the major is completed at Springfield College. Students may transfer credits as approved by the Academic Advising Center in consultation with the Dept of Social Work:

- comparable collegiate level courses to those offered at Springfield College;
- completed with a grade of "B" (3.0) or better;
- must have been completed within the last ten years;
- credit for practice courses, practicum internship, practicum Seminar, and Capstone may not be transferred in from another program or institution.

2.   Procedures for Transfer of Credits

All transfer credits will be determined by the Academic Advising Center, in consultation with the social work department.

The BSW Program at Springfield College does not grant social work course credit for life experience or previous work experience.

The Bachelor of Social Work program will not grant transfer credit for courses that were previously used for another awarded degree.

The Academic Advising Center is responsible for determining what courses can be transferred in for credit for all non-social work classes.

The Academic Advising Center is responsible to determining if any social work classes can be transferred in for credit towards the BSW program, in consultation with the program.

H.   TRANSCRIPT REQUEST POLICY

Policies and procedures concerning request for a transcript are designed to comply with the provisions of the Federal Education Rights and Privacy Act. Except as provided by that act and in instances where a student consents to release a transcript to another party, the registrar's office will not furnish a transcript to anyone other than the person identified by name on the transcript.

Requests for a transcript can be made online, by mail, or in person. For procedures, delivery options, cost, and forms visit: http://www.Springfield.edu/registrar/request-a-transcript.

I.   DISCRIMINATION/HARASSMENT POLICY

Please refer to the following link: https://Springfield.edu/sites/default/files/inline-files/HarassmentPolicy.pdf

J.   NON-DISCRIMINATION POLICY

Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities.

K. **CONFIDENTIALITY**

The faculty of the Department of Social Work respect each student's right to confidentiality. A student may request that specific information shared with a faculty member, practicum instructor, and/or academic administrator be held in confidence. Although confidentiality cannot be guaranteed, such information will be kept confidential to the extent permitted by law, the Bachelor of Social Work program and Springfield College policies (see Springfield College Student Handbook for a review of relevant college policy). However, students should note that faculty, faculty advisors, practicum instructors, and school administrators are members of each student's educational team and may be consulted to discuss student progress. Information shared confidentially by a student will be shared with other educational team members only when a team member deems it necessary to address a student's educational needs and to the extent allowed by law.

The faculty members of the Bachelor of Social Work program value open classroom discussion in which students' express opinions and offer observations relevant to the course content. When sharing information regarding others (e.g., clients in their practice), students are expected to protect the confidentiality of comments shared in the classroom to the extent possible under the law and college /school policy. Students are expected to keep confidential information, shared within the classroom, within the classroom. The confidentiality of a classroom discussion cannot be guaranteed because of "duty to protect" and "mandatory reporting" laws and/or policies which may require disclosure. Student papers and classroom discussion should disguise identifying information about clients.

III. STUDENTS' RIGHTS AND RESPONSIBILITIES

A. **RIGHTS AND RESPONSIBILITIES**

Students are informed of their rights and responsibilities, the program's nondiscrimination and human diversity policy and other general information through the Bachelor of Social Work Program Student Handbook of Policies and Procedures and practicum Practicum Manual, the College's Undergraduate Catalogue and Undergraduate Student Handbook, all posted on the website and verbally in sessions with faculty advisors as well as faculty in general. The Handbook of Policies and Procedures informs students of the procedures to follow in situations when the student has concerns regarding academic decisions or the behavior of faculty or other students. All faculty advisors and practicum supervisors have access to the Bachelor of Social Work Program Student Handbook of Policies and Procedures and practicum Practicum Manual posted on the website.

Springfield College prohibits sexual harassment and discrimination of any kind including, but not limited to, that based on non-disqualifying disability and human diversity or status as a veteran. The Bachelor of Social Work Program follows Springfield College policy. The College is in compliance with federal, state, and local laws and regulations regarding discrimination. The Bachelor of Social Work program makes continuous efforts to ensure the enrichment of the educational experience we offer by reflecting racial, ethnic, and cultural diversity in all areas of programming. This includes, but is not limited to, decisions regarding admissions, employment, and academic activities. Inquiries concerning the Bachelor of Social Work program's compliance with anti-discrimination laws may be addressed to the Springfield College Office of Human

Resources.

B.   STUDENT ORGANIZATION

All students enrolled in the Bachelor of Social Work program are members of the Student Organization, which is represented by the elected Student Organization Officers. The purposes of this organization are to unify and strengthen the student body in the Bachelor of Social Work program by providing opportunities to promote students' interests and to develop student activities. The Student Organization Officers represent students in major decisions in the Bachelor of Social Work program and establish connections to student life at Springfield College. Further information is available in the Student Organization Constitution (see Section VIII).

C.   STUDENT PARTICIPATION AND REPRESENTATION

The faculty, the Chair, and the Dean of the School of Social Work and Behavioral Sciences strive to be sensitive to students' needs and to seek their consultation on matters which affect their education. They participate in the evaluation of the program through the course evaluation process that takes place according to the college policy at the end of each semester. Each individual graduate course taught in the BSW Program is evaluated by each student taking that course through comprehensive course evaluations at the end of the course. Students provide yearly evaluations of practicum placements and faculty advisors.

There are student representatives to the Educational Advisory Committee, from time to time, students are invited to meet with the faculty as a whole. Students are encouraged to provide input on all policies affecting academic and student affairs. Students are free to discuss any concerns with the Chair to engage in problem solving related to their concerns. The Student Organization is the mechanism through which students are encouraged to provide collective input to the BSW Program.

D.   PHI ALPHA NATIONAL HONOR SOCIETY: NU TAU CHAPTER

Since 2005, the Springfield College School of Social Work and Behavioral Sciences', Department of Social Work, in partnership with the Department of Social Work Student Organization, has sponsored a chapter of Phi Alpha, the Social Work student Honor Society, named Nu Tau. The purpose of the honor society is to foster high standards of education for the social work profession and to invite into membership those students who have achieved excellence in scholarship and distinction in achievement as students of social work.

The academic standards for admission into the honor society are established by the national Phi Alpha Honor Society organization. BSW students with an anticipated May or August graduation are notified in February of qualifications to become members and are invited to apply. Students are inducted into the Phi Alpha Honor Society in an annual ceremony held in April.

E.   RESOLUTION OF CONFLICT, GRIEVANCES, AND APPEALS

Student concerns regarding academic decisions or the behavior of faculty or other students should be handled as promptly as possible. Whether the concern relates to a conflict, a grievance, or an appeal, the matter should be discussed first with the faculty members or students

involved. If the issue is not resolved or if assistance is needed, the matter should be discussed with the faculty advisor who may refer the matter to the Educational Advisory Committee and then with the Chair of the Department of Social Work, and, if necessary, the Dean of the School of Social Work and Behavioral Science.

More specifically, if a student would like to appeal their grade, they should follow the policy and procedures outlined by Springfield Catalog 2024-2025

Academic Grievance Policy (Grade Appeal)

Step 1 (informal process): If a student believes that she or he has been treated unfairly in his or her academic work (grade, departmental/program standards, etc.), the student has the right to seek resolution of the concern through informal and formal processes. At any step in the process, the student may consult with his or her academic advisor or any other faculty or staff member for advice.

Within 30 calendar days of the disputed action, the student must raise the concern with the instructor or appropriate party. The instructor or other party should respond to the student regarding this concern within 14 calendar days. (If the 30 days are interrupted by the close of a term or semester break, the remaining days will extend into the beginning of the following term or semester. In situations in which the instructor is on leave or no longer employed by the College, the student should proceed to Step 2.)

Step 2 (informal process):
If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor's response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days and must notify the instructor of the continuation of the grievance process.

Step 3 (formal process, if needed):
If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the dean of the school in which the grievance occurred within 14 days following the chairperson or campus director's response to the student. Upon receipt of the form, the school dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of her or his decision and any subsequent actions. The decision of the school dean regarding the grievance is final.
Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next semester or term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the appropriate dean within 14 calendar days of the chairperson or campus director's response. *This policy is not intended to supersede the Academic Integrity and Honesty Policy or the Harassment/Discrimination Policy.*

For grievances related to disability, students should follow the Section 504 Disability Grievance

Policies and Procedures (https://Springfield.edu/academic-success-center/504-grievance-procedure#:~:text=1.,%2Dfive%20(45)%20days.&text=Email%3A%20jhowell%40Springfield.edu):

PROCEDURE
Springfield College ("College") has adopted this grievance procedure to assist in facilitating the resolution of complaints alleging disability discrimination in violation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The College has designated Erin Leeper, Director, Non-discrimination Initiatives/Title IX Administrator & 504 Coordinator, to coordinate its efforts to comply with Section 504. The College's 504 Coordinator ("the Coordinator") has the responsibility to: (1) prevent discrimination against students, employees, and others on the basis of disability; and (2) ensure compliance with all procedures and procedural safeguards required under Section 504/ADA.

The contact information for the Coordinator is as follows:

Erin Leeper, Director
Non-discrimination Initiatives/Title IX Administrator and 504 Coordinator
Richard B. Flynn Campus Union
263 Alden Street, Springfield, MA 01109-3797
413-748-3248
eleeper@Springfield.edu

The College strives to provide prompt and equitable resolution of complaints alleging action prohibited by pertinent federal, state, and local disability anti-discriminatory laws. This Procedure applies to discrimination on the basis of disability including: disagreement with the decisions made about accommodations; physical inaccessibility of a College program or activity; disability harassment; or any other form of discrimination on the basis of a disability or perception of a disability.

Students with inquiries regarding accessibility or disability documentation should contact Disability & Accessibility Services, as a part of the Academic Success Center. Students may contact the Academic Success Center at:
ascdas@Springfield.edu
Academic Success Center, Learning Commons

Report an Accessibility Issue:

Students, faculty, staff, and community members may utilize the Accessibility Issue Form to alert the College to accessibility or accommodation concerns relative to any physical or programmatic barrier at the College. Concerns communicated to the College utilizing this form will be reviewed by the Coordinator. The Coordinator will confirm receipt and follow up for additional information gathering if necessary. By alerting the College of accessibility concerns, you are supporting the College as it strives to ensure physical and electronic access for persons with disabilities.

Access the Accessibility Form

Informal Resolution:

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Individuals who believe they have experienced harassment, discriminatory treatment, or who have been denied access relative to a physical or developmental disability who wish to engage in an informal resolution process should contact the official listed below, by phone or email, who will attempt to resolve the individual's concern:

For students:

Erin Leeper
Director, Non-discrimination Initiatives/Title IX Administrator and 504 Coordinator
Flynn Campus Union, Room 228
263 Alden Street, Springfield, MA 01109-3797
413-748-3248
eleeper@Springfield.edu

For employees and third parties:

Jonathan Howell
Deputy Title IX Coordinator for Employees
Administration Building, 2nd floor
263 Alden Street, Springfield, MA 01109-3797
413-748-3195
jhowell@Springfield.edu

At this stage, the complaining party shall be designated as the "aggrieved party," and the person(s) against whom the aggrieved party is complaining shall be designated as the "alleged discriminating party." The aggrieved party should provide a statement, in writing, describing the nature of the accessibility issue and the desired outcome or resolution.

The official will not serve as an advocate for either the aggrieved individual or the alleged discriminating party but will work with each party and attempt to informally resolve the differences between them or address the concerns alleged. The official may require additional details from the aggrieved party as a part of the information-gathering process.

Both the aggrieved party and the alleged discriminating party will be notified, in writing, of the proposed resolution, institutional plan, or outcome pertaining to the accessibility issue within fifteen (15) days.

If the official is not successful in achieving a satisfactory resolution in a prompt period of time, the official will inform the parties of the aggrieved party's right to file a formal grievance.

Formal Grievance Procedure:

If the individual is not satisfied with the resolution proposed by the appropriate responsible department/official listed above, the individual may choose to file a formal grievance. If the individual chooses to file a formal grievance, the following steps should be followed:

1. The individual shall file a formal grievance within forty-five (45) calendar days after he/she becomes aware of the alleged violation or denial of accommodation. Discretion may be exercised in the event contact is made after forty-five (45) days.

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The individual shall file the grievance with the following:

For students and third-parties:

Erin Leeper
Director, Non-discrimination Initiatives/Title IX Administrator and 504 Coordinator
Flynn Campus Union, Room 228
263 Alden Street, Springfield, MA 01109-3797
413-748-3248
eleeper@Springfield.edu

For employees:

Jonathan Howell
Deputy Title IX Coordinator for Employees
Administration Building, 2nd floor
263 Alden Street, Springfield, MA 01109-3797
413-748-3195
jhowell@Springfield.edu

The grievance shall be in writing and include the following:

- The grievant's name, address, telephone number, and e-mail address;
- A full description of the alleged discrimination, harassment, or access or accommodations problem;
- A description of what efforts, if any, have been made to resolve the issue informally, identifying points of contact and means of communication; and
- A statement of the remedy requested.

2. Within fourteen (14) calendar days of receipt, the Coordinator or the Director, as applicable, or his/her applicable designee (hereinafter referred to as the "Grievance Officer") shall read the complaint and conduct an investigation. In undertaking the investigation, the Grievance Officer may interview, consult with, and/or request a written response to the issues raised in the grievance from any individual the Grievance Officer believes to have relevant information, including faculty, staff, and students. If necessary or requested, the Grievance Officer will hear testimony or receive written testimony from the student, relevant faculty or staff member(s), and other knowledgeable people. The grievant has the right to ask for testimony from any individual whom he/she deems relevant to the case.

3. After completing the investigation, the Grievance Officer shall report his/her conclusions and proposed disposition in writing to the grievant and all other relevant parties. This transmission will be expected within forty-five (45) calendar days of the filing of the formal grievance. The deadline may be extended for good cause (e.g. reasons related to breaks in the academic calendar). The final report may also be provided, where appropriate, to any College officer whose authority will be needed to carry out the proposed disposition or to determine whether any personnel action is appropriate.

4. The disposition proposed by the Grievance Officer will be put into effect promptly.

5. Within ten (10) calendar days of the issuance of the final report, the grievant may appeal the Grievance Officer's determination by filing a written request for review to his/her applicable designee:

The written request for review must specify the particular substantive and/or procedural basis for the appeal and must be made on grounds other than general dissatisfaction with the proposed disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint as filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

If the grievance involves a decision that is being challenged, the review by the Appeal Officer usually will be limited to the following considerations:

- Were the proper facts and criteria brought to bear on the decision?
- Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
- Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?
- Given the proper facts, criteria, and procedures, was the decision a reasonable one?

6. A copy of the Appeal Officer's written decision will be expected within thirty (30) calendar days of the filing of the appeal and will be sent to the parties, the Grievance Officer and, if appropriate, to the College officer whose authority will be needed to carry out the disposition. The deadline may be extended by the Appeal Officer for good cause (e.g. reasons related to breaks in the academic calendar). The decision of the Appeal Officer on the appeal is final.

F.   COMMUNICATION/STUDENT MAILBOXES

All official electronic communications will be sent to the student's Springfield College email. Students should regularly check this email address.

Students have mailboxes located on campus. Students are encouraged to collect their mail on a regular basis. The program and department announces important information and events on video monitors and bulletin boards in the Brennan Center.

G.   NASW CODE OF ETHICS

A copy of the NASW Code of Ethics is included in this Volume in Section VII. It is expected as a condition of acceptance into the BSW program that students will read the NASW Code of Ethics provided herein and will adhere to its provisions.

IV. GENERAL INFORMATION

A. ACADEMIC ASSISTANCE AT THE ACADEMIC SUCCESS CENTER

Phone: (413) 748-3889
Location: Learning Commons, Suite 300 (3rd floor)

Email: asc@Springfield.edu

Tutorial Services
- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- **Math and Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- **The Content Tutorial Program** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- **The Conversation Partners Program** provides support for non-native speaking students wishing to improve conversation and comprehension skills.

Disability & Accessibility Services
- **Disability & Accessibility Services** works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College.

  Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities) please contact the ASC by calling 413-748-3389, emailing ASC@Springfield.edu, or stopping by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

  Please note: it is your responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations in advance each semester and/or as needed. Accommodations cannot be provided retroactively.

- **Assistance Technology Program and Adaptive Workstations** provides a range of assistive technology software.

Academic Coaching Program
- **The Academic Coaching Program** is available to help students improve time management and learning strategies.
- **The Academic Progress Program** provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

- **The MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

Disability-Related Accommodations

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities), please contact the Academic Success Center's Disability & Accessibility Services. They will work with you on an individualized, case-by-case basis to determine eligibility and develop an appropriate accommodation plan. To schedule an appointment, please call 413-748-3389, email ASC@Springfield.edu, or stop by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

Please note: It is the student's responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations in advance each semester and/or as needed. Accommodations cannot be provided retroactively.

B. AMERICORPS

Contact: Alicia Sierra *Phone:* (413) 748-3610
Location: Richard B. Flynn Campus Union, Room 350
Hours: Monday – Friday 8:30 a.m. – 4:30 p.m.
Email: Asierra5@Springfield.edu
Website: https://Springfield.edu/directory/americorps

The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to others. Through service in Springfield College's Student Success Corps and School Turnaround Initiative AmeriCorps programs, students and community members live and share this mission, engaging in service that meets the critical educational and social-emotional needs of Springfield youth.

AmeriCorps members are recruited to serve as Literacy Tutors, Academic Coaches, School Counselors, and Academic Support Specialists in high-need Springfield Public Schools. Members serve children in grades K through 12, where they implement targeted interventions based on risk factors related to dropping out of high school, including poor early literacy skills, low attendance, behavioral/disciplinary issues, and course failure in English and math.

Undergraduate and graduate students can apply for half-time (900 hours) or quarter-time (450 hours) positions and are placed based on their academic program, prior experiences, and skills. Non–Springfield College students can apply to complete a full-time term of service (1,700 hours) as an Academic Support Specialist. Members receive extensive training and support from the AmeriCorps staff and from experts in education, counseling, and literacy, resulting in an enriched educational experience and a lifelong commitment to community engagement.

C. DINING SERVICES

Dining Facilities

Cheney Hall: Harvest Table believes in transformative culinary experiences in which every meal tells a story. They provide a program that brings fresh ingredients and new ideas together in a place that encourages personal growth, meaningful connections, and a strong sense of

community. They promise to work with the Springfield College community to bring an innovative, authentic, and personalized food experience to life. They describe themselves as "a team of chefs, hospitality experts, and foodies dedicated to delivering a different kind of culinary experience."

Pride's Place: Pride's Place is a great place to grab a quick bite or get together with friends. This retail food court features Wok this Way, La Sabrosa, Dunkin Donuts, Subway, Fresh sandwiches and sushi. Pride's Place is the perfect place to grab a meal using your Dining Dollars.

Starbucks in the Harold C. Smith Learning Commons: Visit the Starbucks Cafe, located in the lobby of the Harold C. Smith Learning Commons. At the Cafe you can grab a Starbucks espresso-based beverage, hot or iced, your choice!

D.   STUDENT ACCOUNT OFFICE
   Phone: (413) 748-3183
   Location: Administration Building
   Hours: Monday – Friday   8:30 a.m. – 4:30 p.m.
   Email: Studentaccounts@Springfieldcollege.edu
   Website: https://Springfield.edu/about/offices-and-departments/student-accounts-office

The Student Account Office is your source for information about bill payment, refunds, health insurance, and tax forms.

E.   CAMPUS RECREATION
   Phone: (413) 748-3468
   Location: Wellness and Recreation Complex, Room 152
   Website: https://Springfield.edu/student-life/campus-recreation

The Office of Campus Recreation encompasses intramurals, sport clubs, informal recreation, and the Wellness Center. The department plans and implements intentional recreational programs and services for the whole College community. The mission is to provide students, faculty, and staff participation opportunities which promote health, fitness, and wellness through a variety of structured and informal recreational activities emphasizing life-long wellness. These opportunities are purposeful in fostering the growth of one's spirit, mind, and body.

Program Highlights
The Office of Campus Recreation boasts over an 80 percent participation rate of the student body in its program. Student development is the underpinning of all programs, services and employment opportunities. Programs or services are offered between 6 am and Midnight daily. We offer 11 different sports clubs; 12 intramural events each semester; eight different wellness programs and seminars per semester; programs such as Yoga, aerobics, and several group exercise programs; and personal training services. A Health Educator available for students and faculty programming.

Facilities
The Wellness Center: The 47,840-square-foot Wellness Center, located closest to Alden Street, offers cardio and weight training space, a climbing wall, four multi-purpose teaching/activity spaces, and a faculty office complex.

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The practicum House: The 93,820-square-foot practicum House, located behind the Wellness Center, incorporates a six-lane running track, four multi-purpose courts, each with the ability to be closed off by a netting system, locker rooms, strength and conditioning facilities, storage, concessions, and restrooms.

Check the postings at the entrances to these fitness facilities for hours of operation. Questions about the Wellness and Recreation Complex can be answered by calling ext. 3421. Other facilities include a six lane fifty meter pool, tennis courts, racquetball courts, multiple synthetic practicums and 57 acres of forest ecosystem that provides a challenge course, winter and summer activities.

F.   CAREER CENTER

Contact:	(413) 748-3222
Location:	Richard B. Flynn Campus Union, Room 229
Hours:	Monday - Friday 8:30 a.m. – 4:30 p.m.
Website:	https://Springfield.edu/career-center

The mission of the Career Center is to assist students and alumni in making and managing career and life planning decisions. The professional staff guides students through the process by providing a variety of programs that challenge and support students in their personal and professional development. Services and programs are focused on helping individuals realize their potential and become well-informed individuals who are skilled and confident in presenting their credentials to employers. Resources and networking opportunities are available to assist students in identifying and securing on-campus employment, internships, summer, and full-time professional employment. Info sessions are offered weekly and cover a variety of topics, including resume and cover letter writing, interviewing, job search strategies, salary negotiation, selecting the right major, working a job fair, and creating a professional presence. Students are encouraged to explore their career interests by talking with a career counselor, using the computerized career guidance program FOCUS, taking the Myers Briggs assessment tool, shadowing, and attending annual career fairs. Job search skills can be sharpened by scheduling videotaped practice interviews, having resumes and cover letters critiqued, and using the Career Center library resources. The Career Center also provides guidance and both computerized and printed resources to assist students in making graduate school decisions and selecting/changing a major. Access to all Career Center services and schedules are available through the College home page at https://Springfield.edu/career-center. Assistive technology is available in the Career Center.

G.   CENTER FOR SERVICE & LEADERSHIP

Location:	Richard B. Flynn Campus Union, Room 350
Hours:	Monday – Friday 8:30 a.m. – 4:30 p.m.
Email:	Service@Springfield.edu
Website:	https://Springfield.edu/student-life/center-for-service-and-leadership

The mission of the Center for Service & Leadership is to educate students through community-based learning experiences in preparation for lives as active citizens and community leaders in service to humanity. In an effort to realize this mission, the Center for Service & Leadership assists students in locating and organizing community service activities that further their educational experience.

The office provides the following services:
- Serves as a clearinghouse, providing information on service-learning and volunteer opportunities in our surrounding community
- Coordinates one-day service activities for large numbers of students and community members
- Facilitates the operation of ongoing, structured service programs
- Advises for student-led community service organizations
- Provides leadership opportunities for students to coordinate programs and develop outreach opportunities
- Advises and provides logistical support for Alternative Break Trips
- Acts as a resource for faculty in the exploration and utilization of service learning in their curriculum

H.   CHILD DEVELOPMENT CENTER
Phone: (413) 748-4120
Location: 715 Wilbraham Road, Springfield, Mass
Hours: Monday – Friday   7:30 a.m. – 4:30 p.m.
Website: https://Springfield.edu/child-development-center

The Springfield College Child Development Center is designed for children between 15 months and 5 years old. Staffed with qualified professionals, the Center is open to everyone with priority given to the children of students, employees, and alumni of the College. It is licensed by the Massachusetts Office for Children and accredited by the National Association for the Education of Young Children.

The annual schedule and weekly attendance requirements are flexible to fit the active life of a student-parent. Applications are taken in March and April on a first-come first-served basis. Enrollment is limited, so early application is important**.**

I.   COUNSELING CENTER
Phone: (413) 748-3345
Location: Massasoit Main Floor
Hours: Monday – Friday   8:30 a.m. – 4:30 p.m.
Website: https://Springfield.edu/student-life/counseling-center

The Counseling Center provides a wide range of counseling services, without charge, to undergraduate and graduate students at Springfield College. A staff of professionals, including some advanced graduate students, counsel students who seek help for a variety of personal issues, including, but not limited, to anxiety, loss, eating and body concerns, family relationships and/or problems, depression, and trauma recovery. Because of the outstanding quality of services, many students utilize the center at some point during their academic career. Although some students drop in, most schedule an appointment by calling extension 3345 between 8:30 a.m. – 4 p.m., Monday – Friday, as well as available after hours to respond to crises by contacting Public Safety. Come on over, you will be glad you did.

J.   FINANCIAL AID
Phone: (413) 748-3108
Location: Administration Building
Hours: Monday – Friday   8:30 a.m. – 4:30 p.m.
Email: Financialaid@Springfieldcollege.edu

The Financial Aid Office has complete information on grants, loans, state scholarships, and part-time employment on campus. A financial aid award is not automatically renewed. Applications and financial aid forms must be submitted each year by every applicant.

K. HEALTH CENTER

Phone: (413) 748-3175
Location: Towne Student Health Center
Hours: Monday – Friday   8:30 a.m. – 4 p.m.
Email: healthcenter@Springfield.edu
Website: https://Springfield.edu/student-life/health-center

The Springfield College Health Center provides primary medical services to all fulltime undergraduate and graduate students through the delivery of patient care, health education, and wellness promotion. Specialty clinics are available for internal medicine, gynecology, and orthopedics and nutrition; however, off-campus medical referrals can be arranged as needed.

During the summer, the Health Center is open Monday – Friday, 8 a.m. – 4 p.m. for administrative services only. Patient visits are scheduled by appointment. Walk-in patients are accommodated depending upon the availability of staff while urgent care problems are seen immediately without an appointment. All full-time undergraduate and graduate students are eligible to receive medical services at the Health Center regardless of health insurance coverage. Students do not need to purchase the school health insurance in order to be seen at the Health Center. There is no charge to be evaluated by a health care provider at the Health Center, but there may be costs for laboratory tests, medications, x-rays, etc. Charges incurred for medical services are the responsibility of the individual student since the Health Center does not bill insurance directly.

The Springfield College Health Center is committed to protecting the privacy of protected health information (PHI) according to the standards established by the Health Insurance Portability and Accountability Act (HIPAA). Any protected health information will be kept confidential to the full extent required by HIPAA.

L. HEALTH INSURANCE AND IMMUNIZATION REQUIREMENTS

The Commonwealth of Massachusetts requires that health insurance coverage be provided to all students attending Massachusetts Colleges and Universities who are registered for 75% of full time curriculum. If you are registered for 75% of full time curriculum, you will be automatically enrolled in the Springfield College Health Insurance Plan at a cost of $3,610 for the year.

If you currently have comparable health insurance coverage that is issued by a U.S. based insurance carrier, you may waive the Springfield College Health Insurance by completing an online Springfield College Health Insurance waiver form. The waiver form must be completed by September 15 in order for the insurance charge to be credited.

If at a later date it is determined that your insurance does not meet the minimum state requirements, your account will be billed for the full amount.

To accept or decline enrollment in the Springfield College Health Insurance plan, visit https://www.gallagherstudent.com/students/student-home.php?idpracticum=1331. NOTE: The

link will take you to the website of our insurance broker, Arthur J. Gallagher & Co.

The Commonwealth of Massachusetts also requires all educational institutions to maintain full records of immunization for all enrolled students. Students who fail to provide this information as required by state statute and College policy will not be permitted to remain enrolled at Springfield College.

All incoming students will be required to receive the Hepatitis B vaccination series. Students who chose to have private physicians administer the vaccine must provide the College with documentation of the three-part immunization series. Students may choose to have the injections administered by the staff at the Student Health Center. The charge for this vaccination will be placed on the students' bill. Whatever the choice, the Hepatitis B Vaccination Reply Form must be completed and returned to the Health Center. Students who fail to fulfill this requirement, do not complete the Health History Form and/or do not provide proof of immunization will be subject to immediate suspension from the College.

M.   HOUSING AND RESIDENCE LIFE
Phone:	(413) 748-3102
Location:	Alumni Hall Ground Floor
Hours:	Monday – Friday 8:30 a.m. – 4:30 p.m.
Email:	Reslife@Springfield.edu
Website:	https://Springfield.edu/student-life/housing-and-residence-life/housing-options

Springfield College encourages students to live in College-owned housing and consider themselves "at home" in our vibrant campus community. We offer many options for students, both on and off-campus.

Most students share living space with one or more roommates, each with their own bedroom. Accommodations may also be made for married students. On-campus residence units blend the independence of apartment-style living with regard for economy – heat, electricity, hot water, local phone service, and maintenance are all included in the occupancy fee.

N.   TECHNOLOGY SERVICES AND ID CARDS
Phone:	(413) 748-3113
Location:	Harold C. Smith Learning Commons
Hours:	Monday – Friday 7:45 a.m. – 5 p.m.
Email:	Tsc@Springfield.edu

All students must obtain an ID card, which is used to access the Brennan Center, use College services, and receive student discounts in the community.

The Information and Technology Services (ITS) department maintains a student public access computer lab and several training and instructional computer labs in the Babson Library and the Brennan Center. All computer labs are connected to the campus data network and most provide printing services.

The Technology Solutions Center (TSC) provides walk-in, over the phone, and e-mail computer support for students currently enrolled at Springfield College. The TSC is available to help with virus/spyware problems, internet connection problems, general computer questions, hardware

and software support.

P. INTERNATIONAL CENTER
Phone: (413) 748-3215
Location: Richard B. Flynn Campus Union, Room 309
Hours: Monday – Friday   8:30 a.m. – 4:30 p.m.
Email: International@Springfield.edu
Website: https://Springfield.edu/academics/international-center

The mission of the International Center at Springfield College is to foster the international character of the institution by promoting, supporting and developing a wide range of international and intercultural opportunities for all members of the Springfield College community. The International Center provides support services for international students at Springfield College. Students are provided with an orientation program, opportunities to actively participate in the International Student Organization, and peer and faculty advisors. It is also responsible for providing information to all students who may wish to explore study abroad opportunities.

Q. LIBRARY SERVICES AT THE LEARNING COMMONS
Phone: (413) 748-3315
Location: Harold C. Smith Learning Commons, Second Floor LC207
Website: https://library.Springfield.edu/home

In today's rapidly changing world, Library Services, located in the Harold C. Smith Learning Commons**,** is the student's gateway to information services. The Library serves the students, faculty, and staff of Springfield College and the College's regional campuses. It is a repository of a rich collection of print and non-print materials, as well as featuring high-quality digital resources. Library staff members are pleased to provide professional assistance to all library users.

The latest information about Library Services is available on the library's website at https://Springfield.edu/library-services. The site includes access to the library's electronic resources, contact information, request forms, archival and special collections, and information about the library's staff and other services. The library hires many student employees each year and welcomes applications from all students.

R. OFFICE OF DIVERSITY, EQUITY, AND INCLUSIONS
Phone: (413) 748-3294
Location: Richard B. Flynn Campus Union, Room 350
Hours: Monday – Friday   8:30 a.m. – 4:30 p.m.
Email: Dei@Springfield.edu
Website: https://Springfield.edu/inclusion/office-of-diversity-equity-and-inclusion

The Office of Diversity, Equity, and Inclusions is the campus resource and support facility for diversity concerns at Springfield College. The center works toward goals that are inclusive of all cultures, while influencing a campus environment that is supportive of differences. Since the College is strongly committed to diversity, MCA develops and coordinates support services for students from diverse backgrounds, with a strong emphasis on historically under-represented groups.

MCA provides counseling, emotional support, academic support, and advisement. The center

also coordinates a multicultural student mentorship program, a multicultural student professional mentorship program, a multicultural student discussion group, and an academic coaching program. In addition, MCA sponsors educational and cultural programs, and conducts diversity workshops, and works closely with the admissions offices and the academic and administrative departments on campus. The Office of Diversity, Equity, and Inclusions also has strong ties with the Cooperating Colleges of Greater Springfield and community youth agencies and multicultural alumni/ae throughout the country.

S.   PUBLIC SAFETY

Non-Emergency Line: (413) 748-3516   *Emergency Line:*   (413) 748-5555
Location: Public Safety Building (25 Portsmouth Street)
Hours: 24 hours a day/7 day a week
Website: https://Springfield.edu/department-of-public-safety

It is the goal of the Springfield College Department of Public Safety to provide a college environment in which members of the Springfield College community can pursue academic goals in an atmosphere of safety and security while at the same time protecting the rights of all members of the community, to learn, to teach, and to conduct normal and necessary business of the institution.

The primary mission of the Springfield College Department of Public Safety is the protection of life and property, the prevention and detection of crime, the maintenance of public order, and service to the community.

The department is charged with the enforcement of federal, state and municipal laws and ordinances as well as the rules and regulations of the College. College Police Officers are Special State Police under the Massachusetts Department of Public Safety. They have all police powers, including the power of arrest.

Springfield College Department of Public Safety headquarters is located on campus at 25 Portsmouth Street.

Emergency Information
There are four ways to receive updates on Springfield College closure and emergency information:
● SC Alert System (Sign up for SC Alert at: https://Springfield.edu/department-of-public-safety/sign-up-for-sc-alert
● Call (413) 748-5999
● Check the Springfield College website
● Local television and radio station broadcasts

The College makes every effort to notify the Infoline and media as early as possible, which is usually by 6:00 a.m. You will also find it useful to discuss class specific notification systems such as telephone trees with your faculty instructors as a back-up to the College weather emergency notification system. Finally, students may be travelling from a broad geographic area. We recognize that students must consider weather conditions in their local areas. Students who are unable to attend class are encouraged to contact their instructors and complete a make-up assignment in accordance with the attendance policy.

Parking Facilities

All motor vehicles parked on campus must be registered with the Department of Public Safety. Parking is restricted to the lot(s) assigned by public safety. Parking regulations are enforced by the issuing of tickets, fines, booting devices, and towing. Vehicles parked in a fire lane, handicapped parking area, tow zone, or other designated "No Parking" area are subject to being booted or towed at any time without prior notice. In addition, any vehicle parked anywhere on campus, including a resident lot, which has accumulated parking violations in excess of three in one academic year, is subject to being booted or towed at any time without prior notice. Having a motor vehicle on campus is a privilege granted by the College and subject to revocation by the Chief of the Department of Public Safety at any time for just cause.

T.   Springfield COLLEGE BOOKSTORE

Phone:	(413) 748-3597	*Phone:*	(413) 748-3597
Location:	Richard B. Flynn Campus Union, Lower Level		
Hours:	Monday – Friday	9 a.m. – 4 p.m.	
	Saturday	10 a.m. – 3 p.m.	
Website:	https://www.bkstr.com/Springfieldstore/home?cm_mmc=Redirect-_-VanityURL-_-spfld.bkstr.com-_-10419		

Textbooks, clothing, gifts, residence hall supplies, gift cards, and other essentials are available at the SC Bookstore located on the lower level of the Richard B. Flynn Campus Union.

Faculty List

Nina Esaki   413-748-3059 *nesaki@Springfieldcollege.edu*

Efrosini Kokaliari   413-748-3066 *ekokaliari@Springfieldcollege.edu*

Andrew Schoolnik   413-748-3058

                                        aschoolnik@Springfieldcollege.edu

Dominique Shabazz   413-748-3027

                                        dshabazz@Springfieldcollege.edu

Christy Tronnier   413-748-3055

                                        ctronnier@Springfieldcollege.edu

Lisa Watson   413-748-3045 *lwatson@Springfieldcollege.edu*

A. **Application for BSW Major**

B. **Student Withdrawal/Leave of Absence Form**

C. **Remediation Plan**

Application for BSW Major
Please return form to the BSW Program Director at aschoolnik@Springfieldcollege.edu

Date:

Student Name:

Phone Number:

Current Address:

Anticipated Graduation Date:

Semester/Year Admitted to Springfield College:

Previous Major(s), if applicable:

Career Goals (2-3 sentences):

Please describe your reasons for becoming a social work major (2-3 sentences):

To be completed by Program Director:

Date Received:

Current GPA (semester/year):

Credits to date:

SWRK 101 grade (semester):

Admissions interview notes:

Other comments:

Program decision:

___ Acceptance

___Refer to another major

Withdrawal/Leave of Absence Request Form
Undergraduate

Student Name: _____   **ID:** _____
       Last   First   Middle Initial

Permanent Address: _____
                     Street

_____
  City or Town   State   Zip Code

Phone Number: _____   **(Circle one):**   Resident   Commuter

Major: _____   **(Circle one):**   Full---time   Part---time

     Campus Location (applicable to PCS only): _____

☐ **Withdrawal**
    I **do not** plan to continue my education at Springfield College and wish to exit the College.

☐ **Leave of Absence**
    I **do** plan to continue my education at Springfield College but would like to temporarily exit the College.

    I plan to return to the College: _____
    (The maximum length of a Leave of Absence is two semesters.)   Semester/Year

Official Date of Withdrawal/Leave of Absence: _____
(Last day on campus in last semester of enrollment.)

Last Date of Class Attendance: _____
(Last day in class in current semester. If requesting a withdrawal for the end of the current semester, note the last day of classes for the current semester.)

Primary Reason For Withdrawal/Leave of Absence:
   ☐ Financial (A)   ☐ Dissatisfied with SC (D)   ☐ Medical (M)
   ☐ Academic (B)   ☐ Personal (H)   ☐ Disciplinary (T)

I understand and agree that I will be responsible for paying all appropriate tuition and fees in accordance with the Springfield College refund policy available on the College website.

Student's Signature: _____   **Date:** _____

Assistant Director of Academic Advising: _____
or PCS Campus Director (or designee)

For Registrar's Use Only

Information updated by: _____   Date: _____
   Additional Notes: _____
_____

SPRINGFIELD COLLEGE / Department of **Social Work**

REMEDIATION PLAN

Name: _____

Address: _____

_____

Telephone: _____ Email: _____

a. Concerns regarding Performance Identified in Letter of Information or Concern

b. Actions to be undertaken by student to address the points of consideration as presented in the Letter of Information or Letter of Concern

c. Actions to be taken by others to address the Points of consideration. (e.g., practicum supervisor, faculty advisor)

d. Date by which student will have demonstrated resolution of the Concerns

_____

Student   Date

_____

Advisor   Date

_____

Chair of Department of Social Work   Date

VI. BSW COURSE DESCRIPTIONS

A. REQUIRED COURSES

SWRK 101: Introduction to Social Work And Social Welfare   **3.0 S.H.**
This introductory course in social work is designed to assist students in gaining an awareness and understanding of the many aspects of the social work profession. The course covers a wide array of topics designed to expose students to the many "faces" of social work from individual clinical work to macro work, advocacy, and social policy. This course also provides a foundation for understanding the social welfare system in the United States; an essential knowledge base for any aspiring social worker. This course is designed to provide students with an understanding of the basic knowledge, skills, and values necessary for practitioners in generalist social work practice.

SWRK 340: Find Your Niche: Exploring Social Work's Many Opportunities   **2.0 S.H.**
Through this experience, students are given a first-hand introduction to many branches of the social work profession. This course is intended to connect the learning outcomes of SWRK 101, Intro to Social Work/Social Welfare, with students' final-year practicum. Students will learn more about these arenas of practice and become more informed about the linkage between the BSW classroom-based curriculum and the final-year practicum. This is designed to expose students to the work that social workers do within a variety of different practice settings. Students develop a greater understanding of the importance of integrating classroom learning with practical experience.

SWRK 501: Human Behavior in the Social Environment 1   **3.0 S.H.**
This course introduces systems theory and person-in-environment as the conceptual framework for the HBSE sequence. It addresses the ecological context of human development with attention to cognitive, psychological, and social development and the individual's membership in the family, as well as in groups, organizations, and the community. Particular emphasis is given to gender, race, class, and culture.

SWRK 502: Human Behavior in the Social Environment 2   **3.0 S.H.**
This course continues the systems theory and person-in-environment framework introduced in HBSE I. It explores the structure of organizations, groups, and communities as they provide social contexts for human development beyond the family group. This course gives attention to the demographic profile of communities and issues surrounding access to services.

SWRK 511: Social Welfare Policy and Services 1   **3.0 S.H.**
This course, a basic introduction to American social welfare policy, first examines the history of the American response to need with particular emphasis upon the role of the social work profession. After providing this historical framework, it assesses major contemporary governmental and non-governmental initiatives to fulfill human need, emphasizing a breadth of social policy issues, such as poverty, discrimination, health care, housing, food, child welfare, substance abuse, employment, and social service delivery.

SWRK 512: Social Welfare Policy and Services 2   **3.0 S.H.**
This course emphasizes a social change approach to social policy with particular stress upon the influence of values and human choice in creating a socially just world, which guarantees all human rights. Within this humanistic framework, this course examines such basic issues as the theory and method of social policy analysis, political action toward social equality,

internationalism, the creation of a human rights culture, interdisciplinary collaboration, and the strategic crafting of policy argument.

SWRK 521: Social Work Research 1   **3.0 S.H.**
This course introduces information on various types of research appropriate to primary, secondary, and tertiary interventions. Included are steps in the research process, elementary forms of data analysis, and critical analysis of research design and literature.

SWRK 531: Social Work Practice 1   **3.0 S.H.**
This course establishes the generalist perspective as the framework for the practice sequence. It provides information on the historical base of social work with a strong emphasis on the underlying values and ethics of the social work profession with a respect for human diversity (culture, race, class, religion, sexual orientation, gender, differential ability, etc.). The emphasis is on learning the interviewing skills involved in doing a psychosocial assessment and understanding the phases of the helping process. Differential theoretical constructs, assessment and intervention skills used in direct practice with individuals and families are examined.

SWRK 532: Social Work Practice 2   **3.0 S.H.**
This course continues within the generalist framework established in Practice 1. It examines assessment, goal setting, and interventions with groups and communities. Students have the opportunity to examine issues of empowerment and work with a diverse client population. Ethical dilemmas relative to group and community work are also examined.

SWRK 584 and SWRK 585: practicum Practicum 1 & II   **3.5 & 3.5 S.H.**
SWRK 482: practicum Seminar 1   **3.0 S.H.**
In these courses, practicum Practicum and practicum Seminar are taken concurrently as a single integrated foundation experience in generalist social work practice. In the agency-based practicum, the direct service experience requires psycho-social assessments, interagency collaboration, and relationship-based services to individuals and groups. The community organization experience requires involvement in community problems concerning lack of equality in human rights and basic social needs. Students identify community problems, set goals, and begin intervention.
practicum seminar provides a supportive introduction to practicum Practicum experiences, expectations, requirements, and current social work practice. The social work role in agency-based generalist practice, the role of the agency in the community, social work values and ethics, record-keeping, confidentiality, use of supervision and self-assessment are reviewed and discussed.

SWRK 490: Capstone   **3.0 S.H.**
This seminar is designed to be taken in conjunction with practicum Practicum, and will assist students in navigating their internships and helping to transition from the classroom to the practicum.

The second component of this course is the development of the capstone project, which is the culminating project of the BSW degree. In the capstone project, students will be expected to integrate what has been learned throughout their undergraduate studies. This includes the Core Curriculum, as well as the major, and will address policy, practice, human behavior, and research. The project will be of high rigor and result in a campus-wide presentation.

VII. NATIONAL ASSOCIATION OF SOCIAL WORKERS - CODE OF ETHICS

PREAMBLE

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

PURPOSE OF THE NASW CODE OF ETHICS

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

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4.   The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5.   The *Code* socializes practitioners new to the practicum to social work's mission, values, ethical principles, and ethical standards.
6.   The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and

standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

ETHICAL PRINCIPLES

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

ETHICAL STANDARDS

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01   Commitment to Clients
Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02   Self-Determination
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03   Informed Consent
(a)   Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b)   In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c)   In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party,

informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d)   In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e)   Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f)   Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g)   Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h)   Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i)   Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04   Competence
(a)   Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b)   Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c)   When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d)   Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a

competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e)   Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05   Cultural Awareness and Social Diversity
(a)   Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b)   Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c)   Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d)   Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06   Conflicts of Interest
(a)   Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b)   Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c)   Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d)   When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker

is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e)   Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f)   Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g)   Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h)   Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07   Privacy and Confidentiality
(a)   Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b)   Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c)   Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d)   Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e)   Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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(f)   When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g)   Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h)   Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i)   Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j)   Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k)   Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l)   Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m)   Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n)   Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o)   In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p)   Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q)   Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r)   Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t)   Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v)   Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w)   Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08   Access to Records
(a)   Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b)   Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c)   When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09   Sexual Relationships
(a)   Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

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(b)   Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c)   Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d)   Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10   Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11   Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12   Derogatory Language
Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13   Payment for Services
(a)   When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b)   Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision

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of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c)   Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14   Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15   Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16   Referral for Services

(a)   Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b)   Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c)   Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17   Termination of Services

(a)   Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b)   Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c)   Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d)   Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e)   Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f)   Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01   Respect
(a)   Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b)   Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c)   Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02   Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03   Interdisciplinary Collaboration
(a)   Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b)   Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04   Disputes Involving Colleagues
(a)   Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b)   Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

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2.05   Consultation

(a)   Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b)   Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c)   When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06   Sexual Relationships

(a)   Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b)   Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07   Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08   Impairment of Colleagues

(a)   Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b)   Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09   Incompetence of Colleagues

(a)   Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b)   Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

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2.10 Unethical Conduct of Colleagues

(a)   Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b)   Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c)   Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d)   When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e)   Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01   Supervision and Consultation

(a)   Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b)   Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c)   Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d)   Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02   Education and Training

(a)   Social workers who function as educators, practicum instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b)   Social workers who function as educators or practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.

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(c)   Social workers who function as educators or practicum instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d)   Social workers who function as educators or practicum instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and practicum instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03   Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04   Client Records
(a)   Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b)   Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c)   Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d)   Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05   Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06   Client Transfer
(a)   When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b)   If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07   Administration

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(a)   Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b)   Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c)   Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d)   Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08   Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09   Commitments to Employers
(a)   Social workers generally should adhere to commitments made to employers and employing organizations.

(b)   Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c)   Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d)   Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e)   Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
(f) Social workers should accept employment or arrange student practicum placements only in organizations that exercise fair personnel practices.

(g)   Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10   Labor-Management Disputes

(a)   Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b)   The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01   Competence

(a)   Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b)   Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c)   Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02   Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03   Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04   Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05   Impairment

(a)   Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b)   Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by

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seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06   Misrepresentation

(a)   Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b)   Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c)   Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07   Solicitations

(a)   Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b)   Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08   Acknowledging Credit

(a)   Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b)   Social workers should honestly acknowledge the work of and the contributions made by others.

5.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01   Integrity of the Profession

(a)   Social workers should work toward the maintenance and promotion of high standards of practice.

(b)   Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c)   Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d)   Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e)   Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02   Evaluation and Research
(a)   Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b)   Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c)   Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d)   Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e)   Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f)   When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g)   When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h)   Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i)   Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

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(j)   Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k)   Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l)   Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m)   Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n)   Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o)   Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p)   Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q)   Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6.   SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01   Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02   Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03   Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

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**6.04	Social and Political Action**

(a)	Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b)	Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c)	Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d)	Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

VIII. Springfield COLLEGE BACHELOR OF SOCIAL WORK
STUDENT ORGANIZATION CONSTITUTION

Article I.   Name
The name of this organization is Bachelor of Social Work Student Organization, also referred to as the Student Organization.

Article II.   Membership
All students enrolled in the BSW Program are members of the Student Organization. Student Organization officers serve as a leadership team for the Student Organization, represent students in major decisions at the Department of Social Work and establish connections to student life at Springfield College.

Article III.   Statement of Purpose
The purposes of the Student Organization are to
      A. unify enrolled students into a community with shared interests in the social work profession
      B. provide opportunities to organize around student interests both at the department and in the larger community outside the school
      C. develop educational and social activities that strengthen the student's experience while enrolled at the department

Article IV. Governance
      A. Governance of the organization will be led by students in all portions of the BSW Program.
      B. Elections for officers will be held in the first week of April.
      C. All students in each of the programs are eligible to nominate, vote and run for a Student Organization Office.
      D. Elections:
          1. Officers shall be nominated and elected by written ballot in the first week of April of each academic year.
          2. All elected officers will serve in their respective positions for the entire academic year.
          3. Special elections may be called at the start of each semester to fill any vacancies that may occur.

Article V. Duties of Officers
It is the duty of all Student Organization officers to maintain communication with students and bring any issues, ideas, etc. to the organization, faculty, and BSW program chair. Following are the specific duties of each of the officers.
      A. President
          1. Lead, organize, and oversee the activities of the organization.
          2. Plan and facilitate all Student Organization officer meetings.
          3. Maintain weekly contact with the faculty advisor.
          4. Maintain communication with students, faculty advisor, and department Chair.
          5. Lead efforts to schedule educational events/activities for social work students.
      B. Vice President
          1. Work with the President to further the objectives of the organization.

1. To act in place of the President when they are unable to perform assigned duties.
   D. Secretary
      1. Prepare and distribute meeting minutes to the organization, faculty advisor, and department Chair
      2. Maintain correspondence for the organization.
      3. Keep updated records of members, activities, events, and meetings.
      4. Prepare a monthly newsletter for the student body.
   E. Treasurer
      1. Maintain accurate records of all financial affairs.
      2. Provide monthly financial reports to the organization and faculty advisor.
   F. Worcester representatives
      1. Work in consort with the weekend program officers.
      2. Represent Worcester students in the all student organization operations and events.

Article VI. Faculty Advisor
   A. Offers guidance to the officers
   B. Acts as a consultant in furthering the Student Organization's goals/purpose.
   C. Serves as a resource in providing information about the operations of Department of Social Work.
   D. Provides information about community resources.
   E. Serves as a liaison to the department Chair, faculty, Student Organization Officers and the student body.

Article VI. Meetings
The Student Organization Officers will have a minimum of two meetings each month during the academic year. All members should be present at the meetings to conduct business. The agenda for the meetings may include:
   A. Plans to organize activities that are consistent with the purpose of the Student Organization.
   B. Issues, concerns, problems that are raised by the student s and expressed to the Student Organization Officers.

Article VII. Amendments to the Constitution
Amendments will be made to the constitution on an as needed basis by the Student Organization Officers and Faculty Advisor.

IX. PHI ALPHA HONOR SOCIETY BY-LAWS AND CONSTITUTION

PHI ALPHA HONOR SOCIETY BY-LAWS

CHAPTER I
Officers of the Executive Committee

Section 1.   The officers of the organization shall consist of a President, Vice President, Secretary, Treasurer, Cultural Affairs Officer and Weekend Student Representative. These officers are elected by the student body. Officer vacancies are filled on a volunteer basis under the direction of the Department of Social Work Student Organization leadership.

Section 2.   The President shall preside at meetings of the chapter; appoint such committees as may be provided for by Chapter Constitution or By-Laws or by vote of the chapter; call special meetings of the chapter; be responsible for all Chapter reports; perform the duties or ritual chair at initiation ceremonies, and promote the welfare of the Society and Chapter.

Section 3.   The Vice President shall perform all duties of the President in the latter's absence or disability and any other duties assigned by the President.

Section 4.   A faculty member in the graduate social work program shall serve as the faculty advisor.

CHAPTER II
Organization and Procedures

Section 1.   The Executive Committee shall consist of the President, Vice President, Secretary, Treasurer, Cultural Affairs Officer and Weekend Representative.

Section 2.   The Chapter shall meet in official sessions at least twice each year.

Section 3.   Standing committees may be appointed by the President with the approval of the Executive Committee.

Section 4.   Special committees may be appointed by the President.

Section 5.   The Chapter year shall begin on July 1 and end on June 30.

Section 6.   The Chapter shall maintain adequate and accurate records of its membership activities and finances. Such records shall be kept in such a way as to serve as a permanent and historical record.

Section 7.   Qualified persons may be inducted into membership anytime of the year.

Section 8.   Since the officers of the Student Organization and Phi Alpha are the same, the officers of this Chapter are elected at the scheduled time for elections to Student Organization positions.

CHAPTER III
Membership

Section 1.   Students may apply for Phi Alpha induction if they have achieved an overall GPA of 3.75 at the completion of the fall semester prior to anticipated awarding of the

BSW degree requirements. The student must have no incomplete grades and must be in good standing in practicum education. The student's application for Phi Alpha induction must be approved by the faculty advisor.

Section 2.   A faculty member may be granted membership by invitation of the Executive Committee and approval of the Chapter membership.

Section 3.   The Executive Committee with the approval of the membership may grant Honorary Membership to a maximum of two individuals per year who have made outstanding contributions to the practicum of social work. Honorary members shall not be assessed membership dues.

Section 4.   The method of granting membership shall be in accordance with procedures established by the local chapter.

Section 5.   <u>Any member may be expelled</u> from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the Executive Committee and the member so charged has been granted an impartial hearing before the Executive Committee. Dismissal from the Social Work program or college is cause for automatic recommendation for expulsion.

CHAPTER IV
Dues

Section 1.   The initial fee shall be of sufficient amount to include the following:

a.   The initiation fee required by the National Society.

b.   The initiation fee required by the local chapter.

Section 2.   Annual chapter dues shall be established in accordance with chapter needs by action of the Executive Committee and three-fourths vote of the chapter membership present.

Section 3.   Special fees may be levied by the Executive Committee with three-fourths vote of the chapter membership present.

CHAPTER V
Amendments

These By-Laws may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the current membership (students who are still at the school and the last inducted class).

Affirmative Action Statement

Membership shall be available to all eligible persons without regard to age, gender, color, race, creed, ethnic or national origin, political beliefs or sexual orientation.

PHI ALPHA HONOR SOCIETY CONSTITUTION

CHAPTER EFFECTIVE DATE TBA

Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian goals and ideal by a professional group which quality educational preparation is deemed imperative, students and faculty involved in social work education at Springfield College resolve to sponsor a Chapter of Phi Alpha National Honor Society, thereby to foster high standards of education for social work and to invite into membership those who have attained excellence of scholarship and distinction of achievement as students of social work.

ARTICLE I
The Supreme Law

This chapter of Phi Alpha shall be affiliated with the organization known as Phi Alpha Honor Society and to its National Council. The Constitution, membership and program shall be consistent with the Constitution and Statutes of the national organization.

ARTICLE II
Purposes

The purpose of this chapter of Phi Alpha shall be:

Section 1. To recognize and promote scholastic achievement among students and faculty involved in the Department of Social Work at Springfield College.

Section 2. To recognize, improve and further the goals of social work in the community, state, nation and world.

Section 3. To stimulate interest in preparation for a career in social work.

Section 4. To encourage continued study and research at the graduate level and in professional practice.

Section 5. To recognize those professional social workers and others whose service, contributions and leadership are held in esteem.

ARTICLE III
Government

Section 1. The supreme governing body shall be the National Council as defined in the National Constitution.

Section 2. The governing body of this Chapter shall be the duly elected officers and the Executive Committee as defined in the By-Laws.

ARTICLE IV
Membership

Section 1.   Any student of the Springfield College Department of Social Work who meets the qualifications set forth in the By-Laws shall be eligible for active membership.

Section 2.   Faculty members having an official connection with the social work curriculum may be granted membership upon invitation of the Executive Committee and the approval of the Chapter membership.

Section 3.   Honorary membership may be granted to professional social workers and others whose support of social work education and practice merit such recognition.

ARTICLE V
Insignia

Section 1.   The official logo of the society shall be blue and gold as established by the National Honor Society Committee. The key shall be issued to and worn only by members of the society.

Section 2.   Colors of the society shall be blue and gold as established by the National Honor Society Committee. Royal blue and light gold are preferred.

Section 3.   Certificates of membership shall be issued to all new members at the chapter's initiation ceremony.

ARTICLE VI
Meetings

Chapter meetings shall be held a minimum of two times during the academic year.

ARTICLE VII
Constitutional Amendments

Section 1.   This Constitution may be amended by a majority vote of the Executive Committee and upon ratification by a three-fourths vote of the active chapter membership.

Section 2.   Amendments may be proposed to the Executive Committee by any active member of the chapter

Council on Social Work Education (CSWE)
2015 Educational Competencies

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human

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relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and
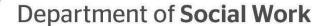
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communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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Practicum Manual

Bachelor of Social Work Program

TABLE OF CONTENTS

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Introduction

The Practicum Education Program is an essential component of the curriculum in generalist social work at the school. It provides the direct practical experience through which students understand and apply the theories and skills learned in the classroom. The practicum experience also affords concrete examples that are used to bring the conceptual realm of academic work to life.

The Practicum Education Program is a collaborative endeavor involving the Office of Practicum Education, Faculty, Practicum Agencies, practicum Supervisors, and social work students. Our success is achieved only through the consistent, conscientious effort of all these team members working toward a common goal -- promoting and enhancing the knowledge, skills, and capacities of each student, thereby maximizing their potential as a professional social worker.

The Practicum Education Program reflects the generalist curriculum of the BSW Program. Students are expected to engage in multilevel practice experiences designed to develop their abilities in direct service with individuals, families, and groups, and, through community work, enable them to work effectively in many settings, roles, and systemic levels. All practicum education expectations and policies are designed in compliance with the guidelines established by the Council on Social Work Education in its Educational Policy and Accreditation Standards (*See Student Handbook of Policies and Procedures*).

This *Practicum Manual* provides all partners in the practicum education process with a full description of the purposes, expectations, processes, tools, and other elements of the practicum practicum component of the curriculum. It is essential that everyone involved in practicum practicum understand and follow the protocols detailed in this *Practicum Manual*. *It should be used in conjunction with the student's Practicum Workbook, the student's related assignments on their practicum practicum Brightspace course, and with online student evaluations.* All partners should review it and related documents carefully and use them as a reference to answer questions about practicum practicum issues. If we have omitted any important information, or if something is not clear, we hope you will contact us. Your input on how to improve this *Practicum Manual* is welcome.

We look forward to working with you. Together we create practicum experiences that promote optimal learning and are rewarding for all who participate in making them successful.

Lisa Watson
Chair and Associate Professor

Andrew Schoolnik
BSW Program Director and Assistant Professor

Anthony Hill
Professor

Dominique Shabazz
Director of Practicum Education and Assistant Professor

Breanna Hunter
Assistant Director of Practicum Education

SECTION I

Springfield COLLEGE DEPARTMENT OF SOCIAL WORK

A.   Springfield COLLEGE

Springfield College is guided by the "Humanics" philosophy, which stresses the development and integration of mind, body, and spirit in service to others. The College is committed to the preparation of future leaders in both private and public sectors who will improve the quality of life worldwide.

The College's mission reflects this effort to develop socially contributory professionals:

> *"The mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity by building upon a foundation of Humanics and academic excellence.*"

Springfield College has a unique history of educating students in a manner that encourages social responsibility consonant with the values of the social work profession.

B.   DEPARTMENT MISSION

The mission of the Department of Social Work BSW Program aligns with the unique "Humanics" philosophy of the College, which seeks to educate the total person in spirit, mind, and body and to develop socially-conscious leaders committed to the service of humanity. The language of Springfield College's mission statement is the language of service to community -- a language consistent with social work values. The mission of the Department of Social Work is as follows:

> *"Through the teaching of social work practice and knowledge building, informed by research and wisdom, the Springfield College Bachelor of Social Work Program prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, locally, regionally, nationally, and globally, with respect for diversity and enhancement of quality of life for all, based on principles of economic and social justice, dignity, and human rights."*

C.   ACCREDITATION

The Springfield College Department of Social Work Bachelor of Social Work Program is currently in *Candidacy* for Accreditation by the Council on Social Work Education's Commission on Accreditation.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for *Candidacy* and had its *Benchmark I* approved in draft form to move forward with *Candidacy* review within one year. A program that has attained *Pre-Candidacy* has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.

Students who enter programs in *Candidacy* in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The *Candidacy* Process is typically a three-year process and there is no guarantee that a program in *Candidacy* will eventually attain *Initial Accreditation*.

Candidacy by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

The Springfield College Department of Social Work Master of Social Work Program has been continuously accredited by the Council on Social Work Education since 1989.

D.   STUDENT HANDBOOK OF POLICIES AND PROCEDURES

Each year the BSW Program publishes its *Student Handbook of Policies and Procedures*. This handbook contains detailed information about the BSW Program, Academic and Professional Standards, Students' Rights and Responsibilities, curriculum and course descriptions, and other general information. It also includes the current NASW Code of Ethics and

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the 2015 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE), the most recent educational policies and standards expected by CSWE.

SECTION II

PURPOSE OF PRACTICUM EDUCATION

Practicum education is an integral and vital part of the social work curriculum at Springfield College, which has a single curricular specialization in generalist practice. Practicum education occurs through one academic year of practicum practicum.

The practicum serves as the link between knowledge gained in the classroom and the practice of social work from a generalist perspective. Within the practicum 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 BSW Program 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 practicum Supervisors. These 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 generalist approach to social work practice. The practicum practicum is an agency-based practice experience where students develop professional social work competence in the application of 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 generalist social work practice skills. The three areas of learning are: (1) Direct service with individuals and families; (2) Group work; (3) Community development and organization..

The Springfield College Department of Social Work (DSW) 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 practicum settings include a range of human service, educational, health, and criminal justice settings where students work with individuals, families, groups, organizations, and communities.

Periodic practicum education information sessions serve as means for students to learn about the requirements of the practicum 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 practicum requirements are integrated into the overall curriculum.

SECTION III

DESIGN OF PRACTICUM SEQUENCE

A. Generalist Year SWRK 584 and 482 & SWRK 585: Practicum Course and Seminar

Students spend a total of thirteen-fifteen hours per week in the practicum for fifteen weeks each semester, fall and spring, for a total of 400 hours. Practicum during the Generalist Year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families may involve 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 as applicable 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 Generalist Year practicum Experience Components for details). The Generalist 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.

In addition to the hours and experiences at the practicum site, the practicum practicum in the first year includes four additional components, which collectively comprise the practicum Seminars overall: 1. A weekly practicum seminar intended to provide students support in their practicum and to bridge theory into practice; 2. the Faculty Advisor's Fall and Spring Site Visits. The components provide opportunities where students engage with faculty and student colleagues in exploration of social work practice issues. Using the practicum experience as the basis for discussion, the components are devoted to faculty and peer support, idea sharing, and problem solving. An emphasis is placed on the value of process recordings as tools to help students learn elements of the helping process and to evaluate their own practice consistent with an "effective use of self."

On average, a <u>minimum</u> of 20% of practicum hours should be devoted to <u>group work experiences involving</u> <u>colleagues</u> and to the <u>community component</u> of the first placement. Up to 80% of practicum hours may be devoted to <u>direct practice including client-oriented group work</u>. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and from agency to agency, depending on the readiness and exposure of the student to various experiences and the primary intervention strategies used by the agency.

In addition to the practicum seminar, students enrolled in SWRK 584 and 585 must take, previously, and sequentially, SWRK 531: Practice 1 – Practice with Individuals and Families, and SWRK 532: Practice 2 - Group Work. These practice courses, provide the theoretical knowledge and the skills to undergird the practicum experience with a framework appropriate to achieving the practicum education learning competencies. Students are also provided with opportunities to develop assessment and policy and program development skills in Human Behavior in the Social Environment 1, Social Welfare Policy and Services 1, and Social Work Research 1.

1) Council on Social Work Education and BSW Program Generalist Year Competencies

The Council on Social Work Education (CSWE) has established standards for social work education, which are described in the organization's 2015 Educational Policy and Accreditation Standards (EPAS). The Springfield College BSW Program practicum education experience reflects these standards. Upon completion of the Generalist Year practicum experience, students are expected to demonstrate mastery of the Generalist Year competencies and practice behaviors noted in Table 1. For additional information, please see the most recent *Student Handbook of Policies and Procedures* and the *First Practicum Workbook*.

CSWE's nine Social Work Competencies are listed in Table 1. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

B. INTEGRATION OF PRACTICUM WITH THE ACADEMIC CURRICULUM

Practicum experiences are integrated into the curriculum in a variety of ways. In the principal written assignment for SWRK 531: Social Work Practice 1, students draw directly on materials from an individual or family intervention from their practicum. SWRK 531 also requires a comprehensive psychosocial assessment for an individual client. SWRK 532: Social Work Practice 2, requires oral and written assignments that draw on group work in the practicum practicum, and may include analysis of the student's Community Project. In both practice courses, students maintain reflective journals related to learning in the classroom, readings, and from the practicum practicum. In each of the courses in the Practice sequence, role-plays and recorded interviews may provide opportunities for integration of practicum and classroom learning.

The second assignment in MSSW 501: Human Behavior in the Social Environment 1 requires students to study a cultural or ethnic group. Many students choose to draw from practicum cases to complete this assignment. MSSW 502: Human Behavior in the Social Environment 2 includes an assignment requiring students to explore connections between organizational structure and agencies' responses to social needs; examples are drawn from students' practicum experiences. The Policy Sequence (MSSW 511, 512) requires students to analyze policy using both rational and persuasion models, with an emphasis on complex social and political processes.

C. ACADEMIC COURSE INTEGRATION WITH THE PRACTICUM

The integration of course work from all sequences into the practicum practicum is achieved through direct work with clients. SWRK 531 (Practice 1) provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. SWRK 532 (Practice 2) provides the theoretical rationale for developing, implementing, and leading a wide range of groups. This course includes an assignment that requires an analysis of agency purposes and goals and/or the role of community needs assessments in initiating groups.

The Human Behavior in the Social Environment (HBSE) sequence provides a range of biopsychosocial theories useful in work with clients who have mental health conditions. Students present and discuss the use of theory in their practica in these courses. In addition, HBSE 2 provides the theoretical and practice skills necessary for understanding 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. The community project in lends itself to policy analysis and action steps learned in the policy sequence.

Finally, the Research course provides the foundation for students to critically examine and evaluate their work with clients,

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communities, and programs. Provision of this research to the hosting practicum agency allows for integration of findings into agency policy and practice.

SECTION IV
EXPECTED LEARNING ASSIGNMENTS IN DESIGN OF PRACTICUM SEQUENCE

D. Generalist Year SWRK 584 and 482 & SWRK 585: Practicum Course and Seminar

Students spend a total of thirteen-fifteen hours per week in the practicum for fifteen weeks each semester, fall and spring, for a total of 400 hours. Practicum during the Generalist Year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families may involve 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 as applicable 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 Generalist Year practicum Experience Components for details). The Generalist 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.

In addition to the hours and experiences at the practicum site, the practicum practicum in the first year includes four additional components, which collectively comprise the practicum Seminars overall: 1. A weekly practicum seminar intended to provide students support in their practicum and to bridge theory into practice; 2. the Faculty Advisor's Fall and Spring Site Visits. The components provide opportunities where students engage with faculty and student colleagues in exploration of social work practice issues. Using the practicum experience as the basis for discussion, the components are devoted to faculty and peer support, idea sharing, and problem solving. An emphasis is placed on the value of process recordings as tools to help students learn elements of the helping process and to evaluate their own practice consistent with an "effective use of self."

On average, a minimum of 20% of practicum hours should be devoted to group work experiences involving colleagues and to the community component of the first placement. Up to 80% of practicum hours may be devoted to direct practice including client-oriented group work. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and from agency to agency, depending on the readiness and exposure of the student to various experiences and the primary intervention strategies used by the agency.

A.   Practicum Experience Components

1. Direct Service: Individuals and/or families;

2. Groups: Client helping groups and administrative task groups;

3. Community Work/Project; and

4. Professional Practice/Effective Use of Self.

In the practicum and seminar, students complete a variety of learning activities designed to help them begin to develop competence

in generalist social work practice within the framework of social work values and ethics.

Practicum Experience Components

Practicum Experiences #1A and #1B: Direct Services with Individuals and/or Families- Client Engagement & Multiple Systems

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills. 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.

Practicum Experience #1A: Direct Services with Individuals and/or Families

The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

Conditions for Learning/Means of Assessment #1A:
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.

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

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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 as applicable 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 or biweekly using individual family, group or administrative meeting formats found in the practicum practicum workbook, brightspace courses and/or the *practicum Practicum Manual* Appendices.

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

Practicum Experience Component #1B: Direct Service with Individuals and/or Families- Multiple Systems

The student recognizes, articulates, and addresses the multisystemic 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 #1B:
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 practicum Experience Component #1B.

practicum Education Expectations for Completion of practicum Experience 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 as applicable that include comprehensive information consistent with the ecological model of social work practice, "person-in-environment", and a strengths perspective.

Practicum 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 administrative task groups composed of colleagues, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

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Conditions for Learning/Means of Assessment:
Students 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. (Students 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.)

Students will have the opportunity to engage in one or more collegial/administrative groups (team meetings, committee work, etc.). Participation in these groups may link to Community Work/Project objectives. Students may facilitate or co-facilitate these groups or participate in them as a member.

practicum Education Expectations for Completion of practicum Experience Component #2. The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, 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 an administrative task group as co-facilitator, facilitator, or agency intern representative (this group may be linked to practicum Experience Component 3: Community Work/Project)

Practicum Experience Component #3: Community Work/Project

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and 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 practicum Experience Component #2B, engagement/participation in collegial/administrative group(s).

practicum Education Expectations for Completion of practicum 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 the group work practicum experience component).

EXAMPLES OF COMMUNITY PROJECTS

1) 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.

2) 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 practicum 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.).

3) SW intern worked with service providers in the 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.

4) SW intern developed a directory of local services for Latino residents (in Spanish) with essential information needed to access the services.

5) 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.

Practicum 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 their values and ethics influence work with diverse populations of clients, including historically marginalized communities.

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 Student Learning Contract in First Practicum Workbook for additional information.

CONCURRENT COURSEWORK

In addition to the practicum seminar, students enrolled in SWRK 584 and 585 must take, previously, and sequentially, SWRK 531: Practice 1 (fall semester), and SWRK 532: Practice 2 (spring semester). These courses provide the theoretical

knowledge and the skills to undergird the BSW practicum experience with a framework appropriate to practicum education learning competencies. Students are also provided with opportunities to develop assessment and policy and program development skills in SWRK 501: HBSE 1, SWRK 502: HBSE 2, MSSW 511: Social Policy 1, MSSW 512: Social Policy 2, and MSSW 521: Research 1.

PRACTICUM SEMINAR: SWRK 482

The Components for SWRK 482: Fall Semester practicum Seminar are found below:

practicum practicum seminars are comprised of four components each fall semester:

1. <u>Resources</u> – Practicum education resources are posted on the practicum Education webpage as well as within the practicum courses on Brightspace.
2. <u>Seminar</u> - Students will meet for the Seminar course (SWRK 482) on a weekly basis with their fellow students in practicum and the Seminar instructor. This practicum seminar provides a context in which students fulfill competencies directly related to the practicum components and expectations for their BSW practicum practicum. (See below for suggested discussion topics).

This second component of the Seminar as noted above provides a context in which students and advisors address competencies that are directly related to the practicum competencies and experiences for the BSW practicum practicum:

Students will explore and problem-solve practicum situations, including but not
limited to ethical dilemmas, supervision, client interventions, and community project development, with assistance from peers and Seminar instructor.

   a. Discussions should enhance students' achievement of learning competencies for the practicum experience, as stated in the Learning Contract and this syllabus for first year practicum placements.

   b. Discussions should enhance students' understanding of the integration of practice skills, theoretical knowledge, public policy, and research.

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?

3. practicum Practicum Information Session – One mandatory practicum Practicum Orientation Session will be provided by the Office of practicum Education in the start of the fall semester. The Office of practicum Education also provides practicum Practicum Information sessions to students in preparation for the practicum placement process.

4. practicum Site visit – The Faculty Advisor is required to make one fall semester visit at a minimum and possibly one spring semester site visit. Alternatively, the use of Zoom conferencing by faculty with students and supervisors is also acceptable. 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 practicum site; (2) the practicum Supervisor has engaged in practicum supervision for the BSW Program in previous years; (3) the practicum 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, practicum Supervisor or Faculty Advisor, may definitively request a spring site visit.

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 discuss selected samples of the student's process recordings;
   c. Review at least one example of a written psychosocial assessment completed by the student as applicable (in first placement);
   d. Discuss and evaluate the learning activities specified in the Learning Contract;
   e. Discuss size and characteristics of a direct service component;
   f. Discuss and evaluate the agency's provision of appropriate learning opportunities;
   g. Discuss and evaluate student progress toward achievement of expected competencies; and
   h. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or practicum 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 practicum expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the practicum Practicum 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 the Learning Contract, submitted via the practicum practicum Brightspace course, either before or at the time of their 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,

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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.

References:

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2011). (9ᵗʰ Ed). *Ethical Decisions for Social Work Practice.* Brooks Cole Publishers, Inc.

Reamer, R.G. (2013). *Social Work Values and Ethics* (Foundations of Social Work Knowledge Series). New York: Columbia University Press.

Royse, D., Dhooper S. S., & Rompf, E. L. (2011). (6ᵗʰ Ed). *practicum Instruction: A Guide For Social Work Students.* Pearson Publishers.

Waley, A. L., & Davis, K. E. (2007).
Cultural Competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist,* 62, 563-574.

practicum STAFF ROLES AND RESPONSIBILITIES

A. DIRECTOR OF PRACTICUM EDUCATION, ASSISTANT DIRECTOR OF PRACTICUM EDUCATION, AND OFFICE OF PRACTICUM EDUCATION STAFF

The Director of practicum Education provides overall direction and organization to the practicum education program. The Director of practicum Education is responsible for overseeing all practicum practicum components of the Department of Social Work and ensures that students have the opportunity to engage in practicum practica that are consistent with the mission and expected competencies of the program. The Director and Assistant Director's responsibilities include: distinguishing generalist year practica; negotiating contractual agreements with respective sites; assigning students to practicum placements; consulting with the Department Chair and BSW Program Director; organizing and implementing orientation and professional development sessions for practicum Supervisors; consulting with Faculty Advisors as needed; consulting with the school Educational Advisory Committee as needed; consulting with the Dean of the School as needed; evaluating outcomes of the practicum practicum; and providing overall assistance to all members of the practicum Practicum Placement Team: Faculty Advisors, practicum Supervisors, and students.

Major tasks of the Office of practicum Education include:
1. Developing and maintaining all practicum practicum agency affiliations;
2. Assigning students to practicum practicum agencies in collaboration with Faculty Advisors as needed;
3. Organizing and leading annual student orientation to practicum education and related policies;
4. Providing information and orientation to practicum Supervisors about the practicum experience;
5. Planning and implementing the annual Seminar in practicum Instruction (SIFI) for new practicum Supervisors;
6. Meeting with Faculty Advisor, Educational Advisory Committee and/or the Educational Appeals Committee as needed, on practicum policy, on problems encountered by, or the progress of, specific students, and on possible improvements in the practicum advising program;
7. Consulting with Faculty Advisors who arrange the practicum seminars;
8. Consulting with Faculty Advisors and students regarding practicum practicum assignments and conferring with them regarding changes or problems should they arise (in consultation with the the Director and Assistant Director of practicum Education, the BSW Program Director, the Chair, and/or the Educational Appeals Committee as appropriate);
9. Making decisions regarding changes in practicum placement in collaboration with Faculty Advisors, and/or the Educational Advisory Committee, and/or the Educational Appeals Committee, the Director of practicum Education, the Assistant Director of practicum Education, the BSW Program Director and/or the Chair, as appropriate;
10. Monitoring and enhancing integration of academic curriculum content and practicum expectations.

B. THE FACULTY ADVISOR

Every student is assigned to a Faculty Advisor by the BSW Program Director in consultation with the Director of practicum Education as needed. Faculty advising assignments are made when the student enters the program. The student is notified of their Faculty Advisor at the beginning of the Fall

semester at the latest. The Faculty Advisor provides both academic and practicum advising to the student**. (See the most recent *Student Handbook of Policies and Procedures* for a full outline of Faculty Advisors responsibilities).**

1. practicum Advising

In addition to academic advising, the Faculty Advisor has a range of practicum advising responsibilities. They are the representative of the Springfield College Department of Social Work in the practicum. 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 practicum. 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 practicum Supervisor, and the student are crucial to the advising process.

Should problems occur with the student's practicum 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 practicum performance problems require formal action, including the need for Educational Advisory Committee consultation, completion of letters of information or concern (see *Student Handbook of Policies and Procedures*), or referral to the Educational Advisory Committee.

The Faculty Advisor is required to make one fall semester visit and possibly one spring semester site visit. Alternatively, the use of Zoom conferencing by faculty with students and supervisors is also acceptable. 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 practicum site; (2) the practicum Supervisor has engaged in practicum supervision for the Springfield College Department of Social Work in previous years; (3) the practicum 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, practicum Supervisor or Faculty Advisor, may definitively request a spring site visit.

In consultation with the Director of practicum 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 practicum Supervisor and student throughout the student's practicum experience.

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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 or discuss selected samples of the student's process recording submitted via Brightspace;
c. Review at least one example of a written psychosocial assessment completed by the student as applicable;
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 practicum Supervisor feel are appropriate

Additional faculty advising responsibilities include:

a. Reviewing student evaluation provided by the practicum Supervisor and issuing of practicum grade for the student in both semesters, fall and spring;
b. Assisting the Office of practicum Education in selecting and assigning practicum sites;
c. Assisting students in defining learning goals and making self-assessments of professional growth and development;
d. Providing ongoing interpretation of the School's academic and practicum components to practicum Supervisors and practicum agencies;
e. Providing support to students in coping with practicum-related problems and concerns;
f. Maintaining regular communications with the Office of practicum Education concerning the quality of practicum training and supervision;
g. Consulting with the agency, practicum Supervisor, and student when necessary regarding any problems that might develop during the student's practicum experience;
h. Consulting with the Educational Advisory Committee as needed;
i. Providing evaluative information to the Office of practicum Education 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. This includes: 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 on issues of concern 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 in preparation for course registration.

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 their advisor.

Full time faculty may maintain regular office hours during which advising meetings may be scheduled, otherwise 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.

Faculty Advisors also conduct practicum Seminars, in person, on line, or some combination of these, as another means to interact with students about practicum experiences and the curriculum. Typically, these seminars are held on Advising Days in the fall and spring semesters. Additional meetings and communications are encouraged as needed between Faculty Advisors and advisees.

c. THE practicum SUPERVISOR
1. Criteria for the Selection of practicum Supervisors

Established professional competence and two or more years of professional experience beyond the BSW degree are required for practicum Supervisors. The Office of Practicum Education may make exceptions on a case-by-case basis in accordance with CSWE and state licensing regulations. Prior experience supervising staff or social work students and the ability to promote learning in others are also important considerations. practicum 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 practicum Supervisor, including completion of the Seminar in practicum Instruction (SIFI) by new practicum 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 specialization in generalist practice, and the ability to teach across the generalist curriculum; and

g. The capacity to advocate effectively for students within the practicum agency.

2. Orientation of practicum Supervisors

Orientation of practicum Supervisors is provided by the Director of practicum Education and Assistant Director of practicum Education during the summer months before the start of the Fall semester. The BSW's program curriculum in generalist practice, the expected competencies of the program, and the practicum assignments are explained. Policies and procedures, supervisory expectations, and overall Competencies of the learning experience are reviewed. Practicum Supervisors are referred to the *practicum Practicum Manual*, the practicum Practicum Workbook, and Learning Contracts, appropriate for the practicum year of the placed student, to assist them with designing learning experiences.

All new practicum Supervisors who have agreed to provide practicum supervision for students enrolled in the BSW Program are strongly encouraged to take the Seminar in practicum Instruction (SIFI) offered annually by the Department of Social Work. Practicum Supervisors who have taken (or plan to take during the current academic year) a similar orientation session offered by another accredited program in social work meet the Springfield College criteria. Long-time practicum supervisors may also attend the SIFI sessions. Continuing Education Units (CEUs) are provided to attendees.

3. Responsibilities of Educational Supervision

The responsibilities of agency practicum Supervisors include:

- Meeting with each student for **1 hour of direct supervision each week** the student is in practicum, and making up any missed supervision hours;
- If group supervision of new employees and/or students is provided on a weekly basis throughout the duration of the internship, it is considered additional training above and beyond the required weekly individual supervision time;
- Providing the intern with a thorough orientation to the agency, including organizational, personal, and safety training appropriate for that setting;
- Completing the Learning Contract with the student early in the first month at the agency, including assuring that the curricular expectations found in the Learning Contract are available to the student in the placement agency;
- Developing specific student assignments (cases, groups, community project) necessary to carry out the Learning Contract;
- Promoting the integration of classroom conceptual learning with practicum practice learning;
- Maintaining communication with the Faculty Advisor regarding student's progress, including taking part in the Faculty Advisor's Site Visits, as well as through verbal and written communication;
- Working with the student, and, as needed, with the Faculty Advisor (as well as with the Director of practicum Education and/or Assistant Director of practicum 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 practicum supervision, including practicum Supervision Seminar (as applicable) and orientation;
- Providing ongoing feedback to the student on each of the 6 process recordings per semester and providing concrete observations of the student's professional development (written feedback must be provided on a minimum of 2 process recordings that the student provides to their faculty advisor via Brightspace, otherwise verbal feedback with signature acknowledging review on the remaining process recordings is acceptable); 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. practicum 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 of practicum Education or Assistant Director of practicum Education and arrange for a qualified BSW supervisor to take over primary supervisory responsibilities until the assigned supervisor returns. In the event that no qualified BSW supervisor is available, other supervisory arrangements must be made with the assistance of the Faculty Advisor and the Director of practicum Education or Assistant Director of practicum Education. Students in practicum receive no credit for practicum work that is not supervised, face-to-face, by a qualified BSW 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 _practicum Practicum Manual_.

5. Secondary Supervision

Practicum 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 a BSW or a social worker, though attainment of a master's level degree in the helping professions is preferred. However, secondary supervision <u>is not a substitute</u> for the primary contracted BSW practicum supervision and is provided in addition to the required **1 hour** of primary supervision by the designated BSW supervisor. If group supervision is provided by the practicum Supervisor or by the agency in another context, it is considered above and beyond the required weekly individual, face-to-face supervision session with the BSW supervisor.

6. practicum Supervisor Input to Program

Practicum Supervisors are encouraged to express their observations about the adequacy of student preparation for entering the practicum, the structure of the practicum component and the types of learning the agency can offer relevant to Generalist and specialization practice. Practicum Supervisors are strongly encouraged to provide feedback to the School, by providing feedback during the site visit by the practicum Advisor or to the Office of practicum Education. 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 practicum Supervisor regarding the program. This information should be conveyed to the Director of practicum Education.

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SECTION VI PRACTICUM AGENCIES AND PRACTICUM ASSIGNMENTS

A. PRACTICUM AGENCIES

Practicum experiences occur in a variety of human service settings across New England and in New York State. These include health, educational, criminal justice, mental health and a wide range of other settings where generalist and generalist practice can be learned. Students may work with individuals, families, groups, organizations, communities and governmental and non-governmental entities. Students have the opportunity to work with many diverse ethnic and cultural groups. The School selects agencies and programs that are sensitive to issues of diversity, are in alignment with the NASW Code of Ethics, provide a range of learning opportunities, and are committed to student education. Specific criteria used in the selection of agencies are as follows:

1. The agency philosophy of service is compatible with the values and ethics of the social work profession, social work education, and generalist practice. This includes nondiscriminatory practices in regard to client race, ethnicity, gender, age, sexual orientation, or differential ability. Each practicum placement must be able to provide a range of activities appropriate to generalist/ generalist social work practice.

2. The agency must be committed to social work education. This includes:
   a. providing adequate practicum instruction by a qualified BSW Practicum Supervisor with the appropriate licensure as applicable who is given sufficient release time and resources to carry out the responsibilities of this role;
   b. providing learning activities in which students can develop generalist and generalist social work skills as described in the Learning Contracts for each practicum year; and
   c. providing adequate safe working space and other resources as needed by the student for the performance of practicum assignments.

3. As required by federal, state, and/or local law or ordinance, practicum instruction sites, as a whole, should be accessible to students with disabilities. The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities - including practicum instruction in particular kinds of settings - as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capacity to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site might easily accommodate students with visual or hearing impairments. Every effort is made by the Office of practicum Education to ensure equal access to practicum work opportunities. The Office of Practicum Education also collaborates with Springfield College's Office of Disability and Accessibility Services as appropriate.

4. **Agencies must provide a thorough orientation to the agency, including review of Safety Policies and Protocols, Sexual Harassment Policies, and other relevant policies and training.** See further information in this manual on expected agency safety policies and student orientation.

5. Agencies are asked to reimburse the student for mileage and related travel costs incurred while conducting agency business. However, **students must not be required or requested to transport clients in their own vehicles or in agency-owned vehicles, in which the student is the driver.** Agency-provided transportation of clients, accompanied by the student, must occur in vehicles where an agency employee is the driver. An additional agency employee, other than the driver, riding in the vehicle, must assume the responsibility for the client while in the vehicle.

Agency Requirements

Some practicum agencies require that interns meet certain requirements as a condition of acceptance in placement. A number of agencies require that health forms be completed, while others require TB or Hepatitis B tests. Most agencies now require Criminal Offender Record Information (CORI) checks (or their equivalent in other states). Many agencies cannot, by law, accept an intern with a CORI check that shows evidence of a record; others may use individual discretion and view records on a case-by-case basis. Many agencies have new employee/intern orientation programs that are required and that must be completed before the practicum practicum can begin.

Agency Affiliation Agreements

All placement agencies are required to sign an "Affiliation Agreement," the legal agreement established between the practicum agency and Springfield College. Unless already on file and current, unsigned copies of the Affiliation Agreement are sent to each placement agency prior to the beginning of the practicum period to be signed by official signatories for the agency and returned to the Office of practicum Education.

If any questions arise regarding Affiliation Agreements, please call the Director of practicum Education at **413-748-3027** or the Administrative Associate for the Office of Practicum Education at **413-748-3001**.

B. GENERALIST YEAR PRACTICA

Student assignments to practicum practicum agencies are based on several factors, including: the areas of learning that are defined for the Generalist Year, the student's individual learning needs, and agency availability. While it is expected that all agencies will offer learning activities that address student needs in the areas of direct service and community development and organization, different agencies may offer experiences that challenge students differently and require students to draw on theory and practice skills to differing degrees.

Generalist Level Practica:

Agencies should offer the students a broad range of clients whose needs require multilevel intervention including direct service and group work with both clients of the agency and colleagues. These agencies should also provide opportunities for students to participate in community development and organizing activities culminating in a community project.

DESIGN OF PRACTICUM SEQUENCE

E. Generalist Year SWRK 584 and 482 & SWRK 585: Practicum Course and Seminar

Students spend a total of thirteen-fifteen hours per week in the practicum for fifteen weeks each semester, fall and spring, for a total of 400 hours. Practicum during the Generalist Year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families may involve 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 as applicable 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 Generalist Year practicum Experience Components for details). The Generalist 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.

In addition to the hours and experiences at the practicum site, the practicum practicum in the first year includes four additional components, which collectively comprise the practicum Seminars overall: 1. A weekly practicum seminar intended to provide students support in their practicum and to bridge theory into practice; 2. the Faculty Advisor's Fall and Spring Site Visits. The components provide opportunities where students engage with faculty and student colleagues in exploration of social work practice issues. Using the practicum experience as the basis for discussion, the components are devoted to faculty and peer support, idea sharing, and problem solving. An emphasis is placed on the value of process recordings as tools to help students learn elements of the helping process and to evaluate their own practice consistent with an "effective use of self."

On average, a <u>minimum</u> of 20% of practicum hours should be devoted to <u>group work experiences involving</u> <u>colleagues</u> and to the <u>community component</u> of the first placement. Up to 80% of practicum hours may be devoted to <u>direct practice including client-oriented group work</u>. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and from agency to agency, depending on the readiness and exposure of the student to various experiences and the primary intervention strategies used by the agency.

c. **PRACTICUM ASSIGNMENTS**

All practicum assignments are approved by the Office of practicum Education through a careful process to ensure successful learning outcomes. Practicums start in the fall of the first year for full-time weekday students. **In general,** *Summer hours for placements are not available.* **(***See* **Section VII in this** *practicum Practicum Manual*

Process:

The Office of practicum Education will provide an information session to BSW students in the fall semester of their junior year about the practicum placement process. The practicum assignment process for students preparing to enter their Generalist Year of practicum practicum, begins early in the Spring semester of their junior year. Students in their junior year are asked to complete the <u>practicum Placement</u> <u>Assignment Worksheet</u> and submit a current resume online. The form is then reviewed by the Office of practicum Education. Based on additional discussions with the student and Faculty Advisor as needed, the Director and/or Assistant Director connects the student with a placement interview opportunity and the student arranges for an interview directly with the agency's practicum Supervisor or other contact person.

Note: See Section F. for information on Employment-Based Practica. <u>**Expectations:**</u>

<u>It is imperative that students arrange for flexible time at their paid employment and for other</u> <u>adjustments at their place of paid employment in order to accommodate hours needed for practicum,</u> <u>which most often take place between the hours of 8:00AM and 5:00PM</u>. Students must also anticipate the need to make flexible personal arrangements to accommodate the practicum to which they are assigned. Students may need to travel reasonable distances (up to 60 miles and one hour) to their practicum sites and must arrange to be available for the required hours per week of practicum work.

The Office of practicum Education is responsible for establishing the best available assignment matches between students and practicum agency sites, given the experience and learning needs of each student, the resources and requirements of each agency, and availability of placements in the general geographic area. While meeting the student's educational needs is the first criterion for matching, the student's preferences, if any, for location or agency will be taken into consideration to the extent possible. While consideration is given to each student's schedule, experience, interests, and preferred practicum location in making practicum assignments, it cannot be guaranteed that either the specific experience or location that is most preferred will be available. Complicated situations will be brought to the Director of practicum Education or Assistant Director for assessment and disposition.

D. DUAL PRACTICUM SITES

The Office of Practicum Education of the Department of Social Work affiliates with agencies that can provide the full range of practicum experiences required by the program. Rarely, when an agency is unable to provide a specific required experience, arrangements may be made with a second practicum site to supplement the learning experience. The design of this supplemental assignment is developed by the student and the practicum Supervisor in consultation with the Faculty Advisor and the Office of practicum Education. Formal arrangement with the supplemental practicum site will be negotiated by the Director. Generally, dual practicum sites are not recommended.

E. LIABILITY INSURANCE

Students are provided with practice liability insurance by the college for their participation in practicum practica in amounts of $1 million per occurrence, $3 million in aggregate. Students may wish to acquire their own personal practice insurance as well.

F. EMPLOYMENT-BASED PRACTICUM

In some cases a practicum can be established within the student's place of employment. If the student's place of employment is an agency that is not one currently used by the School for practicum placement, an Office of practicum Education representative will contact the agency to determine if requirements for an employment-based practicum can be met. The practicum experience developed must be educationally-focused and assignments must be based on the required educational competencies.

In an employment-based practicum, the required practicum hours may either: (1) be engaged in over and above the student's regular working hours (though this is not recommended for full-time employees); or (2) be engaged in during the hours of the student's regular employment work week, and designated exclusively for practicum work, either partially or fully. Either arrangement is satisfactory, but the BSW Program encourages students to negotiate with their employer for the second arrangement, which makes the employment-based practicum schedule more practical, especially for students who are employed full-time. Any portion (vs. the entirety) of the practicum hours that are allowed during the student's regular work week hours assists the student.

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If the employing agency is to be approved as a potential practicum site, it is necessary for the agency and the program to agree to certain stipulations in addition to those required of all practicum agencies:

The Agency Agrees:

1. To provide the student with educationally focused learning opportunities that are <u>different and separate</u> from the student's regular job responsibilities, and that meet the practicum education requirements of the social work program;

2. To assign a qualified BSW practicum Supervisor with the requisite qualifications <u>who is not the student's regular job supervisor</u> (if the practicum Supervisor is the same as the employment supervisor, while not encouraged, it is required that a separate time is dedicated for internship supervision); and

3. To keep the evaluation of the student's practicum practicum performance, <u>separate</u> from the evaluation of the student's performance as an agency employee. Evaluation of the student's practicum practicum performance is the responsibility of the practicum Supervisor and Faculty Advisor in discussion with the student. Evaluation of the student's performance as an agency employee is the responsibility of the student's job supervisor or other designated agency administrator.

If the employing agency cannot meet the above requirements, and it is not approved as a practicum site, the student must accept another practicum assignment from the Office of practicum Education.

Related to employment-based pratica, the BSW Program, through the Faculty Advisor, agrees:

1. To monitor and reevaluate the practicum frequently in the interest of assisting the agency and the student with executing the Learning Contract and to reinforce and encourage clarity regarding differences between work and learning assignments; and

2. To explore techniques that will increase communication between the student and the agency in order to maximize the learning potential of the practicum.

G. STUDENT EXPLORATION OF A POTENTIAL PLACEMENT

In special circumstances, students may explore the possibility of a practicum placement site not currently among the Department of Social Work's approved sites. However, the Office of practicum Education: (1) must be informed of the investigation by the student through the practicum Placement Assignment Worksheet process; (2) must be informed of the agency and contact person as soon as possible in the process; and (3) must make all arrangements directly with the agency and contact person and/or expected direct supervisor for a potential placement. **An interview should not be arranged until the Office of practicum Education has approved further exploration of the site and it has been determined that the site can meet the educational expectations for the practicum experience.**

SECTION VII

STUDENT RESPONSIBILITIES

A. HOURS

Thirteen-Fourteen (13-14) hours per week in practicum practicum are required for a total of approximately 225 hours per semester, 400 hours total for the two semesters of the academic year. In addition to practicum hours, students are required to enroll in practicum Seminars. **It is expected that all students will establish a schedule of practicum hours during regular daytime business hours, 8:00 AM - 5:00 PM, for each of the 15 week semesters**, unless unique situations are arranged by the student in special negotiations with the practicum agency.

Supervision, record keeping, staff meetings, attendance at practicum agency-sponsored seminars, workshops, or other agency in-service training, are considered part of the practicum experience and are included in practicum practicum hours. With agency and supervisor approval, attendance at conferences or other training not directly sponsored by the practicum agency are allowed as part of the practicum up to two events per semester.

Only hours actually engaged in the practicum are counted. Hours that are <u>not</u> included in practicum: holidays, Monday holidays, agency holidays, lunch time, commuting time to and from the student's practicum agency, or other activities not required by the practicum agency. These <u>cannot</u> be counted toward the student's required practicum hours. <u>Up to one hour of practicum hours per week</u> <u>spent in the agency setting may be used for process recording</u>. Students found to be recording hours for unauthorized events or activities on their time sheets will be required to subtract those hours from their accumulated practicum time and make up the time through engagement in authorized practicum activities. A student must notify the practicum Supervisor and Faculty Advisor in advance of any planned absences, and as soon as possible for unexpected ones. Hours absent from practicum must be made up.

Students are expected to keep a careful record of their practicum hours in the *practicum Practicum Timesheets.* In some cases, research or writing directly relevant to the practicum experience and fully approved by the student's practicum Supervisor may occur offsite. These hours should be noted only with the practicum Supervisor's knowledge and approval.

Students who have questions about what activities to include or not to include in their practicum hours should consult with their practicum Supervisor and/or contact their Faculty Advisor or the Director of practicum Education or Assistant Director of practicum Education.

All students begin their practicum in early September, not later than the second week of Fall semester. Many students complete the required first half of the hours prior to the winter break in December. Students are generally expected to complete hours over the winter break, unless otherwise agreed upon with the practicum placement site. If the site approves such, students must begin their second semester practicum work no later than two weeks after classes resume in January.

Generally, students cannot "bank" hours to complete their practicum experience early. The second semester of practicum placement is usually completed in the end of April/early May, and must not conclude before April 15th without permission otherwise received from the practicum practicum site and the Office of practicum Education. The exact ending date must be agreed upon between the student and the practicum practicum site. This schedule for practicum practicum is designed to establish a practicum experience of sufficient length to provide time for professional growth and development over the practicum practicum period and to coincide with the duration of the concurrent practice courses in each semester, which is a unique and critical element of the school's generalist curriculum.

By exception and with approval of the Director of Practicum Education or Assistant Director, alternative scheduling and completion of hours may be considered. Students may begin practicum placement hours up to two weeks prior to the start of fall classes without special permission from the Director of practicum Education, provided the plan has been worked out in detail with, and is approved by, the practicum Supervisor and the placement agency.

Students most often complete hours during the winter break between fall and spring semesters. The school recommends that students plan to use one to two weeks as a time to recuperate and regroup, without internship responsibilities; but the

remaining time is typically used for practicum hours as agreed with by the practicum Supervisor. Students are also expected to complete hours during the spring break, unless approval is otherwise obtained by the practicum Supervisor.

Students must complete the expected number of hours for each full internship (first year = 400 hours) If a student typically attends internship on a Monday and the agency is closed on several Mondays, the student and the practicum Supervisor must determine how the student will make up the needed number of hours to stay on track to reach the required total for each semester and each year. It is recommended that, prior to the start of the practicum, the student develops, in consultation with the practicum Supervisor, a full schedule of hours, week by week, for the full practicum from September to May.

Occasionally, due to illness, an unavoidable delay in the start of practicum, or other reasons, students fall behind in their practicum hours and may not complete the required number of hours by the end of a semester of practicum. If this happens at the end of a semester, the student will receive a grade of "Incomplete" (I) for that semester of practicum until the required hours are completed. Students may negotiate additional practicum hours during the semester break. Practicum hours of the second semester are credited toward the first semester until the required total is completed. Students who are short of hours at the end of their two semesters of practicum will also receive an "Incomplete," and MUST stay in practicum until the required hours are completed, typically during the summer months following the academic year.

Contained in the *Student's practicum Practicum Workbook, in the Brightspace course online, and on the practicum Education webpage*, practicum Practicum Time Sheets must be prepared by each student, signed by the student and the practicum Supervisor at a minimum of once per month, and provided to the Faculty Advisor at the conclusion of each semester.

The following documents must be in the student's file in Brightspace for the student to graduate: Learning Contracts, Process Recordings, Mid-Year Evaluations, Final Evaluations, and correct and totaled Time Sheets. All of these documents are contained in the *Student's Practicum Workbook*, in the Brightspace course, and on the practicum Education Webpage. Copies should be retained for each practicum, and must be signed by the appropriate parties.

B. INTEGRATION OF LEARNING

Integration of learning from academic and practicum experiences is vital to effective social work education. Students are expected to reflect on their practicum practicum experience in academic courses and are expected to apply the theory and skills learned in their courses to their practice in the practicum. Practicum seminars are arranged by Faculty Advisors concurrently with the practicum, as are the Practice sequence courses, in order to provide the student with formal opportunities for further integration of learning.

C. UTILIZATION OF SUPERVISION

Practicum instruction through BSW supervision is a crucial component of social work education, since supervision is the primary method of instruction in the practicum practicum. Students are required to make maximum use of their learning through participation in one hour of scheduled weekly supervision. It is critical that students recognize the difference between educational supervision in practicum placement and typical experiences in employment supervision. Students' learning is best served when they can identify and acknowledge their areas of uncertainty or concern and engage the practicum Supervisor as a partner in developing those areas.

Students should be prepared to maximize their learning through supervision in the following ways.

1. Students must submit process recordings to be used in scheduled supervision to reflect on their developing practice skills (**a minimum of 6 must be submitted to the practicum Supervisor each semester**). practicum Supervisors should make appropriate, constructive written comments on the recordings. Verbal review of the process recordings is permitted, with signature of supervisor on the document required. *Students must submit 2 of the 6 completed process recordings each semester with written feedback provided by the practicum Supervisor.* (Video and audio taping is also possible, provided this is acceptable to the practicum Supervisor and the agency and all relevant

releases required by the agency are completed, including those from the client and those that ensure confidentiality).

2. Students are highly encouraged to be prepared for each supervision session with an agenda, questions, reflections, and observations about their practice to share with the supervisor for the purpose of learning how best to develop and apply social work skills (see examples that follow).

3. Students are encouraged to explore, with their practicum Supervisor, the integration of practicum experiences with classroom readings and learning activities.

4. Students must provide enough material to their supervisors, orally and in writing, to maximize use of their own and the supervisors' time.

A sample student agenda for supervision is found in the practicum practicum workbook. Students and their supervisors may also design their own versions of agendas for supervision; but students must use an agenda in a format acceptable to the supervisor.

D. PROCESS RECORDING

Purpose: The purpose of process recording is to provide a detailed record of the moment by moment process of a student-client session or group, community or organization meeting. This provides the student and supervisor with information to review and from which to learn as much as possible about the student's practice. This process provides a basis for discussing ways to improve the student's work. When completed, the process recording is given to the student's primary supervisor, who is to review it for later discussion in supervision. Supervisors write notes and comments in the process recording for students to read (ideally) before the work is reviewed the following week in supervision.

Process Recording Expectations: All students are required to submit a minimum of 6 process recordings to their practicum Supervisor and 2 of these, with written feedback provided by their practicum Supervisor must be submitted to the Faculty Advisor via Brightspace each term. The due dates for the 2 process recordings which are submitted to the Faculty Advisor are outlined in the Brightspace practicum course. There are officially 15 weeks in the semester and therefore students are encouraged to complete process recordings at a minimum of one every other week each semester. Process recordings may center on the same case or group over a period of time, or may be written about different cases or encounters, depending on where the student and supervisor want to concentrate attention. Students who do not complete this requirement will receive an "Incomplete" until it is met.

Students must also submit at least two process recordings per semester that include written feedback from the practicum Supervisor to their Faculty Advisors for review. These are submitted to the Faculty Advisor via Brightspace each semester to aid the Faculty Advisor in evaluating the student's development. Faculty Advisors may also ask to see additional process recordings at any other time, if, in the Advisor's determination, additional review of the student's work is needed. Students may complete their process recordings at home, and may refer to them, or include process material in the writing of papers or other learning projects, provided confidentiality is protected as described below. Students may use up to one hour per week in the placement setting or off-site engaged in process recording. **At the end of the practicum placement all process recordings should be destroyed**.

Method of Process Recording: Process recording is a written verbatim account by the student of as much as the student can remember of the verbal content and significant behavior of the student and client(s) or meeting participants during any person-to-person encounter. Process recording is frequently conducted on a counseling session or interview, but may also be completed on a group or family counseling session, community or administrative meeting, or other interactions that the student has had as part of his or her practicum practicum experience. Those students who have brief encounters with clients, or only do evaluations, or meet clients informally on the street, at home, or in the hall, may still record the process of these interactions. Process recording is a valuable learning tool because it is one of the few ways of taking a direct and accurate look at students' developing abilities in actual practice, to determine if students are developing the necessary social work skills. They also provide a means for students to reflect on their own growth in professional practice and effective use of self.

Appendix A includes three process recording formats for use in different contexts of the practicum. The three-column method of process recording is designed for individual and family interactions. The content for each column is shown below. Practicum

Supervisors may prefer variations on this theme, and it is acceptable to use those. The "Summary-Observation-Developmental Stage-Assessment (SODA)" format is used to reflect on and document group sessions. The "Meetings" format is intended for use in recording the student's work on either community or administrative projects. Audio or video recordings, or other methods, may be used to convey content of a session to the practicum Supervisor (with the practicum Supervisor's agreement and agency and client agreement), but students should still prepare a written summary of the reflective portions of the process recording formats (e.g., Columns 2 and 3 found in the individual/family format). If taping is to be used, students must adhere to the agency's policy on participant consent.

Format for Four-Column Process Recording #2:

Column I	Column II	Column III	Column IIII
The verbatim account of the session, (see sample).	The student's *thinking* about the interaction, rationale for making a particular response, theory and knowledge used.	A running account of how the student was *feeling* as the interview progressed.	practicum Supervisor's Feedback

Length: Length of the process recording will vary depending on the length of the actual interview or meeting and how much the student remembers of the interaction. It is often acceptable to record a <u>portion</u> of an encounter, particularly portions that illustrate a critical turning point or learning experience for the student. Students should consult with their practicum Supervisor about the context and extent of the process recordings submitted. Process recordings do not have to be typed as long as handwriting is legible. But practicum Supervisors determine whether handwritten or typed process recordings are acceptable and may have special formats for process recordings that they require students to use. Most handwritten or typed recordings average 4 to 8 pages, single-spaced when the three-column format is used. In general, students should not spend much more time on the recording than the length of the original encounter. **For long or complex sessions, selected portions may be noted by the student and used for the process recording in consultation with the practicum Supervisor.**

Confidentiality and Related Issues: The process recording is confidential material and should be handled accordingly. All identifying information about the participant(s) and agencies involved should be disguised by using initials or name(s) other than the real name(s), and by omitting other identifying information. Whenever possible, process recordings should be kept in a locked, secure file or drawer at the placement agency. <u>Process recordings are **not** to be kept in the client's chart, since process recordings are a tool for the intern's learning and not part of the client's permanent agency record. If security in an agency is an issue, students should talk with their practicum Supervisor and Faculty Advisor about how to handle process recordings so as to protect client confidentiality. At the completion of the internship, all process recordings should be destroyed (i.e., shredded, not recycled).</u>

Suggestions for Students About Writing Process Recordings: Taking notes during the session is very helpful, if you and the client are comfortable doing so. Otherwise, writing even a few brief notes immediately after the session will make the writing of the full process recording much easier. Students should not wait too long after a session to write the process recording. Recounting of the encounter will be more accurate the sooner it is recorded.

E. RECORD KEEPING AND WRITTEN MATERIALS

Required by the Practicum Agency

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

Required by the School

Written materials required by the BSW Program are found in the <u>Student's practicum Practicum Workbook</u>. It is the student's responsibility to assure that these documents are completed and provided to the Faculty Advisor during the site visit and at the end of each semester. **It is strongly recommended that copies of all crucial documents related to assignments found in Brightspace or the *Student's practicum Practicum Workbook* be saved <u>both by the student's and practicum Supervisors' use before</u> submission to the Faculty Advisor at the conclusion of each semester, thus allowing the student and practicum Supervisor to have their own copies. Crucial documents include: 1) The Learning Contract; 2) Time Sheets; 3) Information about the end of First Semester/Midpoint Evaluation; and 4) Information about the end of Second Semester/Final Evaluation. The**

completed assignments are kept in the practicum Practicum Brightspace course at the conclusion of the internship.

SECTION VIII
LEARNING CONTRACTS AND ACTIVITIES

The Learning Contract is a formal agreement regarding the structure and content of the practicum practicum experience. The contract directly reflects the learning competencies presented in Table 1. The contract translates these competencies into specific tasks, responsibilities and practice experiences. Contracts for the practicum reflect the learning expectations for each year. There is a common set of practicum practicum learning experiences required of all students. These are described in the contract for each year. Each section of the contract has a supplemental section for additions that are specific to the particular student and the practicum agency. **Students and practicum Supervisors are encouraged to identify in these supplemental sections learning competencies and plans that reflect the particular needs and interests of the student or the opportunities presented by the practicum Agency and its clients.** The contract must be written and completed to the satisfaction of all parties, and signed by the student and practicum Supervisor before the site visit at the latest. The Learning Contract is found in the *Student's practicum Practicum Workbook as well as in the practicum Practicum course on Brightspace where the completed copy is retained*.

The contract defines the roles and responsibilities of the three parties signing it in fulfilling the learning needs and competencies. It represents a commitment by all parties to meet the terms of the contract. It also serves as the basis for evaluation of the student's performance in the practicum practicum and the agency's performance in providing practicum learning opportunities [see Section IX: Evaluation].

If, during the contract period, a significant change in the practicum structure or learning experience is agreed on by all parties, then an amendment, again signed by all parties, may be attached to the original contract.

SECTION IX
EVALUATION

A. EVALUATION OF STUDENT PERFORMANCE

1.   Ongoing Assessment of Student Performance

Students and practicum Supervisors are expected to share in ongoing evaluative discussions of the student's work throughout the practicum practicum. One of the purposes of weekly student meetings with practicum Supervisors is to provide immediate, ongoing feedback to students so that they can enhance and refine their skills and apply new concepts in their practice. These meetings should provide students with an awareness of any problems or concerns with their performance. Problems should be discussed with the student and the Faculty Advisor as soon as they are identified. Review of process recordings also contribute to these discussions

Problems and concerns may include skill development, level of understanding, or practices considered by the practicum Supervisor to be marginal or unacceptable. An assessment by the practicum Supervisor that could result in a marginal or unacceptable rating must be discussed immediately with the Faculty Advisor and student. When such a situation exists, the Faculty Advisor will work with the student and practicum Supervisor to identify strategies to improve the student's level of skill or understanding. These issues should be addressed in supervision sessions before the formal evaluation, thereby avoiding any surprises at the time of the formal evaluations. In some cases, a letter of information (to the Faculty Advisor) or letter of concern may be appropriate (see Section C. BSW "Advancement Process and Procedure", in the latest *Student Handbook of Policies and Procedures*, for more information).

2.   Formal Evaluation

The formal evaluation is the culmination of the ongoing assessment process that takes place throughout the practicum. It is designed to provide students with information regarding their performance, recognizing strengths and providing an opportunity to identify areas needing improvement. There are two formal written evaluations, the midpoint and final. Interns should be encouraged to participate in the evaluation process by outlining a self-assessment prior to the practicum Supervisor's assessment. A copy of the template for practicum Supervisors' evaluation of students is can be available upon request.

In formal evaluation meetings, occurring at midyear and at the end of the practicum practicum, the student and practicum Supervisor reflect on the practicum practicum experience and assess the student's progress to date. The Learning Contract and evaluation tools serve as structured guides for assessing student progress. There are separate online evaluation forms for practicum supervisors for each of the two semesters of practicum. Students are also expected to make contributions to the formal and informal evaluations of their own performance in practica as their self-assessment skills develop.

Evaluation of students by practicum supervisors: The evaluation of students at the midpoint and end of the practicum are significant parts of an effective educational practicum experience. The points at which evaluation occur are opportunities to recognize growth and plan for further growth, as well as to identify areas that should be worked on concertedly. Supervisors must take into account many factors in their evaluation of students, including, but not limited to: student learning style, prior experience, and opportunities for learning occurring in the present practicum placement. Supervisors work with the student not just at the junctures where formal, written evaluation takes place, but throughout the duration of the placement, providing supervisory comment and feedback in the weekly supervision sessions. Thus, the student's evaluation, both at mid-point and at the end of the internship, should not be surprising to the student. It is best practice to review the formal practicum Supervisor-completed evaluations with the student in person during supervision, perhaps even consulting with the student on their perceptions of success in achieving a given competency or performing a given practice behavior. In addition, students should have their own opportunities to self-evaluate as they progress through the practicum.

When prompted by a notice by the Office of practicum Education, practicum Supervisors should address the two online student evaluation components that must be completed at the conclusion of both fall and spring semesters:

Evaluation Component number one relates directly to the activities expected in the practicum experience that reflect the generalist

approach to social work practice: direct work with individuals and groups; group work with both clients and colleagues; and a community project (first year).

Evaluation Component number two relates to the competencies to be gained by students, and the practice behaviors expected to be performed in the internship, as established by the Council on Social Work Education (CSWE) in its Educational Policies and Accreditation Standards (EPAS) of 2015, the latest year these expectations were published. Students must be evaluated using both components.

For the CSWE-expected components drawn from the CSWE 2015 Educational Policy and Accreditation Standards (EPAS), a rating scheme is provided directly on the evaluation form, ranging from "Not Observed" to "5" or "Mastered Performance". Supervisors will see on the evaluation form the following rating scheme:

Section B: Assessment			
Please base your assessment of how well the BSW practicum/Practicum Student demonstrates their ability related to the performance practice behavior using the rating scale below. Please circle your answer. Thank you.			
5	Mastered Performanc e	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	**Mastered:** "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and	**Superior:** "surpasses competent in one or more ways." Superior

		skills related to the performance of the practice behavior.	performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performanc e	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	**Competent:** "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performanc e	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	**Inadequate:** "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of knowledge, values, and skills related to the performance of the practice behavior.	**Lacking:** "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	**Observed:** "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

a. Mid-Year (Submitted online)

The mid-year evaluation is due near the end of the first semester of practicum (in December), and is submitted online. Particular strengths and weaknesses in different areas of learning related to the expected practicum competencies are explored. The practicum Supervisor and student reflect on overall progress as well as any problems in the practicum to date. Goals for learning and the related practicum experience for the second semester are agreed upon and documented. The practicum Supervisor then completes the evaluation. The evaluation is shared with the student upon submission online by the practicum Supervisor. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the electronically signed midyear evaluation provided through online submission, is also provided to the Faculty Advisor upon submission, who issues a grade based on its contents.

b. The Final Evaluation (Submitted online)

The final evaluation is due, for all students, near the end of the second semester of practicum (late April or early May). The process of evaluation requires a comprehensive review of the student's learning experiences and goals throughout the entire practicum in relation to the expected competencies. The evaluation requests particular feedback regarding the student's demonstration of competence in a wide range of social work knowledge, values and skills. While the same form is used for both midyear and final evaluations, the level of expectations will have grown proportionately by the time of the end of year review.

The practicum Supervisor completes the final evaluation. The evaluation is shared with the student electronically upon submission by practicum Supervisor. The student and practicum Supervisor discuss the evaluation and, considering developmental progress, seek to agree on the final content. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the signed full-year/ end-of-year evaluation is provided directly to the Faculty Advisor electronically upon submission, who issues a grade based on its contents. The Office of practicum Education has access to this evaluation that represents official documentation of the practicum experience.

c. Uses of Evaluations

The midyear evaluation is used as a guide for planning the intern's learning for the second semester, in consultation with the Faculty Advisor and practicum Supervisor. It is also a critical component in the Faculty Advisor's assignment of a grade.

The final evaluation documents the intern's status in achieving the expected competencies for the practicum and any subsequent learning goals. For BSW students, this information is important for guiding the learning plan for the generalist year internships. The final evaluation is also used in assigning second semester grades by the Faculty Advisor and should be used by the student to establish their own professional development goals.

3.   practicum Practicum Grading Policy

practicum Practicum grading is the responsibility of the Faculty Advisor. Grading for practicum practicum (SWRK 584, SWRK 585) are Pass/Fail, and are based on practicum evaluations, discussions with the student and the practicum Supervisor, and on review of selected written materials, including process recordings. practicum Seminar grades are issued by Faculty Advisors and are on a graded scale (e.g. A, A-, B+, etc.).

A grade of "Pass" in the practicum practicum is earned when students have met the basic expectations for the practicum as outlined in the expected experiences and competencies, have completed <u>all</u> the required hours and documentation, <u>including process recordings</u>, for that practicum, and have met the Professional Standards.

A grade of "Fail" is assigned when students have not made acceptable progress toward achieving the expected competencies as evidenced in practicum evaluations and other practicum-related requirements, have not completed the required hours and documentation, <u>including process recordings</u>, and/or have violated the Professional Standards of the BSW Program and/or College and/or the Code of Ethics of the National Association of Social Workers. A failing grade in any course, including fiels

practica, means that the course or the practicum experience must be repeated for the student to continue with the educational program.

Students may receive an **"Incomplete"**:

(1) when they are successfully meeting the expected practicum experiences and competencies, but at the end of the semester have not completed all the required hours and documentation, including process recordings, for that practicum; or

(2) when they have not fully met the expected practicum experiences and competencies, but have demonstrated substantial effort <u>and</u> progress toward meeting them, and, in the judgment of the Faculty Advisor and practicum Supervisor, they could achieve the basic expectations for that practicum if allowed additional time in the practicum placement. In this case, the Faculty Advisor and the practicum Supervisor define the expectations that must be met to achieve a "Pass" and develop, with the student, a plan, including a timeline, for accomplishing them by the end of summer semester at latest. Students who meet the expectations within the time frame in the plan will then earn a "Pass"; those who do not will "Fail."

Note that an Incomplete Contract must be completed for any student to receive an Incomplete ("I") for the Practicum or practicum Seminar. The Faculty Advisor is responsible for drawing up the Incomplete Contract for the practicum or seminar, and students are expected to sign the Contract. However, if students are not available to sign the Incomplete Contract, the Faculty Advisor may submit it without the student's signature, according to the Registrar's Office. However, in order to fulfill the expectations of the Incomplete Contract Faculty Advisors must notify students that they are submitting an Incomplete Contract and of any stipulations within that contract of which students should be aware, such as an expected completion date.

Required documents to receive a passing grade:

In addition to the Faculty Advisor's assessment, the following documents, contained in the *Student's practicum Practicum Workbook, the practicum Education webpage, and the practicum Practicum course in Brightspace,* must be received by the Faculty Advisor and the Office of practicum Education in order for the student to receive a passing grade for practicum practicum each semester.

For First Semester of Practicum
1. The Learning Contract with the signature page completed and signed by all parties.
2. practicum Practicum Time Sheets, signed by student and practicum Supervisor, totaling the required number of hours in practicum for the semester.
3. The Mid-Year Student Evaluation submitted online, completed by the practicum Supervisor, reviewed by the student, and used by the Faculty Advisor to issue a grade.
4. In addition, students must have completed the requisite number of process recordings (one per week or biweekly of practicum, with a minimum of 6 per semester.) Students submit two process recordings with written feedback provided by the practicum Supervisor via Brightspace to their Faculty Advisor for review; Faculty Advisors may request more than two to review.

For Second Semester of Practicum
1. practicum Practicum Time Sheets signed by the student and practicum Supervisor totaling the required number of hours in practicum for the semester.
2. The Final Student Evaluation submitted online, completed by the practicum Supervisor, reviewed by the student, and used by the Faculty Advisor to issue a grade.
3. In addition, students must have completed the requisite number of process recordings (one per week or biweekly of practicum, with a minimum of 6 per semester.) Students submit two process recordings with written feedback provided by the practicum Supervisor to their Faculty Advisor

for review; Faculty Advisors may request more than two to review.

4. Completed project summary sheet (community project).
5. Students must submit their Evaluation of practicum Agency forms to the Office of practicum Education by a designated time in May.

The completed forms contained in the *Student's practicum Practicum Workbook, the practicum Education Webpage and the practicum Practicum Course in Brightspace* must be provided directly to the Faculty Advisor via Brightspace. **Students take careful note: It is the responsibility of each student to make and retain copies of all materials submitted. practicum Supervisors may also wish to retain copies of relevant materials for each student. Online evaluations will be maintained by the Department of Social Work.**

Note: If any of the above documentation is missing at the end of the semester, the student will receive an "Incomplete" for practicum. Upon completion of the documentation requirements, and successful completion of all other practicum requirements, the Incomplete will be changed to "Pass." All Incompletes must be completed prior to the end of the semester following the semester for which they were issued (excluding summer session) in the timeframe required for completion. Failure to correct the Incomplete within that time frame will result in the grade being changed to Fail. For details on grading policies, incompletes, and related matters, see the section on "Academic Standards and Expectations" in the current *Student Handbook of Policies and Procedures.*

B. EVALUATION OF THE practicum PRACTICUM

1. By Faculty Advisor
If concerns about the practicum experience have arisen during the course of the academic year, a practicum Agency Evaluation form completed by the Faculty Advisor is submitted to the Office of practicum Education.

2. By Student
In the practicum Agency evaluation completed by students, the student should assess the value of the practicum experience during the past year, not only in terms of their own individual experience, but the quality of the practicum experience for any students who might be placed there in the future. Quality of supervision, types of learning opportunities, degree of agency acceptance and support of students, and overall strengths and weaknesses of the practicum experience are among the most important areas to cover. This form must be submitted to the Office of practicum Education by a designated time in May.

C. EVALUATION OF THE FACULTY ADVISOR
In this evaluation, due in late April, students evaluate their Faculty Advisors, using the Student Evaluation of Faculty Advisor Form. This evaluation is confidential, in that neither the name of the student nor the practicum agency appears on the form.

Evaluations of Faculty Advisors are returned directly to the Office of practicum Education. These evaluations will be aggregated for each Faculty Advisor and reviewed by the Office of practicum Education, the BSW Program Director, and/or the Chair of the Department of Social Work only after the semester's grades have been submitted. After the Chair's review, the summary evaluations are shared with the Faculty Advisor.

D. EVALUATION OF Springfield COLLEGE BSW PROGRAM BY practicum SUPERVISOR
Each year the social work program asks all the active practicum Supervisors to provide an evaluation of their experiences with Springfield College BSW internships over the past year. This information is gathered through the Agency Evaluation of practicum Practicum Form which is returned to the Office of practicum Education each year. This information is used to improve the operation of the practicum practicum experience. The participation of practicum Supervisors in completing these evaluations is appreciated.

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SECTION X

SOCIAL WORK VALUES AND ETHICS

A. NASW CODE OF ETHICS

Students enrolled in the BSW Program are bound by the National Association of Social Workers' (NASW) Code of Ethics in all of their academic and practicum work. The most current Code of Ethics is included in the *Student Handbook of Policies and Procedures*. All students are responsible for familiarizing themselves with the Code and must sign that they have reviewed the code before placement begins. Students considered by faculty members or the practicum Supervisor to be in violation of the Code will be referred to the Educational Advisory Committee, and could be subject to probation or dismissal from the BSW Program.

B. HARASSMENT POLICY

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile or offensive work, education or living environment. Springfield College prohibits harassment of any kind based on, but not limited to, race, color, sex, gender, sexual orientation, national origin, religion, age, disability or class. Harassment includes slurs and verbal or physical conduct related to a person's race, color, age, gender, sexual orientation, disability, religion, national origin, or class.

Sexual harassment is defined as sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a condition of the individual's employment or academic work; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working, academic or living environment.

Any type of harassment that hinders access to employment or educational services, opportunities, or programs is covered by this policy. Positive steps will be taken to eliminate harassment when such practices or acts are discovered. Persons found in violation of this policy will subject themselves to disciplinary action, up to and including dismissal.

C. POLICY ON DUAL RELATIONSHIPS AND CONFLICT OF INTEREST

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

If a practicum placement is proposed by the Office of practicum Education that would create a dual relationship, both the student and prospective practicum Supervisor should notify the Office of practicum Education to make other practicum plans.

If, during the course of a practicum placement, a dual relationship of any kind develops, the practicum Supervisor and student should contact the student's Faculty Advisor promptly. If a Faculty Advisor identifies a concern about such a relationship, she/he should confer with the practicum Supervisor and with the student to address the concern. The Faculty Advisor, in consultation with the Director of practicum Education, will work with the student and practicum Supervisor to resolve the situation in a manner that is in the best interest of the student and consistent with the Code of Ethics. This can be done discreetly, but it is incumbent on all parties involved to make suitable arrangements to ensure the educational integrity of the practicum placement. Should this process not yield an adequate resolution, the Faculty Advisor should utilize the mechanism of Faculty Concern outlined in the Policies and Procedures Handbook.

D. DISCLOSURE OF STUDENT STATUS

In accordance with Massachusetts State Law, chapter 214 (the "Patients' Bill of Rights," May, 1979), the Board of Directors of the Massachusetts Chapter of the National Association of Social Workers (NASW) made the following recommendation (December, 1980):

"...NASW recommends that social work students identify themselves as trainees/students/interns to patients/clients either verbally or through the use of name tags except in emergency situations where it is clinically contraindicated as determined by student and supervisor. Students' status should be clearly designated in signing notes in the record."

The Department of Social Work requires that students identify themselves as "Social Work Interns," unless their agency specifies a different title. This policy is in the best interests of client care, and is applicable to any locality or agency in which students are placed. The Department of Social Work also recommends early disclosure to clients of the length of time the student will be available to work with clients, again, with exceptions as clearly determined by discussion between the student and practicum Supervisor.

SECTION XI

SAFETY POLICIES AND PROCEDURES

A. CONCERN FOR SAFETY

The Springfield College Department of Social Work is concerned for the safety of all students during practicum 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 practicum agencies <u>must</u> 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 *practicum Practicum Manual* as well as through classroom content on safety issues. **Students who have concerns about their safety in any practicum related situation are encouraged to discuss them promptly with their practicum 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 practicum Supervisor <u>and</u> Faculty Advisor (or Agency Director and Director for practicum Education, and/or Assistant Director of practicum Education (BSW Program Director, Social Work Chair, or Dean of the School of Social Work and Behavioral Sciences, if others are not available) to assure that appropriate services and supports are in place and being received. School representatives must be notified of any direct threats or a potential harm to the student.

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., the use of restraints, dispensing medications, and collecting urine samples are not allowed by the Department of Social Work). If responsibilities are assigned that are outside the typical scope of practice of an BSW intern, the practicum 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 they have assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their practicum Supervisor and confer with their Faculty Advisor. At any point, the Director of practicum Education or Assistant Director of

practicum 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 have resulted in increased workloads in social work settings. As a result, nationwide, social workers have experienced a variety of challenging or even threatening situations, and some have been harmed.

The following guidelines inform 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 of practicum Education in consultation with the BSW Program Director and/or Department Chair.

The Department of Social Work recognizes that the implementation of comprehensive safety policies guidelines may take time. But placement agencies must demonstrate a strong baseline of concern for safety of students, employees, and clients, and, at least, progress toward instituting comprehensive policies and practices in order to be used as a placement agency for students.

1. An agency should have a policy and /or procedure on safety covering the following matters:
   - Building and office security.
   - How to contact the practicum 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 and a 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, violent situations outside the agency, and disaster preparedness and planning. The agency and each of its programs 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. Plans 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 practicum Supervisor, the Director of practicum Education, and the Faculty Advisor, if at all possible, before the placement begins. The following types of activities should not be assigned to students:
   - Physical restraint of clients.
   - Transportation of clients in one's own vehicle.
   - Transportation of clients accompanied by one agency employee who is driving an agency vehicle.
   - Use of agency vehicle.
   - Treatment of a client with a history of violence.

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- Handling of bodily fluids, including blood and urine samples.

Students should never work in the agency at times when and/or in areas where other staff is not present. The student's practicum supervisor should know, or be able to easily ascertain, the student's location during practicumwork 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 assessed to be non-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 presents 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 being accompanied by another worker or security person to immediate availability of telephone consultation. The student's practicum 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 <u>not</u> to make home visits; that is, responsible parties should ascertain if a home visit is really necessary. Home visits accompanied by an employee experienced in home visits are preferred by the Department BSW Program.

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.

Again, if a student is threatened or injured while in practicum instruction, or involved in an incident where their safety is, or could be, compromised, the incident should be reported immediately to the Faculty Advisor, to the agency, to the Director of practicum Education, the Assistant Director of practicum Education, or if others are not available, the BSW Program Director, the Department Chair, or to the Office of the Dean of the School of Social Work and Behavioral Sciences.

c. SAFETY GUIDELINES FOR STUDENTS IN THE practicum
1. Security of Belongings

All students in the practicum 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 anger. While rare, some 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 Department

of Social Work expects students to prepare with their practicum 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. Students <u>should not</u> be assigned work with very high risk clients, though they may consult with supervisors on such clients in order to learn and enhance their social work skills. 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. This information should be discussed as soon as possible with practicum Supervisors or in weekly supervision. 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 practicum 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. 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, students should stay alert, lock doors, and close windows. Students must tell someone at the agency where they are 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 practicum Supervisor. It might be decided that the meeting will take place in a public location or another worker will go along 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 an assignment because of safety concerns, supervisors 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.]

SECTION XII

ADDITIONAL POLICIES

A. OFFICE OF practicum EDUCATION FILES

A practicum practicum file is created and maintained by the Office of practicum Education for each student. Student and agency practicum files are located in the Office of practicum Education and are available by appointment. practicum staff must be present when students are viewing their files. At all other times the practicum files will be locked. **practicum files may not be removed from the Office of practicum Education.** No one other than authorized staff should add anything to or remove materials from a practicum file.

practicum documents will also be stored in the Brightspace learning platform. **Students should keep personal copies of all forms submitted for their personal records.** practicum Supervisors may wish to do so as well.

If students bring documents to the Office of practicum Education in person, documents should be placed in the Office of practicum Education Administrator's mailbox in the school mailroom.

A file on each agency is created and maintained by the Office of practicum Education. The documents in this file may include:

Affiliation Agreement
Supervisor Resumes (if a new supervisor) Other
relevant agency-related documents Placement
Documents

B. TRANSPORTATION COSTS

Students are expected to pay the cost of their own transportation for commuting to practicum agencies. Parking costs are also the student's responsibility unless other arrangements are made with the agency by the student. Students should be reimbursed by agencies for transportation costs and other reasonable expenses incurred in carrying out agency assignments.

C. LIABILITY INSURANCE

All students enrolled in the BSW Program are protected under a student liability policy maintained by Springfield College, for which the students have paid a fee upon registration. This policy covers students only while they are participating in activities which are required as part of their curriculum at the College. Currently, the coverage level is $1 million per occurrence/$3 million aggregate. The policy covers any act or omission in the furnishing of professional health care services (including social work services) to a patient or client, including injury sustained by a fellow student in the practice of activities which are part of and a requirement of the students' curriculum.

Copies of the liability insurance certificate with the limits of coverage are sent to practicum agencies upon finalization of students' practicum placement or upon request and are available from the Office of practicum Education. Students may wish to also acquire their own person practice liability insurance.

D. TRANSPORTATION OF CLIENTS

Students are <u>not</u> covered under the above insurance policy for the transportation of clients in their own vehicles. In addition, students should not drive agency-owned vehicles. Standard, personal automobile insurance policies also do not typically cover the transportation of clients in one's own vehicle. Thus, students should not transport clients in their own vehicles, nor should they be asked to transport clients in agency vehicles unaccompanied or as the driver of the agency vehicle. If students accompany clients in an agency vehicle driven by an agency employee, they <u>must</u> be accompanied by an <u>additional</u> agency employee, who is the responsible party should a client become agitated or decompensate in any way.

E. DRESS CODE FOR INTERNSHIPS

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Students are expected to follow any agency-specific dress code guidelines. They are expected to dress in business casual, business professional, or formal business attire as appropriate for the role/setting unless the day's tasks and responsibilities require otherwise or they are told otherwise by a manager or supervisor.

- Students should present themselves in a professional manner. Clothing should be within the agency's guidelines and be free of holes, tears, or rips.

- Clothing should be without offensive language or inappropriate designs.

- Clothing should not be too revealing.

Your professional presence is important in internship interviews, the internship itself, and in classes. What you wear away from the internship and school in social settings may not be what you wear interviewing at the internship, participating in the internship, or at school. One's professional presence is typically more formal than one's social presence. Also, be careful about the use of perfume and cologne; scent can be an issue for people who are sensitive to scent and/or have allergies; less, or none, is better. No scent should be worn in medical settings.

Err on the side of dressing conservatively or more formally when you interview for your internship, while in your internship, and for class attendance.

F.   STUDENTS EXPERIENCING DIFFICULTY

Students who have any questions or concerns about their practicum are encouraged to first discuss their concerns with their practicum Supervisor. practicum Supervisors with concerns about students are encouraged to first explore their concerns with their students. As a first step in addressing questions or concerns, both students and practicum Supervisors should consult this *practicum Practicum Manual* for the department's policies as well as the department's *Student Handbook of Policies and Procedures*. Both may be found within the Department of Social Work website.

If the concerns cannot be easily resolved between student and practicum Supervisor, both student and Supervisor are encouraged to contact the student's Faculty Advisor in the early stages of their concern to prevent the possibility of more serious and perhaps irreversible problems later on.

In the case of marginal student performance or any other practicum problems, the Faculty Advisor is expected to be involved early in developing opportunities to bring about significant improvement. Most practicum education problems can be resolved with some discussion among student, practicum Supervisor, and Faculty Advisor. When necessary, the Director of practicum Education and/or Assistant Director of practicum Education should be consulted if there is a difficulty in finding resolution. If problems are serious or difficult enough that student-supervisor-advisor discussions are not sufficient to resolve the issues, then the problems can be brought before the Educational Advisory Committee through consultation or a full meeting. For the procedures to follow in bringing practicum practicum issues before the Educational Advisory Committee, see the latest *Student Handbook of Policies and Procedures*: Academic Standards and Expectations, Student Review Procedures.

G. CHANGE OF PRACTICUM AND PREMATURE TERMINATION OF PRACTICUM

Occasionally, as a result of discussions among the student, practicum Supervisor, and Faculty Advisor about practicum problems, or as a result of a meeting with the Educational Advisory Committee, a change, extension, or termination of practicum may be necessary or recommended. Sometimes students must interrupt practicums due to illness, family emergency, or other unexpected changes in personal circumstances.

A student who believes that a change to another practicum is necessary for educational or personal reasons, should first discuss their concerns with the practicum Supervisor and Faculty Advisor, who may consult with the Director of practicum Education.

If, after discussion with the Faculty Advisor and practicum Supervisor, or Director of practicum Education or Assistant Director of practicum Education, the student believes that a change in practicum is still necessary, a joint meeting of the student, Faculty Advisor, and practicum Supervisor should be arranged. If the discussion concludes with the student still believing a

change is necessary, the student must request the change in writing to their Faculty Advisor, with a copy to the Director of practicum Education, the Assistant Director of practicum Education, and BSW Program Director. The request must explain in detail the reasons for the change and the educational benefits to the student if the change is made. The Director of practicum Education will determine if the change is justified with further consultation, as needed, with the student, the Faculty Advisor, the practicum Supervisor, the practicum Placement Advisory Committee, if needed, and the BSW Program Director or Chair of the department.

While the proposed change is under consideration, the student is typically expected to remain in the assigned practicum until a clear decision has been made to change to another practicum. All parties should be aware that a change to another practicum agency usually results in a disruption of the student's professional development and that the student may fall behind in accumulated practicum hours. Therefore, a change in practicum **must** provide significant educational benefit to the student.

The Office of practicum Education regards a change in practicum as the last option, only after all other problem-solving efforts have been explored. (See Students Experiencing Difficulty, in this *practicum Practicum Manual*).

Termination from any practicum must be made in a timely, planned, and professionally responsible manner. Once the decision to prematurely terminate a practicum is made, the student is responsible

for notifying all relevant practicum agency staff, in advance. Also, the student is responsible for notifying all clients, client groups, administrative or community groups, and arranging planned termination sessions, meetings or discussions to ensure that the impact of the student's leaving is addressed and that responsible arrangements for continued service to clients will be provided after the student leaves. The student is expected to request consultation and support from the practicum Supervisor and Faculty Advisor in carrying out these tasks.

Failure of students to conduct a planned, responsible termination of practicum will be considered a violation of the NASW Code of Ethics and Department of Social Work policy, and will result in review of the student's handling of termination of the practicum by the Educational Advisory Committee, which could lead to sanctions.

If a decision is made to change placements, the process for identifying and confirming a new placement is the same as for the original placement.

H. ACADEMIC ASSISTANCE AND ACCOMMODATION PLANNING:
ACADEMIC ASSISTANCE:
A wide variety of academic assistance is offered through the **Academic Success Center**:
- The **Academic Success Center** is located on the third floor of **the Harold C. Smith Learning Commons** and can be contacted at **413-748-3389** or ASC@Springfieldcollege.edu. More detailed descriptions of its services can be found on its website: http://Springfield.edu/academic-success-center
- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- The **Content Tutorial Program** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- **Math-Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The **Conversation Partners Program** provides support for non-native speaking students wishing to improve conversation and comprehension skills.
- **Disability and Accessibility Services** provides advocacy and resources for students who provide appropriate documentation of a disability.
- The **Assistive Technology Program** provides training in a range of assistive technologies.
- The **Academic Coaching Program** is available to help students improve time management and learning strategies.
- The **Academic Progress Program** provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

- The **MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

Accommodation Planning:

If you have a documented disability on record with the Academic Success Center's **Learning Support Services**, or the corresponding campus individual in the **School of Professional and Continuing Studies**, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students with the Department of Social Work should contact our liaison,

Associate Director of Student Services and Deputy Title IX Coordinator, Camille Elliott, (413) 748-3978, celliott@Springfieldcollege.edu. Please let your professor and/or advisor know of your request as soon as possible so that they can work with you and the Director of Learning Support Services to arrange for appropriate and reasonable accommodations.

I. SPECIAL NOTE TO STUDENTS IN SCHOOL SOCIAL WORK PLACEMENTS RE: MASSACHUSETTS LICENSURE

The Springfield College Department of Social Work does not have an approved preparation program for the Massachusetts school social worker/school adjustment counselor license. However, the Massachusetts Department of Education has an alternative licensure process for applicants who have earned an MSW. Applicants who wish to apply under this process need to:

- Have an MSW
- Pass the Massachusetts Communication and Literacy Skills Test, with registration information found at www.mtel.nesinc.com
- Complete the regular application for school social worker/school adjustment counselor license; licensure regulations, information, and online application information are available at: www.doe.mass.edu/lawsregs/603cmr7.html?section=11 and www.doe.mass.edu/licensure/, where you will learn about the Educator Licensure and Recruitment (ELAR) System and obtaining a Massachusetts Education Personnel ID (MEPID) number, and www.doe.mass.edu/licensure/forms-guidelines.html#apply, for detailed information about the process.
- Have completed a practicum of 900 hours, *450 of which have been working with children, adolescents and families in an educational setting.*
- Special Note: The applicant should pursue licensure through the panel review process. In this process, the student will need to demonstrate the acquisition of knowledge outlined in the Subject Matter Knowledge Guidelines available at: www.doe.mass.edu/edprep/resources/smk-guidelines.pdf#search="subject matter knowledge guidelines.

Representatives of the Massachusetts Department of Elementary and Secondary Education may be reached at (781) 338-3000.

Table 1. CSWE 2015 EPAS Competencies

CSWE 2015 EPAS Competencies	
Competency 1: Demonstrate Ethical and Professional Behavior	
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	Social workers: ● make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; ● use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; ● demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; ● use technology ethically and appropriately to facilitate practice outcomes; and ● use supervision and consultation to guide professional judgment and behavior.
Competency 2: Engage Diversity and Difference in Practice	

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple	Social workers: ● apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	● present themselves as learners and engage clients and constituencies as experts of their own experiences; and ● apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.

| **Competency 4: Engage In Practice-informed Research and Research-informed Practice** ||

| Social workers understand quantitative and qualitative research methods and | **Generalist Year** |
| | Social workers: |

| their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. | use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery. |

| **Competency 5: Engage in Policy Practice** ||

| Social workers understand that human | |

rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	Social workers: ● Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; ● assess how social welfare and economic policies impact the delivery of and access to social services; ● apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the	**Generalist Year**
	Social workers: ● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

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importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	● use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this	Social workers: ● collect and organize data, and apply critical thinking to interpret information from clients and constituencies; ● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; ● develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and ● select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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process. Social workers understand how	

their personal experiences and affective reactions may affect their assessment and decision-making.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	Social workers: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers	Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and - apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Springfield College Student Name:

Column I	Column II	Column III
The verbatim account of the session (see sample).	The Student's **thinking** about the interaction, rationale for making a particular response, theory and knowledge used.	A running account of how the student was **feeling** as the interview progressed.

Today's Date:

Date of Session:

Group _____   Springfield College Group Worker   Today's Date_____

Date of Group: _____

Group Description

Group purpose and goals:

Time limited:

Session number:

Group members present (include seating arrangement using arrows to indicate communication flow):

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●●

S.O.D.A. RECORDING (Summary – Observations – Developmental Stage – Assessment of

Practice) <u>**Summary of group content**</u>

<u>**Observations of group processes**</u>

Norms:

Roles:

Communication patterns:

Group cohesion/attraction/mutual aid:

<u>**Developmental Stage**</u>

<u>**Assessment of**</u>

<u>**Practice**</u>

A. IDENTIFYING DATA

Springfield College Student/ Intern name:
Today's Date:

Organization/community Group: Session Date:

B. PRE-MEETING – INCLUDE

1. Student's preparatory work for the meeting

2. Agency or community events that took place prior to the meeting with bearing upon the meeting

C. PURPOSE

Purpose of the meeting: main content areas to be covered

D. CONTENT OF THE MEETING

This section of the process record should be descriptive, rather than interpretive or evaluative. It should report on behaviors or actions which took place, and do so as specifically as possible. In each instance, the activities of the student should be described. The meeting should be reported in chronological order. The following areas should be covered (students may add others as well):

1. Points, issues or problems that were raised.

2. Decision-making: What decisions were made (or not made)?

3. Positions and strategies: Once a position or issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? What goal and/or reasoning for the decision was indicated?

4. Who participated in the discussion? Indicate differences of opinion and/or conflicts that took place. What happened?

5. Who was not part of the meeting who should have been? What key "voices" were missing?

E. ANALYSIS OF MEETING – OPINIONS OR IMPRESSIONS REGARDING:

1. What motivated decision-making? Who seemed to have the major influence? What are possible consequences to the group of its decision-making? What significant values were expressed? How were personal relationships and group alignments affected by the discussion?

2. What lessons, concerns, questions, value conflicts or new ideas did the meeting raise for you?

3. How does this group's work fit into the larger community and/or agency context? How is it being influenced by the community or agency? How does the group's work affect the community or agency?

4. Other analysis.

F. FOLLOW-UP

1. Any significant interactions after the formal meeting ended?

2. What are your next steps with this group/project?