

BSW and MSW Student Field Workbook

Academic Year 2023-2024

First/ Generalist Year Practicum

To be used in conjunction with the Field Practicum Manual, 31st Edition, 2023-2024

This workbook contains the documents the student and field supervisor need to monitor student's progress through the Field Practicum, that align with the assignments found in the Brightspace courses (SWRK 684, Field Practicum 1- First Half & SWRK 685, Field Practicum 1-Second Half) for MSW students and SWRK 584-Field Practicum 1-First Half, SWRK 585, Field Practicum 1-Second Half for BSW students.

One workbook per practicum year can be used. Evaluations are online. Information will be provided to supervisors via Email.

Student Name: _____

Student Cell #: _____

Field Supervisor Name: _____

Supervisor Phone #: _____

Faculty Advisor: _____

Faculty Phone #: _____

Assignments:

- **Faculty Advisor will review the Learning Contract upon student's submission to Brightspace or prior to the *First Site Visit*.** This should be completed well before this visit, if possible, and before the mid-point of the semester. Students will submit Field Practicum 1 (First Half) assignments to Faculty Advisors via Brightspace Learning Platform with Mid-Year Evaluation completed online by Field Supervisor (copy to be uploaded to Brightspace by student).
- Faculty Advisor will review assignments and online evaluation submission and submit grades for Fall semester if all materials, including signatures in required documents, are complete.
- Students will submit Field Practicum 1 (Second Half) assignments to Faculty Advisors via Brightspace Learning Platform with Final Evaluation completed online by Field Supervisor (copy to be uploaded to Brightspace by student). Faculty Advisor will review assignments and online evaluation submission and submit grades for spring semester if all materials, including signatures in required documents, are complete. Assignments are retained in the Brightspace Learning Platform for the Office of Field Education.
- **Students are expected to engage in their field placements over the winter break, but are strongly encouraged to take a minimum of one to two weeks off for a break between the fall and spring terms. Students are also expected to complete hours over the spring break, unless otherwise agreed upon with the field placement site.**

The completed and signed Learning Contract, signed by the student and field supervisor, and the midpoint and final evaluations, completed by the field supervisor at the end of each term, are based upon the development of skills associated with The Council for Social Work's Core Competencies as well as the expected learning components outlined in this document below.

Checklist of Field Assignments and Requirements with Due Dates:

Field Practicum 1 (First Half):

Learning Contact complete with required signatures, submitted to Brightspace by **October 13, 2023**.

Completion of **Site Visit** with Field Supervisor and Faculty Advisor (**mid semester**).

Two completed **process recordings** with written feedback from Field Supervisor, submitted to Brightspace.

Process Recording 1 due no later than 11/10.

Process Recording 2 due no later than 12/15.

Timesheets with signatures indicating completion of at least 40% of the annually required hours (Approximately 180 or more hours for First Year, First Half), **submitted to Brightspace no later than 12/15**.

Completion of **Macro Community Project Proposal**, uploaded to Brightspace **no later than 12/15**.

Completion of **Midpoint Evaluation** by Field Supervisor, **copy uploaded to Brightspace no later than 12/15**.

Field Practicum 1 (Second Half):

Completion of **Site Visit** with Field Supervisor and Faculty Advisor, as needed (**mid semester**).

Two completed **process recordings** with written feedback from Field Supervisor, submitted to Brightspace.

Process Recording 1 due no later than 2/23.

Process Recording 2 due no later than 3/29.

Completed **Community Project Summary**, **submitted to Brightspace no later than 5/3**.

Timesheets with signatures indicating completion of the total of annually required hours (450 hours), **submitted to Brightspace no later than 5/3**.

Completion of **Final Evaluation** by Field Supervisor, **copy uploaded to Brightspace no later than 5/3**.

FIELD PRACTICUM WORKBOOK

Dear students, field supervisors, and faculty advisors:

Use this field placement workbook to begin, plan for, and monitor the field placement experience, which is a required part of the course of study leading to a Master of Social Work. The assignments found within this workbook are also found in the student's Brightspace courses (SWRK 584, Field Practicum 1- First Half & SWRK 585, Field Practicum 1-Second Half). Evaluations of the students' field performance internship will occur online. Look for information within this workbook and other relevant information sent via email to students and supervisors about the online evaluation process.

*All of the elements of this workbook should be reviewed and completed **fully**, including pages where student, Field Supervisor, and Faculty Advisor signatures are needed. It is important for **all** signatures to be present when assignments are submitted to the Faculty Advisor as a record of the student's completion of the field placement. All the elements of this workbook may also be found online at the Springfield College Department of Social Work's Field Education web page and on Brightspace. It is **strongly** recommended that copies of any completed requirements along the way are saved by students and field supervisors for their own files. Physical copies of students' online evaluations can be made available.*

Please use the first page of this workbook to develop a beginning plan for the internship. Then, move on to the Learning Contract. If you have questions about any of the elements of the workbook, please direct them to the student's Faculty Advisor, The Office of Field Education Staff, or you may call Administrative Associate Ms. Jacqueline LeHouiller in the Office of Field Education at 413-748-3001 (jlehouiller@springfieldcollege.edu).

We wish you the best this upcoming year!

Laura Krishnan-Mackie, MSW, LICSW, Director of Field Education

Lily Ghrear, MSW, LCSW, Assistant Director of Field Education

Dr. Lisa Watson, PhD, MSW, LICSW, Chair and Associate Professor

CONTENTS

Student and Field Supervisor Practicum Start-Up Review Checklist	Page 6
Sample Student Agenda for Field Supervision	Page 7
First/Generalist Year Learning Contract Template	Pages 8-14
CSWE Competencies Nine Behaviors and Activities	Pages 12-13
Rules of Professional Conduct and Learning Contract Signatures	Page 14
Time Sheets	Pages 15-24
Process Recording Template for Individual, Family or Co-Counseling	Pages 25-29
Process Recording Template for Groups	Pages 30-33
Process Recording Template for Community or Administrative Meetings	Pages 34-37
Community Project Guidelines & Instructions	Pages 38-39
Community Project Proposal	Pages 40-41
Community Project Completion Summary	Page 42-43
Mid-Point and Final Online Evaluation Instructions	Page 44
CSWE's Nine Social Work Competencies	Pages 45-52

For Student and Field Supervisor: Beginning Checklist

To Student and Field Supervisor: Use this Checklist as Part of the First Few Supervisor Sessions. Please use this checklist to assure that the field practicum starts effectively. Faculty Advisors will cover these topics at the first site visit, in addition to other expectations.

<u>ACTIVITY</u> (Check the boxes to the right accordingly, and please add comments below for any selections of "No")	Yes	No
1. Student and Field Supervisor have developed a schedule for hours in each week for the full academic year, September to May.		
2. Student and Field Supervisor have developed a weekly schedule for direct supervision by the MSW Supervisor, as found in the learning contract.		
3. The Learning Contract has been completed and signed by all parties. <i>Note: Faculty Advisors will visit after October 1st; at that time they will review/discuss the Learning Contract.</i>		
4. <u>The Field Supervisor</u> : Meets with or will meet with the student for supervision regularly, as scheduled.		
A) Uses or will use the student's own written agenda during weekly supervision.		
B) Provides or will provide timely feedback on process recordings.		
C) Assists or will assist the student in making connections with colleagues in the agency with whom the student needs to work to accomplish responsibilities.		
D) Provides or will provide appropriate learning experiences (i.e., access to clients, groups).		
5. Other comments, questions, or concern:		

In addition to a general orientation to the agency, the student must be provided with orientations/trainings in Safety Policies and Protocols and Sexual Harassment Policies. **Please note other relevant policies or training, such as addressing Hazardous Materials:**

TRAINING/ORIENTATION:	DATE OF TRAINING:

Sample Student Agenda for Field Supervision

Student Name: _____ **Date:** _____

Field Agency: _____

Field Supervisor: _____

The agenda should include items that pertain to both organizational and educational functions of supervision. It provides an opportunity for the student to reflect on the week's work (both from an organizational and educational perspective) and to thoughtfully prepare for supervision. Students should review process recordings, looking for themes that emerge in the types of interventions the student is making (or not making) and begin to raise these themes for discussion with the supervisor.

Organizational items (examples of possible topics):

1. Available resources for particular client
2. Paperwork concerns
3. Scheduling concerns

Educational items (examples of possible topics):

1. In reviewing the last week's process recording on Client A, I notice that I have difficulty exploring further when anger is present.
2. I seem to make verbal interventions that are very long, with more than one thought.
3. I reflect back what the client is saying but never seem able to offer more understanding or insight.
4. I struggle with applying the concept of empathy that we discussed in Practice class and seem instead to be getting sad along with the client.
5. In my group this week, it was hard to get two quiet members to participate.
6. At my community project meeting last Friday, only half as many people came as I was expecting.

Generalist/ First Year Learning Contract

Overall Internship Plan

Learning Contract Period (Approximate Dates)

Internship Begin Date: _____

Internship End Date: _____

Hours to be completed:

BSW placements require a minimum of 400 hours total for the year.

First-year MSW placements require a minimum of 450 hours total for the year.

Second-year MSW placements (including advanced standing) require a minimum of 600 hours total for the year.

Planned Standard Schedule of Practicum Hours:

*We recognize that dates may be subject to change; however, this serves the purpose of discussing the general plan for the most typical schedule each week.

<i>Day:</i>	<i>Sun</i>	<i>Mon</i>	<i>Tues</i>	<i>Weds</i>	<i>Thurs</i>	<i>Fri</i>	<i>Sat</i>	<i>Approx. # of Weekly Hours</i>
<i>Schedule Example: 8:00- 5:00</i>								

Weekly individual supervision session plan

- Day, time of supervision schedule: _____

Brief Description of Field Practicum Activities and Responsibilities

Description and size of direct service caseload (as applicable):

*Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups the student is assigned, and other factors. Depending on the agency; screening, assessment, and brief treatment or crisis services can qualify to meet these expectations.

Specific Means of Assessment of Development of Core Competencies and Field Experience Components #1-4:

As part of completing the Learning Contract please consider what will be used to assess student competence in the areas below. Check off sources that will be used:

- Supervision discussions
- Discussion of coursework experiences
- Review of process recordings
- Observation of student in practice with clients
- Observation of student interacting with colleagues
- Observation of student in groups of colleagues, such as team meeting
- Observation of student presentations in agency or community contexts
- Review of paperwork and/or reports completed by the student
- Reports from colleagues
- Results from a project taken on by the student

Expected Learning Components in Practice

Generalist Year Field Experience Component #1A and #1B:

1A. Direct Service with Individuals and/or Families – Client Engagement: The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills as applicable.

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

Please describe direct practice behaviors, activities, and assignments, and the client population with whom the student will engage that will provide evidence of mastery towards expected competencies. Note specific activities and resources that will be available in order to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

Estimate the number of hours per week the student will be engaged in this field experience component.

*May consist of approximately 30-70% of time depending upon agency setting.

- # Hours per week: _____

Generalist Year Field Experience Component #2:

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

Please describe the direct practice behaviors, activities and assignments, and the helping group in which the student will be engaged (2A) or the collegial/administrative group in which the student will be engaged (2B) that will provide evidence of mastery towards expected competencies, please note if this/these groups will be linked to the student's community work project:

Estimate the number of hours per week the student will be engaged in this field experience component:

*May consist of approximately 20-60% of time depending on agency setting.

- # Hours per week: _____

Generalist Year Field Experience Component #3:

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

Please describe possibilities for community work or project in which the student will engage and list other specific, direct practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies (see field practicum manual for more information and examples):

Estimate the number of hours per week the student will be engaged in this field experience component.

*May consist of approximately 10-25% of time depending on agency setting.

- # Hours overall: _____

Generalist Year Field Experience Component #4:

4. Professional Practice and Effective Use of Self:

Please describe specific expectations of the student related to professional practice and effective use of self:

The Council for Social Work Education's Nine Social Work Competencies

CSWE’s nine Social Work Competencies are listed in Table 1 on page 49. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist and advanced generalist level of practice, followed by a set of behaviors that integrate these components. In the document, the behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Activities to address competency 1, Demonstrate Ethical and Professional Behavior:

Activities to address Competency 2, Engage Diversity and Difference in Practice:

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

Activities to address Competency 4, Engage in Practice-informed Research and Research-informed Practice:

Activities to address Competency 5, Engage in Policy Practice:

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

Activities to address Competency 7, Assess Individuals, Families, Groups, Organizations, and Communities:

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

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

**Springfield College Required Rules of Professional Conduct for all
Students in Field Practicum Experiences:**

***Students must check the boxes on the left to indicate that they have read and agree to the rules outlined below.**

- Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum Experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required hours, and performance of duties as contracted or amended.
- Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum Experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- **Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.**

Signatures for Entire Learning Contract

"I agree to/approve the provisions that are presented in this Learning Contract..."

Field Practicum Student Name: _____

Student Signature: _____

Date: _____

Field Supervisor Name: _____

Field Supervisor Signature: _____

Date: _____

FIELD PRACTICUM TIME SHEETS

Alternative Templates:

It is permissible to use alternative templates, given mutual agreement between the supervisor/agency and student.

If using paper copies, students will need to scan completed copies and upload them to Brightspace. It is recommended that students keep personal records of these documents regardless of formats used.

Documenting Hours:

Document the number of hours worked in relation to the placement only.

It is recommended that the student complete this form weekly. Signatures should be completed monthly at a minimum.

*Students completing employment-based practicums cannot document more than 20 hours per week (BSW or first-year MSW placements) or 25 hours per week (second-year MSW placements, including advanced standing), unless an exception has been otherwise provided by the Office of Field Education due to extraordinary extenuating circumstances.

Field Supervisor Signatures:

Timesheets must be signed by both the student and supervisor at least once per month at minimum.

Digital signatures from field supervisors must be completed/entered using appropriate technology to prevent questions of forgery (for example: not typed directly into a word document, a certified digital signature should be entered).

Due Dates:

Total hours completed for the semester must be submitted to Brightspace by the end of the designated semester, by the due date indicated for that term.

Hours:

BSW students must complete a minimum of 400 hours in total for the year (160 or more in the fall semester), first-year MSW students must complete a minimum of 450 hours in total for the year (180 or more in the fall semester), and second-year MSW students (including advanced standing) must complete a minimum of 600 hours in total for the year (240 or more in the fall semester).

Additional Note* The one hour of individual weekly supervision, and up to one hour per week spent completing process recordings can be counted towards weekly practicum hours. Additional questions regarding qualifying hours/activities can be directed to the faculty advisor or the Office of Field Education.

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example:</i> Mon, 9/4	<i>Example:</i> 1:00 - 5:00	<i>Example:</i> 4	<i>Example:</i> 1 hour	<i>Example:</i> 5
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
<i>Monthly total number of supervision hours only:</i>				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		



Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Month:		Year:		
Dates	Times	Hours	Documentation of individual supervision meetings (length of meeting)	Hours, including supervision
<i>Example: Mon, 9/4</i>	<i>Example: 1:00 - 5:00</i>	<i>Example: 4</i>	<i>Example: 1 hour</i>	<i>Example: 5</i>
Monthly total number of supervision hours only:				
Month total, hours completed (including supervision hours):				
Overall total hours completed to date (including supervision hours): (Add hours from previous months as applicable)				

NAMES		SIGNATURES		Date of Signature:
Student Name:		Student Signature:		
Field Supervisor Name:		Field Supervisor Signature:		

Process Recording Template for Individual, Family, or Co-Counseling

Process Recordings should be reviewed and discussed by the student and field supervisor in weekly individual supervision. ***Students must complete six process recordings per term, or twelve in total for each internship year. Written feedback*** must be provided by the field supervisor at minimum ***on two of the six process recordings per term/four per internship year*** that are submitted to the faculty advisor via Brightspace. Otherwise, the supervisor may sign in the feedback column indicating that the process recording has been reviewed and discussed.

Do not put any identifying client/patient information in this document.

****Add additional pages as needed.****

Student/Intern Name: _____

Date of Meeting: _____

Date of Process Recording: _____

****Individual, Family, and Co-Counseling Process Recordings should be a minimum of 3-5 pages in length.***

Column I	Column II	Column III	Column III
The verbatim of the account of the session portion, from memory.	Cognitive process: the student's <i>thinking</i> about the interaction, rationale for making a particular response, theory and knowledge used.	Affective process: a running account of how the student was <i>feeling</i> as the interview progressed. Space for self-reflection on internal responses.	Field supervisor's comments and feedback.

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Process Recording Template for Groups

Process Recordings should be reviewed and discussed by the student and field supervisor in weekly individual supervision. ***Students must complete six process recordings per term, or twelve in total for each internship year. Written feedback*** must be provided by the field supervisor at minimum ***on two of the six process recordings per term/four per internship year*** that are submitted to the faculty advisor via Brightspace. Otherwise, the supervisor may sign in the feedback column indicating that the process recording has been reviewed and discussed.

Do not put any identifying client/patient information in this document.

****Add additional pages as needed.****

Group Worker/Intern/Springfield College Student: _____

Name of Group: _____

Date of Group: _____

Date of Process Recording: _____

Group Context

Group Description:

Group Purpose and Goals:

Is this a time limited group? How many planned sessions? Frequency?

Session number: _____

Group members present (number of individuals present, using initials or pseudonyms only for confidentiality). Describe or draw seating arrangements if the group is not online.

S.O.D.A. RECORDING

(Summary – Observations – Developmental Stage – Assessment of Practice)
Summary of Group Content

Observations of Group Process:

Norms:

Roles:

Communication patterns:

Group cohesion/attraction/mutual aid:

Developmental Stage:

twelve in total for each internship year. Written feedback must be provided by the field supervisor at minimum *on two of the six process recordings per term/four per internship year* that are submitted to the faculty advisor via Brightspace. Otherwise, the supervisor may sign in the feedback column indicating that the process recording has been reviewed and discussed.

Do not put any identifying client/patient information in this document.

Add additional pages as needed.

A. Identifying Data:

Student/Intern Name: _____

Organization/Community Group: _____

Meeting Date: _____

Date of Process Recording: _____

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 the following:

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?

Field Supervisor's Feedback:

and Inclusion (ADEI) in Practice.” Projects should positively impact, increase awareness, and enhance advocacy for historically marginalized communities, and may include identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).

Generalist and Advanced Generalist Macro Project Learning Objectives:

- Enhance critical thinking, research skills, and analysis of systems and resources, including service delivery and service gaps.
- Development of skills in project design and implementation.
- Enhance students’ ability to engage in advocacy work.
- Gain skills and experience collaborating with key stakeholders.
- Gain skills, knowledge, and experience enhancing service delivery, policy, and training.

Required Assignments and Timeline:

- 1) An initial brainstorm will occur as part of developing the learning contract. This will be discussed as part of the fall site visit with the faculty advisor.
- 2) **A project proposal** (template to be provided) must be submitted to Brightspace for faculty advisor approval - to be **due Friday, 12/15/23**.
- 3) **A project completion summary** will be submitted to Brightspace - **due Friday, 5/3/24**. In the final project completion summary, students will reflect on how their project could impact practice, policy, or research endeavors in the future in the community, at the agency, or more broadly.

Optional: If students would like to showcase their projects, there will be an opportunity to do so at the Annual Field Supervisor Appreciation Breakfast that will take place in the Spring semester.

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

Project Description: Students will develop a larger-scale intervention based on an identified need faced by the population served. The project will support student’s ability to analyze and assess needs, collaborate with key stakeholders, and gain skills and experience with project design, management, and implementation.

Questions to explore when developing the project idea:

- What barriers exist for clients seeking services?
- Are there service gaps at the agency or community level?
- Are there particular populations not being served?
- Are the client's voices and perspectives heard and included?

Project Examples:

- Intern developed a school-based program that provided clothing and/or bookbags to students in need that included necessities such as hygienic supplies and snacks.
- Intern developed an educational video on dispelling DCF myths. Intern took time to interview both DCF workers as well as Springfield College students and compiled responses into a video.
- Intern created an educational anti-bullying video, intentionally collaborating with students at higher risk of being bullied.
- Intern developed materials in their native language that helped provide psychoeducation to the population seeking services in the community.

Students may address any questions to their faculty advisor, Lily or Laura.

"I have read the above information regarding the Community Service Project."

Student Name: _____

Date: _____

Community Project Proposal
Due at the end of the Fall semester

1. Summary of Project:

2. Who in the agency will you work with in developing and carrying out this project?

3. What will be the "product" of the project?

4. How will the community or clients benefit from the project?

5. How will the organization benefit from the project?

6. How will your project incorporate CSWE core competency three, “Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice”?

7. What are the implications for, or how could your project impact, practice, policy, and future research?

Community Project Completion Summary

Due at the end of the Spring semester

1. Summary of Project:

2. Who in the agency did you work with in developing and carrying out this project?

3. What was the "product" of the project?

4. How did the community or clients benefit from the project?

5. How did the organization benefit from the project?

6. How did your project incorporate CSWE core competency three, “Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice”?

7. What are the implications for, or how could your project impact, practice, policy, and future research?

8. How did completion of this project positively impact your learning?

For Supervisors and Students: Midpoint and Final Online Evaluations

The purpose of midpoint and final evaluations are to monitor how the student is progressing at the internship and applying practice theories and expectations. There are specific expectations and behaviors provided by the Council on Social Work Education.

- 1) Students and Field Supervisors will receive information via email from Student Service Coordinator Donovan McCray (dmccray@springfieldcollege.edu, 413-748-3047) about completing the midpoint and final evaluations online.
- 2) The information will include a description of the two-part evaluation that the supervisor will complete:
 - Expectations related to “generalist” or “advanced generalist” practice based on the curriculum.
 - Specific expectations for the competencies and behaviors provided by the Council on Social Work Education.
- 3) Approximately one month before midpoint and final evaluations are due to the Faculty Advisor, Field Supervisors and students will receive additional information about how to access online evaluations. Field Supervisors and students should carefully review how the student will be evaluated in all expected practice areas.
- 4) Students will receive a copy of their evaluation via Email once the supervisor has completed the evaluation. Supervisors, please submit online midpoint and final evaluations by the due date. If an incomplete is needed, Faculty Advisors should be notified and they will follow the procedures to issue an “I.”
- 5) Students must submit their Midpoint Evaluations by 12/15/23, along with remaining field practicum (first half) assignments to the Faculty Advisor via Brightspace. Final Evaluations are to be submitted online by 5/3/23, along with field practicum (second half) assignments.

If you have questions, please direct them to Donovan McCray, Laura Krishnan-Mackie, or the student’s faculty advisor.

Donovan McCray, Student Services Coordinator: (413) 748-3047 (dmccray@springfieldcollege.edu)

Laura Krishnan-Mackie, Director of Field Education: (413) 748-3027 (lmackie@springfieldcollege.edu)

Thank you!

We look forward to receiving the midpoint and final evaluations for this student.

CSWE's Nine Social Work Competencies

Generalist and Advanced Generalist Year Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

<p>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</p>	Generalist Year	Advanced Generalist Year
	<p>Social workers:</p> <ul style="list-style-type: none"> • 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. 	<p>Social workers:</p> <ul style="list-style-type: none"> • Employ conscious use of self, self-reflection, self-monitoring, and self-correction in practice <p>Model professional demeanor in behavior and <i>written and oral</i> communications</p> <ul style="list-style-type: none"> • Articulate the mission of social work to multiple constituencies • Consistently adhere to and model professional roles and boundaries • Articulate and advocate social work values and ethics among interdisciplinary situations and settings • Conduct oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g., moral reasoning, cultural perspective, professionalism in research and practice • Apply appropriate social work values to resolve ethical issues • Analyze and communicate professional judgments,

<p>understand emerging forms of technology and the ethical use of technology in social work practice.</p>		<p>reasoning, and process in practice</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>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.</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p> <ul style="list-style-type: none"> ● 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. 	<p>Social workers:</p> <ul style="list-style-type: none"> ● Transform one’s behavior in response to a recognition of one’s biases based in difference and culture ● Apply an understanding of privilege and power within an anti-oppressive practice ● Consistently recognize and describe the impact of culture and diversity on one’s personal and professional behavior ● Modify and adapt mainstream interventions to meet needs of diverse populations and that challenge oppression ● Actively promote opportunities for diverse perspectives and participation of diverse constituents
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		

<p>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.</p>	<p>Generalist Year</p> <p>Social workers:</p> <ul style="list-style-type: none"> • 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. 	<p>Advanced Generalist Year</p> <p>Social workers:</p> <ul style="list-style-type: none"> • Engage in practices that advance social, economic, and environmental justice in agencies and organizations • Incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice • Take action to redress mechanisms of oppression and discrimination • Embrace the obligation to advance human rights and fosters social, economic, and environmental justice • Engage in community collaborations that foster social, economic, and environmental justice and social change
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p>		
<p>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</p>	<p>Generalist Year</p> <p>Social workers:</p> <ul style="list-style-type: none"> • 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 	<p>Advanced Generalist Year</p> <p>Social workers:</p> <ul style="list-style-type: none"> • Use evidence-based research findings to improve practice • Evaluate social policies and programs • Integrate qualitative and quantitative research in all aspects of advanced generalist practice • Work collaboratively across disciplines to assess intervention effectiveness, ways to



<p>and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>practice, policy, and service delivery.</p>	<p>engage in practice evaluation, and opportunities to build cross-discipline research approaches</p>
<p>Competency 5: Engage in Policy Practice</p>		
<p>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.</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p> <ul style="list-style-type: none"> • 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. 	<p>Social workers:</p> <ul style="list-style-type: none"> • Articulate the impact of policies on service delivery • Develop and promote agency policies and professional behavior that affect change • Identify gaps in policies at varied levels, e.g., agency policies, public policies, regulations
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>Social workers understand that engagement is an</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p>	<p>Social workers:</p>



<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use empathy and other interpersonal skills • Implement a mutually agreed upon focus of work and desired outcome
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Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<p>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,</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p> <ul style="list-style-type: none"> • collect and organize data, and apply critical thinking to interpret 	<p>Social workers:</p> <ul style="list-style-type: none"> • Collect, organize, and interpret client data



<p>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 process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>information from clients and constituencies;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develop mutually agreed upon intervention goals and objectives • Assess complex problems with systems of all sizes and types • Identify the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

<p>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</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p> <ul style="list-style-type: none"> • 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, 	<p>Social workers:</p> <ul style="list-style-type: none"> • Select appropriate intervention strategies • Implement prevention strategies that enhance client capacities • Assist clients to resolve problems



<p>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.</p>	<p>person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Intervene in complex problems with systems of all sizes and types • Negotiate, mediate, and advocate for client systems • Demonstrate one’s ability to move a client system through the practice intervention process
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

<p>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</p>	<p>Generalist Year</p>	<p>Advanced Generalist Year</p>
	<p>Social workers:</p> <ul style="list-style-type: none"> • 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; 	<p>Social workers:</p> <ul style="list-style-type: none"> • Facilitate transitions and endings • Critically analyze, monitor, and evaluate interventions • Evaluate complex problems with systems of all sizes and types • Synthesize and apply a broad range of interdisciplinary knowledge and skills



<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<p>consistent with current evidence informed practice</p>
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