



Department of Social Work

Field Practicum Manual

Bachelor of Social Work Program

TABLE OF CONTENTS

INTRODUCTION	4
I. SPRINGFIELD COLLEGE AND THE DEPARTMENT OF SOCIAL WORK	5
A. Springfield College	5
B. Department Mission	5
C. Accreditation	5
D. Student Handbook of Policies and Procedures	6
II. PURPOSE OF FIELD EDUCATION	7
III. DESIGN OF FIELD PRACTICUM SEQUENCE	8
A. Generalist Year (SWRK 584, SWRK 482 & SWRK 585)	
B. Integration of Field Practicum with the Academic Curriculum	9
C. Academic Course Integration with the Field Practicum	10
IV. EXPECTED LEARNING ASSIGNMENTS IN FIELD	11
A. Generalist Year	11
V. FIELD STAFF ROLES AND RESPONSIBILITIES	15
A. Director of Field Education, Assistant Director of Field Education, and Office of Field Education Staff	18
B. Faculty Advisor	18
C. Field Supervisor	21
VI. FIELD AGENCIES AND PRACTICUM ASSIGNMENTS	24
A. Field Agencies	24
B. Generalist Year Practica	25
C. Field Practicum Assignments	25
D. Dual Practicum Sites	26
E. Liability Insurance	27
F. Employment-Based Practicum	27
G. Student Exploration of a Potential Placement	28
VII. STUDENT RESPONSIBILITIES	29
A. Hours	29
B. Integration of Learning	31
C. Utilization of Supervision	31
D. Process Recording	32
E. Record Keeping and Written Materials	34
VIII. LEARNING CONTRACTS AND ACTIVITIES	35
IX. EVALUATION	36
A. Of Student Performance – By Field Supervisor and Faculty Advisor	36
B. Of Field Practicum – By Faculty Advisor and Student	41
C. Of Faculty Advisor – By Student	42
X. SOCIAL WORK VALUES AND ETHICS	43
A. NASW Code of Ethics	43

B. Harassment Policy	43
C. Policy on Dual Relationships and Conflict of Interest	43
D. Disclosure of Student Status	44
XI. SAFETY POLICIES AND PROCEDURES	45
A. Concern for Safety	45
B. Expected Agency Safety Guidelines	46
C. Safety Guidelines for Students in the Field	48
XII. ADDITIONAL POLICIES	50
A. Field Office Files	50
B. Transportation Costs	50
C. Liability Insurance	50
D. Transportation of Clients	51
E. Dress Code	51
F. Students Experiencing Difficulty	51
G. Change of Practicum and Premature Termination of Practicum	52
H. Academic Assistance and Accommodation Planning	53
I. Special Note to Students in School Social Work Placements Re: Massachusetts Licensure	54
TABLE 1- Generalist and generalist Year Competencies	55
APPENDIX A – Process Recordings and Formats:	61
1. Individuals and/or Families	61
2. Group	62
3. Community or Administrative Meetings	64

**SPRINGFIELD COLLEGE DEPARTMENT OF SOCIAL WORK
FIELD EDUCATION PROGRAM**

Introduction

The Field 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 field experience also affords concrete examples that are used to bring the conceptual realm of academic work to life.

The Field Education Program is a collaborative endeavor involving the Office of Field Education, Faculty, Field Agencies, Field 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 Field 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 field 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 *Field Practicum Manual* provides all partners in the field education process with a full description of the purposes, expectations, processes, tools, and other elements of the field practicum component of the curriculum. It is essential that everyone involved in field practicum understand and follow the protocols detailed in this *Field Practicum Manual*. *It should be used in conjunction with the student's Field Workbook for the relevant year of the student's practicum, the student's related assignments on their field 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 field 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 *Field Practicum Manual* is welcome.

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

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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 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 FIELD EDUCATION

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

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

The overall purposes of the practica are: (a) to enhance the student's ability to apply social work values, theory, skills, and knowledge to a broad range of systems; (b) to provide opportunities for students to learn to foster empowerment among vulnerable populations; and (c) to provide a setting in which the mission and goals of the curriculum of the 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 Field Supervisors. These field practicum experiences are brought back to the classroom where they are further examined within the context of the knowledge, values, and skills of the social work profession and the generalist approach to social work practice. The field practicum is an agency-based practice experience where students develop professional social work competence in the application of 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 field settings include a range of human service, educational, health, and criminal justice settings where students work with individuals, families, groups, organizations, and communities.

Periodic field education information sessions serve as means for students to learn about the requirements of the field practicum experience. They provide the student with an additional opportunity to share with student colleagues and instructors their questions and practicum experiences, allowing enhanced understanding of the knowledge, values, and skills of the social work profession and how the field requirements are integrated into the overall curriculum.

SECTION III
DESIGN OF FIELD PRACTICUM SEQUENCE

A. SWRK 584 and 482 & SWRK 585: Field Practicum and Seminar

Students spend a total of fifteen hours per week in the field for fifteen weeks each semester, fall and spring, for a total of 450 hours. Field 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 Field 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 field site, the field practicum in the first year includes four additional components, which collectively comprise the Field Seminars overall: 1. A weekly field 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 field 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 field hours should be devoted to group work experiences involving colleagues and to the community component of the first placement. Up to 80% of field 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.

In addition to the field seminar, students enrolled in SWRK 584 and 685 must take, concurrently, and sequentially, MSSW 531: Practice 1 – Practice with Individuals and Families, and MSSW 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 field 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 field education experience reflects these standards. Upon completion of the Generalist Year field 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 FIELD PRACTICUM WITH THE ACADEMIC CURRICULUM

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

The integration of course work from all sequences into the field practicum is achieved through direct work with clients. MSSW 531 (Practice 1) provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. MSSW 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, communities, and programs. Provision of this research to the hosting field agency allows for integration of findings into agency policy and practice.

SECTION IV

EXPECTED LEARNING ASSIGNMENTS IN FIELD

A. Field 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. The seminar is arranged by the student's faculty advisor.

Field Experience Components
Field 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.
Field 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/Mean 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 Field Experience Component #1A. The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of a minimum of three comprehensive psychosocial assessments 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 field practicum workbook, brightspace courses and/or the *Field 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 field supervisor that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

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

The student recognizes, articulates, and addresses the 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 Field Experience Component #1B.

Field Education Expectations for Completion of Field 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.

Field Experience Component #2: Group Work

The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and 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.

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.

Field Education Expectations for Completion of Field Experience Component #2. The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and 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 Field Experience Component 3: Community Work/Project)

Field Experience Component #3: Community Work/Project

The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency.

Conditions for Learning/Means of Assessment:

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients’ needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in collegial/administrative group(s).

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

- a. promotes increased understanding of an area of practice, clients’ needs, and/or community needs,
- b. engages members of an identified community,
- c. utilizes collegial/administrative group work skills to realize its goals (may be linked to the group work field 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 field agency to organize local planning and action prior to the day of the event as well as participation at the state capitol during the event. The intern provided information and training to the parent participants and developed logistical supports (materials, transportation, etc.).
- 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.

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

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how 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 field seminar, students enrolled in SWRK 584 and 685 must take, concurrently 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 Generalist Year practicum experience with a framework appropriate to field education learning competencies. Students are also provided with

Springfield College Department of Social Work

Office of Field Education

Rev.8/16/22

opportunities to develop assessment and policy and program development skills in SWRK 501: HBSE 1, SWRK 502: HBSE 2, SWRK 511: Social Policy 1, SWRK 512: Social Policy 2, and SWRK 521: Research 1.

FIELD PRACTICUM SEMINAR: SWRK 482

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

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

1. Resources – Field education resources are posted on the Field Education webpage as well as within the field practicum courses on Brightspace.
2. Group Seminar and Advising - Students will meet with Faculty Advisors during these sessions. Meetings may be in small groups and/or individual sessions. There is one field seminar in the fall of each academic year, which typically takes place on Advising Day at the Advisor's discretion. Students should consult with their advisor to determine the format that will be used for the field seminar. This field seminar component provides a context in which students and advisors fulfill competencies directly related to the field components and expectations for the appropriate year of the practicum. (See below for suggested discussion topics).

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

Field Practicum Seminar 482

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

- a. Discussions should enhance students' achievement of learning competencies for the field experience, as stated in the Learning Contract and this syllabus for first year field placements.
- b. Discussions should enhance students' understanding of the integration of practice skills, theoretical knowledge, public policy, and research.

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. Field Practicum Information Session – One mandatory Field Practicum Orientation Session will be provided by the Office of Field Education in the start of the fall semester. The Office of Field Education also provides Field Practicum Information sessions to students in preparation for the field placement process.
 4. Field 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 field site; (2) the Field Supervisor has engaged in field supervision for the BSW Program in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

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 Field Supervisor feel are appropriate.

Fall Semester Site Visit. – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Field 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 field 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, 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.

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SECTION V

FIELD STAFF ROLES AND RESPONSIBILITIES

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

The Director of Field Education provides overall direction and organization to the field education program. The Director of Field Education is responsible for overseeing all field practicum components of the Department of Social Work and ensures that students have the opportunity to engage in field 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 Field 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 field practicum; and providing overall assistance to all members of the Field Practicum Placement Team: Faculty Advisors, Field Supervisors, and students.

Major tasks of the Office of Field Education include:

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

B. THE FACULTY ADVISOR

Every student is assigned to a Faculty Advisor by the BSW Program Director in consultation with the Director of Field 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

Springfield College Department of Social Work

Office of Field Education

Rev.8/16/22

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

1. Field Advising

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

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

Should problems occur with the student's field performance, the Faculty Advisor has a central role in evaluating the student's performance and helps to identify ways the student's performance can be improved, when necessary. The Faculty Advisor has an important oversight responsibility in determining when field performance problems require formal action, including the need for 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 field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College Department of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

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

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

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review 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 Field Supervisor feel are appropriate

Additional faculty advising responsibilities include:

- a. Reviewing student evaluation provided by the Field Supervisor and issuing of field grade for the student in both semesters, fall and spring;
- b. Assisting the Office of Field 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 field components to Field Supervisors and field agencies;
- e. Providing support to students in coping with field-related problems and concerns;
- f. Maintaining regular communications with the Office of Field Education concerning the quality of practicum training and supervision;
- g. Consulting with the agency, Field 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 Field 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 Field Seminars, in person, on line, or some combination of these, as another means to interact with students about field 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 FIELD SUPERVISOR

1. Criteria for the Selection of Field Supervisors

Established professional competence and two or more years of professional experience beyond the BSW degree are required for Field Supervisors. The Office of Field 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. Field Supervisors should have the following additional characteristics and qualities:

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

Orientation of Field Supervisors is provided by the Director of Field Education and Assistant Director of Field 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 field assignments are explained. Policies and procedures, supervisory expectations, and overall Competencies of the learning experience are reviewed. Field Supervisors are referred to the *Field Practicum Manual*, the Field Practicum Workbook, and Learning Contracts, appropriate for the practicum year of the placed student, to assist them with designing learning experiences.

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

3. Responsibilities of Educational Supervision

The responsibilities of agency Field 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 field 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 Field Education and/or Assistant Director of Field Education), to address any difficulties that may arise in the student's performance or the agency's capacity to meet the educational needs of the student;
- Preparing, reviewing, and submitting evaluations of the student's performance at the end of each semester;
- Participating in professional development activities related to field supervision, including Field Supervision Seminar (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. Field Supervisors also agree to arrange for back-up supervision if they are absent for more than one week and are unable to make up missed supervisory time. For absences of more than three weeks, supervisors must notify the student's Faculty Advisor and the Director of Field Education or Assistant Director of Field 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 Field Education or Assistant Director of Field Education. Students in practicum receive no credit for practicum work that is not supervised, face-to-face, by a qualified 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 *Field Practicum Manual*.

5. Secondary Supervision

Field Supervisors may, when appropriate, arrange for a secondary supervisor who has specialized expertise to supervise the student on a specific project, or with particular types of clients, or in work on a particular area of learning. The secondary supervisor need not be an BSW or a social worker, though attainment of a master's level degree in the helping professions is preferred. However, secondary supervision is not a substitute for the primary contracted BSW field 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 Field 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. Field Supervisor Input to Program

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

SECTION VI FIELD AGENCIES AND PRACTICUM ASSIGNMENTS

A. FIELD AGENCIES

Field 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 field placement must be able to provide a range of activities appropriate to generalist/generalist social work practice.
2. The agency must be committed to graduate social work education. This includes:
 - a. providing adequate field instruction by a qualified BSW Field 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 field assignments.
3. As required by federal, state, and/or local law or ordinance, field 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 field 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 Field Education to ensure equal access to fieldwork opportunities. The Office of Field 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 field 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 Field Education.

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

B. GENERALIST PRACTICA

Student assignments to field 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 in the 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.

C. FIELD PRACTICUM ASSIGNMENTS

All practicum assignments are approved by the Office of Field 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 Field Practicum Manual).**

Process:

The Office of Field Education will provide an information session to BSW students in the fall semester of their junior year about the field placement process. The practicum assignment process for students preparing to enter their Generalist Year of field practicum, begins early in the Spring semester of their junior year. Students in their junior year are asked to complete the Field Placement Assignment Worksheet and submit a current resume online. The form is then reviewed by the Office of Field 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 Field Supervisor or other contact person.

Note: See Section F. for information on Employment-Based Practica.

Expectations:

It is imperative that students arrange for flexible time at their paid employment and for other adjustments at their place of paid employment in order to accommodate hours needed for practicum, which most often take place between the hours of 8:00AM and 5:00PM. 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 Field Education is responsible for establishing the best available assignment matches between students and field 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 Field Education or Assistant Director for assessment and disposition.

D. DUAL PRACTICUM SITES

The Office of Field 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 Field Supervisor in consultation with the Faculty Advisor and the Office of Field 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 field 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 Field 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.

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 field agencies:

The Agency Agrees:

1. To provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities, and that meet the field education requirements of the social work program;
2. To assign a qualified BSW Field Supervisor with the requisite qualifications who is not the student's regular job supervisor (if the Field 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 field practicum performance, separate from the evaluation of the student's performance as an agency employee. Evaluation of the student's field practicum performance is the responsibility of the Field 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 Field Education.

Related to employment-based practica, 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.

I. STUDENT EXPLORATION OF A POTENTIAL PLACEMENT

In special circumstances, students may explore the possibility of a field placement site not currently among the Department of Social Work's approved sites. However, the Office of Field Education: (1) must be informed of the investigation by the student through the Field 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 Field Education has approved further exploration of the site and it has been determined that the site can meet the educational expectations for the field experience.**

SECTION VII

STUDENT RESPONSIBILITIES

A. HOURS

Fifteen (15) hours per week in field practicum are required for a total of approximately 225 hours per semester, 450 hours total for the two semesters of the academic year. In addition to practicum hours, students are required to enroll in Field 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 field agency.

Supervision, record keeping, staff meetings, attendance at field agency-sponsored seminars, workshops, or other agency in-service training, are considered part of the practicum experience and are included in field practicum hours. With agency and supervisor approval, attendance at conferences or other training not directly sponsored by the field 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 not 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 cannot be counted toward the student's required practicum hours. Up to one hour of practicum hours per week spent in the agency setting may be used for process recording. 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 Field 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 *Field Practicum Timesheets*. In some cases, research or writing directly relevant to the practicum experience and fully approved by the student's Field Supervisor may occur offsite. These hours should be noted only with the Field 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 Field Supervisor and/or contact their Faculty Advisor or the Director of Field Education or Assistant Director of Field 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 field 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 field experience early. The second semester of field placement is usually completed in the end of April/early May, and must not

conclude before April 15th without permission otherwise received from the field practicum site and the Office of Field Education. The exact ending date must be agreed upon between the student and the field practicum site. This schedule for field practicum is designed to establish a practicum experience of sufficient length to provide time for professional growth and development over the field 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 Field Education or Assistant Director, alternative scheduling and completion of hours may be considered. Students may begin field placement hours up to two weeks prior to the start of fall classes without special permission from the Director of Field Education, provided the plan has been worked out in detail with, and is approved by, the Field Supervisor and the placement agency. Summer placement hours prior to two weeks before the start of the fall semester are only available to students admitted to the special Bachelor's of Science/Master's of Social Work Program.

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 Field Supervisor. Students are also expected to complete hours during the spring break, unless approval is otherwise obtained by the Field Supervisor.

Students must complete the expected number of hours for each full internship (first year = 450 hours) If a student typically attends internship on a Monday and the agency is closed on several Mondays, the student and the Field 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 Field 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 Field Practicum Workbook*, in the *Brightspace course online*, and on the *Field Education webpage*, Field Practicum Time Sheets must be prepared by each student, signed by the student and the Field 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 Field Practicum Workbook*, in the Brightspace course, and on the Field 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 field experiences is vital to effective social work education. Students are expected to reflect on their field practicum experience in academic courses and are expected to apply the theory and skills learned in their courses to their practice in the field. Field 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

Field instruction through BSW supervision is a crucial component of social work education, since supervision is the primary method of instruction in the field 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 field 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 Field 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 Field Supervisor each semester**). Field 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 Field Supervisor.** (Video and audio taping is also possible, provided this is acceptable to the Field 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 Field Supervisor, the integration of field 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 field 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 Field Supervisor and 2 of these, with written feedback provided by their Field 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 Field 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 field 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 field 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. Field 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 Field Supervisor (with the Field 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 Three-Column Process Recording #2:

Column I	Column II	Column III	Column IIII
The verbatim account of the session, (see sample).	The student's <i>thinking</i> about the interaction, rationale for making a particular response, theory and knowledge used.	A running account of how the student was <i>feeling</i> as the interview progressed.	Field 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 portion of an encounter, particularly portions that illustrate a critical turning point or learning experience for the student. Students should consult with their Field 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 Field 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 Field 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. 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 Field 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).

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 Student's Field Practicum Workbook. 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 Field Practicum Workbook be saved both by the student's and Field Supervisors' use before submission to the Faculty Advisor at the conclusion of each semester, thus allowing the student and Field 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 Field 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 field 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 first and second years of practicum reflect the learning expectations for each year. There is a common set of field practicum learning experiences required of all first and of all second year 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 Field 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 Field Agency and its clients.** The contract must be written and completed to the satisfaction of all parties, and signed by the student and Field Supervisor before the site visit at the latest. The Learning Contract is found in the *Student's Field Practicum Workbook as well as in the Field 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 field practicum and the agency's performance in providing field 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 Field Supervisors are expected to share in ongoing evaluative discussions of the student's work throughout the field practicum. One of the purposes of weekly student meetings with Field 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 Field Supervisor to be marginal or unacceptable. An assessment by the Field 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 Field 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 Field Supervisor's assessment. A copy of the template for Field Supervisors' evaluation of students is can be available upon request.

In formal evaluation meetings, occurring at midyear and at the end of the field practicum, the student and Field Supervisor reflect on the field 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 field supervisors for each of the two semesters of practicum and each of the two years of practica (Generalist and generalist). The content of each form directly reflects the distinct expected competencies for the two practica. The same content is found in each evaluation for the midyear and final evaluations to allow for noting of development and progression in attaining competencies. 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 field supervisors: The evaluation of students at the midpoint and end of the practicum are significant parts of an effective educational field 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 field 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 Field 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 Field Education, Field 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 field 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) or an administrative project (second year).

Evaluation Component number two relates to the competencies to be gained by students in each year, 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 Field/Practicum Student demonstrates their ability related to the performance practice behavior using the rating scale below. Please circle your answer. Thank you.			
5	Mastered Performance	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 Performance	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 Performance	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 Field Supervisor and student reflect on overall progress as well as any problems in the practicum to date. Goals for learning and the related field experience for the second semester are agreed upon and documented. The Field Supervisor then completes the evaluation. The evaluation is shared with the student upon submission online by the Field 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 Field Supervisor completes the final evaluation. The evaluation is shared with the student electronically upon submission by Field Supervisor. The student and Field 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 Field Education has access to this evaluation that represents official documentation of the field 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 Field 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 Generalist Year students, this information is important for guiding the learning plan for the generalist Year internship. As appropriate, information about learning goals will be shared with second year Field Supervisors. 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. Field Practicum Grading Policy

Field Practicum grading is the responsibility of the Faculty Advisor. Grading for field practicum and seminars (SWRK 584/674, SWRK 585, MSSW 686/676 and MSSW 687) are Pass/Fail, and are based on field evaluations, discussions with the student and the Field Supervisor, and on review of selected written materials, including process recordings. Field 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 field practicum is earned when students have met the basic expectations for the first or second practicum as outlined in the expected experiences and competencies, have completed all the required hours and documentation, including process recordings, 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 field-related requirements, have not completed the required hours and documentation, including process recordings, 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 field

practica, means that the course or the field 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 and progress toward meeting them, and, in the judgment of the Faculty Advisor and Field Supervisor, they could achieve the basic expectations for that practicum if allowed additional time in the field placement. In this case, the Faculty Advisor and the Field 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 Field 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. Students cannot register for or advance to the second placement and specialization practice courses until the first placement is completed with a passing grade.

Required documents to receive a passing grade:

In addition to the Faculty Advisor's assessment, the following documents, contained in the *Student's Field Practicum Workbook*, the *Field Education webpage*, and the *Field Practicum course in Brightspace*, must be received by the Faculty Advisor and the Office of Field Education in order for the student to receive a passing grade for field practicum each semester.

For First Semester of Practicum

1. The Learning Contract with the signature page completed and signed by all parties.
2. Field Practicum Time Sheets, signed by student and Field Supervisor, totaling the required number of hours in practicum for the semester.
3. The Mid-Year Student Evaluation submitted online, completed by the Field 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 Field Supervisor via Brightspace to their Faculty Advisor for review; Faculty Advisors may request more than two to review.

For Second Semester of Practicum

1. Field Practicum Time Sheets signed by the student and Field Supervisor totaling the required number of hours in practicum for the semester.
2. The Final Student Evaluation submitted online, completed by the Field 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 Field Supervisor to their Faculty Advisor for review; Faculty Advisors may request more than two to review.
4. Completed project summary sheet (community project for first year, administrative project second year).
5. Students must submit their Evaluation of Field Agency forms to the Office of Field Education by a designated time in May.

The completed forms contained in the *Student's Field Practicum Workbook*, the *Field Education Webpage* and the *Field 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. Field 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 FIELD PRACTICUM

1. By Faculty Advisor

If concerns about the field experience have arisen during the course of the academic year, a Field Agency Evaluation form completed by the Faculty Advisor is submitted to the Office of Field Education.

2. By Student

In the Field 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 Field 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 Field Education. These evaluations will be aggregated for each Faculty Advisor and reviewed by the Office of Field 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 FIELD SUPERVISOR

Each year the social work program asks all the active Field 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 Field Practicum Form which is returned to the Office of Field Education each year. This information is used to improve the operation of the field practicum experience. The participation of Field Supervisors in completing these evaluations is appreciated.

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 field 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 Field 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, Field 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 field placement is proposed by the Office of Field Education that would create a dual relationship, both the student and prospective Field Supervisor should notify the Office of Field Education to make other practicum plans.

If, during the course of a field placement, a dual relationship of any kind develops, the Field 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 Field Supervisor and with the student to address the concern. The Faculty Advisor, in consultation with the Director of Field Education, will work with the student and Field 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 field 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 Field 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 field placement experiences. While serious threats to students' safety are rare, there is a need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life, nor should they be. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions, and should work toward developing such skills.

Role of the Agency in Promoting Safety

In order to prepare students, all field agencies must 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 *Field Practicum Manual* as well as through classroom content on safety issues. **Students who have concerns about their safety in any field related situation are encouraged to discuss them promptly with their Field Supervisors, and, as appropriate, with their Faculty Advisors, to find satisfactory resolutions.**

Any students who experience direct threats or actual harm should immediately notify their Field Supervisor and Faculty Advisor (or Agency Director and Director for Field Education, and/or Assistant Director of Field 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 Field Supervisor should notify the student's Faculty Advisor of these assignments and explain how they fit into the student's social work education plan and how they have assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Supervisor and confer with their Faculty Advisor. At any point, the Director of Field Education or Assistant Director of Field Education may be contacted for inclusion in discussions.

B. EXPECTED AGENCY SAFETY GUIDELINES

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs 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 Field 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 Field Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.
 - Emergency procedures, including when and how to summon security or police assistance.
 - Staff responsibilities and procedures governing the management of violent clients.
 - Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
 - Alcohol and drug use policy formulated and posted.
 - Guns and other weapons policy formulated and posted.
 - Procedures for logging and communicating with staff and students all incidents or threats of violence.
 - Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.
 - Relationship with police 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 Field Supervisor, the

Springfield College Department of Social Work

Office of Field Education

Rev.8/16/22

Director of Field 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.
- 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 field supervisor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

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

- Selection of clients and home environments that are 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 Field Supervisor should know when a visit is to take place and, at a minimum, telephone consultation must be available. In some situations, the student should be given permission not to make home visits; that is, 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 field 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 Field Education, the Assistant Director of Field 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 FIELD

1. Security of Belongings

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

2. Safety Issues Related to Working with Clients

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

There may be times when students will work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling 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 Field supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students should not 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 Field 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 Field Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include someone else in the meeting. 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 Field 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 FIELD EDUCATION FILES

A field practicum file is created and maintained by the Office of Field Education for each student. Student and agency field files are located in the Office of Field Education and are available by appointment. Field staff must be present when students are viewing their files. At all other times the field files will be locked. **Field files may not be removed from the Office of Field Education.** No one other than authorized staff should add anything to or remove materials from a field file.

Field documents will also be stored in the Brightspace learning platform. **Students should keep personal copies of all forms submitted for their personal records. Field Supervisors may wish to do so as well.**

If students bring documents to the Office of Field Education in person, documents should be placed in the Office of Field Education Administrator's mailbox in the school mailroom.

A file on each agency is created and maintained by the Office of Field 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' field placement or upon request and are available from the Office of Field Education. Students may wish to also acquire their own person practice liability insurance.

D. TRANSPORTATION OF CLIENTS

Students are not 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 must be accompanied by an additional agency employee, who is the responsible party should a client become agitated or decompensate in any way.

E. DRESS CODE FOR INTERNSHIPS

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 Field Supervisor. Field 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 Field Supervisors should consult this *Field 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 Field 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 field education problems can be resolved with some discussion among student, Field Supervisor, and Faculty Advisor. When necessary, the Director of Field Education and/or Assistant Director of Field 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 field 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, Field 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 Field Supervisor and Faculty Advisor, who may consult with the Director of Field Education.

If, after discussion with the Faculty Advisor and Field Supervisor, or Director of Field Education or Assistant Director of Field Education, the student believes that a change in practicum is still necessary, a joint meeting of the student, Faculty Advisor, and Field 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 Field Education, the Assistant Director of Field 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 Field Education will determine if the change is justified with further consultation, as needed, with the student, the Faculty Advisor, the Field Supervisor, the Field 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 Field 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 *Field 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 Field 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, celliot@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	
<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 understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<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.
Competency 2: Engage Diversity and Difference in Practice	
<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</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;

<p>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>	<ul style="list-style-type: none"> • 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>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>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>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p>	
<p>Social workers understand quantitative and qualitative research methods and</p>	<p>Generalist Year</p> <p>Social workers:</p>

<p>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.</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 practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	
<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>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.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
<p>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</p>	<p style="text-align: center;">Generalist Year</p> <p>Social workers:</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

<p>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"> ● use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
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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, 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</p>	<p>Social workers:</p> <ul style="list-style-type: none"> ● 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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<p>their personal experiences and affective reactions may affect their assessment and decision-making.</p>	
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	
<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 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>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, 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.
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	
<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</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;

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.

Process Recording Template for Individual, Family or Co-Counseling- Page 1

Springfield College Student Name:

Today's Date:

Date of Session:

Column I	Column II	Column III
The verbatim account of the session (see sample).	The Student's <i>thinking</i> about the interaction, rationale for making a particular response, theory and knowledge used.	A running account of how the student was <i>feeling</i> as the interview progressed.

Process Recording Template for Groups- Page 1

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):

.....
S.O.D.A. RECORDING (Summary – Observations – Developmental Stage – Assessment of Practice)

Summary of group content

Observations of group processes

Norms:

Roles:

Communication patterns:

Group cohesion/attraction/mutual aid:

Developmental Stage

Assessment of Practice

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?