



Department of Social Work

Practicum Manual

Master of Social Work Program

Academic Year 2026-2027

35th Edition

TABLE OF CONTENTS

INTRODUCTION	4
I. <u>SPRINGFIELD COLLEGE AND THE DEPARTMENT OF SOCIAL WORK</u>	5
A. Springfield College	5
B. Department Mission	5
C. Accreditation	5
D. Student Handbook of Policies and Procedures	5
II. <u>PURPOSE OF PRACTICUM EDUCATION</u>	6
III. <u>DESIGN OF PRACTICUM SEQUENCE</u>	7
A. Generalist Year (SWRK 584, SWRK 674 & SWRK 585)	7
B. Advanced Generalist Year (SWRK 686, SWRK 676 & SWRK 687)	8
C. Integration of Practicum with the Academic Curriculum	9
D. Academic Course Integration with the practicum	10
IV. <u>EXPECTED LEARNING ASSIGNMENTS IN PRACTICUM</u>	12
A. Generalist Year	12
B. Advanced Generalist Year	16
V. <u>PRACTICUM STAFF ROLES AND RESPONSIBILITIES</u>	20
A. Director of Practicum Education, Practicum Support Specialist of Practicum Education, and Office of Practicum Education Staff	24
B. Practicum Instructor	25
C. Practicum Supervisor	27
VI. <u>PRACTICUM AGENCIES AND PRACTICUM ASSIGNMENTS</u>	27
A. Practicum Agencies	30
B. Generalist and Advanced Generalist Year Practica	31
C. Practicum Assignments	32
D. Employment-Based Practicum	33
E. Dual Practicum Sites	35
F. Liability Insurance	35
G. Remaining with Agency of Employment for Second Practicum	35
H. Remaining with Same Agency for Second Practicum	35
I. Student Exploration of a Potential Placement	36
VII. <u>STUDENT RESPONSIBILITIES</u>	34
A. Hours	34

B.	Integration of Learning	38
C.	Utilization of Supervision	38
D.	Process Recording	39
E.	Record Keeping and Written Materials	39
VIII.	<u>LEARNING CONTRACTS AND ACTIVITIES</u>	40
IX.	<u>EVALUATION</u>	41
A.	Of Student Performance – By Practicum Supervisor and Practicum Instructor	42
B.	Of Practicum – By Practicum Instructor and Student	47
C.	Of Practicum Instructor – By Student	47
D.	Students Experiencing Difficulty in Practicum	47
X.	<u>SOCIAL WORK VALUES AND ETHICS</u>	48
A.	NASW Code of Ethics	48
B.	Harassment Policy	48
C.	Policy on Dual Relationships and Conflict of Interest	49
D.	Disclosure of Student Status	49
XI.	<u>SAFETY POLICIES AND PROCEDURES</u>	50
A.	Concern for Safety	50
B.	Expected Agency Safety Guidelines	50
C.	Safety Guidelines for Students in the Practicum	53
XII.	<u>ADDITIONAL POLICIES</u>	55
A.	Practicum Office Files	55
B.	Students living at at distance/ Out of State Placements/Telehealth	55
C.	Transportation Costs	55
D.	Liability Insurance	54
E.	Transportation of Clients	55
F.	Dress Code	55
G.	Students Experiencing Difficulty	55
H.	Change of Practicum and Premature Termination of Practicum	56
I.	Academic Assistance and Accommodation Planning	57
J.	Special Note to Students in School Social Work Placements	
	Re: Massachusetts School Adjustment Counseling Licensure	58
K.	<u>Table 1.</u> Generalist and Advanced Generalist Year Competencies	58

SPRINGFIELD COLLEGE DEPARTMENT OF SOCIAL WORK PRACTICUM EDUCATION PROGRAM

Introduction

The Springfield College Department of Social Work Practicum Education Program is a central component of the advanced generalist social work curriculum. Practicum education provides students with the opportunity to apply the theories, knowledge, and skills learned in the classroom through direct practice in professional settings. These experiences allow students to connect academic concepts with real-world practice and develop the competencies required for effective social work.

The Practicum Education Program is a collaborative partnership involving the Office of Practicum Education, social work faculty, practicum agencies, practicum supervisors, and social work students. The success of the program depends on the ongoing commitment and collaboration of all participants who share the common goal of supporting student learning and professional development. Through this partnership, students are able to strengthen their knowledge, skills, and professional capacities as emerging social workers.

The Practicum Education Program reflects the advanced generalist framework of the Springfield College social work curriculum. Students participate in multi-level practice experiences designed to develop their ability to work with individuals, families, groups, organizations, and communities. Through direct service, community engagement, and exposure to agency operations and administration, students gain the skills needed to practice effectively across diverse roles, settings, and systems.

All practicum education policies and expectations are aligned with the standards established by the Council on Social Work Education (CSWE) in its Educational Policy and Accreditation Standards. Additional program policies can be found in the Springfield College Social Work Student Handbook of Policies and Procedures.

The Department of Social Work at Springfield College looks forward to partnering with you in supporting meaningful practicum experiences. Together, we create learning opportunities that promote professional growth for students and contribute to the important work being done in our communities. We sincerely thank you for your partnership, guidance, and commitment to social work education.

Sincerely,



Nicole Silva, LCSW
Director of Practicum Education and Associate Professor



Michele Mariani
Practicum Support Specialist

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. This is evident in the College's historical role in the preparation of students for work in such venerable social work institutions as the Settlement House and Charitable agencies. In recent times, this is evident through the College's explicit focus on the preparation of students for the human-helping professions.

B. DEPARTMENT MISSION

The mission of the Department of Social Work MSW Program flows naturally from 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 Master 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 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 MSW Program publishes its *Student Handbook of Policies and Procedures*. This handbook contains detailed information about the MSW 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 2022 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE), the most recent educational policies and standards expected by CSWE.

SECTION II

PURPOSE OF PRACTICUM EDUCATION

Practicum education is an integral part of the social work curriculum at Springfield College, which offers a single curricular specialization in advanced generalist practice. Practicum education spans two academic years, with advanced standing students completing one year that fulfills the second-year curriculum requirements.

The practicum sequence links classroom knowledge to the practice of social work from an advanced generalist perspective, integrating the Practice, Human Behavior in the Social Environment, Policy, and Research components of the curriculum. Its overall purposes are to strengthen students' ability to apply social work values, theory, skills, and knowledge across a broad range of systems; to provide opportunities for students to foster empowerment among vulnerable populations; and to create a setting in which the mission and goals of the MSW Program can be put into practice.

Under the guidance of experienced Practicum Supervisors, students apply and refine their values, knowledge, and skills in the field. These experiences are then examined in the classroom through the lens of social work's knowledge, values, skills, and the advanced generalist approach. The practicum is an agency-based experience in which students build professional competence applying advanced generalist concepts from the curriculum, performing supervised, multilevel social work interventions, working effectively across different settings, and learning the day-to-day operations of community and social service systems.

Practicum requirements are structured around four areas of learning: direct service with individuals and families, required in both years; group work, required in both years; community development and organization, required in the first (Generalist) year; and administration and organizational development, required in the second (Advanced Generalist) year.

The Department of Social Work places students in a range of agencies across New England, exposing them to diverse client populations in both urban and rural settings. Appropriate placements include human service, educational, health, and criminal justice settings involving work with individuals, families, groups, organizations, and communities. Periodic Practicum education information sessions help students understand practicum requirements and give them the chance to discuss questions and experiences with peers and instructors, reinforcing how the practicum integrates with the broader curriculum.

SECTION III

DESIGN OF PRACTICUM SEQUENCE

A. GENERALIST YEAR

SWRK 584/585: Practicum (Fall/Spring)

SWRK 674/678: Seminar (Fall/Spring)

In the first, or Generalist, Year, students spend roughly 13–15 hours per week in the practicum over 15 weeks each semester (fall and spring), for a total of 400 hours. The Generalist Year practicum 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 also expected to lead or co-lead one or more groups, ideally with direct involvement in planning and organizing. This component requires students to:

- Gain experience with individuals and families through counseling and, as applicable, psychosocial assessments
- Facilitate interagency collaboration and referrals on behalf of clients
- Gain experience leading or co-leading a range of groups (counseling, self-help, education, and support)

Community work includes activities such as applying group skills to plan and conduct community-oriented meetings, conducting assessments, and supporting community empowerment (see Generalist Year Practicum Experience Components for details). The Generalist Year practicum helps students understand individuals and families within the context of their communities, as well as the influence communities can have in creating change on their own behalf. Students design and implement a community project — which may focus on the community of clients, potential clients, providers, a geographic area, or another relevant constituency — that accomplishes at least one of the following:

1. Enhances the agency's understanding of the community it serves through a process that involves the community
2. Helps the community obtain information or resources it needs
3. Builds the community's capacity to act effectively on its own behalf

Beyond hours at the practicum site, the first-year practicum includes four additional components:

1. Practicum Orientation Sessions and Open Office Hours with the Office of Practicum Education
2. The Practicum Course Instructor's fall and spring site visits
3. Fall and spring Advising Days
4. Fall and spring Practicum Seminars, conducted by the Director of Practicum asynchronously on Brightspace

These components give students the opportunity to explore social work practice issues with faculty and peers, using their practicum experience as the basis for discussion. The focus is on faculty and peer support, idea sharing, and problem-solving, with particular emphasis on process recordings as a tool for learning the helping process and evaluating one's own practice through effective use of self.

On average, a minimum of 20% of practicum hours should be devoted to group work with colleagues

and to the community component of the placement, while up to 70% of hours may be devoted to direct practice, including client-oriented group work. Actual time spent in each area is expected to vary over the course of the placement and across agencies, depending on the student's readiness and exposure to different experiences, as well as the agency's primary intervention strategies.

In addition to the Practicum Seminar (SWRK 674 and SWRK 678), students enrolled in SWRK 584 and SWRK 585 must take, concurrently and sequentially, SWRK 531: Practice 1 and SWRK 532: Practice 2. These three-credit Generalist Year practice courses provide the theoretical knowledge and skills that support the Generalist Year practicum experience, within a framework aligned to the Practicum education learning competencies. Students also build assessment, policy, and program development skills through Human Behavior in the Social Environment 1 and 2, Social Welfare Policy and Services 1 and 2, and Social Work Research 1 and 2.

Council on Social Work Education and MSW Program Generalist Year Competencies

The Council on Social Work Education (CSWE) has established standards for social work education, described in its 2022 Educational Policy and Accreditation Standards (EPAS). The Springfield College MSW Program's practicum education reflects these standards. Upon completing the Generalist Year practicum, students are expected to demonstrate mastery of the Generalist Year competencies and practice behaviors outlined in [Table 1](#). For additional information, 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 define it at the generalist level of practice, followed by a set of associated behaviors. These behaviors represent the observable components of each competency, while the preceding descriptions represent the underlying content and processes that inform them.

B. ADVANCED GENERALIST YEAR

SWRK 686/676 (Fall) & SWRK 687 (Spring): Practicum and Seminar

SWRK 677: Advanced Standing Seminar (*Summer, Advanced Standing students only*)

In the second, or Advanced Generalist, Year, students complete 16–18 hours per week of practicum over 15 weeks each semester (fall and spring), totaling 500 hours for the year. Within the framework of advanced generalist practice, the Advanced Generalist Year focuses on direct service with individuals, families, and groups at a more advanced level, while also introducing the study of administration. Practicum experiences allow students to focus on aspects of agency management, with particular emphasis on how leadership and administration affect direct service and communities. Students build on the direct practice skills developed during the Generalist Year and incorporate community work concepts such as needs assessments and effective meeting facilitation as they develop skills in advanced practice, administration, and management.

Direct service in the Advanced Generalist Year builds on first-year Generalist experience. Students are required to engage in: direct service with more diverse client populations requiring multilevel interventions, including counseling and advocacy; more challenging relationship-building; group developmental and leadership experiences; more sophisticated use of self in the helping process, including advanced skill in relating to clients who differ from the student in race, background,

personality, sexual orientation, and socioeconomic status; and activities requiring movement between community-level, agency-level, and direct service interventions as needed, with increasing comfort and flexibility.

Administration, from an advanced generalist perspective, draws on students' knowledge as direct practitioners and community workers to manage agencies in ways that support the well-being of both clients and communities. Students are expected to develop and lead an administrative project that allows them to work with agency administrators, gain an inside perspective on how the organization functions, and contribute to new information, policies, resources, or programs within the organization. In carrying out this project, students apply and expand their conceptual knowledge of administration and organizational development.

Practicum hours increase during the Advanced Generalist Year to give students greater opportunity to integrate the skills learned across both years of coursework and practicum. The second-year practicum also includes four additional components that together make up the Practicum Seminar: (1) a one-hour Practicum information discussion session; (2) the Practicum Course Instructor's fall and spring site visits; (3) fall and spring Advising Days; and (4) fall and spring Practicum Seminars, conducted by the Practicum Course Instructor, in person or online at the instructor's discretion. These components give students the chance to engage with faculty and peers to explore contemporary social work practice issues and discuss their experiences at their placement sites, with continued emphasis on faculty and peer support, idea sharing, and problem-solving.

On average, a minimum of 20% of practicum hours should be devoted to group work with colleagues and to the administrative component of the placement, while up to 70% of hours may be devoted to direct service with clients, including client-oriented group work. The actual time devoted to each area is expected to vary over the course of the placement, based on the student's abilities and the organization's service needs.

Students in the second year of practicum must enroll concurrently and sequentially in SWRK 633: Practice 3 – Advanced Generalist Practice, and SWRK 634: Practice 4 – Advanced Generalist Practice, Supervision and Administration.

2. Council on Social Work Education and MSW Program Advanced Generalist Year Competencies

Upon completion of the Advanced Generalist Year Practicum experience, students are expected to demonstrate mastery of the following Advanced Generalist Year competencies and practice behaviors. For additional information, please see the most recent *Student Handbook of Policies and Procedures* and the *Second 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 advanced 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.

C. INTEGRATION OF PRACTICUM WITH THE ACADEMIC CURRICULUM

Practicum experiences are integrated into the Generalist Year and Advanced Generalist Year curriculum in a variety of ways, connecting classroom coursework directly to students' field experiences.

Practice Sequence

In SWRK 531: Social Work Practice 1, the principal written assignment requires students to draw directly on an individual or family intervention from their practicum, along with a comprehensive psychosocial assessment of an individual client. SWRK 532: Social Work Practice 2 includes oral and written assignments based on group work from the practicum, which may also incorporate analysis of the student's Community Project. In both courses, students maintain reflective journals connecting classroom learning, readings, and practicum experience.

In the Advanced Generalist Year, SWRK 633: Social Work Practice 3 and SWRK 634: Social Work Practice 4 require written and oral assignments that integrate coursework with practicum experience. For example, in SWRK 633, students identify a client from their practicum agency and present a model interdisciplinary case conference demonstrating a multi-systemic approach to assessment and intervention. In SWRK 634, which focuses on management and administration, students present a case study typically based on their practicum setting.

Across all four courses in the Practice sequence, role-plays and recorded interviews offer additional opportunities to integrate practicum and classroom learning.

Human Behavior in the Social Environment (HBSE) Sequence

The second assignment in SWRK 501: HBSE 1 requires students to study a cultural or ethnic group; many students draw on practicum cases to complete this assignment. SWRK 502: HBSE 2 includes an assignment exploring the connection between organizational structure and how agencies respond to social needs, often using examples from students' practicum experiences.

Policy Sequence

The Policy Sequence (SWRK 511, 512, and 613) requires students to analyze policy using both rational and persuasion models, with an emphasis on complex social and political processes. This sequence culminates in a social action project in Policy 3 that emerges, directly or indirectly, from students' practicum experiences.

Research Sequence

In SWRK 623: Research 2 (Qualitative Research), students conduct real-life inquiries based on situations or cases typically drawn from their practicum experience.

D. ACADEMIC COURSE INTEGRATION WITH THE PRACTICUM

Coursework from all sequences is integrated into the practicum through students' direct work with clients.

Practice Sequence

SWRK 531 (Practice 1) provides the framework for conducting psychosocial assessments and understanding the elements of the helping process. SWRK 532 (Practice 2) provides the theoretical

rationale for developing, implementing, and leading a range of groups, including an assignment requiring analysis of agency purposes and goals and/or the role of community needs assessments in initiating groups.

Human Behavior in the Social Environment (HBSE) Sequence

SWRK 501 (HBSE 1) and SWRK 502 (HBSE 2) introduce a range of biopsychosocial theories relevant to working with clients who have mental health conditions. SWRK 633 (Practice 3) applies intervention theories to a variety of vulnerable populations, many of whom are represented among the clients students serve in their practica; students present and discuss their use of these theories in class. SWRK 502 (HBSE 2) and SWRK 634 (Practice 4) further provide the theoretical knowledge and practice skills needed to understand, administer, and bring about change within human service organizations.

Policy Sequence

The Policy sequence, SWRK 511 (Social Policy 1), SWRK 512 (Social Policy 2), and SWRK 613 (Policy 3) challenges students to examine their agency-based experiences within the context of broader legislative mandates, and to intervene, when appropriate, through policy analysis, development, and implementation. Both the Community Project in the Generalist Year and the Administrative Project in the Advanced Generalist Year offer natural opportunities to apply the policy analysis and action skills learned in this sequence.

Research Sequence

SWRK 621 (Research 1) and SWRK 623 (Research 2) give students a foundation for critically examining and evaluating their work with clients, communities, and programs. SWRK 623 (Research 2), with its focus on qualitative research, helps students understand human needs through the experiences of participants and co-researchers, and to evaluate current and potential practice in ways that respect client perspectives. Sharing this research with the hosting practicum agency allows findings to be integrated into agency policy and practice.

SECTION IV

EXPECTED LEARNING ASSIGNMENTS IN PRACTICUM

A. Generalist Year Practicum Components (Year One)

The Generalist Year focuses on four areas:

1. Direct Service — Individuals and/or families
2. Groups — Client helping groups and administrative task groups
3. Community Work/Project
4. Professional Practice / Effective Use of Self

In the Generalist Year practicum and seminar, students complete learning activities designed to build early competence in advanced generalist social work practice, grounded in social work values and ethics. The seminar is arranged by the student's Practicum Course Instructor.

Component #1A: Direct Service with Individuals and/or Families: Client Engagement

Students demonstrate effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

Conditions for Learning: Students engage with 4–5 individuals and/or families. This caseload may be reached over the course of the first semester and then maintained through the remainder of the internship, in keeping with the nature of agency services and the student's individual learning needs.

Expectations for successful completion, as evidenced by:

- Practice with 4–5 individuals and/or families, including at minimum engagement, assessment, and beginning counseling and referral activities
- Completion of at least 3 comprehensive psychosocial assessments per semester (if applicable to the placement site), with appropriate intervention strategies, for a total of 6 clients or families across the year
- Weekly or biweekly process recordings submitted to the supervisor (individual, family, group, or administrative meeting formats available on the ELC Platform)
- A minimum of two process recordings per semester submitted to the Practicum Course Instructor, with written supervisor feedback illustrating development of interviewing and communication skills, empathy, beginning social work analysis, and self-awareness as a professional social worker

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

Students recognize, articulate, and address the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and to basic and culturally relevant human needs.

Conditions for Learning: Students identify the multiple systems affecting individuals and families, and have the opportunity to coordinate services, make referrals, and intervene at multiple levels across those systems.

Expectations for successful completion, as evidenced by:

- Counseling activities, client advocacy, case management, interagency collaboration, and referral/treatment planning that reflect the ecological model, person-in-environment framework, and strengths perspective

- Bio-psychosocial assessments (as applicable) that comprehensively reflect these same frameworks

Component #2: Group Work

Students practice and demonstrate the skills needed to conduct and/or facilitate effective social work groups — both client helping groups and administrative task groups — including conflict management, building cohesion and consensus, and moving groups toward their goals.

Conditions for Learning: Students engage in one or more client helping groups (e.g., therapy, support, psychoeducation) as facilitator, co-facilitator, or agency intern/representative, potentially progressing between these roles as their skills develop. Students also engage in one or more collegial/administrative groups (e.g., team meetings, committee work), which may connect to the Community Work/Project component, and may facilitate, co-facilitate, or participate as a member.

Expectations for successful completion, as evidenced by:

- Participation in a client-focused helping group as co-facilitator, facilitator, or agency intern/representative
- Participation in an administrative task group as co-facilitator, facilitator, or agency intern/representative (may link to Component #3: Community Work/Project)

Component #3: Community Work/Project

Students articulate and address the contextual and interactive role of community for clients, colleagues, and the placement agency.

Both Generalist and Advanced Generalist Year macro projects should be designed with CSWE's 2022 Educational Policy and Accreditation Standards Competency 3 in mind: "Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice." Projects should positively impact, raise awareness of, and enhance advocacy for historically marginalized communities, and may address identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).

Conditions for Learning: Students engage in a community project that promotes increased understanding of an area of practice, client needs, and/or community needs. This may link to Component #2 through participation in collegial/administrative groups.

Objectives and expectations for completion: Students develop a larger-scale intervention based on an identified need within the population served. The project builds students' ability to analyze and assess needs, collaborate with key stakeholders, and gain experience in project design, management, and implementation. Students act in a leadership role on a project that:

- Promotes increased understanding of an area of practice, client needs, and/or community needs
- Engages members of an identified community
- Uses collegial/administrative group work skills to achieve its goals (may link to group work objectives)

Examples of past community projects:

- An intern developed a school-based program providing clothing and backpacks — including hygiene supplies and snacks — to students in need
- An intern created an educational video dispelling DCF myths, interviewing both DCF workers and Springfield College students
- An intern created an anti-bullying video, intentionally collaborating with students at higher risk of being bullied
- An intern developed psychoeducation materials in their native language for community members seeking services

Component #4: Professional Practice and Effective Use of Self

Students demonstrate an understanding of professional social work practice — including effective use of supervision, developing effective relationships with colleagues, adherence to agency policies and procedures, and application of the NASW Code of Ethics — through their ongoing, day-to-day practice as a professional member of the placement agency. Students also demonstrate an understanding of how their own values and ethics influence their work with diverse populations, including historically marginalized communities.

Conditions for Learning: The supervisor and agency agree to provide settings and experiences where the student can demonstrate professional social work practice and effective use of self. Evaluation covers the student's use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and application of the NASW Code of Ethics.

CONCURRENT COURSEWORK

In addition to the Practicum seminar, students enrolled in SWRK 584 and SWRK 585 must concurrently take SWRK 531: Practice 1 (fall semester) and SWRK 532: Practice 2 (spring semester). These two three-credit Generalist Year practice courses provide the theoretical knowledge and skills that support the Generalist Year practicum experience, within a framework aligned to Practicum education learning competencies.

Students also build assessment, policy, and program development skills through the following courses:

- SWRK 501: HBSE 1
- SWRK 502: HBSE 2
- SWRK 511: Social Policy 1
- SWRK 512: Social Policy 2
- SWRK 621: Research 1
- SWRK 623: Research 2

Foundational Year (First Year) Practicum Seminar: SWRK 674/ SWRK 585

Each semester, the Foundational Year practicum seminar has two components, arranged by the Director of Practicum:

1. Resources: Practicum education resources are posted on the DSW webpage in PRIDENET.

2. Practicum Seminar: Held asynchronously, this course occurs once each semester (fall and spring). It provides a context for students to fulfill competencies tied to their practicum expectations for the Foundational Year, aligned with CSWE competencies and licensure preparation. In seminar, students:

- Explore and problem-solve practicum situations, including ethical dilemmas, supervision, client interventions, and community project development
- Deepen their understanding of the integration of practice skills, theoretical knowledge, public policy, and research, as outlined in their Learning Contract
- Demonstrate understanding of their agency and its client services — including environmental, political, and cultural context; funding sources and expectations; range of programs; reporting lines; and organizational structure

Discussion may be framed around questions such as:

- What are the major challenges you have encountered (or expect to encounter) in this internship, agency, population, or area of service provision?
- What ethical challenges have you encountered (or expect to encounter)? In an ethical challenge, to whom or what is your first loyalty?

Practicum Information Session: One mandatory orientation session is held by the Office of Practicum Education at the start of the fall semester. A spring information session prepares first-year and advanced standing students for fall placement.

Practicum Site Visits: The Practicum Course Instructor facilitates one site visit each semester (fall and spring), in person or virtually. The spring visit may be waived if all parties agree that: the student is on schedule with internship hours, is meeting the Learning Contract competencies, learning and skill development are proceeding as expected, and no unresolved issues remain. Any party — student, Practicum Supervisor, or Practicum Course Instructor — may request a spring visit.

At each site visit, the Practicum Course Instructor will:

- Confirm the student received an agency orientation, including safety, sexual harassment, and other relevant policies (first visit only)
- Review and/or collect samples of the student's process recordings
- Review at least one process recording completed by the student (first placement, as applicable)
- Discuss and evaluate the Learning Contract's learning activities
- Discuss the size and nature of the student's direct service caseload
- Evaluate the agency's provision of appropriate learning opportunities
- Evaluate student progress toward expected competencies
- Discuss any other issues the instructor, student, or supervisor feel are relevant

Fall Semester Site Visit: The Practicum Course Instructor arranges a time with the student and site supervisor to meet at the internship site and discuss expectations, progress, and learning needs. A checklist is provided in the Practicum Workbook. Visits typically occur mid-semester, though may occur later. The Learning Contract should be completed by the student and site supervisor before the visit; the instructor reviews the version submitted to Brightspace before or at the time of the visit.

Spring Semester Site Visit: At minimum, the instructor communicates with both student and supervisor about the student's progress. Using the criteria above, a determination is made as to whether a visit is

needed. While a spring visit is the standard expectation, students and/or supervisors may request one if useful.

B. Specialization Year Practicum Experience Components (Year Two)

Specialization Year practicum learning focuses on:

1. Direct service at an advanced level, in both counseling and group work
2. Administrative social work practice
3. Progress toward advanced generalist social work practice competence

Students complete a variety of learning activities that prepare them for autonomous advanced generalist practice.

Component #1: Direct Service at an Advanced Level (Counseling/Direct Service and Group Work)

Students demonstrate effective advanced generalist practice skills with clients with complex needs, using resources and interventions relevant to a range of client systems.

A. Direct Service with Individuals and/or Families

Students engage in advanced direct services with 4–5 individuals and/or families, including more advanced psychosocial assessments and intervention strategies. This caseload may be built up over the first semester and then maintained through the rest of the internship; complex client needs may warrant a lower caseload.

B. Direct Service with Client Helping Groups

Students facilitate or co-facilitate a minimum of one client helping group, which may also be reached over the first semester and maintained thereafter.

Expectations for successful completion, as evidenced by:

- Practice with 4–5 individuals/families who differ from the student in race, background, personality, sexual orientation, socioeconomic status, or other ways
- Addressing a range of client circumstances through challenging relationship-building and specialized counseling skills
- Autonomous professional judgment in assessment, treatment planning, crisis intervention, referrals, and client advocacy
- Addressing complex situations and diverse client needs
- Multi-level interventions using a strengths perspective
- Accessing and negotiating large systems
- Planning and facilitating/co-facilitating at least one client-helping group for clients with complex needs
- Weekly process recordings submitted to the supervisor (individual, family, group, or administrative meeting formats, available in the Practicum Workbook, Brightspace course, and Practicum Education webpage)
- A minimum of two process recordings per semester submitted to the Practicum Course Instructor, with written supervisor feedback illustrating advanced generalist skill development

Component #2: Administrative Social Work Practice

Students demonstrate the ability to function at an advanced generalist level within agency, organizational, and larger service systems by addressing an organizational administrative need that enhances agency functioning and client services. This project may be conducted over the course of two semesters.

Both Foundational and Specialization Year macro projects should be designed with CSWE's 2022 Educational Policy and Accreditation Standards Competency 3 in mind: *"Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice."* Projects should positively impact, raise awareness of, and enhance advocacy for historically marginalized communities, and may address identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).

Students take the lead in developing an administrative project based on an identified agency need. Ideas may include organizing or developing trainings, creating or updating policies, addressing service delivery issues, building program evaluations, or conducting needs assessments.

Expectations for successful completion, as evidenced by:

- Understanding of the host agency's organization and its position within the larger social service system
- Effectively negotiating agency subsystems and the larger service system to advance programs and services
- Participating as an effective contributor and group member in administrative and team settings
- Recording administrative meetings and developing reports reflecting accurate group process and progress toward goals
- Applying theories of administration and supervision to relevant agency functions (e.g., program planning and education, staff development, client outcomes, public outreach)
- Promoting effective, humane operations for clients and colleagues through effective use of self
- Process recordings submitted to the supervisor weekly or biweekly (formats available in the Practicum Workbook, Brightspace course, and Practicum Education webpage)
- A minimum of two process recordings per semester submitted to the Practicum Course Instructor, with written supervisor feedback illustrating advanced generalist skill development

Examples of past administrative projects:

- A Department of Mental Health intern collaborated with the Service Authorization Team to bridge care-access gaps for historically underserved groups, developing a guide and template used across sites for the "Needs and Means" process
- An intern organized a two-part DBT training for adopted young adults, researching and building the curriculum and facilitating it for ten participants; the agency now uses the curriculum in future years
- A DCF intern developed a handout and training that helped staff more efficiently complete documentation for a program referral process
- An intern organized a training on culturally responsive practice with indigenous populations
- An intern reviewed and restructured the agency's Practicum Internship Orientation training
- An intern developed and disseminated a client satisfaction survey to inform agency understanding of client needs

Component #3: Progress Toward Advanced Generalist Social Work Practice Competence

Students integrate knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous advanced generalist practice — with clients and systems of all sizes — using the ecological model, person-in-environment framework, and strengths perspective. This component is woven throughout student assignments rather than tied to a single activity.

Expectations for successful completion, as evidenced by:

- Using supervision effectively to enhance practice, build self-awareness, and move toward autonomous practice
- Grounding interventions in social work values, the NASW Code of Ethics, and an understanding of diverse client circumstances and the systems that shape human experience
- Applying the ecological model, person-in-environment framework, and strengths perspective across interactions with clients, colleagues, and organizations
- Practicing across system levels — individual, family, group, administrative, organizational, inter-organizational, and community
- Seeking opportunities to advance professional and advanced generalist skills
- Weekly or biweekly process recordings submitted to the supervisor (formats available in the Practicum Workbook, Brightspace course, and Practicum Education webpage)
- A minimum of two process recordings per semester submitted to the Practicum Course Instructor, with written supervisor feedback illustrating advanced generalist skill development

Specialization Year Practicum Seminar: SWRK 676 / SWRK 677

Each semester, the seminar has two components:

1. Resources: Practicum education resources are posted on the Practicum Education Program webpage and in the ELC Platform.

2. Group Seminar and Advising: Students meet with their Practicum Course Instructor, individually and/or in small groups, twice per academic year. Students should consult their advisor to confirm the format used. This component provides a context for students and instructors to address competencies tied to the Specialization Year practicum. In seminar, students:

- Explore and problem-solve practicum situations — ethical dilemmas, supervision, client interventions, community project development — with peer and instructor support
- Deepen their understanding of the integration of practice skills, theoretical knowledge, public policy, and research, as outlined in their Learning Contract
- Demonstrate understanding of their agency and client services — environmental, political, and cultural context; funding and expectations; range of programs; reporting lines; and organizational structure

Discussion may be framed around the same questions used in the Foundational Year seminar (challenges encountered, ethical challenges, and questions of loyalty).

Practicum Information Session: One mandatory information/orientation session is held each semester by the Office of Practicum Education.

Practicum Site Visits: The Practicum Course Instructor facilitates one site visit each semester (fall and spring), in person or virtually, following the same visit structure, waiver conditions, and instructor responsibilities as the Foundational Year (see above), with one distinction: at the first site visit, the instructor reviews at least one written psychosocial assessment completed by the student, rather than a process recording.

Fall Semester Site Visit and Spring Semester Site Visit follow the same structure described in the **Foundational Year** section above.

SECTION V

PRACTICUM STAFF ROLES AND RESPONSIBILITIES

A. The Director of Practicum Education, The Practicum Support Specialist and Office of Practicum Education Staff

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

The Department Chair works closely with the Director of Practicum Education, the Practicum Support Specialist, the Practicum Course Instructors, and the Dean.

Major tasks of the Office of Practicum Education include:

1. Developing and maintaining all practicum agency affiliations;
2. Working with Faculty Advisors to coordinate all Practicum advising activities;
3. Assigning students to practicum agencies;
4. Organizing and leading annual student orientation to Practicum education and related policies;
5. Providing information and orientation to Practicum Supervisors about the Practicum experience;
6. Planning and implementing the annual Seminar in Practicum Instruction (SIPI) for new Practicum Supervisors;
7. Meeting with Practicum Course Instructors, the Educational Advisory Committee and/or the Educational Appeals Committee as needed, on Practicum policy, on problems encountered by, or the progress of, specific students, and on possible improvements in the Practicum advising program;
8. Providing Practicum Course Instructors with updated syllabi for Practicum courses;
9. Consulting with Practicum Course Instructors and students regarding practicum assignments and conferring with them regarding changes or problems should they arise (in consultation with the Educational Advisory Committee, the Director and Practicum Support Specialist, the department Chair, and/or the Educational Appeals Committee as appropriate);
10. Making decisions regarding changes in Practicum placement in collaboration with the Practicum Course Instructor, and/or the Educational Advisory Committee, and/or the Educational Appeals Committee, the department Chair as appropriate; and
11. Monitoring and enhancing integration of academic curriculum content and Practicum expectation according to CSWE and ASWB standards.

B. The Practicum Course Instructor

The Practicum Course Instructor teaches the assigned practicum course module, following the syllabus provided by the Director of Practicum Education, and is responsible for the overall running of their section of the practicum course. They serve as the primary point person for students in their section, ensuring students complete the course's requirements.

Students may have different Practicum Course Instructors for their first and second practica, though when it is in the student's interest to retain the same instructor across both years, the Office of Practicum Education makes every effort to do so. (See the most recent Student Handbook of Policies and Procedures for a full outline of Practicum Course Instructor responsibilities.)

Note: The Practicum Course Instructor role is separate from academic advising. Academic advising is handled by the student's assigned Faculty Advisor.

Course Administration

The Practicum Course Instructor is responsible for:

- Reviewing the practicum calendar and creating Zoom class sessions in accordance with updated dates and times.
- Taking attendance and confirming that students are logging in and completing required coursework
- Reviewing and signing student evaluations submitted by the Practicum Supervisor, and issuing the student's practicum grade each semester (fall and spring)

Point of Contact and Collaboration

The Practicum Course Instructor represents the Springfield College Department of Social Work within the practicum and communicates, interprets, and reinforces the policies and standards governing required learning experiences and student performance criteria.

The Practicum Course Instructor is the Practicum Supervisor's first point of contact for triaging early issues or concerns that arise during the placement. They evaluate each student's progress throughout the practicum and maintain close collaboration with the placement agency; ongoing contact among the Practicum Course Instructor, the Practicum Supervisor, and the student is essential to this process.

When issues affecting a student's practicum performance arise, the Practicum Course Instructor:

- Plays a central role in evaluating performance and identifying ways to support improvement
- Determines when a performance issue requires formal action, and coordinates as needed with the student's Faculty Advisor, the Director of Practicum Education, and when appropriate, the Educational Advisory Committee (EAC), including consultation with the EAC, letters of information, or letters of concern (see Student Handbook of Policies and Procedures)

Site Visits

The Practicum Course Instructor is required to conduct one site visit each semester (fall and spring), either virtually or in person. The spring visit may be waived if all parties agree that: the student is completing internship hours on schedule, is meeting the Learning Contract's competencies, learning and skill development are proceeding as expected, and no other unresolved issues remain. Any party student, Practicum Supervisor, or Practicum Course Instructor may request a spring visit.

With authorization from the Director of Practicum Education or the Practicum Support Specialist, the Practicum Course Instructor may conduct a second visit within the same semester if needed. Circumstances warranting a second visit may include:

1. Placement challenges requiring further resolution
2. Student difficulties completing assignments
3. A change in supervisor
4. Other situations where a face-to-face meeting among student, supervisor, and instructor is advisable

Practicum Course Instructors are expected to maintain ongoing phone and/or email contact with the Practicum Supervisor and student throughout the practicum.

At each site visit, the Practicum Course Instructor will:

- Confirm that an agency orientation has taken place, including safety policies, sexual harassment policies, and other relevant policies (first visit only)
- Review selected samples of the student's process recordings, submitted via Brightspace
- Review at least one written psychosocial assessment completed by the student, as applicable
- Discuss and evaluate the Learning Contract's learning activities
- Discuss the size and quality of the student's direct service caseload
- Evaluate the agency's provision of appropriate learning opportunities
- Discuss any other issues or concerns the instructor, student, or supervisor feel are relevant

At the end of the spring semester, Practicum Course Instructors **may** request to complete an Evaluation of Practicum Agency and Practicum Supervisor Form. The Office of Practicum Education reviews this form to help assess the effectiveness of practicum agency sites and supervisors.

Additional Responsibilities

- Assisting the Office of Practicum Education in selecting and assigning practicum sites
- Supporting students in defining learning goals and self-assessing their professional growth and development
- Providing ongoing interpretation of the School's academic and practicum components to Practicum Supervisors and agencies
- Supporting students in navigating practicum-related problems and concerns
- Maintaining regular communication with the Director of Practicum Education regarding the quality of practicum training and supervision
- Consulting with the agency, Practicum Supervisor, and student as needed to address problems that arise during the practicum
- Providing feedback to the Office of Practicum Education on the quality of the practicum experience, including supervision and learning opportunities

Changing Practicum Course Instructors

Students are expected to remain with their assigned Practicum Course Instructor for the duration of the practicum. A student who wishes to change instructors must first discuss their concerns with their current Practicum Course Instructor. The Director of Practicum Education, the Practicum Support

Specialist, the MSW Program Director, and/or the Department Chair are available to consult with both the instructor and student to help resolve concerns as appropriate.

Students cannot continue in the Social Work Program without an assigned Practicum Course Instructor.

1. Placement challenges requiring further resolution
2. Student difficulties completing assignments
3. A change in supervisor
4. Other situations where a face-to-face meeting among student, supervisor, and instructor is advisable

Practicum Course Instructors are expected to maintain ongoing phone and/or email contact with the Practicum Supervisor and student throughout the practicum.

C. THE PRACTICUM SUPERVISOR

1. Criteria for the Selection of Practicum Supervisors

Practicum Supervisors are required to demonstrate established professional competence and have two or more years of professional experience beyond the MSW degree.

Independent clinical licensure (e.g., LICSW in Massachusetts, LCSW in Connecticut, or the equivalent credential in other states) is strongly preferred for all Practicum Supervisors. For students completing their second-year internship, independent clinical licensure along with at least two years of post-graduate experience is preferred but not required, and remains subject to the requirements of the state in which the placement occurs. The Office of Practicum Education may make exceptions on a case-by-case basis, consistent with CSWE standards and applicable state licensing regulations.

Note: Licensure titles are not consistent across states, and the same title can indicate different levels of licensure depending on the state. For example, an LCSW in Connecticut is equivalent to an LICSW in Massachusetts. Supervisors and students should confirm the applicable licensure requirements and equivalencies for their specific state of placement.

Prior experience supervising staff or graduate-level social work students, along with the ability to promote learning in others, are also important considerations. Practicum Supervisors should demonstrate the following additional characteristics and qualities:

1. The ability to transmit interest in social work to students;
2. A commitment to further professional development as a Practicum Supervisor, which may include completion of the Seminar in Practicum Instruction (SIPI) by new Practicum Supervisors;
3. A mature personality with an appreciation of the intellectual and emotional components of the professional educational process and developmental stages of students;
4. Respect for individual learning patterns of students;
5. An ability to balance the needs of clients and agency with the educational needs of the student;

6. An understanding of and appreciation for a professional preparation program with a single specialization in Advanced Generalist Practice, and the ability to teach across the Advanced Generalist curriculum; and
7. The capacity to advocate effectively for students within the practicum agency.

2. Orientation of Practicum Supervisors

Orientation of Practicum Supervisors is provided by the Director of Practicum Education and Practicum Support Specialist of Practicum Education before the start of the fall semester. The MSW program curriculum in advanced generalist practice, the expected competencies of the program, and the Practicum assignments are explained. Policies and procedures, supervisory expectations, and overall Competencies of the learning experience are reviewed. Practicum Supervisors are referred to the practicum Manual, the practicum Workbook, which includes the Learning Contracts, appropriate for the practicum year of the placed student, and the Practicum Education Webpage to assist them with designing learning experiences.

All new Practicum Supervisors who have agreed to provide Practicum supervision for students enrolled in the MSW Program are strongly encouraged to take a Seminar in Practicum Instruction (SIPI) offered by an accredited social work program. Practicum 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 would meet program criteria. Long-time Practicum supervisors may also attend the SIPI sessions. When SIPI training is offered by the Office of Practicum Education, Continuing Education Units (CEUs) will be provided to attendees based on the number of sessions they have attended.

3. Responsibilities of Educational Supervision

The responsibilities of agency Practicum Supervisors include:

- Meeting with each student for **1 hour of direct supervision each week** the student is in practicum, and making up any missed supervision hours;
- If group supervision of new employees and/or students is provided on a weekly basis throughout the duration of the internship, it is considered additional training above and beyond the required weekly individual supervision time.
- Providing the intern with a thorough orientation to the agency, including organizational, personal, and safety training appropriate for that setting;
- Completing the Learning Contract with the student early in the first semester 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/administrative projects) necessary to carry out the Learning Contract;
- Promoting the integration of classroom conceptual learning with Practicum practice learning;
- Maintaining communication with the Practicum Course Instructor regarding student's progress, including taking part in the Practicum Course Instructor's Site Visits, as well as through verbal and written communication;
- Working with the student, and, as needed, with the Practicum Course Instructor (as well as with the Director of Practicum Education and/or Practicum Support Specialist of Practicum Education), to

address any difficulties that may arise in the student's performance or the agency's capacity to meet the educational needs of the student;

- Preparing, reviewing, and submitting evaluations of the student's performance at the end of each semester;
- Participating in professional development activities related to Practicum supervision, including Practicum Supervision Seminar (as applicable) and orientation;
- Providing ongoing feedback to the student on each of the **6 process recordings per semester** and providing concrete observations of the student's professional development (written feedback must be provided on a minimum of 2 process recordings that the student provides to their Practicum Course Instructor via Experiential Learning Cloud (ELC)).
- Being a role model to the student on the professional use of self.

4. Supervisor Absence

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

5. Secondary Supervision

Practicum Supervisors may, when appropriate, arrange for a secondary supervisor who has specialized expertise to supervise the student on a specific project, or with particular types of clients, or in work on a particular area of learning. The secondary supervisor need not be an MSW 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 MSW Practicum supervision and is provided in addition to the required **1 hour** of primary supervision by the designated MSW supervisor. If group supervision is provided by the Practicum Supervisor or by the agency in another context, it is considered above and beyond the required weekly individual, face-to-face supervision session (in-person or virtually) with the MSW supervisor.

6. Practicum Supervisor Input to Program

Practicum Supervisors are encouraged to express their observations about the adequacy of student preparation for entering the Practicum, the structure of the Practicum component and the types of learning the agency can offer relevant to generalist and specialization practice. Practicum Supervisors are encouraged to provide their perspectives and insight during the visit by the Practicum Course Instructor. Although the primary purpose of the site visit meeting is to discuss student progress, the Practicum Course Instructor may also include conversation that elicits input from the Practicum

Supervisor regarding the program. This information should be conveyed to the Director of Practicum Education.

SECTION VI

PRACTICUM AGENCIES AND PRACTICUM ASSIGNMENTS

A. PRACTICUM AGENCIES

Practicum experiences occur in a variety of human service settings across New England, including health, educational, criminal justice, mental health, and a wide range of other settings where generalist and advanced generalist practice can be learned. Students may work with individuals, families, groups, organizations, communities, and governmental and non-governmental entities, and have the opportunity to work with diverse ethnic and cultural groups.

The School selects agencies and programs that are sensitive to issues of diversity, align with the NASW Code of Ethics, provide a range of learning opportunities, and are committed to student education. Specific criteria used in agency selection include:

Alignment with social work values: The agency's philosophy of service must be compatible with the values and ethics of the social work profession, social work education, and generalist practice, including nondiscriminatory practices regarding client race, ethnicity, gender, age, sexual orientation, or differential ability. Each placement must offer a range of activities appropriate to generalist and advanced generalist practice.

Commitment to graduate social work education. This includes:

- Providing adequate practicum instruction from a qualified MSW Practicum Supervisor with appropriate licensure, who is given sufficient release time and resources to fulfill this role
- Offering learning activities that allow students to develop generalist and advanced generalist social work skills, as described in the Learning Contract for each practicum year
- Providing adequate, safe working space and other resources needed for students to complete their practicum assignments

Accessibility: As required by federal, state, and/or local law, practicum instruction sites should, as a whole, be accessible to students with disabilities. This means students with disabilities should have the same kinds of educational opportunities — including access to particular types of placement settings — as students without disabilities. Given the wide range of disabilities, however, not every site will be able to accommodate every student; a site may be unable to accommodate a student who uses a wheelchair due to its location or architecture, for example, while still being well-suited to a student with a visual or hearing impairment. The Office of Practicum Education makes every effort to ensure equal access to practicum opportunities and collaborates with Springfield College's Disability & Accessibility Services as appropriate.

Orientation: Agencies must provide a thorough orientation, including a review of safety policies and protocols, sexual harassment policies, and other relevant policies and training. See the "Safety Policies and Procedures" section of this Manual for more on expected agency safety policies and student orientation.

Transportation: Agencies are asked to reimburse students for mileage and related travel costs incurred while conducting agency business. Students must not be required or asked to transport clients in their own vehicles or as the driver of an agency-owned vehicle. Agency-provided transportation of clients, when accompanied by a student, must be driven by an agency employee, with an additional agency employee present to assume responsibility for the client during the ride.

Agency Requirements

Some practicum agencies require students to meet certain conditions before beginning their placement. Requirements vary by agency and may include completed health forms, TB or Hepatitis B testing, and Criminal Offender Record Information (CORI) checks — or their equivalent in other states.

Many agencies are legally prohibited from accepting an intern whose CORI check shows a record; others evaluate records on a case-by-case basis at their discretion. Agencies may also require a new employee/intern orientation program, which students must complete before beginning their practicum.

Agency Affiliation Agreements

All placement agencies are required to sign an Affiliation Agreement, the legal agreement between the practicum agency and Springfield College. Unless an agreement is already on file and current, Affiliation Agreements are sent to each placement agency prior to the start of the practicum period, to be signed by an official signatory for the agency and returned to the Office of Practicum Education. Affiliation Agreements are now signed electronically through the Experiential Learning Cloud (ELC) platform, with copies retained by the Office of Practicum Education.

Questions regarding Affiliation Agreements may be directed to the Director of Practicum Education at (413) 748-3027, or to the Administrative Associate for the Office of Practicum Education at (413) 748-3001.

B. GENERALIST AND ADVANCED GENERALIST PRACTICA

Student assignments to practicum agencies are based on several factors, including the areas of learning defined for the Generalist and Advanced Generalist Years, the student's individual learning needs, and agency availability. While all agencies are expected to offer learning activities addressing direct service, administration, and community development and organization, different agencies may challenge students in different ways and require them to draw on advanced theory and practice skills to varying degrees.

Generalist Level Practica

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

Advanced Generalist Level Practica

Agencies hosting Advanced Generalist Year students should offer a range of learning activities that challenge students to integrate advanced theory and practice skills in direct service with individuals, families, groups, and organizations, including group work with clients. Assignments in the Advanced Generalist Year should involve more complex, multilevel interventions, requiring a deeper understanding of human behavior and a broader, more sophisticated set of intervention skills. The Advanced Generalist Year practicum should also give students greater opportunity to analyze and participate in administrative functions within the agency, through group work with colleagues and an administrative project.

While Generalist and Advanced Generalist Year students may be assigned to the same agency, or the same program within an agency, the activities assigned to Advanced Generalist Year students must reflect the integration of more advanced theory and practice skills and address the learning areas identified for that year, including administration.

C. PRACTICUM ASSIGNMENTS

Identifying a practicum placement is a partnership between the student and the Office of Practicum Education, not a process where students are simply assigned a site. Students are expected to actively participate throughout: staying in regular communication with the Office of Practicum Education, completing required materials on time, reaching out to prospective agencies, and conducting interviews. The more engaged a student is in this process, the more likely they are to find a placement that fits their interests and to finalize it on schedule.

All practicum assignments are approved by the Office of Practicum Education through a careful process designed to support successful learning outcomes. Practicums begin in the fall of the first year for full-time weekday students and in the fall of the second year for part-time weekend students. Summer placements are generally not available (see Section VII of this Practicum Manual).

Process

Newly admitted full-time and Advanced Standing students: The placement process begins once a student has been accepted and has confirmed attendance with a deposit, prior to the start of classes. Students complete the Practicum Placement Assignment Worksheet online, which is reviewed by the Office of Practicum Education. Based on this review and, as needed, further discussion with the student and Practicum Course Instructor, the Director of Practicum Education and/or Practicum Support Specialist connects the student with a placement interview opportunity, if the student is seeking assistance identifying a site. The student is then responsible for arranging and conducting the interview directly with the agency's Practicum Supervisor or other designated contact.

Part-time students: The process follows the same structure. The Office of Practicum Education attends a class in the fall to walk first-year weekend students through the placement process. The process itself begins in the spring semester, when students complete the Practicum Placement Assignment Worksheet online along with an updated resume for review by Office of Practicum Education staff.

Students entering the Advanced Generalist Year (weekday or online program): This process begins early in the spring semester of the Generalist Year. Students complete the Practicum Placement Assignment Worksheet and are encouraged to meet with their Practicum Course Instructor to reflect on their first-year experience and discuss their interests for the Advanced Generalist Year. Once the Office of Practicum Education has received the worksheet and an updated resume, and has discussed potential sites with the student, students seeking placement assistance are connected with an opportunity and given contact information to arrange an interview.

Deadlines

Returning students (first-year weekday and evening students, first-year weekend students, and second-year weekend students): Students must submit the Practicum Placement Assignment Worksheet and meet with the Office of Practicum Education during the spring semester. Students who have not actively engaged in the placement process, or who have not been in communication with the Office of Practicum Education by the last week of April, will be referred to their Practicum Course Instructor for additional support and will receive a letter of information.

New students (newly admitted students beginning coursework in the summer, for Advanced Standing students only, or in the fall semester): All placements must be finalized by August 1.

If a placement is not finalized by August 1, the student must meet with the Office of Practicum Education or the Program Director to identify and address the barriers preventing placement, prior to the start of fall classes.

Students who have registered for fall practicum and seminar courses but do not have a finalized placement by August 1 will be required to drop those courses. Internship plans and graduation may be delayed as a result. Because of this, it is essential that students remain actively engaged in the placement process well before the deadline, rather than waiting until August to begin.

D. PRACTICUM PLACEMENT PROCESS (ELC)

Practicum placements are identified, reviewed, and approved through the Experiential Learning Cloud (ELC) platform. The process below outlines the responsibilities of students, Practicum Supervisors and agencies, and the Office of Practicum Education at each stage.

Students are responsible for:

- Completing and uploading the Practicum Placement Worksheet (PPW) and a current resume in ELC by the submission deadline for the applicable academic year. Deadlines vary by year and are posted within ELC.
- Completing Employment-Based Practicum paperwork, including the Employment-Based Practicum Checklist, only if requesting an employment-based placement.
- Reviewing placement options, suggesting agencies, and discussing placement interests and goals with assigned Practicum staff.
- Documenting placement discussions and communicating with practicum staff through ELC's messaging and workflow features whenever possible.
- Providing accurate and complete placement site information for the agency to submit, including agency and program name, address, and main phone number; the student's role and contact information; and the assigned Practicum Supervisor's name, license state, and license number.
- Monitoring their placement record in ELC for status updates and responding promptly to any requests for additional documentation.

Practicum Supervisors and their agencies are responsible for:

- Maintaining active, up-to-date access to ELC, including keeping login credentials and passwords current so that placement documentation, evaluations, and communications are not delayed.

- Providing complete and accurate information for the Official Practicum Agency Acceptance Form (OPAAF), including agency and program name, address, main phone number, the student's position, and the supervisor's name, license state, and license number.
- Reviewing and completing Employment-Based Practicum documentation in ELC when a placement is employment-based.
- Notifying the Office of Practicum Education of any changes in student placement status, supervision, or agency capacity in a timely manner.
- Proactively informing the Office of Practicum Education of student placement openings and availability, so that the Office can match students to sites efficiently.

The Office of Practicum Education is responsible for:

- Reviewing student submissions in ELC and notifying students if materials are complete or if additional information is needed.
- Assigning students to Practicum staff for placement support, based on placement region and type. (Staffing assignments may vary by year and are managed internally by the Office of Practicum Education.)
- Maintaining each student's placement record in ELC, including status updates, notes, and required documentation, and monitoring progress through ELC's dashboard and tracking features.
- Reviewing the student's Practicum Placement Worksheet, resume, and stated interests and goals, and following up as needed on employment-based placement requests, new agency suggestions, or missing or incomplete documentation.
- Collecting and entering required placement site information into ELC once a potential site is identified, and coordinating with the agency to ensure the OPAAF is completed accurately.
- Finalizing placement records once a placement is confirmed, including generating and processing OPAAF information (student information, placement site information, supervisor credentials, and placement approval details).
- Completing final administrative processing, including placement record finalization, final approval, and system updates, and distributing and tracking required documentation such as the OPAAF and Affiliation Agreements.

E. EMPLOYMENT-BASED PRACTICUM

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

In an employment-based practicum, the required practicum hours may either:

1. Be engaged in over and above the student's regular working hours (though this is not recommended for full-time employees); or
2. Be engaged in during the hours of the student's regular employment work week, and designated exclusively for practicum work, either partially or fully.

Either arrangement is satisfactory, but the MSW 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 Practicum agencies:

Students must complete the Employment-Based Practicum Checklist and submit it to the Office of Practicum Education prior to the finalization of the internship plan. The checklist must be reviewed, signed, and approved by the Office of Practicum Education before the employment-based practicum may proceed. This process ensures that internships are designed in accordance with current CSWE guidelines.

The Agency Agrees:

- 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 Practicum education requirements of the social work program;
- To assign a qualified MSW Practicum Supervisor with the requisite qualifications who is not the student's regular job supervisor (if the Practicum Supervisor is the same as the employment supervisor, while not encouraged, it is required that a separate time is dedicated for internship supervision); and
- To keep the evaluation of the student's practicum performance separate from the evaluation of the student's performance as an agency employee. Evaluation of the student's practicum performance is the responsibility of the Practicum Supervisor and Practicum Course Instructor 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, in either the first or second practicum, and it is not approved as a practicum site, the student must explore alternative practicum assignments with the Office of Practicum Education.

Related to employment-based practica, the MSW Program, through the Practicum Course Instructor, 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.

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 8:00 AM and 5:00 PM. Students must also anticipate the need to make flexible personal arrangements to accommodate the practicum to which they are assigned. Students must be able to travel reasonable distances (60 miles and up to one hour) to their practicum sites and must arrange to be available for the required hours per week of practicum work. Students who cannot make these arrangements may need to carefully consider their participation in the MSW Program or may

consider extending their program. Note that requirements for obtaining the MSW degree must be completed within five years.

The Office of Practicum Education is responsible for establishing the best available assignment matches between students and Practicum agency sites, given the experience and learning needs of each student, the resources and requirements of each agency, and availability of placements in the general geographic area. While meeting the student's educational needs is the first criterion for matching, the student's preferences, if any, for location or agency will be taken into consideration to the extent possible. While consideration is given to each student's schedule, experience, interests, and preferred practicum location in making practicum assignments, it cannot be guaranteed that either the specific experience or location that is most preferred will be available. The Director and Practicum Support Specialist in the Office of Practicum Education will consult with the Practicum Course Instructor, the MSW Program Director, and the Chair as needed when more complex circumstances arise.

Students who have an Incomplete in their first practicum, for any reason, may not begin their second practicum until the Incomplete is completed.

F. DUAL PRACTICUM SITES

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

G. LIABILITY INSURANCE

Students are provided with practice liability insurance by the college for their participation in Practicum practica in amounts of one million dollars per occurrence, three million dollars in aggregate. Students may wish to acquire their own personal practice insurance as well.

H. REMAINING WITH AGENCY OF EMPLOYMENT FOR SECOND PRACTICUM

If the student's agency of employment can provide the student with a significantly different practicum experience appropriate to Advanced Generalist Year Competencies, and if supervision can be provided by a supervisor other than the supervisor provided in the student's Generalist Year, students may remain with their agency of employment for the Advanced Generalist Year practicum. The student's Practicum Course Instructor, in consultation with the Director of Practicum Education and/or Practicum Support Specialist, will determine the appropriateness of the second employment-based practicum. See italics below.

I. REMAINING WITH SAME AGENCY FOR SECOND PRACTICUM

In their second year, students are generally placed in a practicum agency different from the one in which they completed their first-year practicum. Occasionally, the first-year practicum agency may be diverse enough to enable the student to remain with that agency for the second year practicum and still receive an entirely different practicum experience from the first year and with a different supervisor.

FOR BOTH H. AND I. ABOVE: Students wishing to remain with the same agency in their second or Advanced Generalist Year practicum must request this in writing to their Practicum Course Instructor and the Office of Practicum Education, describing in detail how the second-year practicum will be different from the first. The proposed practicum must meet the second-year learning Competencies, provide the advanced work required for the second year, and be able to provide a qualified second year internship supervisor.

The student's request to remain for a second year in the same agency will be reviewed by the student's Practicum Course Instructor, the Director of Practicum Education and/or Practicum Support Specialist, who will collectively decide if completing the second-year practicum in the same agency will be of appropriate educational benefit to the student, and will meet the requirements for the second year practicum experience. However, students should be aware that the request to remain with the same agency for a second year will not be considered without first being submitted in writing as outlined above.

J. STUDENT EXPLORATION OF A NEW PLACEMENT SITE

In special circumstances, students may explore the possibility of a Practicum placement site not currently among the Department of Social Work's approved sites. However, the Office of Practicum Education:

1. Must be informed of the investigation by the student through the Practicum Placement Assignment Worksheet process;
2. Must be informed of the agency and contact person as soon as possible in the process; and
3. Must make all arrangements directly with the agency and contact person and/or expected direct supervisor for a potential placement.

An interview should not be arranged until the Office of Practicum Education has approved further exploration of the site and it has been determined that the site can meet the educational expectations for the Practicum experience.

SECTION VII

STUDENT RESPONSIBILITIES

A. HOURS

Students are required to complete approximately 13 hours per week of practicum during the Generalist Year, totaling approximately 200 hours per semester and 400 hours for the academic year. During the Advanced Generalist Year, students are required to complete approximately 16–18 hours per week, totaling approximately 250 hours per semester and 500 hours for the academic year.

In addition to practicum hours, students must participate in the Practicum Seminar arranged by their Practicum Course Instructor. Students are expected to establish a schedule of practicum hours during regular daytime business hours (8:00 AM–5:00 PM) for each 15-week semester, unless a different arrangement is negotiated directly with the practicum agency.

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

Only hours actually engaged in the practicum are counted. Hours Not Counted Toward Practicum

The following do not count toward a student's required practicum hours: Holidays, Monday holidays, agency holidays, lunch breaks, commuting time to and from the practicum agency, and any other activities not required by the practicum agency.

Up to one hour per week of time spent in the agency setting may be used for process recording and counted toward practicum hours.

Students found recording hours for unauthorized events or activities on their timesheets will be required to subtract those hours from their accumulated practicum time and make up the difference through engagement in authorized practicum activities.

Absences

Students must notify their Practicum Supervisor in advance of any planned absence, and as soon as possible in the case of an unexpected one. For any planned or unexpected absence lasting more than one week, students must also notify their Practicum Course Instructor and the Office of Practicum Education. All hours missed due to absence must be made up.

Recordkeeping

Students are expected to keep a careful record of their practicum hours. In some cases, research or writing directly relevant to the practicum experience may be completed offsite, provided it is fully approved in advance by the student's Practicum Supervisor. These hours may only be counted with the Practicum Supervisor's knowledge and approval.

Students with questions about what activities may or may not count toward their practicum hours should consult their Practicum Supervisor, or contact their Practicum Course Instructor, the Director of Practicum Education, or the Practicum Support Specialist.

Timing of Hours

All students begin their practicum in early September. Many students complete the required first-half hours prior to the winter break in December. Students are generally expected to continue completing hours over winter break, unless otherwise agreed upon with the practicum site. If the site approves a break, students must resume their second-semester practicum work no later than two weeks after spring classes resume in January.

Generally, students may not "bank" hours in order to complete their practicum ahead of schedule or in a compressed timeframe, nor may they finish the practicum experience early.

The second semester of practicum typically concludes at the end of April or early May, and must not end before April 15 without prior approval from both the Practicum Supervisor and the Office of Practicum Education. The exact end date must be agreed upon between the student and the practicum site.

This schedule is designed to ensure a practicum experience of sufficient length to support professional growth and development, and to align with the duration of the concurrent practice courses each semester — a unique and critical element of the School's advanced generalist curriculum.

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

Winter and spring breaks: Students most often complete practicum hours during the winter break between fall and spring semesters. The School recommends students plan for one to two weeks free of internship responsibilities to recuperate and regroup; the remaining time may be used for practicum hours with the Practicum Supervisor's approval. Students are also expected to complete hours during spring break, unless the Practicum Supervisor approves otherwise.

Making up missed hours: Students must complete the full expected number of hours for each internship year (400 hours in the first year; 500 hours in the second year). If a student typically attends practicum on a day the agency is closed on several occasions (for example, a Monday), the student and Practicum Supervisor must determine together how the student will make up the needed hours to stay on track for the required total each semester and year.

It is recommended that, prior to the start of the practicum, students work with their Practicum Supervisor to develop a full, week-by-week schedule of hours for the entire practicum period, from September through May.

Other Circumstances

Occasionally, due to illness, an unavoidable delay in the start of practicum, or other circumstances, students may fall behind and not complete the required number of hours by the end of a semester. When this happens, the student receives 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 to help make up the shortfall.

Hours completed in the second semester are credited toward the first semester's total until that requirement is met. Students who remain short of hours at the end of both semesters of practicum will also receive an "Incomplete," and must continue in practicum until the required hours are completed — typically during the summer months following the academic year.

Time Sheets

Practicum time sheets, available in the Experiential Learning Cloud (ELC) must be completed by each student and signed by both the student and the Practicum Supervisor at least once per month. Completed time sheets must be provided to the Practicum Course Instructor at the conclusion of each semester.

Required Documentation for Graduation

The following documents must be in the student's ELC file in order for the student to graduate:

- Learning Contracts
- Process Recordings
- Mid-Year Evaluations
- Community/Administrative Project Proposal and Summary
- Final Evaluations
- Completed and correctly totaled Time Sheets

All of these documents are maintained on the ELC platform and referenced on the [Practicum Education webpage](#). Students should retain their own copies for each practicum, and all documents must be signed by the appropriate parties.

B. INTEGRATION OF LEARNING

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

C. UTILIZATION OF SUPERVISION

Practicum instruction through MSW supervision is a crucial component of social work education, since supervision is the primary method of instruction in the practicum. Students are required to make maximum use of their learning through participation in one hour of scheduled weekly supervision. It is critical that students recognize the difference between educational supervision in Practicum placement and typical experiences in employment supervision. Student learning is best served when they can

identify and acknowledge their areas of uncertainty or concern and engage the Practicum Supervisor as a partner in developing those areas.

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

1. Students must submit process recordings to be used in scheduled supervision to reflect on their developing practice skills (**a minimum of 2 out of the 6 completed process recording must be submitted to the Practicum Course Instructor each semester by the identified due dates which include written feedback from the Practicum Supervisor**). Verbal review of the process recordings is permitted, with signature of supervisor on the document required. (Video and audio taping is also possible, provided this is acceptable to the Practicum Supervisor and the agency and all relevant releases required by the agency are completed, including those from the client and those that ensure confidentiality).
2. Students are highly encouraged to be prepared for each supervision session with an agenda, questions, reflections, and observations about their practice to share with the supervisor for the purpose of learning how best to develop and apply social work skills (see examples that follow).
3. Students are encouraged to explore, with their Practicum Supervisor, the integration of Practicum experiences with classroom readings and learning activities.
4. Students must provide enough material to their supervisors, orally and in writing, to maximize use of their own and the supervisors' time.

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 margin of 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 6 process recordings to their Practicum Supervisor each term. A minimum of 2 out of the 6 completed process recording must be submitted to the Practicum Course Instructor each semester by the identified due dates which include written feedback from the Practicum Supervisor.

The due dates for the 2 process recordings which are submitted to the Practicum Course Instructor are outlined in the [practicum course calendar](#). There are officially 15 weeks in the semester and therefore students are encouraged to complete process recordings at a minimum of one per 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.

Practicum Course Instructor 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.

Method of Process Recording: Process recording is a written verbatim account by the student of as much as the student can remember of the verbal content and significant behavior of the student and client(s) or meeting participants during any person-to-person encounter. Process recording is frequently conducted on a counseling session or interview, but may also be completed on a group or family counseling session, community or administrative meeting, or other interactions that the student has had as part of his or her practicum 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.

The ELC platform has 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 (see below). Practicum Supervisors may prefer variations on this theme, and it is acceptable to use those. The “Summary-Observation-Developmental Stage-Assessment (SODA)” format is used to reflect on and document group sessions. The “Meetings” format is intended for use in recording the student’s work on either community or administrative projects. Audio or video recordings, or other methods, may be used to convey content of a session to the Practicum Supervisor (with the Practicum Supervisor’s agreement and agency and client agreement), but students should still prepare a written summary of the reflective portions of the process recording formats (e.g., Columns 2 and 3 found in the individual/family format). If taping is to be used, students must adhere to the agency’s policy on participant consent.

Format for Three-Column Process Recording #2:

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.

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 Practicum Supervisor about the context and extent of the process recordings submitted. Process recordings do not have to be typed as long as handwriting is legible. Practicum Supervisors determine whether handwritten or typed process recordings are acceptable and may have special formats for process recordings that they require students to use. Most handwritten or typed recordings average 3-5 pages, single-spaced when the three-column format is used. In general, students should not spend much more time on the recording than the length of the original

encounter. **For long or complex sessions, selected portions may be noted by the student and used for the process recording in consultation with the Practicum Supervisor.**

Confidentiality and Related Issues: The process recording is confidential material and should be handled accordingly. All identifying information about the participant(s) and agencies involved should be disguised by using initials or name(s) other than the real name(s), and by omitting other identifying information. Whenever possible, process recordings should be kept in a locked, secure file or drawer at the placement agency. Process recordings are **not** to be kept in the client's chart, since process recordings are a tool for the intern's learning and not part of the client's permanent agency record. If security in an agency is an issue, students should talk with their Practicum Supervisor and Practicum Course Instructor about how to handle process recordings so as to protect client confidentiality.

Suggestions for Students Writing Process Recordings: Taking notes during the session may be helpful if you and the client are comfortable doing so and if suitable for the situation. Otherwise, writing 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 MSW Program are found in the ELC platform. It is the student's responsibility to assure that these documents are completed. It is strongly recommended that copies of all crucial documents found on the ELC be saved both by the student's and Practicum Supervisors' use before submission thus allowing the student and Practicum Supervisor to have their own copies. Crucial documents include: 1) The Learning Contract; 2) Time Sheets; 3) Process recordings 4) Community or Administrative Project Proposal 5) End of First Semester or Midpoint Evaluation; 5) Community or Administrative Project Summary; and 4) End of Second Semester or End of Year Evaluation. The completed *assignments* are kept in the student's Practicum file in the ELC platform following the conclusion of the internship. Students midpoint and end of year evaluations are also gathered and maintained electronically.

SECTION VIII

LEARNING CONTRACTS AND ACTIVITIES

The Learning Contract is a formal agreement regarding the structure and content of the practicum experience. The contract directly reflects the learning competencies presented in Section III above, translating these competencies into specific tasks, responsibilities, and practice experiences. Contracts for the first and second years of practicum reflect the learning expectations for each respective year, and there is a common set of practicum learning experiences required of all first year students and all second year students, as described in the contract for each year.

Each section of the contract includes a supplemental section for additions specific to the individual student and practicum agency. Students and Practicum Supervisors are encouraged to use these supplemental sections to identify learning competencies and plans that reflect the student's particular needs and interests, or opportunities presented by the practicum agency and its clients.

The contract must be written and completed to the satisfaction of all parties, and signed by the student, Practicum Supervisor, and Practicum Course Instructor at the time of the first site visit. The Learning Contract is completed and retained in the student's practicum file in ELC.

The contract defines the roles and responsibilities of the three signing parties in fulfilling the learning needs and competencies, representing a commitment by all three to meet its terms. It also serves as the basis for evaluating both the student's performance in the practicum and the agency's performance in providing practicum learning opportunities (see Section IX: Evaluation).

If a significant change to the practicum structure or learning experience is agreed upon by all parties during the contract period, an amendment, signed by all parties, may be attached to the original contract.

SECTION IX EVALUATION

A. EVALUATION OF STUDENT PERFORMANCE

1. Ongoing Assessment of Student Performance

Students and Practicum Supervisors are expected to share in ongoing evaluative discussions of the student's work throughout the practicum. ***One of the purposes of weekly student meetings with Practicum Supervisors is to provide immediate, ongoing feedback to students so that they can enhance and refine their skills and apply new concepts in their practice.*** These meetings should provide students with an awareness of any problems or concerns with their performance. Problems should be discussed with the student and the Practicum Course Instructor as soon as they are identified. Review of process recordings also contribute to these discussions

Problems and concerns may include skill development, level of understanding, or practices considered by the Practicum Supervisor to be marginal or unacceptable. An assessment by the Practicum Supervisor that could result in concerning rating (responses of “disagree” or “strongly disagree”) must be discussed immediately with the Practicum Course Instructor and student. When such a situation exists, the Practicum Course Instructor will work with the student and Practicum Supervisor to identify strategies to improve the student’s level of skill or understanding. These issues should be addressed in supervision sessions before the formal evaluation, thereby avoiding any surprises at the time of the formal evaluations. In some cases, a letter of information (to the Practicum Course Instructor) or letter of concern may be appropriate (see Section C. MSW “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 online evaluations, the midpoint and final. Interns should be encouraged to participate in the evaluation process by outlining a self-assessment prior to the Practicum Supervisor’s assessment.

In formal evaluation meetings, occurring at midyear and at the end of the practicum, the student and Practicum Supervisor reflect on the practicum experience and assess the student’s progress to date. The Learning Contract and evaluation tools serve as structured guides for assessing student progress. There are separate online evaluation forms for Practicum supervisors for each of the two semesters of practicum and each of the two years of practica (Generalist and Advanced 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 Practicum supervisors: The evaluation of students at the midpoint and end of the practicum are significant parts of an effective educational Practicum experience. The points at which evaluation occur are opportunities to recognize growth and plan for further growth, as well as

to identify areas that should be worked on concertedly. Supervisors must take into account many factors in their evaluation of students, including, but not limited to: student learning style, prior experience, and opportunities for learning occurring in the present Practicum placement. Supervisors work with the student not just at the junctures where formal, written evaluation takes place, but throughout the duration of the placement, providing supervisory comment and feedback in the weekly supervision sessions. Thus, the student's evaluation, both at mid-point and at the end of the internship, should not be surprising to the student. It is best practice to review the formal Practicum Supervisor-completed evaluations with the student in person during supervision, perhaps even consulting with the student on their perceptions of success in achieving a given competency or performing a given practice behavior. In addition, students should have their own opportunities to self-evaluate as they progress through the practicum.

The online student evaluation includes two major components:

Evaluation Component number one relates directly to the activities expected in the Practicum experience that reflect the advanced 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.

For the CSWE-expected components drawn from the CSWE 2022 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 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 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 shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern 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 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 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 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

The midpoint evaluation occurs at the end of the first semester of practicum (in December), and is submitted in the ELC Platform. Particular strengths and weaknesses in different areas of learning related to the expected practicum competencies are explored. The Practicum Supervisor and student reflect on overall progress as well as any problems in the practicum to date. Goals for learning and the related Practicum experience for the second semester are agreed upon and documented. Ideally, the student and Practicum Supervisor discuss the evaluation and seek to agree on the final content before it is submitted online electronically. The Practicum Supervisor then completes the evaluation. The evaluation is shared with the student and the Practicum Course Instructor. If the student does not agree with the final content of the evaluation, the student may write an explanation to the Practicum Course Instructor and Office of Practicum Education to initiate further discussion.

b. The Final Evaluation

The final evaluation occurs at 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 student and Practicum Supervisor discuss the evaluation and, considering developmental progress, seek to agree on the final content. The Practicum Supervisor completes the final evaluation on the ELC platform. If the student does not agree with the final content of the evaluation, the student may write an explanation to the Practicum Course Instructor and the Office of Practicum Education to initiate further discussion. The Office of Practicum Education has access to this evaluation that represents official documentation of the Practicum experience.

c. Uses of Evaluations

The midyear evaluation is used as a guide for planning the student's learning for the second semester, in consultation with the Practicum Course Instructor and Practicum Supervisor. It is also a critical component in the Practicum Course Instructor's assignment of a grade.

The final evaluation documents the student'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 Advanced Generalist Year practicum. The final evaluation is also used in assigning second semester grades by the Practicum Course Instructor and should be used by the student to establish their own professional development goals.

3. Practicum Grading Policy

Practicum grading is the responsibility of the Practicum Course Instructor. Grading for practicum and seminars (SWRK 584/674, SWRK 585, SWRK 686/676 and SWRK 687) are Pass/Fail, and are based on Practicum evaluations, discussions with the student and the Practicum Supervisor, and on review of selected written materials, including process recordings, the Learning Contract, and community/administrative project. Practicum Seminar grades are issued by the Practicum Course Instructor.

A grade of "Pass" in the 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 Practicum-related requirements, have not completed the required hours and documentation, including process recordings, and/or have violated the Professional Standards of the MSW Program and/or College and/or the Code of Ethics of the National Association of Social Workers. A failing grade in any course, including Practicum practica, means that the course or the Practicum experience must be repeated for the student to continue with the educational program.

Students may receive an "**Incomplete**":

- (1) when they are successfully meeting the expected practicum experiences and competencies, but at the end of the semester have not completed all the required hours and documentation, including process recordings, for that practicum; or
- (2) when a student has missed a Practicum Seminar session(s) and they have not completed make-up assignments, but make a commitment to engage in them or submit them within a time frame agreed upon by the Practicum Course Instructor; or
- (3) 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 Practicum Course Instructor and Practicum Supervisor, they could achieve the basic expectations for that practicum if allowed additional time in the Practicum placement. In this case, the Practicum Course Instructor and the Practicum Supervisor define the expectations that must be met to achieve a "Pass" and develop, with the student, a plan, including a timeline, for accomplishing them by the end of summer semester at latest.

Students who meet the expectations within the time frame in the plan will then earn a "Pass"; those who do not will "Fail."

Note that an Incomplete Contract must be completed for any student to receive an Incomplete ("I") for the Practicum or Practicum Seminar. The Practicum Course Instructor 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 Practicum Course Instructor may submit it without the student's signature, according to the Registrar's Office. In such cases, students are required to respond in writing to the Registrar's Office and their Practicum Course Instructor indicating that they understand and agree to the terms of the Incomplete Contract. Practicum Course Instructor 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 advance to the second placement and advanced generalist practice courses until the first placement is completed with a passing grade.

Required documents to receive a passing grade:

In addition to the Practicum Course Instructor's assessment, the following documents, contained in the *Student's practicum Workbook*, must be received by the Practicum Course Instructor and the Office of Practicum Education in order for the student to receive a passing grade for practicum each semester.

Assignments Due - First Semester of Practicum

1. The Learning Contract with the signature page completed and signed by all parties.
2. practicum Timesheets, signed by student and Practicum Supervisor, totaling the required number of hours in practicum for the semester.
3. The Community/Administrative Project proposal must be submitted via the ELC Platform to the Practicum Course Instructor.
4. The Mid-Year Student Evaluation submitted online, completed by the Practicum Supervisor, reviewed by the student, and used by the Practicum Course Instructor to issue a grade.
5. In addition, students must have completed the requisite number of process recordings (a minimum of 6 per semester.) Students submit two process recordings with written feedback provided by the Practicum Supervisor to their Practicum Course Instructor for review, which includes the signature of their Practicum Supervisor; Practicum Course Instructor may request more than two to review.

Assignments Due - Second Semester of Practicum

1. practicum Timesheets signed by the student and Practicum Supervisor totaling the required number of hours in practicum for the semester.
2. The Final Student Evaluation submitted online.
3. In addition, students must have completed the requisite number of process recordings (one per week of practicum, with a minimum of 6 per semester.) Students submit two process recordings with written feedback provided by the Practicum Supervisor to their Practicum Course Instructor for review; Practicum Course Instructor may request more than two to review.
4. Completed project summary sheet (community project for first year, administrative project second year).

5. Students have an opportunity to submit an Evaluation of Practicum Agency and Practicum Supervisor form to the Office of Practicum Education by a designated time in May.

All course requirements and documentation is available via the ELC Platform.

Note: It is the responsibility of each student to make and retain copies of all materials submitted. Practicum Supervisors may also wish to retain copies of relevant materials for each student. Online evaluations will be maintained by the Department of Social Work.

Note: If any of the above documentation is missing at the end of the semester, the student will receive an “Incomplete” for practicum. Upon completion of the documentation requirements, and successful completion of all other practicum requirements, the Incomplete will be changed to “Pass.” All Incompletes must be completed prior to the end of the semester following the semester for which they were issued (excluding summer session) in the timeframe required for completion. Failure to correct the Incomplete within that timeframe will result in the grade being changed to Fail. For details on grading policies, incompletes, and related matters, see the section on "Academic Standards and Expectations" in the current *Student Handbook of Policies and Procedures*.

B. EVALUATION OF THE PRACTICUM

1. By Practicum Course Instructor

If concerns about the Practicum experience have arisen during the course of the academic year, a Practicum Agency Evaluation form is completed by the Practicum Course Instructor, and is submitted to the Office of Practicum Education.

2. By Student

In the Practicum Agency evaluation completed by students, the student should assess the value of the practicum experience during the past year, not only in terms of their own individual experience, but the quality of the practicum experience for any students who might be placed there in the future. Quality of supervision, types of learning opportunities, degree of agency acceptance and support of students, and overall strengths and weaknesses of the practicum experience are among the most important areas to cover. This form must be submitted to the Office of Practicum Education by a designated time in May.

C. EVALUATION OF THE PRACTICUM COURSE INSTRUCTOR

In this evaluation, due in late April, students evaluate their Practicum Course Instructor, using the Student Evaluation of Practicum Course Instructor Form. This evaluation is confidential, in that neither the name of the student nor the practicum agency appears on the form.

Evaluations of Practicum Course Instructor are returned directly to the Chair’s Office. These evaluations will be aggregated for each Practicum Course Instructor and reviewed by 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 Practicum Course Instructor.

D. STUDENTS EXPERIENCING DIFFICULTY IN PRACTICUM

Open channels of communication between students, Practicum supervisors, Practicum Course Instructor, and the Office of Practicum Education are crucial to success in the Practicum. All parties should be in communication with one another as questions or concerns arise. When students are experiencing more significant difficulty in their Practicum placement, Practicum supervisors may be asked to provide a summary of concerns to the Practicum Course Instructor and the Office of Practicum Education. Please refer to the *Student Handbook of Policies and Procedures*, in the section titled “MSW Advancement Process and Procedure” for more information.

SECTION X

SOCIAL WORK VALUES AND ETHICS

A. NASW CODE OF ETHICS

Students enrolled in the MSW Program are bound by the National Association of Social Workers' (NASW) Code of Ethics in all of their academic and Practicum work. The most current Code of Ethics is included in the *Student Handbook of Policies and Procedures*. All students are responsible for familiarizing themselves with the Code and must sign that they have reviewed the code before placement begins. Students considered by faculty members or the Practicum Supervisor to be in violation of the Code will be referred to the Educational Advisory Committee, and could be subject to probation or dismissal from the MSW 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 socioeconomic status. Harassment includes slurs and verbal or physical conduct related to a person's race, color, age, gender, sexual orientation, disability, religion, national origin, or socioeconomic status.

Sexual harassment is defined as sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a condition of the individual's employment or academic work; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individuals; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working, academic or living environment.

Any type of harassment that hinders access to employment or educational services, opportunities, or programs is covered by this policy. Positive steps will be taken to eliminate harassment when such practices or acts are discovered. Persons found in violation of this policy will subject themselves to disciplinary action, up to and including dismissal.

C. POLICY ON DUAL RELATIONSHIPS AND CONFLICT OF INTEREST

In keeping with the NASW Code of Ethics, Practicum Supervisors should not serve as the supervisor of any student with whom they have a dual relationship. Dual relationships occur when the supervisor and student are also involved in another type of relationship, such as therapist-client, business partners, and close social or intimate relationships. Supervisors who have an instructional and evaluative role with student interns should avoid any other relationships that could create a potential conflict of interest or confusion of boundaries. As delineated in the Code of Ethics, these same principles apply to relationships between social work interns and clients.

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

If, during the course of a Practicum placement, a dual relationship of any kind develops, the Practicum Supervisor and student should contact the student's Practicum Course Instructor promptly. If a Practicum Course Instructor identifies a concern about such a relationship, they should confer with the Practicum Supervisor and with the student to address the concern. The Practicum Course Instructor, in consultation with the Office of Practicum Education, will work with the student and Practicum Supervisor to resolve the situation in a manner that is in the best interest of the student and consistent with the Code of Ethics. This can be done discreetly, but it is incumbent on all parties involved to make suitable arrangements to ensure the educational integrity of the Practicum placement. Should this process not yield an adequate resolution, the Practicum Course Instructor should utilize the mechanism of Faculty Concern outlined in the Policies and Procedures Handbook.

D. DISCLOSURE OF STUDENT STATUS

In accordance with Massachusetts State Law, chapter 214 (the "Patients' Bill of Rights," May, 1979), the Board of Directors of the Massachusetts Chapter of the National Association of Social Workers (NASW) made the following recommendation (December, 1980):

"...NASW recommends that social work students identify themselves as trainees/students/interns to patients/clients either verbally or through the use of name tags except in emergency situations where it is clinically contraindicated as determined by student and supervisor. Students' status should be clearly designated in signing notes in the record."

The Department of Social Work requires that students identify themselves as "Social Work Interns," unless their agency specifies a different title. This policy is in the best interests of client care, and is applicable to any locality or agency in which students are placed. The Department of Social Work also recommends early disclosure to clients of the length of time the student will be available to work with clients, again, with exceptions as clearly determined by discussion between the student and Practicum Supervisor.

SECTION XI

SAFETY POLICIES AND PROCEDURES

A. CONCERN FOR SAFETY

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

Role of the Agency in Promoting Safety

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

Any students who experience direct threats or actual harm should immediately notify their Practicum Supervisor and Practicum Course Instructor (or Agency Director and Director for Practicum Education, and/or Practicum Support Specialist) 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 only allowed by the Department of Social Work when appropriate agency-based training has occurred). If responsibilities are assigned that are outside the typical scope of practice of an MSW intern, the Practicum Supervisor should notify the student's Practicum Instructor of these assignments and explain how they fit into the student's social work education plan and they have assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Practicum Supervisor and confer with their Practicum Course Instructor. At any point, the Director of Practicum Education or Practicum Support Specialist of Practicum Education may be contacted for inclusion in discussions.

B. EXPECTED AGENCY SAFETY GUIDELINES

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs have resulted in increased workloads in social work settings. As a result, nationwide, social workers have experienced a variety of challenging or even threatening situations, and some have been harmed.

The following guidelines inform the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's Learning Contract with the

explicit approval of the Practicum Course Instructor with consultation with the Office of Practicum Education as needed.

The Department of Social Work recognizes that the implementation of comprehensive safety policies guidelines may take time. But placement agencies must demonstrate a strong baseline of concern for safety of students, employees, and clients, and, at least, progress toward instituting comprehensive policies and practices in order to be used as a placement agency for students.

1. An agency should have a policy and /or procedure on safety covering the following matters:
 - Building and office security.
 - How to contact the Practicum Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.
 - Emergency procedures, including when and how to summon security or police assistance.
 - Staff responsibilities and procedures governing the management of violent clients.
 - Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
 - Alcohol and drug use policy formulated and posted.
 - Guns and other weapons policy formulated and posted.
 - Procedures for logging and communicating with staff and students all incidents or threats of violence.
 - Policy for aftermath of assault and threat of assault. Provision of support services for individuals who may have witnessed the assault.
 - Relationship with police and a protocol set for their involvement if needed.
 - Disaster preparedness, response, and follow up.
2. The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients, violent situations outside the agency, and disaster preparedness and planning. The agency and each of its programs should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. Plans of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, the Practicum Supervisor, the Office of Practicum Education and the Practicum Course Instructor, 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.
- Use of agency vehicles.
- Treatment of a client with a history of violence.
- Handling of bodily fluids, including blood and urine samples.

Students should not work in the agency at times when and/or in areas where other staff is not present. If visits occur in the community, including home visits, students would not be alone unless

appropriate training has been provided. The student's Practicum supervisor should know, or be able to easily ascertain, the student's location during Practicum Work hours and should discuss with the intern any activities that require special planning with regard to safety.

Home Visits

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

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

It is helpful to consider 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.

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

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

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

Again, if a student is threatened or injured while in Practicum instruction, or involved in an incident where their safety is, or could be, compromised, the incident should be reported immediately to the Practicum Course Instructor, to the agency, to the Director of Practicum Education or Practicum Support Specialist of Practicum Education, or if others are not available, to the MSW Program Director or Chair.

C. SAFETY GUIDELINES FOR STUDENTS IN THE PRACTICUM

1. Security of Belongings

All students in the Practicum are expected to have a secure place to keep 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.

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. 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 with clinical presentations that could result in challenges with reality testing, psychotic processes, or emotional regulation. While rare, some may be prone to violence and may have access to weapons. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. The Department of Social Work expects students to prepare with their Practicum Supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students 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 believe they can handle the situation. This information should be discussed as soon as possible with Practicum Supervisors 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 safe, it is important to discuss the situation fully with the Practicum Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include someone else in the meeting and whether other safety precautions need to be taken. 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. In general, students should stay alert and take reasonable safety precautions. Students must tell someone at the agency where they are going and the anticipated time of return to the agency.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation.]

SECTION XII

ADDITIONAL POLICIES

A. OFFICE OF PRACTICUM EDUCATION FILES

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

Practicum documents will be stored in the Experiential Learning Cloud platform. **Students should keep personal copies of all forms submitted for their personal records.** Practicum Supervisors may wish to do so as well.

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

A file on each agency is created and maintained by the Office of Practicum Education. The documents in this file may include:

- Affiliation agreements
- Supervisor resumes (if a new supervisor)
- Other relevant agency-related documents
- Placement documents

B. STUDENTS LIVING AT A DISTANCE / OUT OF STATE PLACEMENTS / TELEHEALTH

The Department of Social Work partners with a broad network of social service agencies throughout New England, so practicum sites are usually available within a reasonable distance for students living anywhere in the region. For educational or practical reasons, some students choose to relocate to the Springfield area, where graduate student housing is available on the Springfield College campus.

Out of State Placements

Springfield College is located in Massachusetts, and Massachusetts licensing and practice regulations serve as the primary framework for the Department's practicum policies. Students completing a practicum outside Massachusetts should be aware that licensure titles and requirements for Practicum Supervisors vary by state, as outlined in Section A (Practicum Supervisor Qualifications), and the Office of Practicum Education must confirm that a prospective supervisor's credentials meet the requirements of the state where the placement is located. All out of state placements must be reviewed and approved by the Office of Practicum Education before a student begins practicum hours. Students should not assume Massachusetts based policies automatically apply in another state; where a conflict exists, the requirements of the state in which the placement is located govern.

Students considering an out of state placement should contact the Office of Practicum Education as early as possible, ideally at least one semester in advance, to allow time for site and supervisor approval.

Telehealth Service Delivery

Telehealth, meaning the delivery of social work services to clients through a virtual platform such as video conferencing or telephone, is a standard part of practice at many agencies and may be part of an approved placement.

All practicum placements, including those for out of state students, must be based at an approved agency and include substantial in-person contact with clients, staff, and supervisors. A fully remote or fully virtual practicum is not the preferred model and is not guaranteed. Requests for a fully remote placement will be considered only in limited circumstances and must be approved in advance by the Director of Practicum Education.

Telehealth may be used as one service delivery modality within an in-person-based placement, consistent with the agency's own practice model. In any given semester, no more than 30% of a student's total practicum hours may be delivered via telehealth; the remaining hours must involve in-person service delivery, group work, administrative tasks, or supervision conducted on-site at the agency.

Exceptions to this threshold, including requests for a higher percentage of telehealth hours or a fully remote placement, may be granted by the Director of Practicum Education on a case-by-case basis, taking into account factors such as the student's location, agency availability, the nature of the placement, and compliance with the licensing requirements of the state in which the client is located. Such exceptions should not be assumed and will not be granted automatically.

Where telehealth is used, individual supervision may occasionally be conducted virtually, but this should not become the default format without discussion among the student, Practicum Supervisor, and Practicum Course Instructor. Regardless of format, supervision must continue to meet the frequency and duration requirements outlined elsewhere in this Manual.

Because social work practice regulations generally follow the location of the client rather than the practitioner, and because Springfield College is based in Massachusetts, students should assume Massachusetts practice regulations apply as a baseline. If a client receiving telehealth services is located in a different state, students must confirm with their supervisor and agency that the arrangement also complies with that state's requirements.

Students delivering services via telehealth are expected to use only agency approved, HIPAA compliant platforms for client sessions and documentation, to conduct sessions from a private location free from interruption, to avoid public or unsecured Wi-Fi networks, to follow agency protocols for telehealth specific informed consent, and to have an emergency or crisis response plan established with their supervisor before delivering services virtually. Students are also encouraged to review the NASW, ASWB, CSWE, and Clinical Social Work Association's Standards for Technology in Social Work Practice before beginning telehealth service delivery.

Questions about whether a specific telehealth arrangement is appropriate for practicum should be directed to the student's Practicum Course Instructor and approved by the Director of Practicum Education.

C. TRANSPORTATION COSTS

Students are responsible for the cost of their own transportation to and from practicum agencies. Parking costs are also the student's responsibility, unless other arrangements are made directly with the agency.

Students should be reimbursed by their agency for transportation and other reasonable expenses incurred while carrying out agency assignments.

D. LIABILITY INSURANCE

All students enrolled in the MSW Program are covered under a student liability policy maintained by Springfield College, funded by a fee paid at registration. This policy applies only while students are participating in activities required as part of their curriculum.

Current coverage levels are \$1 million per occurrence / \$3 million aggregate. The policy covers any act or omission in the provision of professional health care services, including social work services, to a patient or client. It also covers injury sustained by a fellow student while engaged in activities that are part of, and required by, the student's curriculum.

Copies of the liability insurance certificate, including coverage limits, are available from the Office of Practicum Education and are sent to practicum agencies upon request. Students may also wish to acquire their own personal practice liability insurance.

E. TRANSPORTATION OF CLIENTS

Students are not covered under the College's insurance policy for transporting clients in their own vehicles, and standard personal auto insurance typically does not cover this either. Students should also not drive agency-owned vehicles.

For these reasons:

- Students should not transport clients in their own vehicles.
- Students should not be asked to drive an agency vehicle, whether alone or with clients.
- If a student accompanies clients in an agency vehicle driven by an agency employee, an additional agency employee should also be present. That employee is responsible for managing the situation should a client become agitated or otherwise decompensate.

F. DRESS CODE FOR INTERNSHIPS AND ATTENDANCE AT THE SCHOOL OF SOCIAL WORK

Students are expected to follow any agency-specific dress code guidelines. Unless the day's tasks require otherwise, or a manager or supervisor instructs otherwise, students should dress in business casual, business professional, or formal business attire as appropriate for their role and setting.

- Students should present themselves in a professional manner. Clothing should meet the agency's guidelines and be free of holes, tears, or rips.
- Clothing should be free of offensive language or inappropriate designs.

A professional presence matters during internship interviews, throughout the internship itself, and in class. This professional presence is typically more formal than one's everyday social presence.

Students should also be mindful of perfume and cologne. Scent can be an issue for people with sensitivities or allergies, so less is better, and no scent should be worn in medical settings.

Students should dress more formally for interviews, and dress professionally appropriate to the setting while at their internship.

G. STUDENTS EXPERIENCING DIFFICULTY

Students with questions or concerns about their practicum are encouraged to first discuss them with their Practicum Supervisor. Likewise, Practicum Supervisors with concerns about a student are encouraged to first raise them directly with the student.

As a first step, both students and Practicum Supervisors should consult this Practicum Manual and the department's Student Handbook of Policies and Procedures, both of which are available under "Additional Resources" on the Department of Social Work webpage.

If concerns cannot be easily resolved between the student and Practicum Supervisor, both are encouraged to contact the student's Practicum Course Instructor early on. Addressing issues promptly helps prevent more serious or irreversible problems later.

In cases of marginal student performance or other practicum problems, the Practicum Course Instructor is expected to get involved early to help identify opportunities for meaningful improvement. Most practicum issues can be resolved through discussion among the student, Practicum Supervisor, and Practicum Course Instructor. When resolution proves difficult, the Office of Practicum Education should be consulted.

If issues remain unresolved after these discussions, they may be brought before the Educational Advisory Committee (EAC), either through consultation or a full meeting. For the procedures for bringing practicum issues before the EAC, see the latest Student Handbook of Policies and Procedures: Academic Standards and Expectations, Student Review Procedures.

H. CHANGE OF PRACTICUM AND PREMATURE TERMINATION OF PRACTICUM

Change of Practicum

Occasionally, a change, extension, or termination of practicum may be necessary or recommended — whether as a result of discussions among the student, Practicum Supervisor, and Practicum Course Instructor about practicum problems, following a meeting with the Educational Advisory Committee (EAC), or due to a student's illness, family emergency, or other unexpected personal circumstances.

A student who believes a change to another practicum is necessary, for educational or personal reasons, should follow this process:

1. **Initial discussion.** The student first discusses their concerns with the Practicum Supervisor and Practicum Course Instructor, who may consult with the Director of Practicum Education and/or the Practicum Support Specialist.
2. **Joint meeting.** If the student still believes a change is necessary after this discussion, a joint meeting should be arranged with the student, Practicum Course Instructor, and Practicum Supervisor.
3. **Written request.** If the student continues to believe a change is necessary after the joint meeting, they must submit a written request to their Practicum Course Instructor, with copies to

the MSW Program Director, the Director of Practicum Education, and the Practicum Support Specialist. The request must explain in detail the reasons for the change and the educational benefit the change would provide.

4. **Determination.** The Director of Practicum Education and Practicum Support Specialist will determine whether the change is justified, consulting further as needed with the student, Practicum Course Instructor, Practicum Supervisor, and, if necessary, the MSW Program Director and/or Department Chair.

While a proposed change is under consideration, the student is expected to remain in their current placement until a final decision is made. A change in practicum agency typically disrupts a student's professional development and may cause them to fall behind on accumulated hours — so any change must provide a significant educational benefit to the student.

The Office of Practicum Education treats a change in practicum as a last resort, to be considered only after all other problem-solving efforts have been exhausted. (See *Students Experiencing Difficulty*, p. 55, in this Practicum Manual.)

If a decision is made to change placements, the new placement is identified and confirmed using the same process as the original placement.

Premature Termination of Practicum

Any termination of a practicum placement must be timely, planned, and conducted in a professionally responsible manner. Once a decision to terminate a practicum early has been made, the student is responsible for:

- Notifying all relevant practicum agency staff in advance
- Notifying all clients, client groups, and administrative or community groups affected
- Arranging planned termination sessions, meetings, or discussions to address the impact of their departure and ensure responsible arrangements are in place for continued client services afterward

Students are expected to seek consultation and support from their Practicum Supervisor and Practicum Course Instructor in carrying out these tasks.

Failure to conduct a planned, responsible termination will be considered a violation of the NASW Code of Ethics and Department of Social Work policy. It will result in review by the Educational Advisory Committee, which could lead to sanctions.

I. ACADEMIC ASSISTANCE AND ACCOMMODATION PLANNING

Academic Assistance

A wide range of academic assistance is available through the [Academic Success Center](#), located on the third floor of the Harold C. Smith Learning Commons.

- **Phone:** (413) 748-3389
- **Email:** asc@springfield.edu

The Academic Success Center's core services include:

- **Tutorial Services:** Peer tutoring in writing, mathematics, science, and content-area coursework
- **Academic Coaching:** Individualized support for improving time management and learning strategies
- **Disability & Accessibility Services (DAS):** The College's designated office for reviewing disability-related documentation, determining eligibility, and coordinating academic and non-academic accommodations for students with disabilities
- **MTEL Assistance Program:** support for students preparing to take the Massachusetts Tests for Educator Licensure®

Additional, related support is available through the [Educational Testing and Assessment Clinic \(ETAC\)](#), which offers formalized psychoeducational assessments conducted by PsyD doctoral students to help students better understand their learning strengths and potential challenges.

Accommodation Planning

Students with a documented physical, learning, or psychological disability on record with Disability & Accessibility Services may be eligible for reasonable academic accommodations. It is the student's responsibility to self-identify, request accommodations in advance, and provide appropriate documentation.

To request accommodations, students log in with their Springfield College credentials at accessiblelearning.com/Springfield and complete a New Student Application, or contact Disability & Accessibility Services directly at access@springfield.edu.

Students in the Department of Social Work should also be aware of the College's Title IX contacts:

Deputy Title IX Coordinator (Students):

Sue Nowlan, Dean of Student Affairs
Campus Union Suite 325
Ph: (413) 748-3922
Email: snowlan@springfield.edu

Deputy Title IX Coordinator (Pregnancy/Parenting Concerns and Online Students):

Camille Elliott, Associate Director of Student Services
Learning Commons, Room 306
Ph: (413) 748-3978
Email: celliott@springfield.edu

Students are encouraged to notify their professor and/or advisor of an accommodation request as soon as possible, so they can work with the student and Disability & Accessibility Services directly to arrange appropriate accommodations.

J. SPECIAL NOTE TO STUDENTS IN SCHOOL SOCIAL WORK PLACEMENTS RE: MASSACHUSETTS LICENSURE

The Springfield College Department of Social Work does not have a state-approved preparation program for the Massachusetts School Social Worker/School Adjustment Counselor license. However, the Massachusetts Department of Elementary and Secondary Education (DESE) offers an alternative licensure pathway, known as **Panel Review**, for applicants who hold an MSW.

To pursue licensure through this pathway, applicants need to:

- **Hold an MSW**
- **Pass the Communication and Literacy Skills Test (MTL)** — registration information is available at www.mtel.nesinc.com
- **Complete a practicum of 900 hours**, with at least 450 of those hours spent working with children, adolescents, and families in a school or school district setting. Students who have completed a supervised MSW internship meeting these criteria may be able to apply that internship toward this requirement, provided they coordinate closely with district/school administration in advance and submit the required **Panel Review – School Social Worker/School Adjustment Counselor Internship Form**
- **Demonstrate subject matter knowledge** as outlined in DESE's Subject Matter Knowledge Guidelines for this license (available on the DESE website)
- **Submit a Panel Review application**, which includes both a portfolio review and a panel interview. Applicants must have passed the MTEL and typically need at least five years of relevant experience and/or formal education to be considered through this pathway

Where to find current information:

- Licensure regulations: www.doe.mass.edu/lawsregs/603cmr7.html?section=11
- General licensure information, the Educator Licensure and Recruitment (ELAR) system, and Massachusetts Education Personnel ID (MEPID) registration: www.doe.mass.edu/licensure/
- Application forms and guidelines: www.doe.mass.edu/licensure/forms-guidelines.html#apply

Students with questions about this process may contact the Massachusetts Department of Elementary and Secondary Education at (781) 338-3000.

Table 1. Generalist and Advanced Generalist Year Competencies

Generalist and Advanced Generalist Year Competencies		
Competency 1: Demonstrate Ethical and Professional Behavior		
	Generalist Year	Advanced Generalist Year
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	Social workers: ● make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical	Social workers: ● Employ conscious use of self, self-reflection, self-monitoring, and self-correction in practice Model professional demeanor in behavior and written and oral

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.	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.	communications • Articulate the mission of social work to multiple constituencies • Consistently adhere to and model professional roles and boundaries • Articulate and advocate social work values and ethics among interdisciplinary situations and settings • Conduct oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g., moral reasoning, cultural perspective, professionalism in research and practice • Apply appropriate social work values to resolve ethical issues • Analyze and communicate professional judgments, reasoning, and process in practice
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Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of	Generalist Year	Advanced Generalist Year
	Social workers: • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and	Social workers: • Transform one's behavior in response to a recognition of one's biases based in difference and culture • Apply an understanding of privilege and power within an anti-oppressive practice • Consistently recognize and describe the impact of culture and diversity on one's personal and professional behavior • Modify and adapt mainstream interventions to meet needs of diverse populations and that

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.	• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	challenge oppression • Actively promote opportunities for diverse perspectives and participation of diverse constituents
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Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Generalist Year	Advanced Generalist Year
	Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.	Social workers: • Engage in practices that advance social, economic, and environmental justice in agencies and organizations • Incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice • Take action to redress mechanisms of oppression and discrimination • Embrace the obligation to advance human rights and fosters social, economic, and environmental justice • Engage in community collaborations that foster social, economic, and environmental justice and social change

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in	Generalist Year	Advanced Generalist Year
	Social workers: • use practice experience and theory to inform	Social workers: • Use evidence-based research findings to improve practice

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.	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.	• Evaluate social policies and programs • Integrate qualitative and quantitative research in all aspects of advanced generalist practice • Work collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
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Competency 5: Engage in Policy Practice

	Generalist Year	Advanced Generalist Year
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.	Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Social workers: • Articulate the impact of policies on service delivery • Develop and promote agency policies and professional behavior that affect change • Identify gaps in policies at varied levels, e.g., agency policies, public policies, regulations

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

	Generalist Year	Advanced Generalist Year
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of,	Social workers: • apply knowledge of human behavior and the social environment,	Social workers: • Use empathy and other interpersonal skills

diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	• Implement a mutually agreed upon focus of work and desired outcome
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment	Generalist Year Social workers: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from	Advanced Generalist Year Social workers: • Collect, organize, and interpret client data • Develop mutually agreed upon intervention goals and objectives • Assess complex problems with systems of all sizes and types • Identify the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services

with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in	Generalist Year	Advanced Generalist Year
	Social workers: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on	Social workers: • Select appropriate intervention strategies • Implement prevention strategies that enhance client capacities • Assist clients to resolve problems • Intervene in complex problems with systems of all sizes and types • Negotiate, mediate, and advocate for client systems • Demonstrate one's ability to move a client system through the practice intervention process

interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	behalf of diverse clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Generalist Year	Advanced Generalist Year
	Social workers: • select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Social workers: • Facilitate transitions and endings • Critically analyze, monitor, and evaluate interventions • Evaluate complex problems with systems of all sizes and types • Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice