



Department of Social Work

# Field Practicum Manual

## Master of Social Work Program

**Academic Year 2023-2024**

**32nd Edition**

*Springfield College Department of Social Work  
Office of Field Education  
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## SPRINGFIELD COLLEGE DEPARTMENT OF SOCIAL WORK FIELD EDUCATION PROGRAM

### Introduction

The Springfield College Department of Social Work Field Education Program is an essential component of the curriculum in advanced generalist social work. It provides the direct practical experience through which students understand and apply the theories and skills learned in the classroom. The field experience also affords concrete examples that are used to bring the conceptual realm of academic work to life.

The Field Education Program is a collaborative endeavor involving the Office of Field Education, faculty, field agencies, field supervisors, and graduate social work students. Our success is achieved only through the consistent, conscientious effort of all these team members working toward a common goal, to promote and enhance the knowledge, skills, and capacities of each student, thereby maximizing their potential as a professional social worker.

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

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

Faculty and staff in the MSW Program at Springfield College look forward to working with you. Together we create field experiences that promote optimal learning that is rewarding for all who participate in making them successful.

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Office of Field Education  
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## SECTION I

### SPRINGFIELD COLLEGE DEPARTMENT OF SOCIAL WORK

#### A. SPRINGFIELD COLLEGE

Springfield College is guided by the "Humanics" philosophy, which stresses the development and integration of mind, body, and spirit in service to others. The College is committed to the preparation of future leaders in both private and public sectors who will improve the quality of life worldwide. The College's mission reflects this effort to develop socially contributory professionals:

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

Springfield College has a unique history of educating students in a manner that encourages social responsibility consonant with the values of the social work profession. 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 2015 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE), the most recent educational policies and standards expected by CSWE.

## SECTION II

### PURPOSE OF FIELD EDUCATION

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

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

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

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

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

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

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

Periodic field education information sessions serve as means for students to learn about the requirements of the field practicum experience. They provide the student with an additional opportunity to share with student colleagues and instructors their questions and practicum experiences,

allowing enhanced understanding of the knowledge, values, and skills of the social work profession and how the field requirements are integrated into the overall curriculum.

### SECTION III DESIGN OF FIELD PRACTICUM SEQUENCE

#### A. GENERALIST YEAR

##### **SWRK 584 and 674 & SWRK 585: Field Practicum and Seminar**

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

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

In addition to the hours and experiences at the field site, the field practicum in the first year includes four additional components, which collectively comprise the Field Seminars overall: 1. Field information discussion sessions and orientations with the Office of Field Education; 2. the Faculty Advisor's Fall and Spring Site Visits; 3. Fall and Spring Advising Days; and 4. Field Seminars in the fall and spring of each year, conducted by faculty advisors, which may occur in person or online, at the faculty advisor's discretion. The components provide opportunities where students engage with faculty and student colleagues in exploration of social work practice issues. Using the field experience as the basis for discussion, the components are devoted to faculty and peer support, idea sharing, and problem solving. An emphasis is placed on the value of process recordings as tools to help students learn elements of the helping process and to evaluate their own practice consistent with an "effective use of self."

On average, a minimum of 20% of field hours should be devoted to group work experiences involving colleagues and to the community component of the first placement. Up to 70% of field hours may be devoted to direct practice including client-oriented group work. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and from agency to

agency, depending on the readiness and exposure of the student to various experiences and the primary intervention strategies used by the agency.

In addition to the field seminar (SWRK 674 and), students enrolled in SWRK 584 and SWRK 585 must take, concurrently, and sequentially, SWRK 531: Practice 1 – Practice with Individuals and Families, and SWRK 532: Practice 2 - Group Work. These Generalist Year, three-credit practice courses, provide the theoretical knowledge and the skills to undergird the Generalist Year practicum experience with a framework appropriate to achieving the field education learning Competencies. Students are also provided with opportunities to develop assessment and policy and program development skills in Human Behavior in the Social Environment 1 and 2, Social Welfare Policy and Services 1 and 2, and Social Work Research 1 and 2.

### **1) 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, which are described in the organization's 2015 Educational Policy and Accreditation Standards (EPAS). The Springfield College MSW Program field education experience reflects these standards. Upon completion of the Generalist Year field experience, students are expected to demonstrate mastery of the Generalist Year competencies and practice behaviors noted in Table 1. For additional information, please see the most recent *Student Handbook of Policies and Procedures* and the *First Practicum Workbook*.

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

## **B. ADVANCED GENERALIST YEAR**

### **SWRK 686 and 676 & SWRK 687 (and 677 for Advanced Standing students only, Spring semester): Field Practicum and Seminar**

In the second or Advanced Generalist Year, students are in field practicum 20 hours per week for the 15 weeks of each semester, fall and spring, for a total of 600 hours. Within the overall framework of advanced generalist practice, the field practicum during the Advanced Generalist Year focuses on direct service with individuals, families, and groups at a more advanced level. In the second-year students also study administration. Practica provide opportunities for students to focus on aspects of agency management, with an emphasis on how leadership and administration impact direct service and communities. Students build upon the initial direct practice skills studied and developed during the Generalist Year and incorporate concepts of community work (e.g., assessments and effective meetings) as they focus on the skills of advanced practice, administration, and management.

Direct service in the Advanced Generalist Year builds on the first-year Generalist experience. Students are required to engage in: (a) direct service experiences with more diverse client populations requiring multilevel interventions including counseling and advocacy; (b) more challenging relationship building; (c) group developmental and leadership experiences; (d) a more sophisticated use of self in the helping process, with advanced skill in relating to clients who are different from the student in race, background, personality, sexual orientation, and socioeconomic status; and (e) activities requiring movement from larger community systems interventions to agency level interventions to direct service interventions, as needed, with increased comfort levels and flexibility.



Administration within the advanced generalist perspective incorporates the knowledge acquired as a direct practitioner and community worker in order to manage agencies in a way that contributes to the well-being of both clients and communities. Students are expected to develop and lead an administrative project that will enable them: (1) to work with agency administrators, (2) to get an inside perspective at how an organization functions, and (3) to contribute to the development of new information, policies, resources, or programs within the organization. In carrying out this project, students should apply and expand their conceptual knowledge of administration and organizational development.

Students increase their hours in the field during the Advanced Generalist Year in order to have greater opportunity to integrate the skill sets they have learned during both years of course work and practicum. The field practicum in the second year also includes an additional five components, which collectively comprise the Field Seminars overall: 1. A one-hour field information discussion session; 2. the Faculty Advisor's Fall and Spring Site Visits; 3. Fall and Spring Advising Days; and 4. Field Seminars in the fall and of each year, conducted by faculty advisors, which may occur in person or online, at the faculty advisors discretion. These components also provide an opportunity for students to engage with faculty and student colleagues to explore contemporary social work practice issues and, specifically, student experiences at the placement site. Faculty and peer support, idea sharing, and problem solving continue to be the emphases.

On average, a minimum of 20% of field hours should be devoted to group work experiences with colleagues and to the administrative component of the placement. Up to 70% of field hours may be devoted to direct service with clients, including client-oriented group work. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and will be based on the student's abilities and service needs of the organization.

Students in the second year of field practicum must concurrently, and sequentially, enroll 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 field 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 FIELD PRACTICUM WITH THE ACADEMIC CURRICULUM**

Field practicum experiences are integrated into the Generalist Year and Advanced Generalist Year curriculum in a variety of ways. In the principal written assignment for SWRK 531: Social Work Practice 1, students draw directly on materials from an individual or family intervention from their

practicum. SWRK 531 also requires a comprehensive psychosocial assessment for an individual client. SWRK 532: Social Work Practice 2, requires oral and written assignments that draw on group work in the field practicum, and may include analysis of the student's Community Project. In both generalist level practice courses, students maintain reflective journals related to learning in the classroom, readings, and from the field practicum. In the Advanced Generalist Year practice courses, SWRK 633: Social Work Practice 3 and SWRK 634: Social Work Practice 4, written and oral assignments require students to integrate learning from courses and from field practice experiences. For example, in SWRK 633 students identify a client from their field agencies and present a model interdisciplinary case conference that demonstrates a multi-systemic approach to assessment and intervention. In SWRK 634: Practice 4, which focuses on management and administration, students present a case study typically based on their field setting. In each of the four courses in the Practice sequence, role-plays and recorded interviews may provide opportunities for integration of field and classroom learning.

The second assignment in SWRK 501: Human Behavior in the Social Environment 1 requires students to study a cultural or ethnic group. Many students choose to draw from practicum cases to complete this assignment. SWRK 502: Human Behavior in the Social Environment 2 includes an assignment requiring students to explore connections between organizational structure and agencies' responses to social needs; examples are drawn from students' field experiences. The Policy Sequence (SWRK 511, 512, 613) requires students to analyze policy using both rational and persuasion models, with an emphasis on complex social and political processes, culminating in a social action project in Policy 3 that emerges directly or indirectly from the field experiences. In SWRK 623, Research 2: Qualitative Research, students conduct real-life inquiries using situations or cases that are typically derived from field experiences.

#### **D. ACADEMIC COURSE INTEGRATION WITH THE FIELD PRACTICUM**

The integration of course work from all sequences into the field practicum is achieved through direct work with clients. SWRK 585 (Practice 1) provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. SWRK 532 (Practice 2) provides the theoretical rationale for developing, implementing, and leading a wide range of groups. This course includes an assignment that requires an analysis of agency purposes and goals and/or the role of community needs assessments in initiating groups.

The Human Behavior in the Social Environment (HBSE) sequence provides a range of biopsychosocial theories useful in work with clients who have mental health conditions. Practice 3 applies theories of intervention to a variety of vulnerable populations, many or all of which are represented among the clients being served within practica. Students present and discuss the use of theory in their practica in these courses. In addition, HBSE 2 and Practice 4 provide the theoretical and practice skills necessary for understanding, administering, and changing human service organizations.

The policy sequence challenges students to reflect upon all their agency-based experiences within the context of larger legislative mandates, and to intervene, when appropriate, in effecting change through policy analysis, development, and implementation. Both the community project in the Generalist Year and the administrative project in the Advanced Generalist Year lend themselves to policy analysis and action steps learned in the policy sequence.

Finally, the Research courses provide the foundation for students to critically examine and evaluate their work with clients, communities, and programs. Research 2, with its focus on qualitative research study, enables students to understand human needs via the experiences of human

participants/co-researchers and to evaluate current and potential practice in a way that is respectful of client perceptions. Provision of this research to the hosting field agency allows for integration of findings into agency policy and practice.

## SECTION IV

### EXPECTED LEARNING ASSIGNMENTS IN FIELD

#### A. Generalist Year Field Experience Components

The Generalist Year focuses on the areas of:

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

In the Generalist Year practicum and seminar, students complete a variety of learning activities designed to help them begin to develop competence in advanced generalist social work practice within the framework of social work values and ethics. The seminar is arranged by the student's faculty advisor.

<b>Generalist Year Field Experience Components</b>
<b>Generalist Year Field Experiences #1A and #1B: Direct Services with Individuals and/or Families-Client Engagement &amp; Multiple Systems</b>
The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills. The student recognizes, articulates, and addresses the multi-systemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.
<b>Generalist Year Field Experience #1A: Direct Services with Individuals and/or Families</b>
The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.
<b>Conditions for Learning/Mean of Assessment #1A:</b> The number of individuals and/or families with whom the student will be able to engage is 4 – 5.  To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at 4 – 5 cases for the remainder of the internship.
<b>Generalist Year Field Education Expectations for Successful Completion of Field Experience Component #1A.</b>

The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of a minimum of three comprehensive psychosocial assessments (if applicable to placement site) and development of appropriate intervention strategies each semester for a total of six clients or families.
3. Completion of process recordings presented to supervisor weekly or biweekly, using individual family, group or administrative meeting formats found in the Field Practicum Workbook, Field Brightspace Course, or on the Field Education Webpage.
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester with written feedback provided by the field supervisor that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

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

The student recognizes, articulates, and addresses the multisystemic elements of clients' conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

#### **Conditions for Learning/Means of Assessment #1B:**

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. Student demonstrates effective practice knowledge of multiple systems as evidenced by successful completion of Field Experience Component #1B.

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

1. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective.
2. Production of bio-psychosocial assessments as applicable that include comprehensive information consistent with the ecological model of social work practice, "person-in-environment", and a strengths perspective.

### **Generalist Year Field Experience Component #2: Group Work**

The student practices and demonstrates the skills necessary to conduct and/or directly facilitate effective social work groups. This includes both client helping groups and administrative task groups composed

of colleagues, using skills related to conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate.

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

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

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

**Generalist Year Field Education Expectations for Completion of Field Experience Component #2.**

The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and collegial administrative groups, as evidenced by:

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

**Generalist Year Field Experience Component #3: Community Work/Project**

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

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

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

**Generalist Year Field Education Expectations for Completion of Field Experience Component #3.**

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

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

**INTRODUCTION: MORE INFORMATION ON THE COMMUNITY WORK/PROJECT COMPONENT**

Questions may arise about what constitutes a satisfactory community work project. The following section is meant to address these questions.

### GENERALIST FIELD EXPECTATIONS FOR SUCCESSFUL COMPLETION

*Both generalist year and advanced generalist year macro projects should be designed with social work core competency three from The Council on Social Education's 2022 Educational Policy and Accreditation Standards in mind. Competency three includes: "Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice." Projects should positively impact, increase awareness, and enhance advocacy for historically marginalized communities, and may include identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).*

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

**Objectives and Expectations for Completion:** Students will develop a larger-scale intervention based on an identified need faced by the population served. The project will support student's ability to analyze and assess needs, collaborate with key stakeholders, and gain skills and experience with project design, management, and implementation. The student will articulate and address the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

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

### EXAMPLES OF COMMUNITY PROJECTS

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

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

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates an understanding of how their values and ethics influence work with diverse populations of clients, including historically marginalized communities.

**Conditions for Learning/Means of Assessment:** Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated.

**\*\*\*See Student Learning Contract in First Practicum Workbook for additional information.**

## **CONCURRENT COURSEWORK**

In addition to the field seminar, students enrolled in SWRK 584 and 585 must take, concurrently SWRK 531: Practice 1 (fall semester), and SWRK 532: Practice 2 (spring semester). These Generalist Year, three-credit practice courses provide the theoretical knowledge and the skills to undergird the Generalist Year practicum experience with a framework appropriate to field education learning competencies. Students are also provided with opportunities to develop assessment and policy and program development skills in SWRK 501: HBSE 1, SWRK 502: HBSE 2, SWRK 511: Social Policy 1, SWRK 512: Social Policy 2, SWRK 621: Research 1, and SWRK 623: Research 2.

## **GENERALIST YEAR FIELD PRACTICUM SEMINAR: SWRK 674**

**The Components for SWRK 674: Fall Semester Field Seminar, arranged by the Faculty Advisor, are found below:**

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

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

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

### Field Practicum Seminar 674

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

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

Students will demonstrate an understanding of the agency and client services, including the environmental, political, and cultural context, funding sources and their expectations, the range of programs provided, reporting lines within the organization, and the organizational structure. A framework for discussions may be provided by questions such as:

- a. What are the major challenges you have encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision?
  - b. What ethical challenges have you encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision? In an ethical challenge, to whom or to what is your first loyalty?
3. Field Practicum Information Session – One mandatory Field Practicum Orientation Session will be conducted by the Office of Field Education at the beginning of the fall semester.
  4. Field Site visit – The Faculty Advisor is required to facilitate one site visit both in the fall and spring semester, either virtually or in-person. The requirement to make a spring site visit may be waived if the all parties agree that: the student is completing internship hours on schedule, the student is accomplishing the Competencies of the Learning Contract, the learning and skill development are proceeding as expected, no other issues regarding the internship have appeared or remain unresolved, and that site visit is otherwise not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including Safety Policies and Protocols, Sexual Harassment Policies, and other relevant policies (first site visit)
  - b. Review and/or collect selected samples of the student's process recordings;
  - c. Review at least one example of a written psychosocial assessment completed by the student (in first placement, as applicable);
  - d. Discuss and evaluate the learning activities specified in the Learning Contract;
  - e. Discuss size and characteristics of a direct service component;
  - f. Discuss and evaluate the agency's provision of appropriate learning opportunities;
  - g. Discuss and evaluate student progress toward achievement of expected competencies; and
  - h. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.
- Fall Semester Site Visit – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Field Practicum Workbook. Site visits typically occur mid-semester, but may occur later in the semester as well. The Learning Contract should have been completed by the student and site



supervisor well before the time of the site visit. However, the Faculty Advisor reviews the completed Learning Contract submitted to Brightspace, either before or at the time of their site visit.

Spring Semester Site Visit – In the spring semester, Faculty Advisors must, at a minimum, communicate with both students and site supervisors about progress in the internship. Using the criteria found in Section B, number 4 above, a determination can be made of the need for a site visit or not. While a spring semester site visit is the standard expectation, students and/or site supervisors may also explicitly request a site visit if they feel it would be useful.

**B. ADVANCED GENERALIST YEAR FIELD EXPERIENCE COMPONENTS:**

Field practicum learning during the Advanced Generalist Year focuses on:

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

In the Advanced Generalist Year practicum and seminar, students are required to complete a variety of learning activities designed to prepare them for autonomous advanced generalist social work practice.

**The Advanced Generalist Year Field Experience Components for SWRK 686 and SWRK 687 are:**

<b>Advanced Generalist Year Field Experience Components</b>
<b>Advanced Generalist Year Field Experience Component #1: Direct Service at an Advanced Level, in both Counseling/Direct Service and Group Work</b>
The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems.
<p><b>Conditions for Learning/Mean of Assessment:</b> Two parts are required:</p> <p>A. Direct Service with Individuals and/or Families B. Direct Service with Client Helping Groups</p> <p><b>A. Direct Service with Individuals and/or Families</b> Student will have the opportunity to engage in advanced direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is four to five. More advanced psychosocial assessments and development of appropriate intervention strategies are also expected in the Advanced Generalist Year.</p>

In recognition of the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at four to five cases for the remainder of the internship. Complex client needs may necessitate a lower number of cases being addressed by the student.

**B. Direct Service with Client Helping Groups**

Student will have the opportunity to engage in direct social work services with client helping groups. The student must facilitate or co-facilitate a minimum of one group.

In recognition of the nature of agency services and the individual learning needs of the student, this minimum of one client helping group may be reached over the course of the first semester, then maintained at a minimum of one group for the remainder of the internship.

**Advanced Generalist Year Field Education Expectations for Successful Completion of Field Experience Component #1.** The student demonstrates effective advanced social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems as evidenced by:

1. Practice with four to five individuals and/or families, who are different from the student in race, background, personality, sexual orientation, socio economic status, or other ways.
2. Addressing a range of client circumstances and systems through engagement in challenging relationship-building and specialized counseling skills.
3. Engagement in autonomous professional judgment and decision making in:
  - a. Assessment
  - b. Treatment planning
  - c. Crisis intervention
  - d. Referrals
  - e. Client advocacy
  - f. Addressing complex situations and the needs of diverse clients.
4. Carrying out multi-level interventions using a strengths perspective.
5. Accessing and negotiating large systems.
6. Planning and facilitation or co-facilitation of a minimum of one client-helping group comprised of clients with complex needs.
7. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in the Field Practicum Workbook, in the Field Brightspace Course, and on the Field Education Webpage.
8. Production of and presentation to faculty advisor a minimum of two process recordings per semester with written feedback provide by the field supervisor that illustrate development of advanced generalist practice skills.

**Advanced Generalist Year Field Experience Component #2: Administrative Social Work Practice**

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

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

Student will have the opportunity to address an organizational administrative need that enhances the

functioning of the host agency and services to clients.

In recognition of the nature of agency services and the individual learning needs of the student, this project can be conducted and accomplished over the course of two semesters.

**Advanced Generalist Year Field Education Expectations for Successful Completion of Field Experience Component #2.** The student demonstrates effective understanding of and ability to function at an advanced generalist level in agency, organizational and larger service systems through addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients, as evidenced by:

1. An understanding of the organization of the host agency.
2. An understanding of the position of the host agency in the larger social service system.
3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services.
4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others.
5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals.
6. Applying theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency).
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self.
8. Completion of process recordings presented to supervisor weekly or biweekly using individual, family, group or administrative meeting formats found in the Field Practicum Workbook, in the Field Brightspace Course, and on the Field Education Webpage.
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills.

## **INTRODUCTION: MORE INFORMATION ON THE ADMINISTRATIVE PROJECT COMPONENT**

Questions may arise about what constitutes a satisfactory administrative project. The following section is meant to address these questions.

### **ADVANCED GENERALIST FIELD EXPECTATIONS FOR SUCCESSFUL COMPLETION**

*Both generalist year and advanced generalist year macro projects should be designed with social work core competency three from The Council on Social Education's 2022 Educational Policy and Accreditation Standards in mind. Competency three includes: "Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice." Projects should positively impact, increase awareness, and enhance advocacy for historically marginalized communities, and may include identity or lived experience (age, religion, national origin, language, race, ethnicity, ability, gender, sexual orientation, neurodiversity, socioeconomic status, etc.).*

**Administrative Project Objective:** The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host

agency and services to clients.

**Conditions for Learning/Means of Assessment:** Students will have the opportunity to address an organizational administrative need that enhances the functioning of the host agency and services to clients.

In recognition of the nature of agency services and the individual learning needs of the student, this project will be conducted and accomplished over the course of two semesters.

**Objectives and Expectations for Completion:** Students will actively take lead and ownership while developing an administrative project based on an identified need faced by the agency or organization. The project may include ideas such as: organizing or developing trainings, creating or updating policies, addressing service delivery issues, building program evaluations, or conducting a needs assessment. The student demonstrates effective understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems through addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients, as evidenced by:

1. An understanding of the organization of the host agency.
2. An understanding of the position of the host agency in the larger social service system.
3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services.
4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others.
5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals.
6. Applying theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency).
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self.
8. Completion of process recordings presented to supervisor weekly or biweekly using individual, family, group or administrative meeting formats found in the Field Practicum Workbook, on the Field Brightspace course, and on the Field Education Webpage.
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester with written feedback provided by the field supervisor that illustrate development of advanced generalist practice skills, as defined above.

#### EXAMPLES OF ADMINISTRATIVE PROJECTS:

- Intern at the Department of Mental Health took the lead while collaborating with staff in the Service Authorization Team to bridge gaps between access to care in groups that have been historically marginalized or underserved by the mental health system. The team developed a guide and template that all sites could use during their “Needs and Means process.”
- Intern organized a two-part DBT training for adopted young adults. Intern researched and developed training materials, built a curriculum, and facilitated training to ten young adults. The curriculum will be utilized by the agency in future years.
- Intern developed a handout and provided training in their internship at DCF. The resources helped workers better understand and more efficiently complete documentation and steps necessary for a program referral process.
- Intern drew upon their experience and network to organize a training for the agency that enhanced culturally responsive practices with indigenous populations.
- Intern reviewed and restructured the organization’s Field Internship Orientation training.

- Intern developed a client satisfaction survey and disseminated results to increase agency understanding of identified needs.

**Advanced Generalist Year Field Experience Component #3: Progress toward Advanced Generalist Social Work Practice Competence**

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

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

Student will have the opportunity to engage in social work practice experiences that will encourage development of advanced generalist social work skills and autonomous practices.

In recognition of the nature of agency services and the individual learning needs of the student, this Field Experience Component should be interwoven throughout student assignments

**Advanced Generalist Year Field Education Expectations for Successful Completion of Field Experience Component #3.** The student demonstrates movement toward autonomous professional practice as evidenced by:

1. Using supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices.
2. Basing social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context.
3. Intervening and practicing using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems.
4. Intervening and practicing at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels.
5. Seeking out opportunities for professional practice enhancement and advancement of advanced generalist skills.
6. Completion of process recordings presented to supervisor weekly or biweekly using individual, family, group or administrative meeting formats found in the Field Practicum Workbook, on the Field Brightspace course, and on the Field Education Webpage.
7. Production of, and presentation to the faculty advisor, a minimum of two process recordings per semester with written feedback provided by the field supervisor that illustrate development of advanced generalist practice skills, as defined above.

***\*\*\*See Student Learning Contract in Second Practicum Workbook for additional information.***

**ADVANCED GENERALIST YEAR  
FIELD PRACTICUM SEMINAR: SWRK 676**

■ **The Components for SWRK 676: Fall Field Seminar, and for SWRK 677 for Advanced Standing students (Spring semester), arranged by the faculty advisor, are:**

Field practicum seminars are comprised of four components each semester:

1. Resources – Field education resources are posted on the Field Education Program webpage as well as in the field practicum course on Brightspace.
2. Group Seminar and Advising - Students will meet with Faculty Advisors during these sessions. Meetings may be in small groups and/or individual sessions. There are two field seminars each semester in the academic year. Students should consult with their advisor to determine the format that will be used for the field seminar. This field seminar component provides a context in which students and advisors fulfill competencies directly related to the field components and expectations for the appropriate year of the practicum. (See below for suggested discussion topics).  
This second component of the seminars as noted above provides a context in which students and advisors address competencies that are directly related to the field competencies and experiences for the appropriate year of the practicum:

Field Practicum Seminar 676

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

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

Students will demonstrate an understanding of the agency and client services, including the environmental, political, and cultural context, funding sources and their expectations, the range of programs provided, reporting lines within the organization, and the organizational structure. A framework for discussions may be provided by questions such as:

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

3. Field Practicum Information Session – One mandatory Field Practicum Information/Orientation Session each semester will be conducted by the Office of Field Education.
4. Field Site visit – The Faculty Advisor is required to facilitate one site visit both in the fall and spring semester, either virtually or in-person. The requirement to make a spring site visit may be waived if the all parties agree that: the student is completing internship hours on schedule, the student is accomplishing the Competencies of the Learning Contract, the learning and skill development are proceeding as expected, no other issues regarding the

internship have appeared or remain unresolved, and that site visit is otherwise not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including Safety Policies and Protocols, Sexual Harassment Policies, and other relevant policies (first site visit)
  - b. Review and/or collect selected samples of the student's process recordings;
  - c. Review at least one example of a written psychosocial assessment completed by the student (in first placement, as applicable);
  - d. Discuss and evaluate the learning activities specified in the Learning Contract;
  - e. Discuss size and characteristics of a direct service component;
  - f. Discuss and evaluate the agency's provision of appropriate learning opportunities;
  - g. Discuss and evaluate student progress toward achievement of expected competencies; and
  - h. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.
- Fall Semester Site Visit – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Field Practicum Workbook. Site visits typically occur mid-semester, but may occur later in the semester as well. The Learning Contract should have been completed by the student and site supervisor well before the time of the site visit. However, the Faculty Advisor reviews the completed Learning Contract submitted to Brightspace, either before or at the time of their site visit.

Spring Semester Site Visit – In the spring semester, Faculty Advisors must, at a minimum, communicate with both students and site supervisors about progress in the internship. Using the criteria found in Section B, number 4 above, a determination can be made of the need for a site visit or not. While a spring semester site visit is the standard expectation, students and/or site supervisors may also explicitly request a site visit if they feel it would be useful.

**SECTION V**  
**FIELD STAFF ROLES AND RESPONSIBILITIES**

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

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

The Department Chair works closely with the Directors of Field Education, the Field Office Administrative Associate, Faculty Advisors, and the Dean.

Major tasks of the Office of Field Education include:

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



## **B. THE FACULTY ADVISOR**

Every student is assigned to a Faculty Advisor by the Director of Field Education and the MSW Program Director. Faculty advising assignments are made when the student enters the program. The student is notified of their Faculty Advisor at the beginning of the Fall semester at the latest. The Faculty Advisor provides both academic and field advising to the student. Students may have different Faculty Advisors for first and second field practica, though when it is in the interest of the student to retain the same faculty advisor for both years, the Office of Field Education makes every effort to do so. **(See the most recent *Student Handbook of Policies and Procedures* for a full outline of Faculty Advisors responsibilities).**

### **1. Field Advising**

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

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

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

The Faculty Advisor is required to facilitate one site visit both in the fall and spring semester, either virtually or in-person. The requirement to make a spring site visit may be waived if the all parties agree that: the student is completing internship hours on schedule, the student is accomplishing the Competencies of the Learning Contract, the learning and skill development are proceeding as expected, no other issues regarding the internship have appeared or remain unresolved, and that site visit is otherwise not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

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

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

At each site visit, the Faculty Advisor will:

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

**At the end of the spring semester, Faculty Advisors have the opportunity to complete a Evaluation of Field Agency and Field Supervisor Form. This form will be reviewed by the Office of Field Education Staff to help determine the appropriateness and effectiveness of field agency sites and field supervisors.**

Additional faculty advising responsibilities include:

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

## **2. Academic Advising**

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

Students are encouraged to meet with their Advisor at least **once** per semester for academic planning, typically in the middle of the semester to plan courses for the subsequent semester (including possible summer courses). It is the student's responsibility to seek out their advisor.

Full time faculty may maintain regular office hours during which advising meetings may be scheduled, otherwise Faculty Advisors are available by appointment. Scheduled Advising Days in each of the fall and spring semesters are meant to allow a time for advisors and advisees to meet.

Faculty Advisors also conduct two Field Seminars each term, in person or online, as another means to interact with students about field experiences and the curriculum. Typically, one of these meetings occurs in conjunction with academic advising meetings. Additional meetings and communications are encouraged as needed between Faculty Advisors and advisees.

### **3. Changing Faculty Advisor**

All students are expected to remain with their assigned Faculty Advisor for the duration of the practicum. Students who wish to change Faculty Advisors during the course of a practicum must first discuss their concerns with their Faculty Advisors. The Director of Field Education, the Assistant Director of Field Education, the MSW Program Director and/or the Chair will provide consultation to Faculty Advisors and students to assist in resolving concerns when appropriate. Students cannot continue in the Social Work Program without a Faculty Advisor. In some circumstances, different Faculty Advisors may be assigned to students in practicum year one and practicum year two, though every effort is made to maintain the advising assignment relationship for the duration of the student's time in the program.

## **C. THE FIELD SUPERVISOR**

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

Established professional competence and two or more years of professional experience beyond the MSW degree are required for Field Supervisors. An LICSW or equivalent (e.g., LCSW in Connecticut) is strongly preferred and, as of August 2006, licensure at a minimum level of LCSW, with at least two years of post-graduation experience, is required for students completing their second year internship in Massachusetts. The Office of Field Education may make exceptions on a case-by-case basis in accordance with CSWE and state licensing regulations. Note that the "LCSW" indicates different levels of licensure in Connecticut and in Massachusetts. The LCSW in Connecticut is equivalent to the LICSW in Massachusetts. Prior experience supervising staff or graduate level social work students and the ability to promote learning in others are also important considerations. Field Supervisors should have the following additional characteristics and qualities:

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

### **2. Orientation of Field Supervisors**

Orientation of Field Supervisors is provided by the Director of Field Education and Assistant Director of Field Education before the start of the fall semester. The MSW program curriculum in advanced

generalist practice, the expected competencies of the program, and the field assignments are explained. Policies and procedures, supervisory expectations, and overall Competencies of the learning experience are reviewed. Field Supervisors are referred to the Field Practicum Manual, the Field Practicum Workbook which includes the Learning Contracts, appropriate for the practicum year of the placed student, and the Field Education Webpage to assist them with designing learning experiences.

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

### **3. Responsibilities of Educational Supervision**

The responsibilities of agency Field Supervisors include:

- Meeting with each student for **1 hour of direct supervision each week** the student is in practicum, and making up any missed supervision hours;
- If group supervision of new employees and/or students is provided on a weekly basis throughout the duration of the internship, it is considered additional training above and beyond the required weekly individual supervision time.
- Providing the intern with a thorough orientation to the agency, including organizational, personal, and safety training appropriate for that setting;
- Completing the Learning Contract with the student early in the first 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 field practice learning;
- Maintaining communication with the Faculty Advisor regarding student's progress, including taking part in the Faculty Advisor's Site Visits, as well as through verbal and written communication;
- Working with the student, and, as needed, with the Faculty Advisor (as well as with the Director of Field Education and/or Assistant Director of Field Education), to address any difficulties that may arise in the student's performance or the agency's capacity to meet the educational needs of the student;
- Preparing, reviewing, and submitting evaluations of the student's performance at the end of each semester;
- Participating in professional development activities related to field supervision, including Field Supervision Seminar (as applicable) and orientation;
- Providing ongoing feedback to the student on each of the 6 process recordings per semester and providing concrete observations of the student's professional development (written feedback must be provided on a minimum of 2 process recordings that the student provides to their faculty advisor via Brightspace, otherwise verbal feedback with signature acknowledging review on the remaining process recordings is acceptable); and
- Being a role model to the student on the professional use of self.

### **4. Supervisor Absence**

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

## **5. Secondary Supervision**

Field Supervisors may, when appropriate, arrange for a secondary supervisor who has specialized expertise to supervise the student on a specific project, or with particular types of clients, or in work on a particular area of learning. The secondary supervisor need not be an 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 field 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 Field 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. Field Supervisor Input to Program**

Field Supervisors are encouraged to express their observations about the adequacy of student preparation for entering the field, the structure of the field component and the types of learning the agency can offer relevant to generalist and specialization practice. Field Supervisors are encouraged to provide their perspectives and insight during the visit by the Faculty Advisor. Although the primary purpose of the site visit meeting is to discuss student progress, the Faculty Advisor may also include conversation that elicits input from the Field Supervisor regarding the program. This information should be conveyed to the Director of Field Education.

## SECTION VI

### FIELD AGENCIES AND PRACTICUM ASSIGNMENTS

#### A. FIELD AGENCIES

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

1. The agency philosophy of service is compatible with the values and ethics of the social work profession, social work education, and generalist practice. This includes nondiscriminatory practices in regard to client race, ethnicity, gender, age, sexual orientation, or differential ability. Each field placement must be able to provide a range of activities appropriate to generalist/advanced generalist social work practice.
2. The agency must be committed to graduate social work education. This includes:
  - a. providing adequate field instruction by a qualified MSW Field Supervisor with the appropriate licensure who is given sufficient release time and resources to carry out the responsibilities of this role;
  - b. providing learning activities in which students can develop generalist and advanced generalist social work skills as described in the Learning Contracts for each practicum year; and
  - c. providing adequate safe working space and other resources as needed by the student for the performance of field assignments.
3. As required by federal, state, and/or local law or ordinance, field instruction sites, as a whole, should be accessible to students with disabilities. The “as a whole” requirement means that students with disabilities should have the same kinds of educational opportunities - including field instruction in particular kinds of settings - as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capacity to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site’s location and existing architecture, but this same site might easily accommodate students with visual or hearing impairments. Every effort is made by the Office of Field Education to ensure equal access to fieldwork opportunities. The Office of Field Education also collaborates with Springfield College’s Office of Disability and Accessibility Services as appropriate.
4. **Agencies must provide a thorough orientation to the agency, including review of Safety Policies and Protocols, Sexual Harassment Policies, and other relevant policies and training.** See the section titled “Safety Policies and Procedures” in this manual for more information on expected agency safety policies and student orientation.
5. Agencies are asked to reimburse the student for mileage and related travel costs incurred while conducting agency business. However, **students must not be required or requested to transport**

**clients in their own vehicles or in agency-owned vehicles, in which the student is the driver.**

Agency-provided transportation of clients, accompanied by the student, must occur in vehicles where an agency employee is the driver. An additional agency employee, other than the driver, riding in the vehicle, must assume the responsibility for the client while in the vehicle.

**Agency Requirements**

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

**Agency Affiliation Agreements**

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

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

**B. GENERALIST AND ADVANCED GENERALIST PRACTICA**

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

**Generalist Level Practica:**

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

**Advanced Generalist Level Practica:**

Agencies providing field practica in the Advanced Generalist Year should offer students a range of learning activities that challenge them to integrate advanced theory and practice skills in direct service with individuals, families, groups, and organizations, including group work with clients. Student assignments in the Advanced Generalist Year should require more complex multilevel interventions, and the activities in which the student engages related to client and organization needs should require a

deeper understanding of human behavior, as well as a broader, more sophisticated set of intervention skills. In addition, the Advanced Generalist Year practicum should offer students greater opportunity to analyze and participate in administrative functions and activities within the agency through group work with colleagues and an administrative project.

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

### **C. FIELD PRACTICUM ASSIGNMENTS**

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

#### **Process:**

The practicum assignment process for newly admitted full-time students and Advanced Standing students begins once a student has been accepted and confirmed attendance with a deposit before the student is scheduled to begin classes. Students are asked to complete the Field Placement Assignment Worksheet online. The form is then reviewed by the Office of Field Education. Based on additional discussions with the student and Faculty Advisor as needed, the Director and/or Assistant Director connects the student with a placement interview opportunity if the student is seeking assistance identifying a placement, and the student arranges for an interview directly with the agency's Field Supervisor or other contact person.

The practicum assignment process is the same for part-time weekend students. However, the Office of Field Education will attend a class in the fall to explain the placement process to first-year weekend students, and then the process begins the Spring semester when the student completes the Field Placement Assignment Worksheet online along with an updated resume for review by the Office of Field Education staff.

The practicum assignment process for students who are preparing for their Advanced Generalist Year of field practicum, in either the weekday or weekend program, begins early in the Spring semester of the Generalist Year. At this time, students complete the Field Placement Assignment Worksheet and are encouraged to meet with their Faculty Advisors to discuss their first-year experience and Advanced Generalist Year practicum interests. Once the Office of Field Education has received the worksheet and an updated student resume online, and have discussed potential practicum sites, students are connected to a placement opportunity if they are seeking assistance connecting with an internship opportunity, and are provided with the name of a contact person to arrange for an interview.

#### **Deadline for finalizing placement:**

*Returning Students - Includes first year weekday and evening students, first year weekend students, and second year weekend students.* Students must submit the Field Placement Assignment Worksheet and meet with the Office of Field Education during the spring semester. Students that have not been actively involved with the placement process or who have not been in communication with the Office of Field Education during the spring semester by the last week of April will be referred to their faculty advisor for additional support with a “letter of information.”



*New Students- Includes newly admitted students who will begin coursework in the summer (advanced standing students only) or in the fall semester.*

**Placements for all students must be finalized by the first week of August:**

***If a placement is not finalized by the first week of August, students must have a meeting with the Office of Field Education or the Program Director to explore the barriers in place to identifying a placement, prior to beginning classes in the fall. Internship plans and graduation may be delayed if a field placement is not finalized by the first week of August.***

#### **D. EMPLOYMENT-BASED PRACTICUM**

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

In an employment-based practicum, the required practicum hours may either: (1) be engaged in over and above the student's regular working hours (though this is not recommended for full-time employees); or (2) be engaged in during the hours of the student's regular employment work week, and designated exclusively for practicum work, either partially or fully. Either arrangement is satisfactory, but the 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 field agencies:

***Students must complete and submit an Employment-Based Internship Proposal to the Office of Field Education prior to the finalization of the internship plan. This proposal, and consultation with the Office of Field Education will ensure that internships are designed in accordance with current CSWE guidelines.***

**The Agency Agrees:**

1. To provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities, and that meet the field education requirements of the social work program;
2. To assign a qualified MSW Field Supervisor with the requisite qualifications who is not the student's regular job supervisor (if the Field Supervisor is the same as the employment supervisor, while not encouraged, it is required that a separate time is dedicated for internship supervision); and
3. To keep the evaluation of the student's field practicum performance, separate from the evaluation of the student's performance as an agency employee. Evaluation of the student's field practicum

performance is the responsibility of the Field Supervisor and Faculty Advisor in discussion with the student. Evaluation of the student's performance as an agency employee is the responsibility of the student's job supervisor or other designated agency administrator.

**If the employing agency cannot meet the above requirements, 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 Field Education.**

Related to employment-based practice, the MSW Program, through the Faculty Advisor, agrees:

1. To monitor and reevaluate the practicum frequently in the interest of assisting the agency and the student with executing the Learning Contract and to reinforce and encourage clarity regarding differences between work and learning assignments; and
2. To explore techniques that will increase communication between the student and the agency in order to maximize the learning potential of the practicum.

### **Expectations:**

It is imperative that students arrange for flexible time at their paid employment and for other adjustments at their place of paid employment in order to accommodate hours needed for practicum, which most often take place between the hours of 8:00AM and 5:00PM. Students must also anticipate the need to make flexible personal arrangements to accommodate the practicum to which they are assigned. Students 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 Field Education is responsible for establishing the best available assignment matches between students and field agency sites, given the experience and learning needs of each student, the resources and requirements of each agency, and availability of placements in the general geographic area. While meeting the student's educational needs is the first criterion for matching, the student's preferences, if any, for location or agency will be taken into consideration to the extent possible. While consideration is given to each student's schedule, experience, interests, and preferred practicum location in making practicum assignments, it cannot be guaranteed that either the specific experience or location that is most preferred will be available. The Director and Assistant Director of Field Education will consult with faculty advisors, the MSW Program Director, and the Chair as needed when more complex circumstances arise.

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

## **E. DUAL PRACTICUM SITES**

The Office of Field Education of the Department of Social Work affiliates with agencies that can provide the full range of practicum experiences required by the program. Rarely, when an agency is unable to provide a specific required experience, arrangements may be made with a second practicum site to supplement the learning experience. The design of this supplemental assignment is developed by the student and the Office of Field Education in consultation with the Field Supervisor and the

Faculty Advisor. Formal arrangement with the supplemental practicum site will be negotiated by the Director. Generally, dual practicum sites are not recommended.

## **F. LIABILITY INSURANCE**

Students are provided with practice liability insurance by the college for their participation in field 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.

## **G. 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 Faculty Advisor, in consultation with the Director of Education and/or Assistant Director, will determine the appropriateness of the second employment-based practicum. **See italics below.**

## **H. REMAINING WITH SAME AGENCY FOR SECOND PRACTICUM**

In their second year, students are generally placed in a field 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 G. AND H. ABOVE: Students wishing to remain with the same agency in their second or Advanced Generalist Year practicum must request this in writing to their Faculty Advisor and the Office of Field 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 Faculty Advisor, the Director of Field Education and/or Assistant Director 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.*

## **I. STUDENT EXPLORATION OF A NEW PLACEMENT SITE**

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

## SECTION VII

### STUDENT RESPONSIBILITIES

#### A. HOURS

Fifteen (15) hours per week in field practicum are required in the Generalist Year for a total of approximately 225 hours per semester, 450 hours total for the two semesters of the academic year. Twenty (20) hours per week are required in the Advanced Generalist Year for a total of approximately 300 hours per semester, 600 hours total for the two semesters of the academic year. In addition to practicum hours, students are required to participate in the Field Seminars arranged by Faculty Advisors. **It is expected that all students will establish a schedule of practicum hours during regular daytime business hours, 8:00 AM - 5:00 PM, for each of the 15 week semesters**, unless unique situations are arranged by the student in special negotiations with the field agency.

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

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

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

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

All students begin their practicum in early September. Many students complete the required first half of the hours prior to the winter break in December. Students are generally expected to complete hours over the winter break, unless otherwise agreed upon with the field placement site. If the site approves such, students must begin their second semester practicum work no later than two weeks after classes resume in January. Generally, students cannot "bank" hours to complete their field experience early. The second semester of field placement is usually completed in the end of April/early May, and must not conclude before April 15<sup>th</sup> without permission otherwise received from the field practicum site and the Office of Field Education. The exact ending date must be agreed upon between the student and the field practicum site. This schedule for field practicum is designed to establish a practicum experience

of sufficient length to provide time for professional growth and development over the field practicum period and to coincide with the duration of the concurrent practice courses in each semester, which is a unique and critical element of the school's advanced generalist curriculum.

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

Students most often complete hours during the winter break between fall and spring semesters. The school recommends that students plan to use one to two weeks as a time to recuperate and regroup, without internship responsibilities; but the remaining time may be used for practicum hours with approval by the Field Supervisor. Students are also expected to complete hours during the spring break, unless approval is otherwise obtained by the Field Supervisor.

Students must complete the expected number of hours for each full internship (first year = 450 hours; second year = 600 hours) If a student typically attends internship on a Monday and the agency is closed on several Mondays, the student and the Field Supervisor must determine how the student will make up the needed number of hours to stay on track to reach the required total for each semester and each year. It is recommended that, prior to the start of the practicum, the student develops, in consultation with the Field Supervisor, a full schedule of hours, week by week, for the full practicum from September to May.

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

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

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

## **B. INTEGRATION OF LEARNING**

Integration of learning from academic and field experiences is vital to effective social work education. Students are expected to reflect on their field practicum experience in academic courses and are

expected to apply the theory and skills learned in their courses to their practice in the field. Field seminars are arranged by Faculty Advisors concurrently with the practicum, as are the Practice sequence courses, in order to provide the student with formal opportunities for further integration of learning.

### C. UTILIZATION OF SUPERVISION

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

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

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

### 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 Field Supervisor each term. **A minimum of 2 out of the 6 completed process recording must be submitted to the Faculty Advisor each semester by the identified due dates which include written feedback from the Field Supervisor.**

The due dates for the 2 process recordings which are submitted to the Faculty Advisor are outlined in the Brightspace practicum course. There are officially 15 weeks in the semester and therefore students are encouraged to complete process recordings at a minimum of one 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.

Faculty Advisors may also ask to see additional process recordings at any other time, if, in the Advisor's determination, additional review of the student's work is needed. Students may complete their process recordings at home, and may refer to them, or include process material in the writing of papers or other learning projects, provided confidentiality is protected as described below. Students may use up to one hour per week in the placement setting or off-site engaged in process recording.

**Method of Process Recording:** Process recording is a written verbatim account by the student of as much as the student can remember of the verbal content and significant behavior of the student and client(s) or meeting participants during any person-to-person encounter. Process recording is frequently conducted on a counseling session or interview, but may also be completed on a group or family counseling session, community or administrative meeting, or other interactions that the student has had as part of his or her field practicum experience. Those students who have brief encounters with clients, or only do evaluations, or meet clients informally on the street, at home, or in the hall, may still record the process of these interactions. Process recording is a valuable learning tool because it is one of the few ways of taking a direct and accurate look at students' developing abilities in actual practice, to determine if students are developing the necessary social work skills. They also provide a means for students to reflect on their own growth in professional practice and effective use of self.

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

### Format for Three-Column Process Recording #2:

Column I	Column II	Column III
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 Field Supervisor about the context and extent of the process recordings submitted. Process recordings do not have to be typed as long as handwriting is legible. But Field Supervisors determine whether handwritten or typed process recordings are acceptable and may have special formats for process recordings that they require students to use. Most handwritten or typed recordings average 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 Field Supervisor.**

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

**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 Student's Field Practicum Workbook. It is the student's responsibility to assure that these documents are completed and provided to the Faculty Advisor utilizing the Brightspace Field Course. **It is strongly recommended that copies of all crucial documents found in the Student's Field Practicum Workbook be saved both by the student's and Field Supervisors' use before submission to the Faculty Advisor at the conclusion of each semester, thus allowing the student and Field Supervisor to have their own copies. Crucial documents include: 1) The Learning Contract; 2) Time Sheets; 3) 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 field file in the Brightspace course 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 field practicum experience. The contract directly reflects the learning competencies presented in Section III above. The contract translates these competencies into specific tasks, responsibilities and practice experiences. Contracts for the first and second years of practicum reflect the learning expectations for each year. There is a common set of field practicum learning experiences required of all first and of all second year students. These are described in the contract for each year. Each section of the contract has a supplemental section for additions that are specific to the particular student and the practicum agency. **Students and Field Supervisors are encouraged to identify in these supplemental sections learning competencies and plans that reflect the particular needs and interests of the student or the opportunities presented by the Field Agency and its clients.** The contract must be written and completed to the satisfaction of all parties, and signed by the student, Field Supervisor, and Faculty Advisor at the time of the first site visit. The Learning Contract is found in and retained in the Student's *Field Practicum Workbook*.

The contract defines the roles and responsibilities of the three parties signing it in fulfilling the learning needs and competencies. It represents a commitment by all three parties to meet the terms of the contract. It also serves as the basis for evaluation of the student's performance in the field practicum and the agency's performance in providing field learning opportunities [see Section IX: Evaluation].

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

## SECTION IX EVALUATION

### A. EVALUATION OF STUDENT PERFORMANCE

#### 1. Ongoing Assessment of Student Performance

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

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

In formal evaluation meetings, occurring at midyear and at the end of the field practicum, the student and Field Supervisor reflect on the field practicum experience and assess the student’s progress to date. The Learning Contract and evaluation tools serve as structured guides for assessing student progress. There are separate online evaluation forms for field supervisors for each of the two semesters of practicum and each of the two years of practica (Generalist and 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 field supervisors:** The evaluation of students at the midpoint and end of the practicum are significant parts of an effective educational field experience. The points at which evaluation occur are opportunities to recognize growth and plan for further growth, as well as to identify areas that should be worked on concertedly. Supervisors must take into account many factors

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

The online student evaluation includes two major components:

Evaluation Component number one relates directly to the activities expected in the field 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 2015 Educational Policy and Accreditation Standards (EPAS), a rating scheme is provided directly on the evaluation form, ranging from “Not Observed” to “5” or “Mastered Performance.” Supervisors will see on the evaluation form the following rating scheme:

<b>Section B: Assessment</b>			
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.	<b>Mastered:</b> “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.	<b>Superior:</b> “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.	<b>Competent:</b> “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	The intern shows beginning application of the	<b>Inadequate:</b> “failing to reach an

	Performance	knowledge, skills, or dispositions related to the performance of the practice behavior.	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.	<b>Lacking:</b> “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.	<b>Observed:</b> “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 online. Particular strengths and weaknesses in different areas of learning related to the expected practicum competencies are explored. The Field Supervisor and student reflect on overall progress as well as any problems in the practicum to date. Goals for learning and the related field experience for the second semester are agreed upon and documented. Ideally, the student and Field Supervisor discuss the evaluation and seek to agree on the final content before it is submitted online electronically. The Field Supervisor then completes the evaluation. The evaluation is shared with the student and the Faculty Advisor. The student is responsible for also uploading a copy of the final evaluation into the Brightspace course. If the student does not agree with the final content of the evaluation, the student may write an explanation to the Faculty Advisor and Office of Field 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 Field Supervisor discuss the evaluation and, considering developmental progress, seek to agree on the final content. The Field Supervisor completes the final evaluation, and a copy of the completed evaluation is shared with the student and faculty advisor. It is the student's responsibility to upload a completed copy of the evaluation on the Brightspace course. If the student does not agree with the final content of the evaluation, the student may write an explanation to the Faculty Advisor and the Office of Field Education to initiate further discussion. The Office of Field Education has access to this evaluation that represents official documentation of the field experience.

### c. Uses of Evaluations

The midyear evaluation is used as a guide for planning the intern's learning for the second semester, in consultation with the Faculty Advisor and Field Supervisor. It is also a critical component in the Faculty Advisor's assignment of a grade.

The final evaluation documents the intern's status in achieving the expected competencies for the practicum and any subsequent learning goals. For Generalist Year students, this information is important for guiding the learning plan for the Advanced Generalist Year internship. The final evaluation is also used in assigning second semester grades by the Faculty Advisor and should be used by the student to establish their own professional development goals.

### **3. Field Practicum Grading Policy**

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

A grade of "Pass" in the field practicum is earned when students have met the basic expectations for the first or second practicum as outlined in the expected experiences and competencies, have completed all the required hours and documentation, including process recordings, for that practicum, and have met the Professional Standards.

A grade of "Fail" is assigned when students have not made acceptable progress toward achieving the expected competencies as evidenced in practicum evaluations and other field-related requirements, have not completed the required hours and documentation, including process recordings, and/or have violated the Professional Standards of the 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 field practica, means that the course or the field experience must be repeated for the student to continue with the educational program.

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

(1) when they are successfully meeting the expected practicum experiences and competencies, but at the end of the semester have not completed all the required hours and documentation, including process recordings, for that practicum; or

(2) when a student has missed a Field 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 Faculty Advisor; 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 Faculty Advisor and Field Supervisor, they could achieve the basic expectations for that practicum if allowed additional time in the field placement. In this case, the Faculty Advisor and the Field Supervisor define the expectations that must be met to achieve a "Pass" and develop, with the student, a plan, including a timeline, for accomplishing them by the end of summer semester at latest. Students who meet the expectations within the time frame in the plan will then earn a "Pass"; those who do not will "Fail."

**Note that an Incomplete Contract must be completed for any student to receive an Incomplete (“I”) for the Practicum or Field Seminar.** The Faculty Advisor is responsible for drawing up the Incomplete Contract for the practicum or seminar, and students are expected to sign the Contract. However, if students are not available to sign the Incomplete Contract, the Faculty Advisor may submit it without the student’s signature, according to the Registrar’s Office. In such cases, students are required to respond in writing to the Registrar’s Office and their Faculty Advisor indicating that they understand and agree to the terms of the Incomplete Contract. Faculty Advisors must notify students that they are submitting an Incomplete Contract and of any stipulations within that contract of which students should be aware, such as an expected completion date. Students cannot 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 Faculty Advisor's assessment, the following documents, contained in the *Student’s Field Practicum Workbook*, must be received by the Faculty Advisor and the Office of Field Education in order for the student to receive a passing grade for field practicum each semester.

### **Assignments Due - First Semester of Practicum**

1. The Learning Contract with the signature page completed and signed by all parties.
2. Field Practicum Timesheets, signed by student and Field Supervisor, totaling the required number of hours in practicum for the semester.
3. The Community/Administrative Project proposal must be submitted via Brightspace to Faculty Advisor.
4. The Mid-Year Student Evaluation submitted online, completed by the Field Supervisor, reviewed by the student, and used by the Faculty Advisor to issue a grade.
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 Field Supervisor to their Faculty Advisor for review, which includes the signature of their Field Supervisor; Faculty Advisors may request more than two to review.

### **Assignments Due - Second Semester of Practicum**

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

The completed forms contained in the Student’s Field Practicum Workbook, the Brightspace Course, and on the Field Education Web Page must be provided directly to the Faculty Advisor via  
*Springfield College Department of Social Work  
Office of Field Education  
7/21/23*

Brightspace. **Students take careful note: It is the responsibility of each student to make and retain copies of all materials submitted. Field Supervisors may also wish to retain copies of relevant materials for each student. Online evaluations will be maintained by the Department of Social Work.**

Note: If any of the above documentation is missing at the end of the semester, the student will receive an “Incomplete” for practicum. Upon completion of the documentation requirements, and successful completion of all other practicum requirements, the Incomplete will be changed to “Pass.” All Incompletes must be completed prior to the end of the semester following the semester for which they were issued (excluding summer session) in the timeframe required for completion. Failure to correct the Incomplete within that 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 FIELD PRACTICUM**

### **1. By Faculty Advisor**

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

### **2. By Student**

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

## **C. EVALUATION OF THE FACULTY ADVISOR**

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

Evaluations of Faculty Advisors are returned directly to the Chair’s Office. These evaluations will be aggregated for each Faculty Advisor 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 Faculty Advisor.

## **D. STUDENTS EXPERIENCING DIFFICULTY IN FIELD**

Open channels of communication between students, field supervisors, faculty advisors, and the Office of Field Education are crucial to success in the field. All parties should be in communication with one another as questions or concerns arise. When students are experiencing more significant difficulty in their field placement, field supervisors may be asked to provide a summary of concerns to the Faculty

Advisor and the Office of Field 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 field work. The most current Code of Ethics is included in the *Student Handbook of Policies and Procedures*. All students are responsible for familiarizing themselves with the Code and must sign that they have reviewed the code before placement begins. Students considered by faculty members or the Field Supervisor to be in violation of the Code will be referred to the Educational Advisory Committee, and could be subject to probation or dismissal from the 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, Field Supervisors should not serve as the supervisor of any student with whom they have a dual relationship. Dual relationships occur when the supervisor and student are also involved in another type of relationship, such as therapist-client, business partners, and close social or intimate relationships. Supervisors who have an instructional and evaluative role with student interns should avoid any other relationships that could create a potential conflict of interest or



confusion of boundaries. As delineated in the Code of Ethics, these same principles apply to relationships between social work interns and clients.

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

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

#### **D. DISCLOSURE OF STUDENT STATUS**

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

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

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

### **SECTION XI**

#### **SAFETY POLICIES AND PROCEDURES**

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

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

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

**In order to prepare students, all field agencies must include as part of their internship orientation a review of all agency policies, practices, and protocols related to personal safety for those working there and for those receiving services, including safety policies, practices, and protocols for those students engaged in their internship in the community environment.** The School also recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety information through this *Field Practicum Manual* as well as through classroom content on safety issues. **Students who have concerns about their safety in any field related situation are encouraged to discuss them promptly with their Field Supervisors, and, as appropriate, with their Faculty Advisors, to find satisfactory resolutions.**

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

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

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

The following guidelines inform the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's Learning Contract with the explicit approval of the Faculty Advisor with consultation with the Office of Field 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 Field Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.

- Emergency procedures, including when and how to summon security or police assistance.
- Staff responsibilities and procedures governing the management of violent clients.
- Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
- Alcohol and drug use policy formulated and posted.
- Guns and other weapons policy formulated and posted.
- Procedures for logging and communicating with staff and students all incidents or threats of violence.
- Policy for aftermath of assault and threat of assault. Provision of support services for 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 Field Supervisor, the Office of Field Education and the Faculty Advisor, if at all possible, before the placement begins. The following types of activities should not be assigned to students:

- Physical restraint of clients.
- Transportation of clients in one's own vehicle.
- 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 field supervisor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

### **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 Field Supervisor should know when a visit is to take place and, at a minimum, telephone consultation must be available.*** In some situations, the student should be given permission not to make home visits; that is, responsible parties should ascertain if a home visit is really necessary. ***Home visits accompanied by an employee experienced in home visits are preferred by the Department 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 field instruction, or involved in an incident where their safety is, or could be, compromised, the incident should be reported immediately to the Faculty Advisor, to the agency, to the Director of Field Education or Assistant Director of Field Education, or if others are not available, to the MSW Program Director or Chair.***

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

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

All students in the field are expected to have a secure place to keep 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 Field Supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or

homicide risks, potential abuse of others, and the presence of weapons. Students should not be assigned work with very high risk clients, though they may consult with supervisors on such clients in order to learn and enhance their social work skills.

A student should never keep information about potentially dangerous clients or situations to themselves, even if they believe that they have a good relationship with their clients and believe they can handle the situation. This information should be discussed as soon as possible with Field 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 Field Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include someone else in the meeting and 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 FIELD EDUCATION FILES

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

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

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

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

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

## **B. STUDENTS LIVING AT A DISTANCE FROM THE SPRINGFIELD AREA**

The Department of Social Work has affiliations with a broad range of social service agencies throughout New England and New York State, and practicum sites are usually available within a reasonable distance of home for students living throughout the region. At times, for educational and practical reasons, students may choose to move to the Springfield area, where they may have an option to live on the Springfield College campus in graduate student housing.

## **C. TRANSPORTATION COSTS**

Students are expected to pay the cost of their own transportation for commuting to practicum agencies. Parking costs are also the student's responsibility unless other arrangements are made with the agency by the student. Students should be reimbursed by agencies for transportation costs and other reasonable expenses incurred in carrying out agency assignments.

## **D. LIABILITY INSURANCE**

All students enrolled in the MSW Program are protected under a student liability policy maintained by Springfield College, for which the students have paid a fee upon registration. This policy covers students only while they are participating in activities which are required as part of their curriculum at the College. Currently, the coverage level is \$1 million per occurrence/\$3 million aggregate. The policy covers any act or omission in the furnishing of professional health care services (including social work services) to a patient or client, including injury sustained by a fellow student in the practice of activities which are part of and a requirement of the students' curriculum.

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

## **E. TRANSPORTATION OF CLIENTS**

Students are not covered under the above insurance policy for the transportation of clients in their own vehicles. In addition, students should not drive agency-owned vehicles. Standard, personal automobile insurance policies also do not typically cover the transportation of clients in one's own vehicle. Thus, students should not transport clients in their own vehicles, nor should they be asked to transport clients in agency vehicles unaccompanied or as the driver of the agency vehicle. If students accompany clients in an agency vehicle driven by an agency employee, they should be accompanied by an additional agency employee, who is the responsible party should a client become agitated or decompensate in any way.

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

Students are expected to follow any agency-specific dress code guidelines. They are expected to dress in business casual, business professional, or formal business attire as appropriate for the role/setting unless the day's tasks and responsibilities require otherwise or they are told otherwise by a manager or supervisor.

- Students should present themselves in a professional manner. Clothing should be within the agency's guidelines and be free of holes, tears, or rips.
- Clothing should be without offensive language or inappropriate designs.

Students' professional presence is important in internship interviews, the internship itself, and in classes. One's professional presence is typically more formal than one's social presence. Also, be careful about the use of perfume and cologne; scent can be an issue for people who are sensitive to scent and/or have allergies; less, or none, is better. No scent should be worn in medical settings.

Students should dress more formally when interviewing, and should dress professionally-appropriate while at the internship.

## **G. STUDENTS EXPERIENCING DIFFICULTY**

Students who have any questions or concerns about their practicum are encouraged to first discuss their concerns with their Field Supervisor. Field Supervisors who have concerns about students are encouraged to first explore their concerns with their students. As a first step in addressing questions or concerns, both students and Field Supervisors should consult this *Field Practicum Manual* for the department's policies as well as the department's *Student Handbook of Policies and Procedures*. Both may be found on the page linked "Additional Resources" via the Department of Social Work Webpage.

If the concerns cannot be easily resolved between student and Field Supervisor, both student and Supervisor are encouraged to contact the student's Faculty Advisor in the early stages of their concern to prevent the possibility of more serious and perhaps irreversible problems later on.

In the case of marginal student performance or any other practicum problems, the Faculty Advisor is expected to be involved early in developing opportunities to bring about significant improvement. Most field education problems can be resolved with some discussion among student, Field Supervisor, and Faculty Advisor. When necessary, the Office of Field Education should be consulted if there is a difficulty in finding resolution. If issues are not resolved after discussions have occurred between student, Field Supervisor, and Faculty advisor, then the problems can be brought before the Educational Advisory Committee through consultation or a full meeting. For the procedures to follow in bringing field practicum issues before the Educational Advisory Committee, see the latest *Student Handbook of Policies and Procedures*: Academic Standards and Expectations, Student Review Procedures.

## **H. CHANGE OF PRACTICUM AND PREMATURE TERMINATION OF PRACTICUM**

Occasionally, as a result of discussions among the student, Field Supervisor, and Faculty Advisor about practicum problems, or as a result of a meeting with the Educational Advisory Committee, a change,

extension, or termination of practicum may be necessary or recommended. Sometimes students must interrupt practicum due to illness, family emergency, or other unexpected changes in personal circumstances.

A student who believes that a change to another practicum is necessary for educational or personal reasons, should first discuss their concerns with the Field Supervisor and Faculty Advisor, who may consult with the Director or Assistant Director of Field Education.

If, after discussion with the Faculty Advisor and Field Supervisor, and Director or Assistant Director of Field Education, and the student believes that a change in practicum is still necessary, a joint meeting of the student, Faculty Advisor, and Field Supervisor should be arranged. If the discussion concludes with the student still believing a change is necessary, the student must request the change in writing to their Faculty Advisor, with a copy to the MSW Program Director, the Director of Field Education and the Assistant Director of Field Education. The request must explain in detail the reasons for the change and the educational benefits to the student if the change is made. The Director and Assistant Director of Field Education will determine if the change is justified with further consultation, as needed, with the student, the Faculty Advisor, the Field Supervisor, and if needed, the MSW Program Director and/or the Chair of the department.

While the proposed change is under consideration, the student is typically expected to remain in the assigned practicum until a clear decision has been made to change to another practicum. All parties should be aware that a change to another practicum agency usually results in a disruption of the student's professional development and that the student may fall behind in accumulated practicum hours. Therefore, a change in practicum **must** provide significant educational benefit to the student.

The Office of Field Education regards a change in practicum as the last option, only after all other problem-solving efforts have been explored. (See Students Experiencing Difficulty, pg. 55, in this *Field Practicum Manual*).

Termination from any practicum must be made in a timely, planned, and conducted in a professionally responsible manner. Once the decision to prematurely terminate a practicum is made, the student is responsible for notifying all relevant practicum agency staff, in advance. Also, the student is responsible for notifying all clients, client groups, administrative or community groups, and arranging planned termination sessions, meetings or discussions to ensure that the impact of the student's leaving is addressed and that responsible arrangements for continued service to clients will be provided after the student leaves. The student is expected to request consultation and support from the Field Supervisor and Faculty Advisor in carrying out these tasks.

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

If a decision is made to change placements, the process for identifying and confirming a new placement is the same as for the original placement.

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

### **ACADEMIC ASSISTANCE:**

A wide variety of academic assistance is offered through the **Academic Success Center:**

*Springfield College Department of Social Work  
Office of Field Education  
7/21/23*



- The **Academic Success Center** is located on the third floor of the **Harold C. Smith Learning Commons** and can be contacted at **413-748-3389** or [ASC@springfieldcollege.edu](mailto:ASC@springfieldcollege.edu). More detailed descriptions of its services can be found on its website: <http://springfield.edu/academic-success-center>
- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- The **Content Tutorial Program** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- **Math-Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The **Conversation Partners Program** provides support for non-native speaking students wishing to improve conversation and comprehension skills.
- **Disability and Accessibility Services** provides advocacy and resources for students who provide appropriate documentation of a disability.
- The **Assistive Technology Program** provides training in a range of assistive technologies.
- The **Academic Coaching Program** is available to help students improve time management and learning strategies.
- The **Academic Progress Program** provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.
- The **MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.
- **Educational Testing and Assessment Clinic** provides students with formalized assessments conducted by PsD doctoral students, which help students to learn about their learning strengths and potential challenges that they experience.

### **Accommodation Planning:**

If you have a documented physical, learning, or psychological disability on record with the Academic Success Center's **Learning Support Services**, or the corresponding campus individual in the **School of Professional and Continuing Studies**, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students with the Department of Social Work should contact our liaison, **Associate Director of Student Services and Deputy Title IX Coordinator, Camille Elliott, (413) 748-3978, [celliot@springfieldcollege.edu](mailto:celliot@springfieldcollege.edu)**. Please let your professor and/or advisor know of your request as soon as possible so that they can work with you and the Director of Learning Support Services to arrange for appropriate and reasonable accommodations.

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

The Springfield College Department of Social Work does not have an approved preparation program for the Massachusetts school social worker/school adjustment counselor license. However, the Massachusetts Department of Education has an alternative licensure process for applicants who have earned an MSW. Applicants who wish to apply under this process need to:

- Have an MSW
- Pass the Massachusetts Communication and the Literacy Skills Test, with registration information found at [www.mtel.nesinc.com](http://www.mtel.nesinc.com)
- Complete the regular application for school social worker/school adjustment counselor license; licensure regulations, information, and online application information are available at:

[www.doe.mass.edu/lawsregs/603cmr7.html?section=11](http://www.doe.mass.edu/lawsregs/603cmr7.html?section=11) and [www.doe.mass.edu/licensure/](http://www.doe.mass.edu/licensure/), where you will learn about the Educator Licensure and Recruitment (ELAR) System and obtaining a Massachusetts Education Personnel ID (MEPID) number, and [www.doe.mass.edu/licensure/forms-guidelines.html#apply](http://www.doe.mass.edu/licensure/forms-guidelines.html#apply), for detailed information about the process.

- Have completed a practicum of 900 hours, 450 of which have been working with children, adolescents and families in an educational setting.
- **Special Note:** The applicant should pursue licensure through the panel review process. In this process, the student will need to demonstrate the acquisition of knowledge outlined in the Subject Matter Knowledge Guidelines available at: [www.doe.mass.edu/edprep/resources/smk-guidelines.pdf#search='subject](http://www.doe.mass.edu/edprep/resources/smk-guidelines.pdf#search='subject)

Representatives of the Massachusetts Department of Elementary and Secondary Education may be reached at (781) 338-3000.

**Table 1. Generalist and Advanced Generalist Year Competencies**

<b>Generalist and Advanced Generalist Year Competencies</b>		
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
<p>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers</p>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</li> <li>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</li> <li>• demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</li> <li>• use technology ethically and appropriately to</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Employ conscious use of self, self-reflection, self-monitoring, and self-correction in practice</li> </ul> <p>Model professional demeanor in behavior and <b>written and oral</b> communications</p> <ul style="list-style-type: none"> <li>• Articulate the mission of social work to multiple constituencies</li> <li>• Consistently adhere to and model professional roles and boundaries</li> <li>• Articulate and advocate social work values and ethics among interdisciplinary situations and settings</li> <li>• Conduct oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g., moral reasoning, cultural</li> </ul>

<p>also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</p>	<p>facilitate practice outcomes; and</p> <ul style="list-style-type: none"> <li>● use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<p>perspective, professionalism in research and practice</p> <ul style="list-style-type: none"> <li>● Apply appropriate social work values to resolve ethical issues</li> <li>● Analyze and communicate professional judgments, reasoning, and process in practice</li> </ul>
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**Competency 2: Engage Diversity and Difference in Practice**

	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
<p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and</p>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>● apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</li> <li>● present themselves as learners and engage clients and constituencies as experts of their own experiences; and</li> <li>● apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>● Transform one’s behavior in response to a recognition of one’s biases based in difference and culture</li> <li>● Apply an understanding of privilege and power within an anti-oppressive practice</li> <li>● Consistently recognize and describe the impact of culture and diversity on one’s personal and professional behavior</li> <li>● Modify and adapt mainstream interventions to meet needs of diverse populations and that challenge oppression</li> <li>● Actively promote opportunities for diverse perspectives and participation of diverse constituents</li> </ul>

cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.		
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
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.	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</li> <li>• engage in practices that advance social, economic, and environmental justice.</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Engage in practices that advance social, economic, and environmental justice in agencies and organizations</li> <li>• Incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice</li> <li>• Take action to redress mechanisms of oppression and discrimination</li> <li>• Embrace the obligation to advance human rights and fosters social, economic, and environmental justice</li> <li>• Engage in community collaborations that foster social, economic, and environmental justice and social change</li> </ul>
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>		
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• use practice experience and theory to inform scientific inquiry and research;</li> <li>• apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use evidence-based research findings to improve practice</li> <li>• Evaluate social policies and programs</li> <li>• Integrate qualitative and quantitative research in all aspects of advanced generalist practice</li> <li>• Work collaboratively across disciplines to</li> </ul>

<p>informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<ul style="list-style-type: none"> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	<p>assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches</p>
<b>Competency 5: Engage in Policy Practice</b>		
<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services;</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Articulate the impact of policies on service delivery</li> <li>• Develop and promote agency policies and professional behavior that affect change</li> <li>• Identify gaps in policies at varied levels, e.g., agency policies, public policies, regulations</li> </ul>
<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf</p>	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in-environment,</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Use empathy and other interpersonal skills</li> <li>• Implement a mutually agreed upon focus of</li> </ul>

<p>of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>	<p>and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <ul style="list-style-type: none"> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	<p>work and desired outcome</p>
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**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply</p>	<p align="center"><b>Generalist Year</b></p>	<p align="center"><b>Advanced Generalist Year</b></p>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Collect, organize, and interpret client data</li> <li>• Develop mutually agreed upon intervention goals and objectives</li> <li>• Assess complex problems with systems of all sizes and types</li> <li>• Identify the range of legalities and/or legal risks that may exist for a</li> </ul>



<p>this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p>	<p>theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <ul style="list-style-type: none"> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</li> <li>• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	<p>client or client system that may be considering accessing social services</p>
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**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

	<b>Generalist Year</b>	<b>Advanced Generalist Year</b>
<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and</p>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</li> <li>• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</li> <li>• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>• Select appropriate intervention strategies</li> <li>• Implement prevention strategies that enhance client capacities</li> <li>• Assist clients to resolve problems</li> <li>• Intervene in complex problems with systems of all sizes and types</li> <li>• Negotiate, mediate, and advocate for client systems</li> <li>• Demonstrate one’s ability to move a client system through the practice intervention process</li> </ul>

<p>constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>	<ul style="list-style-type: none"> <li>● negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</li> <li>● facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>		
<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers 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.</p>	<p><b>Generalist Year</b></p>	<p><b>Advanced Generalist Year</b></p>
	<p>Social workers:</p> <ul style="list-style-type: none"> <li>● select and use appropriate methods for evaluation of outcomes;</li> <li>● apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</li> <li>● critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</li> <li>● apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	<p>Social workers:</p> <ul style="list-style-type: none"> <li>● Facilitate transitions and endings</li> <li>● Critically analyze, monitor, and evaluate interventions</li> <li>● Evaluate complex problems with systems of all sizes and types</li> <li>● Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice</li> </ul>



