



SPRINGFIELD COLLEGE  
School of Social Work

# Field Practicum Manual

*Master of Social Work Program*

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

**Introduction**

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

Our Field Education Program is a collaborative endeavor involving the School of Social Work, the Field Office, 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 -- promoting and enhancing the knowledge, skills, and capacities of each student, thereby maximizing her or his potential as a professional social worker.

The Field Education Program reflects the advanced generalist curriculum of the School of Social Work. 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 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. All partners should review it carefully and use it as a reference to answer questions about field practicum issues. If we have omitted any important information, or if something is not clear, we hope you will contact us. Your input on how to improve this Field Practicum Manual is welcome.

We at the School of Social Work look forward to working with you, as together we create field experiences that promote optimal learning and are rewarding for all who participate in making them successful.

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## SECTION I

### SPRINGFIELD COLLEGE SCHOOL 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. SCHOOL'S MISSION

The mission of the School of Social Work 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 generalized service to community -- a language consistent with social work values. The mission of the Springfield College School of Social Work program is as follows:

*Through the teaching of social work practice and knowledge, the Springfield College School of Social Work prepares individuals to meet universal human needs that will engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity, and human rights.*

#### C. ACCREDITATION

The Springfield College School 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 School of Social Work publishes its *Student Handbook of Policies and Procedures*. This handbook contains detailed information about the Social Work 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 2008 Educational Policy and Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE).

## SECTION II

### PURPOSE OF FIELD EDUCATION

Field education is an integral and vital part of the social work curriculum at Springfield College, which has a single curricular concentration 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 School of Social Work 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 foundation year; and (4) Administration and organizational development, required in the second or concentration year.

The Springfield College School of Social Work 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. FOUNDATION YEAR**

**1. MSSW 684 and 674 & MSSW 685 and 675: Field Practica and Seminars**

In the first or foundation 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. Within the overall framework of generalist practice, field practicum during the foundation year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families involves assessment and intervention planning, case management, and counseling. Students are expected to lead, or co-lead, one or more groups, in which, when possible, they will have had a direct role in planning and organizing. The direct service component requires students to: (a) obtain experience with individuals and families conducting psychosocial assessments (see outline in Appendix B) and counseling, (b) facilitate interagency collaboration and referral on behalf of clients, and (c) obtain experience in leading or co-leading a wide range of groups (counseling, self-help, education, and support).

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

In addition to the hours and experiences at the field site, the field practicum in the first year includes four additional components, which collectively comprise the Field Seminars overall: 1. A 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 fall and spring, conducted by faculty advisors, which may occur in person or online or some combination of the two, 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 80% of field hours may be devoted to direct practice including client-oriented group work. It is expected that the actual amount of time per week used for each area will vary over the course of the placement and from agency to agency, depending on the readiness and exposure of the student to various experiences and the primary intervention strategies used by the agency.

In addition to the field seminars (674 and 675), students enrolled in MSSW 684 and 685 must take, concurrently, and sequentially, MSSW 631: Practice 1 – Practice with Individuals and Families, and MSSW 632: Practice 2 - Group Work. These foundation year, three-credit practice courses provide the theoretical knowledge and the skills to undergird the foundation 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.

## **2. Council on Social Work Education and School of Social Work Foundation Year Competencies**

**Springfield College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.**

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the foundation year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

**Students will . . .**

### **1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**

- Advocating for client access to the services of social work
- Practicing personal reflection and self-correction to assure continual professional development
- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.  
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

### **2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.  
(EPAS 2.1.2)

### **3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
(EPAS 2.1.3)

- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
  - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
  - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
  - Viewing themselves as a learner and recognizing clients as the experts  
(EPAS 2.1.4)
  
- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
  - Understanding the forms and mechanisms of oppression and discrimination
  - Advocating for human rights and social and economic justice
  - Engaging in practices that advance social and economic justice.  
(EPAS 2.1.5)
  
- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
  - Using practice experience to inform scientific inquiry
  - Using research evidence to inform practice  
(EPAS 2.1.6)
  
- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
  - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
  - Critiquing and applying knowledge to understand person and environment.  
(EPAS 2.1.7)
  
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
  - Analyzing, formulating and advocating for policies that advance social well-being
  - Collaborating with colleagues and clients for effective policy action.  
(EPAS 2.1.8)
  
- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
  - Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
(EPAS 2.1.9)
  
- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
  - Engagement
    - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
    - Using empathy and other interpersonal skills
    - Involving the client in goal-setting, focus of work and desired outcomes
  - Assessment
    - Collecting, organizing, and interpreting client data
    - Assessing client strengths and limitations

- Developing mutually agreed on intervention goals and objectives
- Selecting appropriate intervention strategies
- Intervention
  - Initiating actions to achieve client and/or organizational goals and resolve problems
  - Implementing prevention interventions that enhance client capacities
  - Negotiating, mediating, and advocating for clients
  - Facilitating transitions and endings
- Evaluation
  - Critically analyzing, monitoring, and evaluating interventions.
 (EPAS 2.1.10)

## **MORE INFORMATION ON THE COMMUNITY WORK/PROJECT COMPONENT**

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

### **FOUNDATION FIELD EXPECTATIONS FOR SUCCESSFUL COMPLETION**

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

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

**Expectations for Completion:** 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:

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 objective).

### **EXAMPLES OF COMMUNITY PROJECTS**

SW intern worked with agency staff, consumers, representatives of other agencies, and the media to develop and implement an "anti-stigma" campaign related to the difficulties experienced by community residents with psychiatric disorders. The goals were to organize a collaborative effort that would make the larger community aware of the stereotypes of those with mental illness, with attention to the rejection, isolation, and other harm they often cause.

SW intern took a leadership role in an advocacy campaign on early childhood education/intervention issues to educate the public and legislators. As part of a statewide organizing effort for "Early Childhood Legislation Day," the intern worked with parents served by the field agency to organize local planning and action prior to the day of the event as well as participation at the state capitol during the event. The intern provided information and training to the parent participants and developed logistical supports (materials, transportation, etc.).

SW intern worked with service providers in county to create a map of services available to women released from the local Correctional Center with a clear protocol for making the necessary linkages. Service gaps were also identified.

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

SW intern worked with the administrators and students in a university community to assess the need for a stress management program, and then designed and implemented the program in collaboration with community members.

## **B. CONCENTRATION YEAR**

### **1. MSSW 686 and 676 & MSSW 687 and 677: Field Practica and Seminars**

In the second or concentration 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 concentration 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 on direct service and communities. Students build upon the initial direct practice skills studied and developed during the foundation 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 concentration year builds on the first year foundation 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 concentration 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 four 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 fall and spring, conducted by faculty advisors, which may occur in person or online or some combination of the two, 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 80% 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: MSSW 633: Practice 3 - Advanced Generalist Practice; and MSSW 634: Practice 4 - Advanced Generalist Practice, Supervision and Administration.

## **2. Council on Social Work Education and School of Social Work Concentration Year Competencies**

**Springfield College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.**

The Council on Social Work Education (CSWE) has established standards for social work education. This course reflects the concentration year curriculum content described in the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work has developed concentration year practice behaviors associated with each competency that reflect the Advanced Generalist orientation of the school's curriculum. CSWE competencies are noted on field syllabi as EPAS. For additional reference, please see the *Student Handbook*.

### **Students will ...**

- 1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**
  - Adhering to professional roles and boundaries
  - Articulating the mission of social work to multiple constituencies
  - Modeling professional demeanor in behavior and communications
  - Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (Educational Policy and Accreditation Standards [EPAS] 2.1.1)
  
- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
  - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
  - Applying appropriate social work values to resolve ethical issues. (EPAS 2.1.2)
  
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Critically evaluating various strategies for assessment and intervention.
  - Differentially selects and implements strategies for assessment and intervention.

- Analyzing and communicating professional judgments, reasoning, and process in practice.
- Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
- Effectively communicates challenges to existing paradigms.  
(EPAS 2.1.3)

**4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**

- Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
- Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
- Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
- Applying an understanding of privilege and power within an anti-oppressive practice.
- Actively promotes opportunities for diverse perspectives and participation of diverse constituents.  
(EPAS 2.1.4)

**5. Promote human rights and social justice. Practice behaviors associated with this competency:**

- Embracing the obligation to advance human rights and foster social and economic justice.
- Incorporating an understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
- Engaging in practices that advance social and economic justice.
- Engaging in community collaborations that foster social and economic justice and social change.
- Taking action to redress mechanism of oppression and discrimination.  
(EPAS 2.1.5)

**6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**

- Using evidence-based research findings to improve practice.
- Evaluating social policies and programs.
- Integrating qualitative and quantitative research in all aspects of advanced generalist practice.
- Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches. (EPAS 2.1.6)

**7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**

- Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
- Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
- Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
- Examining the impact of environments on social work practice.  
(EPAS 2.1.7)

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**

- Articulating the impact of policies on service delivery.
- Developing and promoting agency policies and professional behavior that affect change.
- Identifying gaps in policies at varied levels, e.g., agency policies, public policies, regulations.  
(EPAS 2.1.8)

**9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**

- Building necessary coalitions in response to contextual changes.

- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.  
(EPAS 2.19)

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Demonstrating practice autonomy in activities that may include the following behaviors
  - Using empathy and other interpersonal skills
  - Implementing a mutually agreed upon focus of work and desired outcome
  - Collecting, organizing, and interpreting client data
  - Developing mutually agreed upon intervention goals and objectives
  - Selecting appropriate intervention strategies
  - Implementing prevention interventions that enhance client capacities
  - Assisting clients to resolve problems
  - Negotiating, mediating, and advocating for client systems
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one’s ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.  
(EPAS 2.1.10)

**MORE INFORMATION ON THE ADMINISTRATIVE/ORGANIZATIONAL EXPERIENCE/PROJECT COMPONENT**

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

**CONCENTRATION FIELD EXPECTATIONS FOR SUCCESSFUL COMPLETION**

**Community Work/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:** 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. (See End of Semester Evaluations, found in the Student’s Field Practicum Workbook, for detailed outcome expectations.)

**Expectations for Completion:** 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 using individual, family, group or administrative meeting formats found in Field Manual Appendices.
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills, as defined above.

### EXAMPLES OF ADMINISTRATIVE/ORGANIZATIONAL PROJECTS

SW intern supervised six undergraduate students from an area college who were working on an art project at a correctional facility. The students came weekly and worked with a group of 10-15 inmates. The intern's responsibility was to supervise the students educationally, with regard to their leadership skills and interaction with the group, and administratively, with regard to compliance with the many institutional regulations and guidelines.

SW intern led a process to develop a new agency policy for the solicitation of funds from the community and their distribution among agency programs. The project involved convening a committee of senior agency administrators and program managers to work together to develop the new policy. The intern was responsible for organizing meetings, creating agendas, and facilitating the group's process.

At a family service agency, a SW intern led a process working with agency leaders to submit grant proposals to secure funds for creating three murals to "dress-up" new office/program space in an old warehouse. Two thousand dollars were received through three small grants to provide for supplies and the guidance of a local artist who worked with families and staff to construct the murals.

In an outpatient counseling center, two SW interns reviewed agency intake procedures and solicited staff input regarding problems and suggestions. They then designed new intake procedures which were adopted by the agency. This change helped to shorten the waiting time for newly referred clients.

At a child and family agency, an intern worked with agency and school personnel to develop a grant proposal for an after-school group services program. The intern organized the process, took responsibility for the research and writing, and interfaced with the necessary community agencies.

### **C. INTEGRATION OF FIELD PRACTICUM WITH THE ACADEMIC CURRICULUM**

Field practicum experiences are integrated into the foundation and concentration year curriculum in a variety of ways. In the principal written assignment for MSSW 631: Social Work Practice 1, students draw directly on materials from an individual or family intervention from their practicum. MSSW 631 also requires a comprehensive psychosocial assessment for an individual client. MSSW 632: 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 foundation level practice

courses, students maintain reflective journals related to learning in the classroom, readings, and from the field practicum. In the concentration year practice courses, MSSW 633: Social Work Practice 3 and MSSW 634: Social Work Practice 4, written and oral assignments require students to integrate learning from courses and from field practice experiences. For example, in MSSW 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 each of the four courses in the Practice sequence, role-plays and videotaped interviews may provide opportunities for integration of field and classroom learning.

The second assignment in MSSW 601: Human Behavior in the Social Environment 1 requires students to study a cultural or ethnic group. Many students choose to draw upon practicum cases to complete this assignment. MSSW 602: Human Behavior in the Social Environment 2 includes an assignment requiring students to explore connections between organizational structure and agencies' responses to social needs; examples are drawn from students' field experiences. The Policy Sequence (MSSW 611, 612, 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 that emerges directly or indirectly from the field experiences. Finally, in MSSW 622 (Research 2: Social Work Research and Evaluation), MSSW 624 (Research 2 Alternate: Program Evaluation), and MSSW 623 (Research 3: Qualitative Research), students conduct real-life inquiries using situations or cases that may be 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 course assignments. MSSW 641 (Practice 1) provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. MSSW 642 (Practice 2) provides the theoretical rationale for developing, implementing, and leading a wide range of groups. This course includes an assignment that requires attention to agency purpose and goals and/or community needs assessments in initiating groups.

The Human Behavior in the Social Environment (HBSE) sequence provides a range of bio-psychosocial theories of development applicable to the many settings in which students are learning and practicing. Practice 3 applies theories of intervention to a variety of vulnerable populations, many of which are represented among the clients being served within practica. 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.

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 single subject design, enables students to evaluate practice in a systematic way in keeping with the current managed care focus on demonstrating outcomes. The alternative course to Research 2, Program Evaluation, is directly applicable to real-world agency functioning, outcomes, and client functioning and uses community agencies as the basis for course projects.

## SECTION IV

### EXPECTED LEARNING COMPETENCIES

#### **A. FOUNDATION YEAR FIELD EXPERIENCE COMPONENTS:**

Field practicum learning during the foundation year focuses primarily on the areas of:

1. DIRECT SERVICE, 2. GROUPS, 3. COMMUNITY WORK, and 4. PROFESSIONAL PRACTICE/EFFECTIVE USE OF SELF.

In the foundation 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.

■ The Foundation Year Field Experience Components for MSSW 684 and MSSW 685 are:

#### **#1A: Direct Service with Individuals and Families – Client Engagement**

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

#### **#1B: Direct Service with Individuals and Families – Multiple Systems**

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

#### **#2: Group Work**

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

#### **#3: Community Work/Project:**

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

#### **#4: Professional Practice and Effective Use of Self**

The 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 his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

**See Student Learning Contract in 1<sup>st</sup> Practicum Workbook for detailed information, expectations, and assignments.**

## **Foundation Year Field Experience Component #1A:**

### **Direct Service with Individuals and Families – Client Engagement:**

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

#### **1. College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.**

The following CSWE EPAS competencies are reflected in Component 1A: Direct Service with Individuals and Families – Client Engagement.

**Students will . . .**

#### **1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**

- Advocating for client access to the services of social work
- Practicing personal reflection and self-correction to assure continual professional development
- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.  
(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

#### **2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.  
(EPAS 2.1.2)

#### **3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
(EPAS 2.1.3)

#### **4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups

- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts  
(EPAS 2.1.4)

**5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.  
(EPAS 2.1.5)

**6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice  
(EPAS 2.1.6)

**7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.  
(EPAS 2.1.7)

**9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- Building sustainable strategies for communities and social programs.  
(EPAS 2.1.9)

**10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Engagement
  - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
  - Using empathy and other interpersonal skills
  - Involving the client in goal-setting, focus of work and desired outcomes
- Assessment
  - Collecting, organizing, and interpreting client data
  - Assessing client strengths and limitations
  - Developing mutually agreed on intervention goals and objectives
  - Selecting appropriate intervention strategies
- Intervention
  - Initiating actions to achieve client and/or organizational goals and resolve problems
  - Implementing prevention interventions that enhance client capacities
  - Negotiating, mediating, and advocating for clients
  - Facilitating transitions and endings
- Evaluation
  - Critically analyzing, monitoring, and evaluating interventions.  
(EPAS 2.1.10)

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

Student will have the opportunity to engage in 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 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. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

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

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.10)
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.10)
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

**Foundation Year Field Experience Component #1B:****Direct Service with Individuals and Families – Multiple Systems:**

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

**College Mission: Spirit, Mind, Body****College Mission Emphasis: Helping Professions, Service to Humanity, and Leadership****School of Social Work Mission Emphasis: Economic and Social Justice**

The following CSWE EPAS competencies are reflected in Component #1B: Direct Service with Individuals and Families – Multiple Systems.

**Students will ...**

1. **Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
  - Advocating for client access to the services of social work

- Practicing personal reflection and self-correction to assure continual professional development
- Attending to professional roles and boundaries
- Demonstrating professional demeanor in behavior, appearance, and communication
- Engaging in career-long learning; and
- Using supervision and consultation.

(Educational Policy and Accreditation Standards [EPAS] 2.1.1)

**2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**

- Adhering to the standards of one's license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice
- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.

(EPAS 2.1.2)

**3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

(EPAS 2.1.3)

**4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts

(EPAS 2.1.4)

**5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.

(EPAS 2.1.5)

**6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice

(EPAS 2.1.6)

**7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.

(EPAS 2.1.7)

**9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
- (EPAS 2.1.9)

**10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Engagement
  - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
  - Using empathy and other interpersonal skills
  - Involving the client in goal-setting, focus of work and desired outcomes
- Assessment
  - Collecting, organizing, and interpreting client data
  - Assessing client strengths and limitations
  - Developing mutually agreed on intervention goals and objectives
  - Selecting appropriate intervention strategies
- Intervention
  - Initiating actions to achieve client and/or organizational goals and resolve problems
  - Implementing prevention interventions that enhance client capacities
  - Negotiating, mediating, and advocating for clients
  - Facilitating transitions and endings
- Evaluation
  - Critically analyzing, monitoring, and evaluating interventions.

(EPAS 2.1.10)

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

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. Demonstrates effective practice knowledge of multiple systems as evidenced by successful completion of Field Experience Component #1B. (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation 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. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, "person-in-environment", and a strengths perspective. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)

## **Foundation Year Field Experience Component #2:**

### **Group Work:**

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

### **College Mission: Spirit, Mind, Body**

#### **College Mission Emphasis: Helping Professions and Leadership**

#### **School of Social Work Mission Emphasis: Dignity and Human Rights**

The following CSWE EPAS competencies are reflected in Component #2: Group Work.

### **Students will ...**

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
  - Advocating for client access to the services of social work
  - Practicing personal reflection and self-correction to assure continual professional development
  - Attending to professional roles and boundaries
  - Demonstrating professional demeanor in behavior, appearance, and communication
  - Engaging in career-long learning; and
  - Using supervision and consultation.  
(EPAS 2.1.1)
  
- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Adhering to the standards of one's license or credentials
  - Recognizing and managing personal values in a way that allows professional values to guide practice
  - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
  - Tolerating ambiguity in resolving ethical conflicts
  - Applying strategies of ethical reasoning to arrive at principled decisions.  
(EPAS 2.1.2)
  
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
  - Analyzing models of assessment, prevention, intervention and evaluation
  - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
(EPAS 2.1.3)
  
- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
  - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
  - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
  - Viewing themselves as a learner and recognizing clients as the experts  
(EPAS 2.1.4)

5. **Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
  - Understanding the forms and mechanisms of oppression and discrimination
  - Advocating for human rights and social and economic justice
  - Engaging in practices that advance social and economic justice.  
(EPAS 2.1.5)
  
6. **Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
  - Using practice experience to inform scientific inquiry
  - Using research evidence to inform practice  
(EPAS 2.1.6)
  
7. **Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
  - Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
  - Critiquing and applying knowledge to understand person and environment.  
(EPAS 2.1.7)
  
8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
  - Analyzing, formulating and advocating for policies that advance social well-being
  - Collaborating with colleagues and clients for effective policy action.  
(EPAS 2.1.8)
  
9. **Respond to contexts that shape practice. Practice behaviors associated with this competency:**
  - Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
(EPAS 2.1.9)
  
10. **Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
  - Engagement
    - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
    - Using empathy and other interpersonal skills
    - Involving the client in goal-setting, focus of work and desired outcomes
  - Assessment
    - Collecting, organizing, and interpreting client data
    - Assessing client strengths and limitations
    - Developing mutually agreed on intervention goals and objectives
    - Selecting appropriate intervention strategies
  - Intervention
    - Initiating actions to achieve client and/or organizational goals and resolve problems
    - Implementing prevention interventions that enhance client capacities
    - Negotiating, mediating, and advocating for clients
    - Facilitating transitions and endings
  - Evaluation
    - Critically analyzing, monitoring, and evaluating interventions.  
(EPAS 2.1.10)

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

Student 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. (Student 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.)

Student 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 objective. Student may facilitate or co-facilitate these groups or participate in them as a member. *(See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.)*

**Foundation 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. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Field Experience Component 3: Community Work/Project) (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)

<p><b>Foundation Year Field Experience Component #3: Community Work/Project:</b></p>
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<p>The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency.</p>
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**College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Leadership**

**School of Social Work Mission Emphasis: Social Change**

The following CSWE EPAS competencies are reflected in Component #3: Community Work/Project.

**Students will ...**

**1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**

- Advocating for client access to the services of social work
  - Practicing personal reflection and self-correction to assure continual professional development
  - Attending to professional roles and boundaries
  - Demonstrating professional demeanor in behavior, appearance, and communication
  - Engaging in career-long learning; and
  - Using supervision and consultation.
- (EPAS 2.1.1)

**2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**

- Adhering to the standards of one’s license or credentials
- Recognizing and managing personal values in a way that allows professional values to guide practice

- Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
- Tolerating ambiguity in resolving ethical conflicts
- Applying strategies of ethical reasoning to arrive at principled decisions.  
(EPAS 2.1.2)

**3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**

- Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyzing models of assessment, prevention, intervention and evaluation
- Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
(EPAS 2.1.3)

**4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**

- Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
- Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
- Recognizing and communicating their understanding of the importance of differences in shaping life experiences
- Viewing themselves as a learner and recognizing clients as the experts  
(EPAS 2.1.4)

**5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**

- Understanding the forms and mechanisms of oppression and discrimination
- Advocating for human rights and social and economic justice
- Engaging in practices that advance social and economic justice.  
(EPAS 2.1.5)

**6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**

- Using practice experience to inform scientific inquiry
- Using research evidence to inform practice  
(EPAS 2.1.6)

**7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**

- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critiquing and applying knowledge to understand person and environment.  
(EPAS 2.1.7)

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**

- Analyzing, formulating and advocating for policies that advance social well-being
- Collaborating with colleagues and clients for effective policy action.  
(EPAS 2.1.8)

**9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**

- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

- Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
(EPAS 2.1.9)

**10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Engagement
    - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
    - Using empathy and other interpersonal skills
    - Involving the client in goal-setting, focus of work and desired outcomes
  - Assessment
    - Collecting, organizing, and interpreting client data
    - Assessing client strengths and limitations
    - Developing mutually agreed on intervention goals and objectives
    - Selecting appropriate intervention strategies
  - Intervention
    - Initiating actions to achieve client and/or organizational goals and resolve problems
    - Implementing prevention interventions that enhance client capacities
    - Negotiating, mediating, and advocating for clients
    - Facilitating transitions and endings
  - Evaluation
    - Critically analyzing, monitoring, and evaluating interventions.
- (EPAS 2.1.10)

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

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in collegial/administrative group(s). (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

**Foundation 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).

(EPAS 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.10)

**Foundation 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 his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

**College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Leadership**

**School of Social Work Mission Emphasis: Dignity and Human Rights**

The following CSWE EPAS competencies are reflected in Component #4: Professional Practice and Effective Use of Self.

**Students will ...**

- 1. Identify as a professional social worker and conduct oneself accordingly. Practice behaviors associated with this competency:**
  - Advocating for client access to the services of social work
  - Practicing personal reflection and self-correction to assure continual professional development
  - Attending to professional roles and boundaries
  - Demonstrating professional demeanor in behavior, appearance, and communication
  - Engaging in career-long learning; and
  - Using supervision and consultation.  
(EPAS 2.1.1)
  
- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Adhering to the standards of one's license or credentials
  - Recognizing and managing personal values in a way that allows professional values to guide practice
  - Making ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (1999) and, as applicable, of the International Federation of Social Workers/ International Association of School of Social Work Ethics in Social Work, Statement of Principles (2004)
  - Tolerating ambiguity in resolving ethical conflicts
  - Applying strategies of ethical reasoning to arrive at principled decisions.  
(EPAS 2.1.2)
  
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Distinguishing, appraising and integrating multiple sources of knowledge, including research-based knowledge and practice wisdom
  - Analyzing models of assessment, prevention, intervention and evaluation
  - Demonstrating effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.  
(EPAS 2.1.3)
  
- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Recognizing the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege or power
  - Gaining sufficient self-awareness to eliminate the influences of personal biases and values in working with diverse groups
  - Recognizing and communicating their understanding of the importance of differences in shaping life experiences
  - Viewing themselves as a learner and recognizing clients as the experts  
(EPAS 2.1.4)
  
- 5. Promote human rights and social and economic justice. Practice behaviors associated with this competency:**
  - Understanding the forms and mechanisms of oppression and discrimination
  - Advocating for human rights and social and economic justice
  - Engaging in practices that advance social and economic justice.  
(EPAS 2.1.5)

- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
- Using practice experience to inform scientific inquiry
  - Using research evidence to inform practice  
(EPAS 2.1.6)
- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
- Using conceptual frameworks to guide the processes of assessment, intervention and evaluation
  - Critiquing and applying knowledge to understand person and environment.  
(EPAS 2.1.7)
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
- Analyzing, formulating and advocating for policies that advance social well-being
  - Collaborating with colleagues and clients for effective policy action.  
(EPAS 2.1.8)
- 9. Respond to contexts that shape practice. Practice behaviors associated with this competency:**
- Continually discovering, appraising and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
  - Providing leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
(EPAS 2.1.9)
- 10. Engage, assess, intervene and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**
- Engagement
    - Substantively and affectively preparing for engagement with individuals, families, groups, organizations and communities
    - Using empathy and other interpersonal skills
    - Involving the client in goal-setting, focus of work and desired outcomes
  - Assessment
    - Collecting, organizing, and interpreting client data
    - Assessing client strengths and limitations
    - Developing mutually agreed on intervention goals and objectives
    - Selecting appropriate intervention strategies
  - Intervention
    - Initiating actions to achieve client and/or organizational goals and resolve problems
    - Implementing prevention interventions that enhance client capacities
    - Negotiating, mediating, and advocating for clients
    - Facilitating transitions and endings
  - Evaluation
    - Critically analyzing, monitoring, and evaluating interventions.  
(EPAS 2.1.10)

**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. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10) (*See End of Semester Evaluations found in 1<sup>st</sup> Practicum Workbook for detailed outcome expectations.*)

## FOUNDATION YEAR FIELD PRACTICUM SEMINARS (674 AND 675)

■ The Learning Topics for MSSW 674 and MSSW 675, the Fall and Spring Semester Field Seminars arranged by the Faculty Advisor, are found below:

Field practicum seminars are comprised of five components each semester:

1. Syllabus, Resources, Readings – Virtual classrooms will be used to post a universal syllabus for each section of the seminars with required reading (*Field Manual*, First and Second Year Workbooks, etc.) and recommended resources will be posted in the “Assignments” module of each seminar classroom at the faculty advisors discretion. Additional modules may be activated by individual advisors.
2. Group Seminar #1 and Advising – Students meet with faculty advisors during these sessions as part of the seminars plan. Meetings may be in small groups and/or individual sessions.
3. Field Practicum Information Session – One mandatory Field Practicum Information Session each semester will be conducted by the Director and/or Assistant Director of Field Education.
4. Field Site visit – This component is conducted by the faculty advisor according to the policy found in the Field Manual, page 41.
5. Group Seminar #2 – Faculty Advisor contact with the student will take place through a group meeting to be implemented by the faculty advisor, in addition to the other components of the seminar. Contact may take the form of a structured group meeting or meetings with some or all of the advisor’s advisees, or may occur on-line.

The second and fifth components of the seminars provide a context in which students and advisors fulfill competencies directly related to the field competencies and experiences for the appropriate year of the practicum (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10).

### Field Practicum Seminar 674 and 675:

1. Students will explore and problem-solve field situations, including but not limited to ethical dilemmas, supervision, client interventions, and project development, with assistance from peers and faculty facilitators.
  - a. Discussions should enhance students’ achievement of competencies for the field experience, as stated in the Learning Contract for first year field placements.
  - b. Discussions should also enhance students’ understanding of the integration of practice skills, theoretical knowledge, public policy, and research.
2. 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 can 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?

**References:**

- Reamer, R.G. (2006). *Social Work Values and Ethics* (Foundations of Social Work Knowledge Series). New York: Columbia University Press.
- Royse, D., Dhooper S. S., & Rompf, E. L. (2003). (4<sup>th</sup> Ed). *Field Instruction: A Guide For Social Work Students*. White Plains, NY: Longman Publishers.
- Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). (7<sup>th</sup> Ed). *Ethical Decisions for Social Work Practice*. Itasca, IL: F.E. Peacock Publishers, Inc.
- Waley, A. L., & Davis, K. E. (2007).  
Cultural Competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62, 563-574.

## **B. CONCENTRATION YEAR FIELD EXPERIENCE COMPONENTS:**

Field practicum learning during the concentration 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 concentration 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 Concentration Year Field Experience Components for MSSW 686 and MSSW 687 are:

### **#1: Direct Service at an Advanced Level, in both Counseling and Group Work**

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.

### **#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.

### **#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.

#### **Concentration Year Field Experience Component #1:**

##### **Direct Service with Individuals, Families, and Groups — Increased Complexity:**

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.

**Springfield College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.**

The following CSWE EPAS competencies are reflected in Component #1: Direct Service with Individuals, Families, and Groups — Increased Complexity.

**Students will ...**

#### **1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**

- Adhering to professional roles and boundaries
- Articulating the mission of social work to multiple constituencies
- Modeling professional demeanor in behavior and communications
- Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (Educational Policy and Accreditation Standards [EPAS] 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
  - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
  - Applying appropriate social work values to resolve ethical issues.  
(EPAS 2.1.2)
  
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Critically evaluating various strategies for assessment and intervention.
  - Differentially selects and implements strategies for assessment and intervention.
  - Analyzing and communicating professional judgments, reasoning, and process in practice.
  - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
  - Effectively communicates challenges to existing paradigms.  
(EPAS 2.1.3)
  
- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
  - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
  - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
  - Applying an understanding of privilege and power within an anti-oppressive practice.
  - Actively promotes opportunities for diverse perspectives and participation of diverse constituents.  
(EPAS 2.1.4)
  
- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
  - Embracing the obligation to advance human rights and fosters social and economic justice.
  - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
  - Engaging in practices that advance social and economic justice.
  - Engaging in community collaborations that foster social and economic justice and social change.
  - Taking action to redress mechanisms of oppression and discrimination.  
(EPAS 2.1.5)
  
- 7. Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
  - Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
  - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
  - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
  - Examining the impact of environments on social work practice.  
(EPAS 2.1.7)
  
- 9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**
  - Building necessary coalitions in response to contextual changes.
  - Taking leadership in social, organizational, and community change activities that create humane and just societies.
  - Building sustainable strategies for communities and social programs.  
(EPAS 2.1.9)

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Demonstrating practice autonomy in activities that may include the following behaviors:
  - Using empathy and other interpersonal skills
  - Implementing a mutually agreed upon focus of work and desired outcome
  - Collecting, organizing, and interpreting client data
  - Developing mutually agreed upon intervention goals and objectives
  - Selecting appropriate intervention strategies
  - Implementing prevention interventions that enhance client capacities
  - Assisting clients to resolve problems
  - Negotiating, mediating, and advocating for client systems
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.  
(EPAS 2.1.10)

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

Two parts are required:

- A. Direct Service With Individuals and/or Families
- B. Direct Service With Client Helping Groups

**A. Direct Service with Individuals and/or Families**

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 Concentration Year.

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. (See End of Semester Evaluations for detailed outcome expectations.)

**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. (*See End of Semester Evaluations found in 2nd<sup>nd</sup> Practicum Workbook for detailed outcome expectations.*)

**Concentration 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. (EPAS 2.1.1, 2.1.2, 2.1.4 and 2.1.10)
2. Addressing a range of client circumstances and systems through engagement in challenging relationship-building and specialized counseling skills. (EPAS 2.1.3, 2.1.7, 2.1.10)
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. (EPAS 2.1.3, 2.1.7, 2.1.10)
4. Carrying out multi-level interventions using a strengths perspective. (EPAS 2.1.3, 2.1.5, 2.1.7, 2.1.10)
5. Accessing and negotiating large systems. (EPAS 2.1.2, 2.1.9, 2.1.10)
6. Planning and facilitation or co-facilitation of a minimum of one client-helping group comprised of clients with complex needs. (EPAS 2.1.4, 2.1.7, 2.1.10)
7. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)
8. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

**Concentration Year Field Experience Component #2:  
Administrative Skills and Project:**

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.

**Springfield College Mission: Spirit, Mind, Body**

**College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Meeting universal human needs, mutually beneficial interaction between individuals and societal systems at all levels, economic and social justice, dignity and human rights.**

The following CSWE EPAS competencies are reflected in Component #2: Administrative Skills and Project.

**Students will ...**

**1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**

- Adhering to professional roles and boundaries
- Articulating the mission of social work to multiple constituencies
- Modeling professional demeanor in behavior and communications
- Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (Educational Policy and Accreditation Standards [EPAS] 2.1.1)

- 2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**
  - Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
  - Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
  - Applying appropriate social work values to resolve ethical issues.  
(EPAS 2.1.2)
  
- 3. Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Critically evaluating various strategies for assessment and intervention.
  - Differentially selects and implements strategies for assessment and intervention.
  - Analyzing and communicating professional judgments, reasoning, and process in practice.
  - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
  - Effectively communicates challenges to existing paradigms.  
(EPAS 2.1.3)
  
- 4. Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
  - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
  - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
  - Applying an understanding of privilege and power within an anti-oppressive practice.
  - Actively promotes opportunities for diverse perspectives and participation of diverse constituents.  
(EPAS 2.1.4)
  
- 5. Promote human rights and social justice. Practice behaviors associated with this competency:**
  - Embracing the obligation to advance human rights and fosters social and economic justice.
  - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
  - Engaging in practices that advance social and economic justice.
  - Engaging in community collaborations that foster social and economic justice and social change.
  - Taking action to redress mechanisms of oppression and discrimination.  
(EPAS 2.1.5)
  
- 6. Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
  - Using evidence-based research findings to improve practice.
  - Evaluating social policies and programs.
  - Integrating qualitative and quantitative research in all aspects of advanced generalist practice.
  - Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches. (EPAS 2.1.6)
  
- 7. Apply knowledge of human behavior and the social environment Practice behaviors associated with this competency:**
  - Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
  - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
  - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
  - Examining the impact of environments on social work practice.  
(EPAS 2.1.7)

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**

- Articulating the impact of policies on service delivery.
- Developing and promoting agency policies and professional behavior that affect change.
- Identifying gaps in policies at varied levels, e.g., agency policies, public policies, regulations.  
(EPAS 2.1.8)

**9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.  
(EPAS 2.1.9)

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Demonstrating practice autonomy in activities that may include the following behaviors
  - Using empathy and other interpersonal skills
  - Implementing a mutually agreed upon focus of work and desired outcome
  - Collecting, organizing, and interpreting client data
  - Developing mutually agreed upon intervention goals and objectives
  - Selecting appropriate intervention strategies
  - Implementing prevention interventions that enhance client capacities
  - Assisting clients to resolve problems
  - Negotiating, mediating, and advocating for client systems
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.  
(EPAS 2.1.10)

**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. *(See End of Semester Evaluations found in 2<sup>nd</sup> Practicum Workbook for detailed outcome expectations.)*

**Concentration 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. (EPAS 2.1.7, 2.1.8)
2. An understanding of the position of the host agency in the larger social service system. (EPAS 2.1.7, 2.1.8)
3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services. (EPAS 2.1.1, 2.1.2, 2.1.9, 2.1.10)

4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4)
5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals. (EPAS 2.1.1, 2.1.3, 2.1.8)
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. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10)
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8)
8. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

### **Concentration Year Field Experience Component #3:**

#### **Development 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.

#### **Springfield College Mission: Spirit, Mind, Body**

##### **College Mission Emphasis: Helping Professions and Service to Humanity**

**School of Social Work Mission Emphases: Prepare individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity and human rights.**

The following CSWE EPAS competencies are reflected in Component #3: Development toward autonomous advanced generalist social work practice competence.

#### **Students will ...**

##### **1. Identify with the social work profession and behave professionally. Practice behaviors associated with this competency:**

- Adhering to professional roles and boundaries
- Articulating the mission of social work to multiple constituencies
- Modeling professional demeanor in behavior and communications
- Employing (modeling) conscious use of self, self-reflection, self-monitoring, and self-correction in practice (Educational Policy and Accreditation Standards [EPAS] 2.1.1)

##### **2. Apply social work ethical principles to guide professional practice. Practice behaviors associated with this competency:**

- Conducting oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice.
- Articulating and advocating social work values and ethics among interdisciplinary situations and settings.
- Applying appropriate social work values to resolve ethical issues. (EPAS 2.1.2)

3. **Apply critical thinking to inform and communicate professional judgments. Practice behaviors associated with this competency:**
  - Critically evaluating various strategies for assessment and intervention.
  - Differentially selects and implements strategies for assessment and intervention.
  - Analyzing and communicating professional judgments, reasoning, and process in practice.
  - Producing practice-ready presentations and documents that could include case presentations, journal articles, grant applications, legislative brief/summary(ies).
  - Effectively communicates challenges to existing paradigms.  
(EPAS 2.1.3)
  
4. **Engage diversity and difference in practice. Practice behaviors associated with this competency:**
  - Transforming one's behavior in response to a recognition of one's biases based in difference and culture.
  - Recognizing and describing the impact of culture and diversity on one's personal and professional behavior.
  - Modifying and adapting mainstream interventions to meet needs of diverse populations and that challenge oppression.
  - Applying an understanding of privilege and power within an anti-oppressive practice.
  - Actively promotes opportunities for diverse perspectives and participation of diverse constituents.  
(EPAS 2.1.4)
  
5. **Promote human rights and social justice. Practice behaviors associated with this competency:**
  - Embracing the obligation to advance human rights and fosters social and economic justice.
  - Incorporating and understanding of regional and global interconnections of oppression and applies this understanding to social work practice.
  - Engaging in practices that advance social and economic justice.
  - Engaging in community collaborations that foster social and economic justice and social change.
  - Taking action to redress mechanisms of oppression and discrimination.  
(EPAS 2.1.5)
  
6. **Engage in research-informed practice and practice-informed research. Practice behaviors associated with this competency:**
  - Using evidence-based research findings to improve practice.
  - Evaluating social policies and programs.
  - Integrating qualitative and quantitative research in all aspects of advanced generalist practice.
  - Working collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches. (EPAS 2.1.6)
  
7. **Apply knowledge of human behavior and the social environment. Practice behaviors associated with this competency:**
  - Demonstrating knowledge of a wide range of human behavior theories and conceptual frameworks into practice at all levels.
  - Translating empirically-supported human behavior theories and conceptual frameworks into practice at all levels.
  - Critically evaluating human behavior theories and conceptual frameworks when applied to cultural groups and varied population subgroups.
  - Examining the impact of environments on social work practice.  
(EPAS 2.1.7)
  
8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Practice behaviors associated with this competency:**
  - Articulating the impact of policies on service delivery.
  - Developing and promoting agency policies and professional behavior that affect change.
  - Identifying gaps in policies at varied levels, e.g., agency policies, public policies, regulations.  
(EPAS 2.1.8)

**9. Respond to and shape an ever-changing professional context. Practice behaviors associated with this competency:**

- Building necessary coalitions in response to contextual changes.
- Taking leadership in social, organizational, and community change activities that create humane and just societies.
- Building sustainable strategies for communities and social programs.  
(EPAS 2.19)

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities. Practice behaviors associated with this competency:**

- Demonstrating practice autonomy in activities that may include the following behaviors
  - Using empathy and other interpersonal skills
  - Implementing a mutually agreed upon focus of work and desired outcome
  - Collecting, organizing, and interpreting client data
  - Developing mutually agreed upon intervention goals and objectives
  - Selecting appropriate intervention strategies
  - Implementing prevention interventions that enhance client capacities
  - Assisting clients to resolve problems
  - Negotiating, mediating, and advocating for client systems
- Assessing, intervening, and evaluating complex problems with systems of all sizes and types.
- Demonstrating one's ability to move a client system through the practice intervention process.
- Identifying the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services.
- Synthesizing and applying a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.  
(EPAS 2.1.10)

**Conditions for Learning/Means 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 inter woven throughout student assignments (*See End of Semester Evaluations found in 2<sup>nd</sup> Practicum Workbook for detailed outcome expectations.*)

**Concentration 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. (EPAS 2.1.1., 2.1.2., 2.1.3)
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. (EPAS 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9)
3. Intervening and practicing using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems. (EPAS 2.1.1, 2.1.7, 2.1.9, 2.1.10)
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. (EPAS 2.1.1, 2.1.3, 2.1.4, 2.1.5., 2.1.7, 2.1.8, 2.1.9, 2.1.10)

5. Seeking out opportunities for professional practice enhancement and advancement of advanced generalist skills. (EPAS 2.1.1, 2.1.3, 2.1.7, 2.1.9, 2.1.10)
6. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)
7. Production of, and presentation to the faculty advisor, a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills, as defined above. (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.7)

**CONCENTRATION YEAR  
FIELD PRACTICUM SEMINARS (676 AND 677)**

■ The Learning Topics for MSSW 676 and MSSW 677, the Fall and Spring Field Seminars arranged by the faculty advisor, are:

Field practicum seminars are comprised of five components each semester:

1. Syllabus, Resources, Readings –Virtual classrooms will be used to post a universal syllabus for each section of the seminars with required reading (*Field Manual*, First and Second Year Workbooks, etc.) and recommended resources will be posted in the “Assignments” module of each seminar classroom. Additional modules may be activated by individual advisors.
2. Group Seminar #1 and Advising – Students meet with faculty advisors during these sessions as part of the seminars plan. Meetings may be in small groups and/or individual sessions.
3. Field Practicum Information Session – One mandatory Field Practicum Information Session each semester will be conducted by the Director and/or Assistant Director of Field Education.
4. Field Site visit – This component is conducted by the faculty advisor according to the policy found in the Field Manual, page 43.
5. Group Seminar #2 – Faculty Advisor contact with the student will take place through a group meeting to be implemented by the faculty advisor, in addition to the other components of the seminar. Contact may take the form of a structured group meeting or meetings with some or all of the advisor’s advisees, or may occur on-line.

The second and fifth components of the seminars provide a context in which students and advisors fulfill competencies directly related to the field competencies and experiences for the appropriate year of the practicum (EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10):

1. Students will utilize seminar for placement agency exploration and problem-solving, including, but not limited to ethical dilemmas, supervision, client interventions, and project development, with assistance from peers and faculty facilitators.
  - a. Discussions should enhance students’ achievement of competencies for the field experience, as stated in the Learning Contract for second year field placements.
  - b. Discussions should also enhance students’ understanding of the integration of practice skills, theoretical knowledge, public policy, and research, with special attention to the challenges of advanced generalist practice.
2. Students will identify successes in functioning at an advanced generalist level with clients with complex needs and in agency, organizational, and larger service systems. A framework for discussions can 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?

**References:**

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Royse, D., Dhooper S. S., & Rompf, E. L. (2003). (4<sup>th</sup> Ed). *Field Instruction: A Guide For Social Work Students*. White Plains, NY: Longman Publishers.

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2005). (7<sup>th</sup> Ed). *Ethical Decisions for Social Work Practice*. Itasca, IL: F.E. Peacock Publishers, Inc.

Waley, A. L., & Davis, K. E. (2007).

Cultural Competence and evidence-based practice in mental health services: A complementary perspective. *American Psychologist*, 62, 563-574.

## SECTION V

### FIELD STAFF ROLES AND RESPONSIBILITIES

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

The Director of Field Education provides overall direction and organization to the field education program. The Director is responsible for overseeing all field practicum components of the School 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's responsibilities include: developing field instruction sites, distinguishing between foundation and concentration year practica; negotiating contractual agreements with respective sites; assigning students to practicum placements; consulting with the Assistant Director; consulting with the Field Education Committee on an ongoing basis and the Field Placement Advisory Committee as needed; 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; 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 Director of Field Education works closely with the Assistant Director of Field Education, the Field Office Administrative Secretary, Faculty Advisors, the Field Placement Advisory Committee, the Field Education Committee, and the Dean. Major tasks of the Field Office include:

1. Developing and maintaining all field practicum agency affiliations;
2. Assigning Faculty Advisors to students in collaboration with Faculty, the Assistant Director of Field Education, and the Dean 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 all new Field Supervisors;
7. Meeting with Faculty Advisor, and the Field Education Committee, and the Field Advisory Placement Committee as needed, and 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 Field Placement Advisory Committee, the Educational Advisory Committee, the Assistant Director of Field Education, the Dean, and/or the Educational Appeals Committee as appropriate);
10. Making decisions regarding changes in field placement in collaboration with Faculty Advisors, the Field Placement Advisory Committee, and/or the Educational Advisory Committee, and/or the Educational Appeals Committee, the Assistant Director of Field Education and/or the Dean, as appropriate;
11. Organizing and chairing the Field Placement Advisory and Field Education Committees; and
12. 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, the Assistant Director of Field Education, and the Dean of the School. Faculty advising assignments are made when the student enters the program, and may change as the student moves from first practicum to second practicum and, in the case of the weekend program, as the student moves from first year to second year. The student is notified of his or her Faculty Advisor at the beginning of the Fall semester. The Faculty Advisor provides both academic and field advising to the student. Students may have different Faculty Advisors for first and second field practica. Although when it is in the interest of the student to retain the same faculty advisor for both years, the field office makes every effort to do so.

### **1. Field Advising**

In addition to academic advising, the Faculty Advisor has a range of field advising responsibilities. He or she is the representative of the Springfield College School 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, concern, or reservation (see *Student Handbook of Policies and Procedures*), referral to the Educational Advisory Committee, or, if appropriate, referral to the Field Placement Advisory Committee.

The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

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

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

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review and/or collect selected samples of the student's process recording;
- c. Review at least one example of a written psychosocial assessment completed by the student;
- 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

During the end of the Spring semester, the Faculty Advisor completes the "Evaluation of Field Agency by Faculty Advisor Form".

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 Field Office 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;
- h. Consulting with the Field Placement Advisory Committee and/or the Educational Advisory Committee as needed;
- i. Providing evaluative information to the Field Office 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 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 and reviewing and signing course registration forms.

Students are encouraged to meet with their Advisor at least **twice** per semester for academic planning, once at the beginning of the semester to plan the semester, and once in the middle of the semester to plan courses for the subsequent semester (including possible summer courses). It is the student's responsibility to seek out his or her advisor. Full time faculty maintain regular office hours during which advising meetings may be scheduled. Adjunct 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 Fall and Spring Semester Field Seminars, in person, on line, or some combination of these, as another means to interact with students about field experiences and the curriculum. 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 hours 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 Field Director of Field Education, and/or the Dean 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. Different Faculty Advisors may be assigned to students in practicum year one and practicum year two.

## **C. THE FIELD SUPERVISOR**

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

Established professional competence and three 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 preferred and, as of August 2006, licensure at a minimum level of LCSW is required by state statute 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, including completion of the Seminar in Field Instruction (SIFI) by new Field Supervisors;
- c. A mature personality with an appreciation of the intellectual and emotional components of the professional educational process and developmental stages of students;
- d. Respect for individual learning patterns of students;
- e. An ability to balance the needs of clients and agency with the educational needs of the student;
- f. An understanding of and appreciation for a professional preparation program with a single concentration in Advanced Generalist Practice; 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 and Assistant Director of Field Education during the summer months before the start of the Fall semester. The Springfield College School of Social Work's curriculum in advanced generalist practice and the expected competencies of the program 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* and Learning Contracts, appropriate for the practicum year of the placed student, to assist them with designing learning experiences.

All new Field Supervisors who have agreed to provide field supervision for students enrolled in the School of Social Work are strongly encouraged to take the Seminar in Field Instruction (SIFI) offered annually by the School of Social Work. Field Supervisors who have taken (or plan to take during the current academic year) a similar course offered by another accredited School of Social Work meet the Springfield College expectation. Field Supervisors who cannot attend any SIFI course for various legitimate reasons, including distance, will be sent the core SIFI materials provided at the Springfield College School of Social Work for self-guided study.

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

The responsibilities of agency Field Supervisors include:

- Meeting with each student for **1.5 hours** of direct supervision each week the student is in practicum, and making up any missed supervision hours;
- Direct one-to-one supervision hours may be reduced to one hour per week if group supervision of new employees and/or students is provided on a weekly basis throughout the duration of the internship.
- 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 or 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 telephone and written communication;
- Working with the student, and, as needed, with the Faculty Advisor (as well as with the Director 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 (if needed) and orientation;
- Providing ongoing written feedback to the student on each of 12 process recordings per semester and providing concrete observations of the student's professional development; 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 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 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 strongly preferred. However, secondary supervision is not a substitute for the primary contracted MSW field supervision and is provided in addition to the required **1.5 hours** of primary supervision by the designated MSW supervisor. If group supervision is provided by the Field Supervisor or by the agency in another context, the direct, weekly, face-to-face supervision session with the MSW supervisor may be reduced to one hour (vs. the 1.5 hours without the group supervision component).

## **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 foundation and concentration practice. The formal mechanism for this is the Field Supervisor evaluation of the overall field experience that takes place near the end of the spring semester. Field Supervisors are strongly encouraged to provide feedback to the School by completing the Evaluation of Social Work Program by Field Supervisor form and returning it to the Director of Field Education by the end of May. Another mechanism is feedback provided during the site visit by the Field 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.

## **D. THE FIELD PLACEMENT ADVISORY COMMITTEE**

The Field Placement Advisory Committee assists the student and the Field Office with involved placements and meets on an as-needed basis. The Committee reviews placement selection criteria and assists the Field Director and the Assistant Director in assessing and determining the necessary placement fit for students with special needs or considerations. Resultant placement assignments are made based on educational needs and site suitability and availability. The Field Placement Advisory Committee is comprised of: the Director of Field Education, the Assistant Director of Field Education, the student's current Faculty Advisor, and two other faculty members of the School of Social Work.

The Director, Assistant Director, or Faculty Advisor may submit a Letter of Referral to the Field Placement Advisory Committee, requesting that it meet to discuss placement concerns regarding a specific student. There are three situations for which students may be referred to the Field Placement Advisory Committee: (1) the student does not follow placement protocol; (2) the student is not selected at two potential placement sites (sequentially) following interviews at the placement sites; and (3) the student presents a highly unusual situation that necessitates additional consultation. If unusual situations cannot be resolved by the Field Placement Advisory Committee, the Committee may recommend that the student's Faculty Advisor move to writing a Letter of Concern (see the relevant section in the latest in the *Student Handbook of Policies and Procedures* for the protocol leading to and following submission of a Letter of Concern).

## **D. THE FIELD EDUCATION COMMITTEE**

Faculty, student, agency representative members of the School of Social Work Field Education Committee provide consultation on the content and parameters of the field education components. The Committee members comprise a forum for discussion and consequent suggestions related to field issues, including student needs and concerns, agency needs and concerns, the current practice environment, integration of field experiences and curriculum, and field policies and procedures.

## **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 many diverse ethnic and cultural groups. The School selects agencies and programs that are sensitive to issues of diversity, are in alignment with the NASW Code of Ethics, provide a range of learning opportunities, and are committed to student education. Specific criteria used in the selection of agencies are as follows:

1. The agency philosophy of service is compatible with the values and ethics of the social work profession, social work education, and generalist practice. This includes nondiscriminatory practices in regard to client race, ethnicity, gender, age, sexual orientation, or differential ability. Each field placement must be able to provide a range of activities appropriate to generalist /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 Field Office to ensure equal access to fieldwork opportunities.
4. Agencies should provide a thorough orientation to the agency, including review of safety policies and protocols, sexual harassment policies, and other relevant policies and training.

5. It is an ongoing goal of the School of Social Work to establish more student units in which multiple numbers of students are placed in one agency or a set of agencies working together. The unit concept can: enhance the depth of the fieldwork experience for students and field supervision personnel; bring about greater quality control in placement; and strengthen working partnerships between the School and its field sites.

The concept allows students to work with and learn from each other; allows agencies to plan more efficiently for student participation and to draw on other resources of the School; and facilitates in-depth and sustained involvement by faculty liaisons with field supervision personnel. The selection of agencies is largely dependent on the agency's ability to accommodate the broad demands of a multifaceted curriculum, the range of target populations and experiences it can offer, and its commitment to the training of practitioners.

6. 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 Field Office.

If any questions arise regarding Affiliation Agreements, please call the Director of Field Education at **413-748-3058** or the Administrative Secretary for the Field Office at 413-748-3064.

## **B. FOUNDATION AND CONCENTRATION PRACTICA**

Student assignments to field practicum agencies are based on several factors, including: the areas of learning that are defined for the foundation and concentration 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.

### **Foundation Level Practica:**

Agencies in the foundation 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.

### **Concentration Level Practica:**

Agencies providing field practica in the concentration 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 concentration 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 concentration 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 foundation year students and concentration year students may be assigned to a given agency, the activities assigned to concentration year students must reflect the integration of more advanced theory and practice skills, and must address the learning areas identified for the concentration year, including administration.

## **C. FIELD PRACTICUM ASSIGNMENTS**

All practicum assignments are made by the Director of Field Education and the Assistant Director 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 manual).

### **Process:**

The practicum assignment process for newly admitted full-time students and Advanced Standing students begins in New Student Orientation which occurs in May, before the student is scheduled to begin classes. Students are asked to complete the On-Line Field Placement Worksheets. The forms are then reviewed by the Field Office and discussions take place with students' Faculty Advisors. Based on additional discussions with the student, the Director of Field Education or Assistant Director assigns a placement opportunity and the student arranges for an interview with the agency's Field Supervisor or other contact person.

The practicum assignment process is the same for part-time weekend students. However, the process begins the Spring semester of the first year of classes when the student completes the Field Placement Assignment Worksheets, attains the Faculty Advisor's signature or notes communication with the Faculty Advisor by email or phone, and submits the worksheet along with an updated resume to the Field Office for review by the Field Office staff.

The practicum assignment process for students who are preparing for their concentration year of field practicum, in either the weekday or weekend program, begins early in the Spring semester of the foundation year. At this time, students complete the On-Line Field Placement Assignment Worksheets and meet with their Faculty Advisors to discuss their first-year experience and concentration year practicum interests; the Faculty Advisor must also sign the On-Line Field Placement Assignment Worksheets. If communication occurs by phone or email, this is noted on the On-Line Field Placement Assignment Worksheets. Once the Director of Field Education and Assistant Director have received the worksheets and an updated student resume, and have discussed potential practicum sites, students are assigned to a placement opportunity and are provided with the name of a contact person to arrange for an interview.

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

### **Expectations:**

**It is imperative that students arrange for flexible time at their paid employment and for other adjustments at their place of paid employment in order to accommodate hours needed for practicum. 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, typically during the regular weekday business hours of 8:00 AM - 5:00 PM. Students who cannot make these arrangements may need to carefully consider their participation in the Social Work Program or may consider extending their program. Note that requirements for obtaining the MSW degree must be completed within five years.**

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

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

### **D. DUAL PRACTICUM SITES**

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

## E. EMPLOYMENT-BASED PRACTICUM

In some cases a practicum can be established within the student's place of employment. If the student's place of employment is an agency that is not one currently used by the School for practicum placement, a Field Office 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 (15 for first year, 20 for second) 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 School of Social Work 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 assists the student.

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

### The Agency Agrees:

1. To provide the student with educationally focused learning opportunities that are different and separate from the student's regular job responsibilities, and that meet the field education requirements of the social work program;
2. To assign a qualified MSW Field Supervisor with the requisite qualifications who is not the student's regular job supervisor; 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 accept another practicum assignment from the Field Office.**

### Related to employment-based practica, the School of Social Work, 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.

## F. 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 concentration year Competencies and if supervision can be provided by a supervisor other than the supervisor provided in the student's foundation year, students may remain with their agency of employment for the concentration year practicum. The student's Faculty Advisor, in consultation with the Director of Field Education and/or Assistant Director, will determine the appropriateness of the second employment-based practicum. **See italics below.**

## G. 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 F. AND G. ABOVE: Students wishing to remain with the same agency in their second or concentration year practicum must request this in writing to their Faculty Advisor, describing in detail how the second year practicum will be different from the first.*** The proposed practicum must meet the second-year learning Competencies, identified on pp. 17-18, provide the advanced work required for the second year, and be supervised by a different Field 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, and, if necessary, the Field Placement Advisory Committee, 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.

## H. STUDENT EXPLORATION OF A POTENTIAL PLACEMENT

In special circumstances, students may explore the possibility of a field placement site not currently among the School of Social Work's approved sites. However, the Director of Field Education and/or the Assistant Director: (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 cannot be arranged until the Director of Field Education or Assistant Director have 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 foundation year for a total of 225 hours per semester, 450 hours total for the two semesters of the academic year. Twenty (20) hours per week are required in the concentration year for a total of 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 Faculty Advisor-arranged Field Seminars. **It is expected that all students will establish a schedule of practicum hours during regular daytime business hours, 8:00 A.M. - 5:00 P.M., for each of the 15 week semesters**, unless unique situations are arranged by the student in special negotiations with the field agency.

For **weekday** students days available for internship are: **Monday, Thursday and/or Friday.**

For **weekend** students days available for internship are: **Monday through Friday.**

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

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

Students are expected to keep a careful record of their practicum hours in the Student Field Practicum Workbook. 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 or Assistant Director of Field Education.

All students begin their practicum in early September, not later than the second week of Fall semester. Most students complete the required hours prior to the winter break in December. Students are to begin their second semester practicum work not 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 early May, and not earlier than May 1. 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. Summer placement hours prior to two weeks before the start of the fall semester are only available to students admitted to the special Bachelor's of Science/Master's of Social Work Program.

Students may also elect to use 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. The scheduled spring break may also be used, again, with approval 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 develop, 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, Field Practicum Monthly time sheets must be prepared by each student, signed by the student and the Field Supervisor, and provided to the Faculty Advisor at the conclusion of each semester. After reviewing them, the Faculty Advisor will then provide them as part of the Workbook to the Field Office to file in the student's Field File.

**The following documents must be in the student's file for the student to graduate: Learning Contracts, Mid-Year Evaluations, Final Evaluations, and correct and totaled Time Sheets. All of these documents are contained in the Student's Field Practicum Workbook, and should be retained there, 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 and one-half hours of scheduled weekly supervision. It is critical that students recognize the difference between educational supervision in field placement and typical experiences in employment supervision. Students' learning is best served

when they can identify and acknowledge their areas of uncertainty or concern and engage the Field Supervisor as a partner in developing those areas.

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

1. Students must submit **weekly** process recordings to be used in scheduled supervision to reflect on their developing practice skills (**a minimum of 12** must be submitted to the Field Supervisor). Field Supervisors should make appropriate, written constructive written comments on the recordings. (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 must 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.

Two possible versions of Student Agendas for supervision are found on the following pages. Students and their supervisors may also design their own versions of agendas for supervision; but students must use an agenda in a format acceptable to the supervisor.

SAMPLE STUDENT AGENDA FOR FIELD SUPERVISION # 1

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Agency:** \_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_

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

**Organizational items (examples of possible topics):**

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

**Educational items (examples of possible topics):**

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

SAMPLE STUDENT AGENDA FOR FIELD SUPERVISION #2

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Agency:** \_\_\_\_\_

**Field Supervisor:** \_\_\_\_\_

<b>Area</b>	<b>Topic</b> (Questions, Observation, Reflections, Concerns, etc.)	<b>Outcome</b>
<b>Field Agency (Policies and Procedures)</b>		
<b>Student's Responsibilities</b>		
<b>Learning Contract</b>		
<b>Individual Intervention (s)</b>		
<b>Group (s)</b>		
<b>Process Recording</b>		
<b>Community or Administrative Project</b>		
<b>Evaluation (s)</b>		
<b>Faculty Advisor Coordination</b>		
<b>Future Plans</b>		
<b>Other (s)</b>		

## 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 a minimum of one process recording per week throughout each semester of practicum (12 is the minimum, though there are officially 15 weeks in the semester). Process recordings may center on the same case or group over a period of time, or may be written about different cases or encounters, depending on where the student and supervisor want to concentrate attention. Students who do not complete this requirement will receive an "Incomplete" until it is met.

Students must also submit at least two process recordings per semester to their Faculty Advisors for review. These are typically submitted to the Faculty Advisor at the time of the site visit (or later) each semester to aid the Faculty Advisor in evaluating the student's development. Faculty Advisors may also ask to see additional process recordings at any other time, if, in the Advisor's determination, additional review of the student's work is needed. Students may complete their process recordings at home, and may refer to them, or include process material in the writing of papers or other learning projects, provided confidentiality is protected as described below. Students may use up to one hour per week in the placement setting or off-site engaged in process recording. **At the end of the field placement all process recordings must be destroyed.**

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

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

## Format for Three-Column Process Recording:

### Column I

The verbatim account of the session, (see sample).

### Column II

The student's *thinking* about the interaction, rationale for making a particular response, theory and knowledge used.

### Column III

A running account of how the student was *feeling* as the interview progressed.

**Note:** Feeling is distinct from Thinking. A sample list of words that describe feelings is included as Appendix C for students' and field supervisors' use.

**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 5 to 8 pages, single-spaced when the three-column format is used. In general, students should not spend much more time on the recording than the length of the original encounter. **For long or complex sessions, selected portions may be noted by the student and used for the process recording in consultation with the Field Supervisor.**

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

**Suggestions for Students About Writing Process Recordings:** Taking notes during the session is very helpful, if you and the client are comfortable doing so. Otherwise, writing even a few brief notes immediately after the session will make the writing of the full process recording much easier. Students should not wait too long after a session to write the process recording. Recounting of the encounter will be more accurate the sooner it is recorded.

## E. RECORD KEEPING AND WRITTEN MATERIALS

### Required by the Practicum Agency

Students are responsible for completing all charts, records, forms, documents, and other written work required by the practicum agency in connection with service to their clients, or other practicum work, before termination from any practicum, whether prematurely or on schedule.

### Required by the School

Written materials required by the School of Social Work are found in the Student's Field Practicum Workbook. It is the student's responsibility to assure that these documents are completed and provided to the Faculty Advisor during the site visit and at the end of each semester. **It is strongly recommended that all crucial documents found in the Student's Field Practicum Workbook be photocopied for both the student' and Field Supervisors' use (two copies of all materials) 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) End of First Semester Evaluation; and 4) End of Second Semester Evaluation. The student's completed Field Practicum Workbook, containing the Learning Contract, Time Sheets, and Evaluations are kept in the student's field file at the School of Social Work following the conclusion of the internship.**

## SECTION VIII

### LEARNING CONTRACTS AND ACTIVITIES

The Learning Contract is a formal agreement regarding the structure and content of the field practicum experience. The contract directly reflects the learning competencies presented in 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 a marginal or unacceptable rating must be discussed immediately with the Faculty Advisor and student. When such a situation exists, the Faculty Advisor will work with the student and Field Supervisor to identify strategies to improve the student's level of skill or understanding. These issues should be addressed in supervision sessions before the formal evaluation, thereby avoiding any surprises at the time of the formal evaluations. In some cases, a letter of information (to the Faculty Advisor) or letters of concern or reservation 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 formal written evaluations, the midpoint and final. Interns should be encouraged to participate in the evaluation process by outlining a self-assessment prior to the Field Supervisor's assessment (documents related to this may be found in the Field Practicum Workbook).

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 evaluation forms for field supervisors and students for each of the two semesters of practicum and each of the two years of practicum (Foundation and Concentration). The content of each form directly reflects the distinct expected competencies for the two practicums within each year, the same content is found in each evaluation for the midyear and final evaluations to allow for noting of development and progression attaining competencies. Students are also expected to make contributions to the formal and informal evaluations of their own performance in practicums as their self-assessment skills develop.

### **a. Mid-year**

The midpoint evaluation is due near the end of the first semester of practicum (in December). Particular strengths and weaknesses in different areas of learning related to the expected practicum competencies are explored. The Field Supervisor and student reflect on overall progress as well as any problems in the practicum to date. Goals for learning and the related field experience for the second semester are agreed upon and documented. The Field Supervisor then completes the evaluation. The evaluation is shared with the student. The student and Field Supervisor discuss the evaluation and seek to agree on the final content. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the signed midyear evaluation contained in Student's Field Practicum Workbook, is provided to the Faculty Advisor, who also signs it, issues a grade based on its contents, and returns it to the Field Office to be returned to the student for the following semester.

### **b. The Final Evaluation**

The final evaluation is due, for all students, near the end of the second semester of practicum (late April or early May). The process of evaluation requires a comprehensive review of the student's learning experiences and goals throughout the entire practicum in relation to the expected competencies. The evaluation requests particular feedback regarding the student's demonstration of competence in a wide range of social work knowledge, values and skills. While the same form is used for both midyear and final evaluations, the level of expectations will have grown proportionately by the time of the end of year review.

The Field Supervisor completes the final evaluation. The evaluation is shared with the student. The student and Field Supervisor discuss the evaluation and, considering developmental progress, seek to agree on the final content. If the student and supervisor cannot agree on final content, the student may write an addendum to the evaluation. The final copy of the signed full-year/ end-of-year evaluation is provided directly to the Faculty Advisor, who also signs it, issues a grade based on its contents, and provides it to the Field Office to be placed in the student's permanent field file as 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 foundation year students this information is important for guiding the learning plan for the concentration year internship. As appropriate, information about learning goals will be shared with second year Field Supervisors. The final evaluation is also used in assigning second semester grades by the Faculty Advisor and should be used by the student to establish his or her 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 (MSSW 684/674, MSSW 685/675, MSSW 686/676 and MSSW 687/677) are Pass/Fail, and are based on field evaluations, discussions with the student and the Field Supervisor, and on review of

selected written materials, including process recordings. Field Seminar grades are issued by Faculty Advisors.

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 School and/or College and/or the Code of Ethics of the National Association of Social Workers.

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

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

(2) when they have not completed make-up assignments for missed Field Seminar sessions, but make a commitment to engage in them or submit them within a time frame agreed upon by the Field Supervisor; 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 time line, for accomplishing them by end of summer semester at latest. Students who meet the expectations within the time frame in the plan will then earn a "Pass"; those who do not will "Fail."

**Note that an Incomplete Contract must be completed for any student to receive an Incomplete ("I") for the Practicum or Field Seminar.** The Faculty Advisor is responsible for drawing up the Incomplete Contract for the practicum or seminar, and students are expected to sign the Contract. However, if students are not available to sign the Incomplete Contract, the Faculty Advisor may submit it without the student's signature, according to the Registrar's Office. However, in order to fulfill the expectations of the Incomplete Contract Faculty Advisors must notify students that they are submitting an Incomplete Contract and of any stipulations within that contract of which students should be aware, such as an expected completion date. Students cannot register for or advance to the second placement and concentration 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 and retained in the Student's Field Practicum Workbook, must be received by the Faculty Advisor and the Field Office in order for the student to receive a passing grade for field practicum each semester.

## For First Semester of Practicum

1. The Learning Contract with the signature page completed and signed by all parties.
2. Field Practicum Time Sheets, signed by student and Field Supervisor, totaling the required number of hours in practicum for the semester.
3. The Mid-Year Student Evaluation, signed by student and Field Supervisor.
4. In addition, students must have completed the requisite number of process recordings (one per week of practicum, with a minimum of 12 per semester; Faculty Advisors will review two and may request review of more than two) and submitted them to their Faculty Advisor for review.

## For Second Semester of Practicum

1. Field Practicum Time Sheets signed by the student and Field Supervisor totaling the required number of hours in practicum for the semester.
2. The Final Student Evaluation, signed by student and Field Supervisor.
3. In addition, students must have completed the requisite number of process recordings (one per week of practicum with a minimum of 12 per semester; Faculty Advisors will review two and may request review of more than two) and submitted them to their Faculty Advisor.
4. Students must submit their Evaluation of Field Agency forms to the Field Office by a designated time in May.

The original of all forms contained in the Student's Field Practicum Workbook, must be provided directly to the Faculty Advisor. For adjunct Faculty Advisors, students may submit workbooks directly to them as well. Alternatively, if arranged by the adjunct Faculty Advisor, students may send workbooks to the Field Office, which will forward them to the adjunct Faculty Advisor. The workbook will be provided back to the student for continuation of the second semester by the Faculty Advisor or the Field Office. At the conclusion of the second semester field practicum responsibilities and following grading by the Faculty Advisor, the Faculty Advisor will provide the workbook to the Field Office for inclusion in the student's field file as a permanent record of the student's field experience. **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.**

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). Failure to correct the Incomplete within that time frame will result in the grade being changed to Fail. For details on grading policies, incompletes, and related matters, see the section on "Academic Standards and Expectations" in the current *Student Handbook of Policies and Procedures*.

## **B. EVALUATION OF THE FIELD PRACTICUM**

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

A Field Agency Evaluation form is completed by the Faculty Advisor following the site visit during Spring Semester, and is submitted to the Field Office a designated time in May.

### **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 his or her 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 Field Office 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 Dean's Office. These evaluations will be aggregated for each Faculty Advisor and reviewed by the Dean of the School of Social Work only after the semester's grades have been submitted. After the Dean's review, the summary evaluations are shared with the Faculty Advisor.

## **D. EVALUATION OF SPRINGFIELD COLLEGE MSW PROGRAM BY FIELD SUPERVISOR**

Each year the social work program asks all the active Field Supervisors to provide an evaluation of their experiences with Springfield College social work internships over the past year. This information is gathered through the Agency Evaluation of Field Practicum Form which is returned to the Director of Field Education during May of each year. This information is used to improve the operation of the field practicum experience at the school. The participation of Field Supervisors in completing these evaluations is appreciated.

## SECTION X

### SOCIAL WORK VALUES AND ETHICS

#### A. NASW CODE OF ETHICS

Students enrolled in the School of Social Work 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 Social Work Program.

#### B. HARASSMENT POLICY

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile or offensive work, education or living environment. Springfield College prohibits harassment of any kind based on, but not limited to, race, color, sex, gender, sexual orientation, national origin, religion, age, disability or class. Harassment includes slurs and verbal or physical conduct related to a person's race, color, age, gender, sexual orientation, disability, religion, national origin, or class.

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

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

Any type of harassment that hinders access to either 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 Field Office that would create a dual relationship, both the student and prospective Field Supervisor should notify the Field Office to make other practicum plans.

If, during the course of a field placement, a dual relationship of any kind develops, the Field Supervisor and student should contact the student's Faculty Advisor promptly. If a Faculty Advisor identifies a concern about such a relationship, she/he should confer with the Field Supervisor and with the student to address the concern. The Faculty Advisor, in consultation with the Director of Field Education, will work with the student and Field Supervisor to resolve the situation in a manner that is in the best interest of the student and consistent with the Code of Ethics. This can be done discreetly, but it is incumbent on all parties involved to make suitable arrangements to ensure the educational integrity of the field placement. Should this process not yield an adequate resolution, the Faculty Advisor should utilize the mechanism of Faculty Concern/Faculty Reservation 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 School recommends 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 in which students are placed. The School also recommends early disclosure of the length of time the student will be available to 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 School 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 should 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 *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 of Field Education, and/or Assistant Director of Field Education and/or Dean of the School, if others are not available) to assure that appropriate services and supports are received. School representatives must be notified of any direct threats or harm to the student.**

Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., the use of restraints, dispensing medications, and collecting urine samples are not allowed by the School of Social Work). 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 how he or she has assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Supervisor and confer with their Faculty Advisor. At any point, the Director of Field Education or Assistant Director of Field Education may be contacted for inclusion in discussions.

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

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

The following guidelines inform the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's Learning Contract with the explicit approval of the Faculty Advisor to the agency and the Director of Field Education in consultation with the Dean of the School.

The School 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 procedures on safety covering the following matters:
  - Building and office security.
  - How to contact the Field Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.
  - Emergency procedures, including when and how to summon security or police assistance.
  - Staff responsibilities and procedures governing the management of violent clients.
  - Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
  - Alcohol and drug use policy formulated and posted.

- Guns and other weapons policy formulated and posted.
- Procedures for logging and communicating with staff and students all incidents or threats of violence.
- Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.
- Relationship with police and a protocol set for their involvement if needed.
- Disaster preparedness, response, and follow up.

2. The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients, violent situations outside the agency, and disaster preparedness and planning. The agency and each of its programs should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. Plans of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, the Field Supervisor, and the Faculty Advisor, if at all possible, before the placement begins. The following types of activities should not be assigned to students:

- Physical restraint of clients.
- Transportation of clients in one's own vehicle.
- Transportation of clients accompanied by one agency employee driving agency vehicle.
- Use of agency vehicle.
- Treatment of a client with a history of violence.
- Handling of bodily fluids, including blood and urine samples.

**Students should never work in the agency at times when and/or in areas where other staff is not present.** The student's field supervisor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

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

- Selection of clients and home environments that are 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.

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 a seasoned employee are preferred by the School of Social Work.

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.

***If a student is threatened or injured while in field instruction, or involved in an incident where her or his 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 to the Office of the Dean.***

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

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

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

### **2. Safety Issues Related to Working with Clients**

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

There may be times when students will work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling anger. While rare, some may be prone to violence and may possess weapons. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. The School of Social Work expects students to prepare with their Field supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students should not be assigned work with very high risk clients, though they may consult with supervisors on such clients in order to learn and enhance their social work skills. A student should never keep information about potentially dangerous clients or situations to themselves, even if they believe that they have a good relationship with their clients and can handle the situation. This information should be discussed as soon as possible with Field Supervisors in weekly supervision. Students must be made aware of the protocol for contacting their supervisor or other relevant party if they determine that a client is at risk, particularly of engaging in harm to self or others.

### **3. Safety for Office Meetings**

If a student will be meeting with a client with whom the student does not feel entirely safe, it is important to discuss the situation fully with the Field Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include

someone else in the meeting and what to wear. When discussing the time of the appointment, consideration should be given to whether there will be the necessary backup and support available at the time being considered. The plan for assistance and backup should be arranged in the event the client becomes agitated. If a student is seeing a potentially dangerous client alone, someone should be on alert nearby to provide assistance if needed.

#### 4. Safety When Traveling by Car

When students travel by car to an agency or to home visits, they should have a clear understanding of where they are going and consult a map before driving into unfamiliar areas. In general, students should stay alert, lock doors, and close windows. Students must tell someone at the agency where he or she is going and the anticipated time of return to the agency.

#### 5. Safety During Home Visits

Students making home visits should be fully oriented by the agency as to the safety issues involved, including accompanying staff on visits, as appropriate, to learn good practices. It is important to know something about the client before making a home visit. If there is a question of safety, plan accordingly with the Field Supervisor. It might be decided that the meeting will take place in a public location that or another worker will go along for the initial meeting. Someone at the agency should know the student's itinerary and anticipated time of return.

It is helpful to consider what to wear, which room to meet in, where to sit (e.g., considering exits) and to stay alert. Students should not interact with animals in the home even if they appear friendly. Students who feel threatened at any point during an interview are encouraged to err on the side of caution and to politely terminate the visit and leave. If clients seem to feel threatened by the student entering their home, the student should desist and not force the issue. If a student feels uncomfortable with an assignment because of safety concerns, supervisors should address this concern, and if needed, eliminate this expectation from the student's assignments until, and if, the student is prepared to undertake it effectively.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies ([www.naswma.org](http://www.naswma.org))]

## SECTION XII

### ADDITIONAL POLICIES

#### A. FIELD OFFICE FILES

A field practicum file is created and maintained by the Field Office for each student. Student and agency field files are located in the Field Office 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 Field Office.** No one other than authorized staff should add anything to or remove anything from a field file.

Following grading at the conclusion of the fall and spring semesters, field-related documents contained in the Field Practicum Workbook, should be returned to the Field Office by the Faculty Advisor, at

which time they will then be returned to the student (end of Fall semester) or placed in the appropriate student Field Office files (end of Spring semester). Process recordings should be submitted directly to the Faculty Advisor at the time of the site visit (or thereafter and/or at a time requested by the Faculty Advisor). Process recordings are not kept in the student's field file.

Faculty Advisors will keep field documents only for as long as is necessary for review and will forward them to the Field Office as soon as possible for return to the student for the following semester or for filing as part of the students permanent record. **Students should keep personal copies of all forms submitted.** Field Supervisors may wish to do so as well.

If students bring documents to the Field Office in person, documents should be placed in the Field Office Administrator's mailbox in the school mailroom. Students should take care to have the Student's Field Practicum Workbook and all forms fully completed and identified with their name. Filing of documents takes place at the conclusion of the Spring semester or when students have completed required field hours.

The documents found in the Student's Field Practicum Workbook which are eventually filed in the student's field file include:

Learning Contract \*  
Monthly Time Sheets \*

Midpoint Evaluation \*  
Final Evaluation \*

\* These documents must be present for each practicum in the student's file for graduation of the student to take place. Also housed in the student's field file is the "Agency Acceptance Form" which is the first step towards establishing a formal, legal practicum relationship with the practicum agency.

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

Affiliation Agreement  
Supervisor Resumes  
Evaluation of Agency by Student  
Evaluation of Agency by Faculty Advisor  
Other agency-related documents  
Student's Academic Progress Documents, as relevant  
Placement Documents

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

The Social Work Program 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. Occasionally, 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 Social Work 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 Field Office.

#### **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 must be accompanied by an additional agency employee, who is the responsible party should a client become agitated or decompensate in any way.

#### **F. STUDENTS EXPERIENCING DIFFICULTY**

Students who have any questions or concerns about their practicum are encouraged to first discuss their concerns with their Field Supervisor. Field Supervisors with concerns about students are encouraged to first explore their concerns with their students. As a first step in addressing questions or concerns, both students and Field Supervisors should consult this Field Manual for the School's policies as well as the School's Student Handbook of Policies and Procedures. Both may be found at the School of Social Work website under "Supervisor Resources" or "Current Students".

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

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

## G. CHANGE OF PRACTICUM AND PREMATURE TERMINATION OF PRACTICUM

Occasionally, as a result of discussions among the student, Field Supervisor, and Faculty Advisor about practicum problems, or as a result of a meeting with the Educational Advisory Committee, a change, extension, or termination of practicum may be necessary or recommended. Sometimes students must interrupt practicums due to illness, family emergency, or other unexpected changes in personal circumstances.

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

If, after discussion with the Faculty Advisor and Field Supervisor, 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 his or her Faculty Advisor, with a copy to the 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 of Field Education will determine if the change is justified, in consultation, as needed, with the student, the Faculty Advisor, the Field Supervisor, the Assistant Director of Field Education, the Field Placement Advisory Committee, and the Dean.

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 Field Office regards a change in practicum as the last option, only after all other problem-solving efforts have been exhausted. (See Students Experiencing Difficulty, pp. 58-59, in this Manual).

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

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

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

## H. ACADEMIC ASSISTANCE AND ACCOMMODATION PLANNING

**ACADEMIC ASSISTANCE:** Academic assistance is offered in the **Academic Success Center**; students can receive a variety of services, such as **Academic Coaching**, training in **Assistive Technology** and **tutoring** in writing, math and other course areas. In addition to the Writing Support Services available in Hickory Hall, the Academic Success Center offers writing tutoring at the **Brennan Center** for School of Social Work MSW Weekday and Weekend students. **The Academic Success Center** is located on the first floor of **Hickory Hall, room 109** and can be contacted at **413-748-3747** or [ASC@spfldcol.edu](mailto:ASC@spfldcol.edu). More detailed descriptions of its services can be found at its website: <http://www.spfldcol.edu/academic-success-center>.

**ACCOMMODATION PLANNING:** If a student has a documented physical, learning, or psychological disability on record with the **Director of Learning Support Services**, he or she may be eligible for reasonable academic accommodations to help the student attain success in this course, which is the field practicum. It is the student's responsibility to request such accommodation in advance and to provide appropriate documentation to the **Director of Learning Support Services**, who is located on the first floor of **Hickory Hall, room 105**, and can be contacted at **413-748-3768**. Students in this situation should alert the instructor (that is, the faculty advisor in collaboration with the field supervisor) of such a request as soon as possible so that the relevant parties can work with the student and the **Director of Learning Support Services** to arrange for appropriate and reasonable accommodations.

Students with any disability that will require accommodation in the arrangement or completion of the field practicum are encouraged to contact the Director of Field Education as early in the process as possible to identify and discuss those concerns that will influence their field education experience. **Before the School of Social Work can arrange accommodations, the student must have been identified by the College's Office of Learning Support Services as in need of accommodation.** Students must contact the Academic Success Center directly in order for such identification to take place. The Academic Success Center is located in Bemis Hall, and the contact for Learning Support Services is available at 413-748-3747.

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

The Springfield College School 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
- Have a Massachusetts social work license (LCSW or LICSW)
- Pass the Massachusetts Communication and 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 application are available at: [www.doe.mass.edu/Educators/e\\_license.html?section=k12](http://www.doe.mass.edu/Educators/e_license.html?section=k12)
- 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 request in their initial letter to the Massachusetts Department of Education (DOE) that they are seeking certification through the panel review

process. In this process, they will need to demonstrate knowledge outlined in the Massachusetts Department of Education regulations (see web address above). Applicants are advised to describe in their resumes and other supplemental material (letters, lists of relevant courses) how they have acquired this knowledge. A curriculum matrix with this information is available from Springfield College School of Social Work. If the DOE requires further evidence of an applicant's qualifications, the applicant may be asked to provide additional written material and/or may be interviewed in person by a staff member at the DOE.

The application, resume, and other materials should be submitted to: Massachusetts Department of Education Office of Educator Licensure. Representatives of this office who can answer additional questions may be reached at (781) 338-6624.

**Appendix A**  
**Sample Process Recordings and Formats**

# 1. FORMAT FOR USE WITH INDIVIDUALS AND/OR FAMILIES OR IN CO-COUNSELING SETTINGS

## Sample Process Recording

## Mr. W's 1<sup>st</sup> Session

### Column I

The verbatim account of the session as in sample

1. Mr. W. was late for our session by about 5 minutes. I had closed my office door and was doing some paperwork while waiting.

2. When Mr. W. arrived, instead of having a seat in the waiting room, he went along the hall knocking on other therapists' doors, interrupting their sessions, or whatever they were doing, until someone directed him to my office. He said he didn't know where my office was and apologized for being late.

3. I said that it wasn't a problem, asked him to sit down, pointed out which chair I wanted him to use. I said, "That's all right, have a seat in one of these chairs on this side." Then I said there would be forms to fill out toward the end of the session, but I would like to start with whatever has been "on your mind, whatever has brought you here."

4. Mr. W. said he has had a lot of trouble with anger.

### Column II

The student's thinking about the interaction, rationale for making a particular response, theory and knowledge used.

1. The lateness could be for many reasons. The client could be anxious, could be using avoidance as a defense, could have real practical problems – traffic, etc., which interfered with arrival. It also could be an attempt to establish some power in a situation in which he potentially felt vulnerable.

2. Again, I thought this might indicate anxiety, and perhaps some issues with impulse control. This behavior is unusual enough to raise concerns about emotional maturity, or issues with authority. I wondered about the level of awareness he had about the impact of his actions on others.

3. Because I did not want to heighten his possible anxiety, I decided not to address the disruptive behavior now and focused instead on why he had come and conveyed that I wanted to help.

4. We began exploring the problem. In this interview, my primary purpose was the establishment of rapport and assessment.

### Column III

A running account of how the student was feeling as the interview progressed. (Feelings in the following example are in bold).

1. I was a little **anxious** since this was our first meeting and I wasn't sure how it would go. I was also feeling a little **tense** about the lateness, **frustrated** at waiting. I wanted the first meeting to go well to establish rapport.

2. My **anxiety increased** some as I thought about the reactions of the other workers and clients to my client's disruptive behavior.

3. I did feel some **empathy** for his anxiety. I felt a **little better** about the prospects for **rapport**.

2. Continuation of above.

- |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>5. I asked, “What kind of trouble with anger?”<br/>He had been very violent at times.</p>                                                                                                                                                                                       | <p>5. I asked for clarification of a vague description.</p>                                                                                                                                                                                                                                                                        | <p>5. The mention of violence made me <b>anxious</b>. I was <b>pleased</b>, though, that he was being straightforward.</p> |
| <p>6. I said, “Violent in what way—what kind of violence?”<br/>He said he has talked back and argued with his supervisor at work, “who is always getting on my nerves and making me angry”. He said his supervisor “Cuts my hours in retaliation for arguments and back talk”.</p> | <p>6. I was seeking concreteness to elicit specific information from the client about how the problem manifested itself, how serious it was and under what circumstances it occurred.</p>                                                                                                                                          | <p>6. I was <b>encouraged</b> that the interview was progressing well.</p>                                                 |
| <p>7. Mr. W. did not offer more explanations. I said, “You mentioned you had been violent..?”<br/>Mr. W. explained that he had hit and smashed things around the house.</p>                                                                                                        | <p>7. I wanted to see if he would elaborate. When he did not, I wanted to indicate to him my interest and understanding. I used a furthering response – repeating what the client had said to prompt him to go on. I wanted to find out more about how and why he experiences difficulties, so I asked an open-ended question.</p> | <p>7. <b>Feeling good</b> that the client is talking openly.</p>                                                           |
| <p>8. “When was that?” I asked. He said that it had been a few years ago, and mentioned that he was also an alcoholic in recovery, having been sober for 23 months. He said his recovery was not that easy to maintain at times.</p>                                               | <p>8. I asked a clarifying question to elicit information about how long this has been a problem.</p>                                                                                                                                                                                                                              | <p>8. Continuation of above.</p>                                                                                           |
| <p>9. I asked if his violent behavior was always associated with drinking.</p>                                                                                                                                                                                                     | <p>9. I could have used an empathic response here to convey my appreciation of his struggle and to encourage expression of his feelings.</p>                                                                                                                                                                                       | <p>9. I was somewhat <b>anxious</b> about his struggle to maintain sobriety.</p>                                           |

## 2. FORMAT FOR GROUP PROCESS RECORDING

Group Bereavement Support Group Worker \_\_\_\_\_ Date \_\_\_\_\_

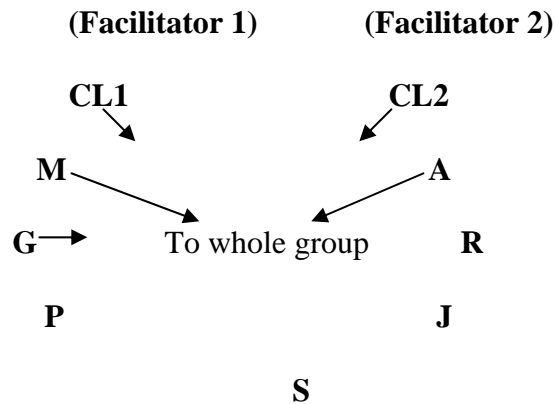
### Group Description

**Group purpose and goals:** To provide mutual support in grieving the loss of a significant other

**Time limited:** 8 sessions

**Session number:** 3

**Group members present (include seating arrangement using arrows to indicate communication flow):**



\*\*\*\*\*

### S.O.D.A. RECORDING

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

#### Summary of group content

In this third meeting, M first shared the difficulty she was having going through her husband's belongings. Other group members shared their experiences. A said it had gotten easier as time had gone on, but G said it was hard for him too, and his fist was clenched. CL1 voiced what she thought was the latent content of the group: anger about the losses. Group members acknowledged their anger and also shared that they had feelings in this "working" or "middle" phase of the group.

#### Observations of group processes

**Norms:** Members of the group were at first keeping their anger to themselves, not sharing the "less acceptable" feelings of anger and guilt- but as the group went on and the leader gave voice to negative feelings of anger, group members were able to shared these feelings. Members were supportive of one another, not confrontative.

**Roles:** Just as she did last week, M shared first. She seems to be emerging as an informal leader, with A also taking an active role in initiating discussion. P, S and J all listened more than talked.

**Communication Patterns:** In the beginning of this week, talking about sad feelings was difficult for the group. A tried to smooth over M's sadness saying things got better for her over time. G seemed angry but did not verbalized this until the leader acknowledged anger.

It was still difficult for the group to express anger saying they felt guilty about the anger they did feel and talking about that more easily then directly expressing their anger. The two co-leaders acknowledged the non – verbal communication but the group members did not.

**Group cohesion/attraction/ mutual aid:** M and A seem very open and willing to share, reaching out to support each other and make supportive statements to other members of the group. P, S and J seemed reticent to speak much, mostly agreeing with others when they did. The group does seem to be developing cohesion, as they chatted together before and after the group began and ended. They seemed to accept the leaders of the group and listened when we spoke and responded quite easily to questions.

Developmental Stage: While it seems that the group is entering the working or middle phase because they are all beginning the real work of the group-sharing their intimate and difficult feelings of grief and anger and guilt, they haven't been through the "storming" phase- the struggle for power, so that may be yet to come.

Assessment of Practice: I think Sue and I are working well together so far, not talking too much but making eye contact with all the group members- even those who don't speak up as much. Sue and I both used the skills of "linking members' communications" asking other group members to share their feelings after a group member shared theirs. I also took a risk in reading the latent content (using additive empathy to identify the "feeling" of anger in the room) when G's fist and the tension in the air felt like unexpressed anger. I think we have connected with the group and they respect our leadership so far, as they shared openly and observed the rules of the group.

### **3. FORMAT FOR RECORDING COMMUNITY OR ADMINISTRATIVE MEETINGS**

#### **A. IDENTIFYING DATA**

1. Name of organization or community group
2. Date of meeting

#### **B. PRE-MEETING - INCLUDE:**

1. Student's preparatory work for the meeting
2. Agency or community events that took place prior to the meeting with bearing upon the meeting.

#### **C. PURPOSE**

Purpose of the meeting: main content areas covered

#### **D. CONTENT OF THE MEETING**

This section of the process record should be descriptive, rather than interpretive or evaluative. It should report on behaviors or actions which took place, and do so as specifically as possible. In each instance, the activities of the student should be described.

The meeting should be reported in chronological order. The following areas should be covered (students may add others as well):

1. Points, issues or problems that were raised.
2. Decision-making: What decisions were made (or not made)?
3. Positions and strategies:  
Once a position or issue was decided upon, what means or strategies were discussed or developed for proceeding on the issue? What goal and/or reasoning for the decision was indicated?
4. Who participated in the discussion? Indicate differences of opinion and/or conflicts that took place. What happened?
5. Who was not part of the meeting who should have been? What key "voices" were missing?

#### **E. ANALYSIS OF MEETING - OPINIONS OR IMPRESSIONS REGARDING:**

1. What motivated decision-making? Who seemed to have the major influence? What are possible consequences to the group of its decision-making? What significant values were expressed?  
How were personal relationships and group alignments affected by the discussion?
2. What lessons, concerns, questions, value conflicts or new ideas did the meeting raise for you?
3. How does this group's work fit into the larger community and/or agency context?  
How is it being influenced by the community or agency? How does the group's work affect the community or agency?
4. Other analysis.

#### **F. FOLLOW-UP**

1. Any significant interactions after the formal meeting ended?
2. What are your next steps with this group/project?

**Appendix B**  
**Psychosocial Assessment**  
**Content**

## PSYCHOSOCIAL ASSESSMENT OUTLINE

As part of each practicum experience, each social work student is expected to complete psychosocial assessments. For students in Practice 1, these will be part of the course assignments. Agencies have a variety of expectations and formats related to assessments, and students must work within those parameters. For the purposes of the educational experience, however, students' psychosocial assessments should cover, at a minimum, the topics listed below. Students should consult with their Field Supervisors about actual content to be presented in the psychosocial assessments they complete.

### SAMPLE OUTLINE

1. Client system
2. Referral source
3. Presenting problem
4. History of presenting problem
5. Previous counseling experience
6. Personal, family, social history
7. Cultural history
8. Religious affiliation
9. Medical history
10. Mental status
11. Summary
12. Goals
13. Plans to evaluate

**Appendix C**  
**Affective or Feeling Words and**  
**Phrases for Use in Process Recordings**

## Appendix C

From: Hepworth, D., Rooney, R., & Larsen, J. (2006). Direct Social Work Practice: Theory and Skills (7<sup>th</sup> ed.)

### Competence/Strength

convinced you can	confident
sense of mastery	powerful
potent	courageous
resolute	determined
strong	influential

### Caring/Love

adore	loving
infatuated	enamored
cherish	idolize
worship	attached to
devoted to	tenderness toward

### Inadequacy/Helplessness

utterly	worthless
good for nothing	washed up
powerless	helpless
impotent	crippled
inferior	emasculated

### Rejection/Offensive

crushed	destroyed
ruined	pained
wounded	devastated
tortured	cast off
betrayed	discarded

### Anger/Resentment

furious	enraged
livid	seething
could chew nails	fighting mad
burned up	hateful
bitter	galled

### Guilt/Embarrassment

sick at heart	unforgivable
humiliated	disgraced
degraded	horrible
mortified	exposed
branded	could crawl in a hole

### Happiness/Satisfaction

elated	superb
ecstatic	on cloud nine
on top of the world	organized
fantastic	splendid
exhilarated	jubilant

### Depression/Discouragement

anguished	in despair
dreadful	miserable
dejected	disheartened
rotten	awful
horrible	terrible

### Anxiety/Tension

terrified	frightened
intimidated	horrified
desperate	panicky
terror-stricken	paralyzed
frantic	stunned

### Confusion/Troubledness

bewildered	puzzled
tormented by	baffled
perplexed	overwhelmed
trapped	confounded
in a dilemma	befuddled

### Loneliness

all alone in the universe	isolated
abandoned	totally alone
forsaken	forlorn
lonely	alienated
estranged	rejected

More affective/feeling words may be found in the text cited at the top of this page.



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