

MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK AND
FIELD MANUAL



Bridgewater State College
Bridgewater, Massachusetts

Revised May, 2008

TABLE OF CONTENTS

SECTION I: GENERAL INFORMATION	7
WELCOME	9
ACCREDITATION	10
FACULTY & STAFF.....	11
FACULTY AND STAFF DIRECTORY.....	17
OUR MISSION, GOALS AND OBJECTIVES	19
MSW Program Objectives	20
Foundation Year Objectives	25
Concentration Year Objectives	26
Curriculum Model.....	28
FOUNDATION CURRICULUM.....	29
SECTION II: ETHICAL CONDUCT	37
NASW CODE OF ETHICS.....	39
Preamble (of the NASW Code of Ethics).....	39
Purpose of the NASW Code of Ethics	40
STUDENT HONOR CODE.....	40
SECTION IV: GENERAL POLICIES AND PROCEDURES.....	41
NON-DISCRIMINATION POLICY	43
ADVISING.....	43
TRANSFER CREDIT	43
TESTING OUT	44
GRADUATE ASSISTANTSHIPS	44
PROGRESS EVALUATION	44
ACADEMIC DIFFICULTIES.....	44
Academic Problems in the Classroom	44
Academic Standards.....	45
Academic Review Committee	46
PROCEDURES GOVERNING REINSTATEMENT.....	49
Grade Appeals.....	50
MEDICAL, PSYCHIATRIC AND EATING DISORDERS POLICY	50
SEXUAL HARASSMENT.....	50
STUDENTS WITH DISABILITIES	52
SECTION V: FIELD EDUCATION AND INFORMATION	53
INTRODUCTION	54
FIELD EDUCATION OBJECTIVES	54
DEFINITION OF TERMS	59
FREQUENTLY ASKED QUESTIONS	61
PLACEMENT PROCESS	64
SUGGESTED QUESTIONS.....	66

POLICY ON UNSUCCESSFUL INTERVIEWING BY STUDENTS FOR FIELD PLACEMENTS	67
PLACEMENT IN PLACE OF EMPLOYMENT	68
STUDENTS WITH DISABILITIES	69
AGENCY REQUIREMENTS	69
AGENCY AND FIELD INSTRUCTOR INFORMATION.....	71
ROLES, RESPONSIBILITIES AND EXPECTATIONS	73
LEARNING AGREEMENT.....	76
EVALUATION AND GRADING POLICIES.....	79
UNACCEPTABLE PERFORMANCE IN FIELD INSTRUCTION.....	83
APPEALS PROCESS	84
STANDARDS OF THE MSW SOCIAL WORK PROGRAM	85
MILEAGE/ TRANSPORTATION.....	88
HOLIDAY POLICY.....	88
MANDATORY REPORTING	88
CONFIDENTIALITY AND USE OF CLIENT INFORMATION.....	89
SECTION VI: PROFESSIONAL AND COMMUNITY RESOURCES	91
BRIDGEWATER STATE COLLEGE CAMPUS RESOURCES	93
APPENDIX A: AN ABBREVIATED SUMMARY OF THE NASW CODE OF ETHICS	I
1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS	III
2. SOCIAL WORKERS' RESPONSIBILITY TO COLLEAGUES.....	V
3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS.....	VII
4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS.....	IX
5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SW PROFESSION.....	IX
6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY.....	X
APPENDIX B: APPLICATION TO GRADUATE	2
Name: _____	
_____.....	4
APPENDIX C: APPLICATION FOR PLACEMENT.....	I
APPLICATION FOR FOUNDATION YEAR PLACEMENT	III
APPLICATION FOR CONCENTRATION YEAR PLACEMENT	V
APPENDIX D: PLACEMENT CONFIRMATION FORMS.....	I
PLACEMENT CONFIRMATION: FOUNDATION YEAR	III
PLACEMENT CONFIRMATION: CONCENTRATION YEAR	IV
APPENDIX E: FIELD PLACEMENT TIME SHEET	V
APPENDIX F: EVALUATION OF STUDENT PERFORMANCE IN FIELD EDUCATION	I
FOUNDATION YEAR _____	III
CONCENTRATION YEAR _____	X
APPENDIX G: FIELD AGENCY PROFILE	I

APPENDIX H: AGENCY AGREEMENT VII
APPENDIX I: MSW FIELD INSTRUCTOR AGREEMENTI

SECTION I: GENERAL INFORMATION

The Master of Social Work Program

WELCOME

A warm welcome to the Master of Social Work students at Bridgewater State College, Master of Social Work Program, along with a very cordial welcome to the School of Arts and Sciences. The primary goal of our Program is to offer you a quality professional education in social work. Our faculty is dedicated to your learning in an environment in which you will be encouraged to think beyond yourselves, to inquire into the most complex, yet fundamental, ideas about the human condition. In addition, your ideas will be tested in the arena of practical experience through intensive field placements. As you struggle with ideas and test them in the real world you will have the opportunity to explore, to grow and to become. The faculty is here to support you, to challenge you, and to help you become professional social workers who act compassionately, thoughtfully and ethically.

Faculty is the heart of the Program. They embody that which is best about higher education; open minds, lively encounters, and high academic standards. We are very fortunate to have gathered a group of interesting, talented persons who will be your teachers, your mentors, and your advisors. Talk with them, get to know them, and be prepared to stretch your minds in the process.

Students are the soul of the Program. We welcome you to share with us information about your activities, insights on social work practice, community needs and solutions. Like all new programs, we also are in a state of becoming, so your thoughts, ideas, and knowledge are important for the growth of your Master of Social Work Program.

ACCREDITATION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (Commission) of the Council on Social Work Education (Council) is authorized to accredit baccalaureate and master's programs in social work education in the United States.

The accreditation review process provides professional judgments on the quality of a social work education program. These judgments are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Education Policy and the Commission on Accreditation. The Commission on Accreditation establishes standards for the accreditation of social work education programs at both the baccalaureate and master's levels. Master's programs are reviewed for their preparation of students for advanced social work practice (Handbook of Accreditation Standards and Procedures, Fifth Edition, CSWE, 2003).

The Master of Social Work Program at Bridgewater State College is accredited by the Council on Social Work Education.

The Department of Social Work Advisory Board

The Department of Social Work Advisory Board serves as the official bridge between the Department and the community. The Board advises the faculty on issues relevant to the community-college relationship and serves to support the Department in a variety of ways. They discuss the nature of field instruction and the relationship between class and field. They participate in fundraising efforts and represent the Department at events at the College and in the community. The Coordinator of the MSW Program is the link between the Board and the faculty and the student body.

Faculty & Staff

Full-Time MSW Faculty

Barbara E. Bond, LICSW, Ed.D. Assistant Professor

Dr. Bond is Assistant Professor of Social Work at the Masters in Social Work Program at Bridgewater State College, and senior program consultant with the Gillette Center for Breast Cancer at the Massachusetts General Hospital in Boston, Mass. Her previous practice was in oncology at the Tufts-New England Medical Center and the Tufts University General Clinical Research Center. Her hospital experience comes after decades of community based clinical work in individual, family and group interventions. Prior to coming to Bridgewater, she taught at Tufts University Medical School Masters in Pain Policy and Management, Boston University School for Social Work and Boston College. She has a career long interest in access to quality health and mental health care for diverse racial/ethnic and underserved populations. Her major research interests are in psychosocial aspects of the breast cancer experience and in novel approaches to addressing health disparities.

Mark J. Brenner, Ph.D., LICSW

Mark J. Brenner, Assistant Professor, joined the faculty in the summer of 2003.

Dr. Brenner received his Ph.D. in clinical social work from Simmons College and his MSW from Boston University. Dr. Brenner has 23 years of practice experience as a clinician in both child and adult mental health agencies in Eastern Massachusetts. In his most recent position at the Commonwealth Research Center at Harvard Medical School, Dr. Brenner was project director and co-investigator for several clinical research studies. Dr. Brenner has taught at Simmons College School of Social Work and Harvard Medical School.

Emily Douglas, Ph.D.

Dr. Emily Douglas is an assistant professor and joined the MSW program in the fall of 2006. Her graduate work was completed in public policy and her work focuses on the effectiveness of social policies and of the intersection of social science and policy. More specifically, her work focuses on divorced families, partner violence, systems responses to child maltreatment fatality, corporal punishment, religiously-motivated medical neglect, refugee resettlement, and the information needs of state legislators.

Karen Fein, Ph.D., LCSW (CA)

Karen Fein, Assistant Professor, joined the faculty in the fall of 2005. Dr. Fein received her Ph.D. in Social Work from the University at Albany, State University of New York and her MSW from the University of Michigan. Dr. Fein has over 20 years of practice experience as a clinician in mental health and forensics. Her practice and research interests are in areas of women in correctional facilities and working with mentally disordered offenders. Dr. Fein comes to us from The Richard Stockton College of New

Jersey, Division of Social and Behavioral Sciences and Social Work where she was an Assistant Professor.

Sabrina Gentlewarrior, Ph.D., LICSW, ACSW

Sabrina Gentlewarrior, Assistant Professor, joined the faculty in the fall of 2004. Dr. Gentlewarrior received her Ph.D. in clinical social work from Simmons College and her MSW from the University of Wisconsin-Madison. Dr. Gentlewarrior has 23 years of practice experience as a clinician in adult mental health. Her clinical and research work has focused on issues of trauma and recovery, with emphasis on older survivors of childhood victimization. Her supervisory and consulting work has centered on issues of diversity, eating disorders, wellness education, and trauma work. Dr. Gentlewarrior has taught at Simmons College School of Social Work and Rhode Island College School of Social Work.

Emily Mann, Ph.D., MSW

Emily Mann, Assistant Professor, joined the faculty in the fall of 2005. Dr. Mann received her Ph.D. in Social Welfare from the University of Wisconsin-Madison, and her MSSW from the University of Wisconsin-Madison. Her research interests are early intervention, early child care quality, special education, delinquency prevention, program evaluation, adolescence, child welfare and juvenile justice. Dr. Mann has published 5 juried articles with 2 under review and has presented 12 papers at major conferences. Before coming to Bridgewater, Dr. Mann was CRTP Post-Doctoral Fellow at Harvard University from October 2003 until September 2005, and was a Research Assistant at the University of Wisconsin-Madison from December 1996 to June 2003.

Anna Martin-Jearld, Ph.D., LICSW, BCD

Anna Martin-Jearld, Professor, joined the BSW faculty in the fall of 1993 and moved full-time to the MSW Program in 2005. Dr. Martin-Jearld received her Ph.D. in

Education from the University of Pittsburgh and her MSW from the University of Pittsburgh. Dr. Martin-Jearld has over 25 years of combined experience as a social work practitioner, counselor, and teacher. Dr. Martin-Jearld has performed a range of professional responsibilities, including teaching administration, consultation, and program development and implementation, starting with preschool and extending to the training of doctoral students. Over the years, she has been involved in a wide variety of student services, curriculum and instructional initiatives, and she teaches courses in social work practice, diversity and oppression, multicultural practice, and group work, and supervises social work interns.

Nasreen Shibli, MSW

Nasreen Shibli, MSW, joined the Bridgewater State College in December of 2006 as the Field Education Specialist. Nasreen has more than 15 years of experience in advocacy, community development, outreach, program development and management.

Prior to coming to BSC, Nasreen worked at (NASW) National Association of Social Workers, Massachusetts Chapter as the Director of Governmental Affairs and Public Policy. She also worked at South Shore Elder Services as the Director of Planning and Community Development. Nasreen received her MSW from Boston College, Graduate School of Social Work.

Spencer Zeiger, MSW, Ph.D.

Spencer Zeiger, MSW, Ph.D. Dr. Zeiger, Professor, serves as Department Chair and MSW Coordinator. He received his MSW and Ph.D. from the University of Washington. Dr. Zeiger has been a social work educator since 1990, having previously taught in Minnesota and Alaska. His research interests include Men in Caregiving Roles and Social Work Faculty Longevity. His book entitled, "Career Reflections of Social Work Educators" will be published in 2009 by Lyceum Books.

Visiting Lecturers in the MSW Program from the BSW Program

Lucinda King-Frode, Ph.D., LICSW

Lucinda King-Frode, Associate Professor, joined the BSW faculty in the fall of 1993. Dr. King-Frode received her Ph.D. in Social Policy from Brandeis University, an MBA from Boston College and her MSW from Simmons College. Dr. King-Frode has over 30 years of professional experience in practice, supervision and administration, and teaching. Her primary practice interest has been community mental health and her research has involved work in program evaluation. Her teaching has focused on human behavior theory, research, and community practice.

Rebecca Leavitt, Ph.D., LICSW

Rebecca Leavitt, Professor, joined the BSC faculty in the fall of 1977. Dr. Leavitt received her Ph.D. from Simmons College School of Social Work and her MSW from Boston College. Dr. Leavitt has a special interest in healthcare and women's studies. Dr. Leavitt started full-time in January of 1978 to plan and develop the undergraduate social work program.

Visiting Lecturers for the MSW Program

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OUR MISSION, GOALS AND OBJECTIVES

Master of Social Work Program Mission Statement

Bridgewater State College's MSW Program's mission, goals, and objectives are to prepare advanced professional practitioners to address regional needs and to enhance the resilience of individuals, families, and communities through an intergenerational strengths-based model of community-oriented practice while promoting social justice. Our mission, goals, and objectives are woven throughout the curriculum. We prepare graduates to work successfully with a variety of client systems, which are often presented with multiple complex problems. The MSW Program is grounded in resilience theory and a strengths-based approach for intergenerational practice that incorporates content on the profession's history, purposes, and philosophy and a specific body of knowledge, values, and skills. The curriculum emphasizes critical and creative thinking that will enable our graduates to initiate, adapt, and evaluate interventions for the demographic and cultural groups in our region, while remaining alert to relevant national and global issues.

Our faculty selected resilience theory and a strengths-based approach for intergenerational practice to teach interventions, which are taught from both a pedagogical and experiential instructional model. By using this intergenerational strengths-based model of community family-based theories, those pedagogies and interventions have guided us in our curriculum development. Our faculty looked at the interconnection of shaping coursework, assignments, and field experiences to prepare advanced professional practitioners who will address the regional needs, promote social justice, and enhance the strengths and resilience of individuals, families, and communities.

MSW Program Goals

The MSW Program prepares students for advanced direct practice with individuals, families, and communities, and to address the multiple social systems that affect individuals and families. Students learn clinical, organizational, policy, and community skills necessary for promoting social and economic justice. Program goals are to educate students for agency-based, culturally sensitive practice founded on strengths, resilience, diversity, and ecological theories.

Program Goals of the Master of Social Work Program

1. To provide an educational program that prepares graduate students for advanced direct practice utilizing strengths, resilience and an intergenerational perspective.
2. To provide an educational program that prepares graduate students for culturally sensitive practice with individuals, families, and communities.
3. To provide students with the analytical skills and substantive knowledge essential for clinical social work practice, for assessing the effectiveness of current social work methods, and for developing more effective practice procedures.
4. To develop in students the capacity and capability for leadership in public and private social service agencies in Southeastern Massachusetts.
5. To promote and support research and knowledge development to improve the effectiveness of social work practice, policies and programs.
6. To emphasize a social work practice that is based on the values and ethics, which guide the social work profession.

MSW Program Objectives

Graduates of the Masters of Social Work Program are prepared to:

1. Apply critical thinking skills to social work practice;
2. Support and uphold professional standards, values and ethics;

3. Understand the history of the social work profession and its current structure and related issues;
4. Understand the forms and mechanisms of oppression and discrimination;
5. Apply to practice the strategies and skills of change that advance social and economic justice;
6. Apply the knowledge and skills of the advanced direct practice perspective to actual practice with individuals, families, and communities; and
7. Employ intervention methods sensitive to diverse and oppressed populations as well as with all levels of client systems.

The MSW curriculum offers one concentration: advanced direct practice with individuals and families. Students are prepared for advanced direct practice with individuals and families within the context of varying system sizes. This implies that interventions may be directed towards any of these entities, which will facilitate and enhance the quality of life for individuals and families. The concentration is shaped by three themes: 1) the development of independent inquiry, 2) a commitment to the tradition of promoting social and economic justice and equality, and 3) a commitment to individual and family well-being-and incorporates seven additional theoretical perspectives or approaches. These complement and elaborate on the program's mission and the foundation content mandated by CSWE, which informs the curriculum as a whole and is woven into course syllabi. The following seven knowledge bases provided the foundation for the development of our strengths-based intergenerational resilience framework approach:

1. Community development;
2. Family systems;
3. Strengths perspective framework;
4. Resilience frameworks;
5. Social justice frameworks;
6. A bio-psychosocial framework and an ecological perspective; and
7. Culturally congruent practice.

A brief overview of each is provided below.

1. Community development: A strengths-based intergenerational perspective views communities as critical human associations. These associations are based on ties of kinship, relationship, and shared experiences in which individuals voluntarily attempt to provide meaning in their lives, meet individual needs, and accomplish personal goals (Brueggeman, 1996). Communities are social systems that may take on various forms, including religious institutions, ethnic and cultural organizations, neighborhoods, and kinship networks. Social workers grounded in a strengths-based intergenerational approach will be cognizant of the interrelatedness of clients' well-being and the conditions in and of the larger community. This theory base helps social workers understand behavior in context and illustrates how systems have an impact on individual social functioning. Strengths-based intergenerational practice stresses that social workers must be involved in strategies aimed at changing the social environments of clients. These strategies include advocacy, empowerment, policy development, and change implementation.

2. Family systems: A strengths-based intergenerational approach to practice recognizes the importance of family systems and of natural helping networks. However, a strengths-based intergenerational perspective is far more than simply helping clients adapt to their social milieu. Systems theory focuses on linkages that connect individuals with each other. It implies the need to change the system as well as individuals and families within it in order to attain a better "fit" between the two. Systems theory provides a paradigm that focuses on multiple levels of phenomena simultaneously and emphasizes the interaction and transactions between parts (Hoffman, 1981).

3. Strengths perspective framework: The strengths perspective has become the principal orientation of much of social work practice over the last decade and provides a thematic direction for the development of our practice approach. Among its most articulate proponents, Dennis Saleebey (2002) states that:

Practicing from a strengths orientation means this – everything you do as a social worker will be predicated, in some way, on helping to discover and embellish, explore and exploit clients' strengths and resources in the service of assisting them to achieve their goals, realize their dreams, and shed the irons of their own inhibitions and misgivings, and society's domination. (p. 1)

According to Saleebey (2002), social work has long presumed itself to be building on clients' strengths, but in fact, that impulse has been undermined by our cultural and professional reliance on pathology—or deficit-based explanations and interventions. He sees the strengths perspective as an overall approach to thinking and practice that addresses individual suffering and social justice.

4. Resilience frameworks: To ground the strengths-based paradigm in practice, resilience theory is used as the system of understanding that shapes the strengths perspective. To utilize the strengths based perspective in social work practice, then, is to work to enhance the resilience of client systems. This is the goal that undergrids the MSW program's second-year curriculum: to utilize strengths-based intergenerational practice strategies to enhance the resilience of individuals, families, and communities.

In order for social workers to abandon the entrenched use of pathology-based explanations for people's difficulties and a deficit-correction pattern of interventions, Itzhaky and Bustin (2003) note that social workers need to experience themselves as having the capacity to be helpful unrelated to their ability to prescribe solutions. They can only give up the sense of control that the prescribing role supports when they feel personally empowered and possess adequate resilience-enhancing skills. The Bridgewater State College's MSW program seeks to graduate social workers with a sense of personal empowerment and the commitment to resilience-enhancing empowerment skills that they can share with their clients and communities.

5. Social Justice: Social justice is increasingly described as the organizing value of social work (Swenson, 1999). Van Soest (1995) noted three components of social justice: legal justice (what one owes society), commutative justice (what people owe each other), and distributive justice (what society owes the individual). A commitment to human rights and social justice provide the moral grounding for social work practice and research. These concepts reflect our belief that all people should fully participate in the "culture's construction of the good and the real" (Gergen, 1994, p. 180). They direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights provides the necessary conditions for a just society, freedom and well-being are the starting points and ultimate criteria by which we judge

the value of social work practice and research. Social workers contribute to a just society by helping to create the structural arrangements and social processes in which these fundamental rights are honored and resources are obtained and distributed in an equitable manner.

Theorists and practitioners have increasingly addressed the role of social justice and human rights in social work practice and social work education over the last two decades; such consideration is invigorating and imperative for a profession whose goal is to ensure that economic and social resources are available on an equal basis to all citizens. The valuing of social justice and human rights and the implications of that valuing for the profession underlies all of the Bridgewater State College's MSW Program and its efforts to enlighten and empower social workers to be active change agents on behalf of those who face adversity or are oppressed. Knowledge and skills related to social justice are fundamental to the curriculum, as is indicated in the course syllabi.

6. A bio-psychosocial framework and an ecological perspective: Integrating a bio-psychosocial framework and the ecological perspective enhances students' insights and knowledge about the human condition. Hutchison (1999) defines the bio-psychosocial framework as "an approach that considers human behavior to be the result of interactions of integrated biological, psychological, and social systems" (p. 456). It offers social workers guidance concerning dimensions of human behavior that must be understood to work with clients to maximize their functioning. Knowledge of biological influences, psychological perspectives, and social theories on family dynamics, ethnicity and culture, social movements, socioeconomic class, and social institutions are introduced in the foundation year curriculum. The ecological perspective complements the bio-psychosocial framework, emphasizing the interactions between people and their multiple environments. The ecological approach provides concepts—such as person-environment fit—that help social workers understand people's transactions and allow social workers and clients to identify and address those processes that are undermining of human dignity, self-actualization, and fulfillment.

7. Culturally congruent practice: Developing a strengths-based intergenerational approach must include knowledge of culturally congruent practice. Intercultural understanding has been a mainstay in social work in its efforts to address the needs of all

client systems in sensitive and relevant ways. Recent literature has suggested difficulties with the concept of cultural competence (Dean, 2001, Dyché & Zayas, 2001, and Poole, 1998) and other language has been offered that may be more specific to our goals, such as culturally congruent or culturally relevant practice. Embracing the need to give voice to marginalized communities, Bridgewater State College's MSW curriculum addresses ways for students to learn and practice ways of working with diverse groups of clients that best enable members of those communities to achieve their goals.

The above philosophy defines the conceptual parameters and commitments of the program. It articulates the assumptions that undergrid the curriculum and outlines our vision of professional social work. This framework further refines the program's mission, goals, and objectives.

Foundation Year Objectives

The first year foundation curriculum is designed to introduce beginning students to the knowledge, skills, and values that underline the social work profession. Upon completion of the Foundation Year students will be able to:

- F1. Apply critical thinking skills within the context of professional social work.
- F2. Understand the value base of the profession and its ethical standards and principles and act accordingly.
- F3. Practice without discrimination, with affirmation, and with respect, knowledge, and skills related to clients' age, class, race, culture, (dis)ability, ethnicity, family structure, sex, gender, national origin, religion, sexual orientation, and income.
- F4. Demonstrate an understanding of the forms and mechanisms of prejudice, oppression, and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- F5. Understand and interpret the history of the social work profession and its contemporary structures and principles, connecting these to implications

for the professional social work role.

- F6. Apply the knowledge and skills of a strengths-based generalist social work perspective to practice with systems of all sizes, utilizing an intergenerational approach.
- F7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, and the development and behavior of families, groups, and communities, in interaction with one another and in the context of the wider community.
- F8. Assess human needs, analyze, formulate, and influence social policies, and work within social and political institutions with the aim of strengthening individuals, families, and communities.
- F9. Evaluate research studies, apply research findings to practice, and demonstrate the ability to evaluate one's own practice.
- F10. Use assessment and communication skills differentially across client populations, colleagues, and communities.
- F11. Use supervision and consultation appropriate to social work practice with the goals of professional development, service to clients, and accountability to the agency.
- F12. Function within the structure of organizations and service delivery systems and seek organizational change necessary to promote effectiveness, positive client and colleague relationships, and social justice.

Concentration Year Objectives

The concentration objectives reflect the program's expanded mission and goals. The program is designed to *prepare advanced practitioners utilizing a strengths-based model for intergenerational practice. These practitioners will be able to address*

regional needs, promote social justice, and enhance the strengths and resilience of individuals, families, and communities.

Course content and fieldwork form the core from which students continue to learn and refine their knowledge, skills, and values of social work. Graduates will be able to:

- C.1. Demonstrates advanced clinical skills for assessment and intervention with individuals, and demonstrates competence in one or more treatment modalities.
- C2. Demonstrates advanced clinical skills for assessment and intervention with families utilizing family resilience, and demonstrates competence in one or more treatment modalities.
- C3. Utilizes Oppression theory and the NASW Indicators of Cultural Competence to develop interventions that enhance the strengths of individuals, families, and communities.
- C4. Utilizes advanced practice evaluation methods and related skills appropriate for individuals, families, and communities.
- C5. Demonstrates professional-level research skills when designing, implementing, and critically examining social work interventions, programs, and policies.
- C6. Employs skills in differential use of self including the identification and use of professional boundaries, as evidenced by field evaluation and assignments.
- C7. Demonstrates and functions effectively at an increasingly autonomous and advanced level of practice within the structure of organizations and service delivery systems.
- C8. Demonstrates leadership within the structure of organizations and service delivery systems by promoting positive change for their clients, organizations, and social work profession.
- C9. Demonstrates the use of supervision and consultation to support advanced professional practice with the use of agenda setting, informal case presentation with supervisors, and self-initiated advance practice interventions appropriate to the agency, individuals, families, and communities.
- C10. Practices and engages in research activities in accordance with the *NASW Code of Ethics*.
- C11. Engages in advanced practice and advocacy activities to change oppressive societal structures and behaviors that undermine the natural resiliency of individuals, families, and communities.

C12. Integrates knowledge of social policy, human behavior and social environment, practice, research and diversity as evidenced by the Capstone project.

C13. Demonstrates an ability to assess individuals using the DSM IV-TR, being mindful of the assumptions, values and bias underlying this diagnostic system.

Graduate education is ideally characterized by intellectual curiosity and the desire to contribute to human knowledge. It is much more than a mere continuation of undergraduate work. Bridgewater State College's Master's Degree Program in Social Work is designed for students who have demonstrated in their earlier studies outstanding academic ability and the capacity for independent thought and work. The graduate curriculum emphasizes the enhancement of both cognitive and pragmatic abilities. As a result, students are required to operate in a manner that includes intentional reflection on their interactions at the level of both content and process.

Curriculum Model

The Department's program goals are given substance through a curriculum model that is built on an education in the liberal arts. At the foundation level, students are offered a comprehensive understanding of the knowledge base of social work. Theories drawn from social and behavioral sciences and philosophy will provide them with a generalist perspective out of which to prepare for advanced, autonomous social work practice. Specialized skill development at the concentration level in an intergenerational family strengths-based resilience community practice model completes this preparation.

Coursework at both the foundation level and the concentration level is taught by means of the process of reflection-in-action and is organized into the five areas of the social work curriculum, which are: human behavior and the social environment, policy, practice, research, and field. Within these areas, the specialized course work at the concentration level focuses on work with families in the context of communities. Particular expertise is developed regarding multiculturalism, gender issues, sexual orientation, disabilities, and age related characteristics and differences; social welfare structures; the style of government; the role of religious and other social and cultural values; family intervention

and preservation skills; and rich cultural and social heritage of semi-rural, small cities of Southeastern Massachusetts and other similar areas. The understandings regarding the profound significance of cultural, ethnic, religious and social differences are portable to any of the arenas or locations for practice by MSW graduates.

FOUNDATION CURRICULUM

Foundation Year Courses

SCWK 500: Introduction to Social Welfare Policy: History, Programs and Issues (3 Credits)

This first foundation year course introduces students to the American social welfare system and the social policies that serve as its underpinnings. It provides a historical perspective, with attention to important social, economic and political contexts. Analysis of different values and ethical positions will illustrate the degree to which they promote social and economic justice and serve underrepresented populations. Students will be introduced to a framework for policy analysis for use in evaluating policy responses to key social problems including poverty, health care, substance abuse, housing, child welfare, hunger, and issues facing the elderly. Special attention will be paid to social problems and policy responses in Southeastern Massachusetts.

SCWK 502: Dynamics of Diversity and Oppression (3 Credits)

The issue of diversity will be explored from a strengths-orientated, multigenerational perspective. Readings, class exercises, and assignments will focus on enhancing the students understanding of, appreciation for, and ability to utilize the strengths of diverse groups in the practice of liberatory social work practice. Students will explore the dynamics of human diversity, power differences, and oppression. They develop an

understanding of these phenomena as historically grounded ones, as current issues for members of our society, and as ones that are relevant to social work knowledge and practice. Through an examination of systems of privilege and disadvantage, the course offers ways to understand inequality based on race, gender, age, sexual orientation, (dis)ability, class and economic status, religion, and other forms of social differentiation and stratification.

SCWK 503: Directed Study (Credits to be arranged)

Designed for the graduate student who desires to study selected topics in a specific field.

SCWK 508: Introduction to Social Policy (3 credits)

This second foundation year course offers the students an opportunity to develop the knowledge, skills, and attitudes necessary to become effective policy advocates. As policy advocates social workers work to influence and change social policies in communities, agencies, or legislative settings with the goals of addressing social problems, increasing social justice, and assuring access to essential social resources, especially for groups who lack relative power in our society. This course will introduce skills for analyzing, developing, implementing, and assessing policy at varying levels of sponsorship and implementation.

SCWK 510: Human Behavior and the Social Environment I (3 credits)

This first foundation year course introduces students to the multiple contexts in which people function communities, organizations and families – and to the theoretical base that underlies social work practice. Building on the contributions to our understanding of human functioning provided by biology, psychology, sociology, economics and political science, it explores the challenges and opportunities created by multiple systems and by diverse and sometimes conflicting theoretical explanations of behavior.

SCWK 511: Human Behavior II: Challenges and Resilience over the Lifespan (3 Credits)

This course builds on Human Behavior in the Social Environment I. Students will review theories of human development, functioning, and well-being from a strengths-based perspective. They will focus on risk and resilience through the course of people's lives as individuals and as members of families, groups, communities, cultures, and society. The lifespan approach will include a critical assessment of theories and their contributions to understanding human beings in the contexts of their environments.

SCWK 530: Social Work Practice I (3 Credits)

This course is the first of two foundation courses designed to provide students with an overview of the basic knowledge and skills generic to generalist social work practice. Key themes and concepts include interviewing, relationship building, and assessment as they relate to intergenerational community-based family practice. The course introduces practice models in relation to populations at risk. Personal and professional values will be discussed, along with the use of self, the importance of evaluation, research and ethics.

SCWK 531: Practice II: Groups and Community Based Practice (3 Credits)

This second foundation practice course is designed to provide students with an overview of the basic knowledge and skills essential to generalist social work practice as it relates to both group practice and group process. Key themes and concepts include introductory group practice knowledge for developing various types of groups, groups for populations at risk, general stages of group practice, and assessing group work. Group process and practice themes and concepts includes the group social worker, counselor, ethical and legal issues in group , forming a group, transition stages of a group, ending a group, groups for children, adolescents, adults and the elderly. Attention is given to strengths-based approaches and the connectors within individuals and communities. Focus is placed on the impact of culture, struggles, and the broad range of human conditions faced by vulnerable populations that can be addressed through group work practice.

SCWK 540: Introduction to Social Research (3 Credits)

This course is the first research foundation course designed to provide students with an overview of the basic knowledge and skills generic to evaluating research studies, apply research findings to practice, and demonstrate the ability to evaluate one's own practice. Key themes and concepts include knowledge of quantitative and qualitative research; the function of literature reviews and the place of theory in social research; the roles of culture and context in the design, implementation and interpretation of social research; knowledge of data collection instruments; and the process of conceptualization, operationalization and measurement, of the conventions of reliability and validity, and the techniques of probability and non-probability sampling. Students will also develop skills in being sensitive to issues of racism, classism, sexism and other forms of social discrimination, as they relate to the formulation of research questions, use of sampling procedures, selection of instruments, and the interpretation of research outcomes and have a respect for the responsibility of generalist social work practitioners to be familiar with current research that is relevant to their practice setting(s) and to the state, national and international public policy arenas.

SCWK 590/591: Field Practice and Seminar I (3 Credits)

The foundation year placement and field practice seminar are designed to assist students in integrating classroom learning with the direct experience of a social work field internship. This two-semester practicum is the first of two field placement experiences. Students are placed in a single social work setting 16 hours a week under the supervision of a MSW professional. The Field Practice Seminar serves as a professional support and learning group around student and instructor identified field issues. The seminar provides a supportive and positively challenging setting for students to discuss issues raised in the field placement. The group process involves ongoing awareness, recognition, and exploration of professional and personal biases; discussion of ethical dilemmas and supervisory issues. It is through the combination of field experience and seminar discussion that students are able to synthesize the knowledge, skills, and values introduced in coursework with the world of practice. Through the integration of course

content and field experience students address the challenges confronting individuals, families, and communities in their quest to maximize their potential. Barriers to full participation by the disadvantaged in society's economic, political, and social processes are explored, as are the economic and ethical challenges to professional practice.

SCWK 591: Field Practice and Seminar II (3 Credits)

In the second semester, students spend a minimum of 232 hours in the same field setting with the same supervisor. Students meet regularly with their faculty field supervisor and participate in a weekly seminar to monitor students' adjustment, learning, and acquisition of the social worker role.

CONCENTRATION CURRICULUM

Concentration Courses

At the concentration level students will take 12 courses (32 credit hours) **Note:**

Advanced Standing students take one bridge course in the summer SCWK 502 bringing the total to 35 credit hours.

Concentration Courses

SCWK 502: Dynamics of Diversity and Oppression

(Bridge Course - Advanced Standing Students Only) (3 Credits)

The issue of diversity will be explored from a strengths-orientated, intergenerational perspective. Readings, class exercises, and assignments will focus on enhancing the students understanding of, appreciation for, and ability to utilize the strengths of diverse groups in the practice of liberatory social work practice. Students will explore the dynamics of human diversity, power differences, and oppression. They develop an understanding of these phenomena as historically grounded ones, as current issues for members of our society, and as ones that are relevant to social work knowledge and practice. Through an examination of systems of privilege and disadvantage, the course offers ways to understand inequality based on race, gender, age, sexual orientation,

(dis)ability, class and economic status, religion, and other forms of social differentiation and stratification.

SCWK 512: Human Behavior III: DSM-IV-TR (3 Credits)

This course will expose students to multiple perspectives in assessing and diagnosing children, adolescents and adults. Students will learn how to assess a client system within the framework of the mental health system that relies on DSM IV-TR. Students will use direct experience with their clients to understand the impact of mental illness on a client and on family functioning. The ethics of using these assessments will be explored.

SCWK 541: Research: Evaluating Practice (3 Credits)

This advanced course, the second in the research sequence, is designed to help students apply research findings in the selection and evaluation of practices and programs focused on strengthening the functioning of individuals, families, and communities. Course topics will include ways in which students can utilize strengths-oriented and intergenerational perspectives and literature when designing and implementing research. The use of the scientific method to inform practice decisions is a theme throughout the course. The major focus is on single systems designs. Students will both learn and utilize the procedures required to successfully implement single subject design for evaluating practice. The potential conflicts between research goals and program or treatment goals and the role in single subject design in resolving some of these conflicts will be analyzed. The course will stress the necessity for social workers to demonstrate effectiveness and efficiency in all of their professional roles and tasks.

SCWK 550: Strength-Based Practice with Families (3 Credits)

This is the first of two concentration practice courses. This course will present a theoretical analysis of family functioning and integrate this analysis with social work practice. This course will also focus on commonly employed models of community intergenerational family-based social work practice with diverse families. Broad definitions of “family” will be used, including extended families, unmarried couples, single parent families, gay or lesbian couples, adult siblings, and other inclusive

definitions. Models that have significantly contributed to social work practice with families are studied with a focus on the processes of assessment, intervention, tools of engaging and evaluation. This course will cover all stages of the helping process with families (i.e. engagement, assessment, planning, evaluation, intervention, and termination). Various theoretical approaches will be presented in order to help students understand family structure, communication patterns, and behavioral and coping repertoires.

SCWK 551: Advanced Strengths-Based Practice: Individuals (3 Credits)

This second of two concentration year practice courses offers 2nd year MSW students the opportunity to study and apply multiple clinical models in the treatment of individuals from a strengths based practice model, which promotes resilience in individuals; students will be asked to use assessment and diagnosis skills from culturally sensitive theories that complement a strengths-based approach to practice with individuals prior to applying cognitive and post modernist clinical theories to the treatment of individual clients.

SCWK 570: Integrative Seminar I (3 credits)

This capstone experience provides an opportunity for students to synthesize, expand, and apply the learning achieved during the foundation and first semester of their concentration year of the MSW program; students will focus on the program's theme of enhancing resiliency to strengthen individual, families and communities, students will engage in a planned change process on behalf of and identified population-at-risk; they will apply their knowledge of challenges to human functioning, policy analysis, program evaluation and new program development to preparing a comprehensive approach to social work practice.

SCWK 572: Social Policy II (3 Credits)

The theory, knowledge, research, values and skills of social welfare intergenerational family policy and service analyses/advocacy/practice are examined in this Concentration

Year course. Emphasis is placed upon the processes and methods for understanding, analyzing, and advocating social welfare intergenerational family policies/services at the local, state, and federal levels.

SCWK 592 and SCWK 593: Field Practice and Seminar III and IV (4 Credits per course)

This two-semester practicum is the second of two field placement experiences that provide for the integration of the student's learning in social work. Students are placed in a single social work setting for 20 hours a week during their concentration year, working directly under the supervision of an LICSW. Students meet monthly in small groups with their faculty field liaison. It is through this combination of field experience and seminar discussion that students are able to synthesize the knowledge, skills and values from the concentration curriculum. Through the integration of course content and field experience students address the challenges confronting individuals, families and communities in their quests to maximize their potential. Students, utilizing a strengths-based intergenerational framework, will have the knowledge and skills needed to assist client systems presenting with multiple, complex problems, the resolution of which require interfacing with multiple and varied systems.

*** SCWK 580 Six Credits of Elective**

Students are required to select six credits to fulfill the Elective requirement.

SECTION II: ETHICAL CONDUCT

NASW Code of Ethics

Preamble (of the NASW Code of Ethics)

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organization, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. *The NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

BRIDGEWATER STATE COLLEGE'S STUDENT HONOR CODE

From the Bridgewater State College Student Handbook 2005 – 2006:

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the college's most essential institutional values.

The college has an obligation to establish and promote standards of academic integrity and each member of the college community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and suspicion. Therefore, the best interests of the college community require that cases of alleged academic dishonesty be addressed seriously but equitably. (*Please refer to the BSC Student Handbook for further details on academic misconduct*).

SECTION IV: GENERAL POLICIES AND PROCEDURES

Non-Discrimination Policy

Bridgewater State College provides equal opportunity for all

BSC is a public institution with a long-standing commitment to equal opportunity for all. The College does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, veteran status or disability in admission to the College. Nor does Bridgewater State College discriminate in treatment of employees, in selecting a candidate for a job position, or in selecting which students can participate in an activity or program. Concerns or questions regarding the implementation of this policy can be directed to the Office of Affirmative Action.

Advising

Upon admission, students are assigned a faculty advisor. The Program will notify the student in writing who their advisor is. Advisors serve as resources for academic and professional advising, and may serve as advocates, liaisons or mediators should problems occur in class or field. Under unusual circumstances, the student may ask the Coordinator of the MSW Program to be reassigned to a different advisor.

Transfer Credit

Students may transfer up to 30 hours of foundation credits from other Council on Social Work Education accredited graduate programs in social work. Only “A” and “B” grades are granted credit at Bridgewater State College. The Admission Committee must approve all transfer credit. If the student is transferring elective credit, the student’s academic advisor and the MSW Graduate Program Coordinator must approve the elective. However, altogether, only six credits of electives may be transferred into Bridgewater State College.

Testing Out

Students wishing to test out of our courses must consult with their advisor. The Graduate Studies Committee is responsible for the creation and development of the means by which students may test out.

Graduate Assistantships

Students must apply directly through the Office of Graduate and Continuing Education.

Progress Evaluation

The student's responsibility is to keep up-to-date on his or her own progress in classroom and field. In other words, the professor is not responsible for seeking out a student. Indeed, the converse is true. Students may make appointments with professors, leave voice messages, or correspond by e-mail. The professor's obligation as a teacher is to be available on a regular, posted basis and to respond to messages in a timely manner. However, the student must initiate discussion about progress in courses and field work.

Academic Difficulties

Academic Problems in the Classroom

Students are advised to deal with concerns or problems before they become overwhelming. The following steps should be followed when students have concerns or problems:

1. Resolution of student academic difficulties should first be initiated and negotiated between the student in question and the classroom instructor. The student should assume responsibility in initiating and negotiating a resolution of the academic difficulty with the faculty member.

2. If the student feels that resolution of the academic difficulty appears improbable, then the student should consult his/her faculty advisor. It is suggested that after a conference with the faculty advisor some form of a three-way meeting of the student, the classroom instructor, and the faculty advisor take place for a speedy resolution of the academic difficulty.
3. It is the intent of these guidelines that most student academic difficulties can be resolved at the classroom level or in joint consultation with the faculty advisor.
4. If, following these steps, the student feels that the resolution of the difficulty is unsatisfactory, the student should consult with the MSW Program Coordinator.
5. If the situation results in the student's not meeting the requirements for continuation in the program, the MSW Program Coordinator will refer the matter to the Academic Review Committee.

Cohort Model

Students are admitted to the MSW Program by cohorts and, therefore, cannot change their status (i.e. full-time to part-time, etc.).

Academic Standards

Academic standards apply to class work attendance and performance, field education performance and attendance, as well as ethical and professional conduct.

1. Students are permitted one grade of "C." A second "C" grade will result in dismissal from the program.
2. The receipt of an "F" grade results in termination of the student from the graduate program.
3. Students must have a G.P.A. of 3.0 to graduate. Students who complete their course work without the 3.0 average must meet with the faculty advisor to discuss additional requirements which must be approved in writing by the Graduate Program Coordinator and are subject to the final approval of the Dean of the College of Arts and Sciences.

4. Students who are dismissed for academic reasons have the right to a hearing before the Graduate Education Council for the purpose of presenting information in support of possible reinstatement.

Students are expected to adhere to the *NASW Code of Ethics* and *Standards of the MSW Program*. (Refer to Appendix A for the *NASW Code of Ethics* and page 80 for the *Standards of the MSW Program*). Failure to adhere to the *NASW Code of Ethics* or *Standards of the MSW Program* will result in dismissal for professional reasons.

Dismissals from graduate programs are difficult for all parties involved. The Academic Review Committee is designed to provide a systematic approach for dealing with student performance problems, including dismissal from the MSW Program. This process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and to be successful as professional social workers. The committee is intended to serve in a problem-solving capacity and is not devised to be adversarial.

Academic Review Committee

The Academic Review Committee will:

- a. Review identified academic problems, including those from the field practicum, that cannot be resolved through other specified channels with the parties involved.
- b. Review concerns with student conduct which is contrary to the guidelines for professional conduct for social workers as specified in the *NASW Code of Ethics* and *Standards of the MSW Program*.
- c. Recommend to the MSW Program Coordinator a course of action resulting from Committee deliberations with the student.

Protocol:

- a. Any student who receives a failing grade for a course will be referred for review.
- b. Any student who receives a grade below a B- in field education will be referred for review.
- c. Any MSW faculty, staff, or field instructor may recommend a review for any student who is perceived to be in academic difficulty in the classroom or in the field, or who appears to have engaged in inappropriate conduct in violation of the *NASW Code of Ethics* or the *Standards of the MSW Program*.
- d. Written referrals (with specific concerns) for review are sent to the MSW Program Coordinator, who forwards the request to the Chair of the Committee. The Chair will convene the committee, if possible, within two weeks after receiving the request for review. The Chair of the Committee will send written notification of the academic review to the student and to her/his faculty advisor. The notification will indicate the reason for the review, the parties being asked to attend, and the date, time and location of the meeting. A copy of the notification will be placed in the student's folder.
- e. In establishing the time for the meeting, the Chair should indicate the nature of the specific concerns to the student. Present at the meeting should be the student and the committee. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the Chair to present that information. In cases where the field practicum is involved, the practicum supervisor may be invited to present information. These parties external to the deliberation will be present only to present and discuss their relevant information.
- f. The discussion should seek to arrive at a plan that will allow the student to improve her/his academic performance and to make reasonable progress toward her/his degree.
- g. After a discussion about the expressed concerns, the committee will continue to meet with the student to formulate possible remedies, if needed. Once the remedies are identified, the Committee will excuse the student and meet in

closed session to formulate a recommendation to the MSW Program Coordinator. The Chair will write a report of findings with a recommendation to the MSW Program Coordinator within one week of the review.

- h. The MSW Program Coordinator will notify the student and the faculty making the referral of any resulting decisions within one week of the committee recommendation.
- i. The Program may choose to modify this process if the seriousness of the concern so indicates.

Structure:

- a. The Academic Review Committee shall consist of three (3) full time faculty and staff members who will convene on an ad hoc basis. The MSW Program Coordinator will appoint a Committee Chair.
- b. In cases where the MSW Program Coordinator is directly involved in the concern of record, the Chair of the Academic Review Committee will assume the responsibilities of the MSW Program Coordinator in that matter.
- c. In cases where committee members are directly involved in the concern of record, they will be excused from participation and the Chair will find an alternate for this review from the faculty.
- d. If the Chair is directly involved in the concern of record, he/she will select the Chair from the two other members of the committee and an alternate faculty member will be appointed by the MSW Program Coordinator.

Only those persons who have been identified prior to the date of the proceedings to provide information may appear before the Academic Review Committee. These individuals must appear separately and are not to remain to hear information from other persons scheduled to appear. Exceptions can be made when the information to be provided by two or more persons is so closely related that separate appearances would seriously diminish the value of the information to be provided.

Procedures Governing Reinstatement

If the student whose performance has resulted in termination believes extenuating circumstances exist that might justify reinstatement, he/she may request in writing, that the Coordinator consider these circumstances. Requests for reinstatement shall be made as soon as possible, but no later than *three classroom days* after the commencement of classes in the next semester following termination.

1. Within *three classroom days* of receipt of this request, the Coordinator shall establish a Reinstatement Committee, which shall consist of three social work faculty members, chosen by lottery, from a list of all graduate teaching faculty. Any instructor of record, in a course whose grade results in termination, will not be included in the lottery in this specific instance.
2. Its senior member will convene the Reinstatement Committee within a week of notification by the Coordinator of their appointment. It will elect its own chair and review the materials before it. It may at its discretion ask the student and/or others to appear before it.
3. A student may request to appear before the Committee, and may also ask a peer student representative to appear with him or her.
4. Documentation of request: The student shall submit in writing to the Reinstatement Committee his/her reasons to believe satisfactory performance can be achieved upon reinstatement, and may submit in writing any relevant supporting data to help elucidate his/her belief that reinstatement is merited.
5. Additional documentation: The Committee may also request written data, opinions, recommendations and/or evaluations from appropriate sources that may assist it in reaching a decision.
6. The Committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the Coordinator promptly. The Coordinator shall consider the Committee's recommendation and notify the student of his decision within *one week* of receipt of the Committee's report.

7. A graduate student shall be terminated following reinstatement if he/she receives any grade below “B” in any class or field work. The Reinstatement Committee shall be selected as described, above.
8. Students who do not request reinstatement within the time limits outlined above or who are not reinstated by the Coordinator following termination, and who subsequently wish to be considered for readmission following termination, must follow regular procedures for admission to the Program, but may not be readmitted for at least one year.

Grade Appeals

See current edition of the BSC Graduate Catalog.

Medical, Psychiatric and Eating Disorders Policy

BSC requires students with severe health problems to seek help

A student may be required to seek professional help if physical or psychological health problems place that student’s life in potential danger; impairs her/his ability to maintain an academic program; or when his/her behavior is a serious disruption to others. If a student does not agree to participate in medical or psychological treatment, his/her ability to continue in all college programs will be jeopardized.

Sexual Harassment

Sexual harassment is unwanted sexual or gender based behavior that occurs when one person has formal or informal power over the other.

There are three elements to sexual harassment:

1. The behavior is unwanted or unwelcome.
2. The behavior is sexual or related to the gender of the person.

3. The behavior occurs in the context of a relationship where one person has more formal power than the others (such as a supervisor over an employee or a faculty member over a student) or more informal power (such as one peer over another).

What is the Difference Between Flirting and Sexual Harassment

Flirting Is:

A shared activity between two people

Sexual Harassment Is:

Unwanted conduct of a sexual nature which interferes with the education or work of others.

Examples of Sexual Harassment May Include:

- Subtle or not so subtle pressure for sexual activity
- Unnecessary brushes or touches
- Offensive sexual graffiti
- Jokes or disparaging remarks that degrade someone's gender as a whole
- Unwelcome attempted or actual kissing or fondling
- Coerced sexual intercourse, where coercion is implied or threatened
- Whistling
- Obscene gestures
- Request for sexual favors in exchange for better grades, promotion, etc.
- Action taken against a person in retaliation for reporting sexual harassment

IF YOU BELIEVE YOU ARE OR HAVE BEEN SEXUALLY HARASSED

- Understand that it is not your fault
- Report to someone who can discuss this situation knowledgeably
- Do not be intimidated by threat of retaliation
- Be open to the possibility of misinterpretations of genuinely friendly gestures

**IF ANY SITUATION ARISES CONCERNING SEXUAL HARASSMENT,
PLEASE CONTACT YOUR FACULTY ADVISOR OR THE MSW
COORDINATOR IMMEDIATELY.**

Students with Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Disability Resource Office. The Disability Resource Office is located in the Academic Achievement Center, which is located on the lower level of Maxwell Library. The office can be contacted by phone at 508-531-1214. Students who may need an accommodation for their field placement experience should identify this need on the *Application for Placement* and with the Coordinator of Graduate Field Education so that necessary arrangements can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if accommodations are required.

SECTION V: FIELD EDUCATION AND INFORMATION

FIELD EDUCATION

INTRODUCTION

Field education is an important part of the MSW Program. Students are provided opportunities to integrate classroom knowledge and to practice social work in different settings. The experience is closely supervised by professional staff members of the agencies participating in field instruction.

The primary purpose of field education is to provide students a setting outside the classroom where the student can develop and apply the knowledge, skills, and values of a social work professional. The field education experience is intended to complement MSW curricular objectives.

Field Education Objectives

Foundation Year Primary Objective:

- Use supervision and consultation appropriate to social work practice with the goals of professional development, service to clients, and accountability to the agency.

Supporting Objectives:

- Apply critical thinking skills within the context of professional social work.
- Understand the value base of the profession and its ethical standards and principles and act accordingly.
- Practice without discrimination, with affirmation, and with respect, knowledge, and skills related to clients' age, class, race, culture, (dis)ability, ethnicity, family structure, sex, gender, national origin, religion, sexual orientation, and income.
- Demonstrate an understanding of the forms and mechanisms of prejudice, oppression, and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

- Apply the knowledge and skills of a strengths-based generalist social work perspective to practice with systems of all sizes, utilizing an intergenerational approach.
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan, and the development and behavior of families, groups, and communities, in interaction with one another and in the context of the wider community.
- Assess human needs, analyze, formulate, and influence social policies, and work within political institutions with the aim of strengthening individuals, families, and communities.
- Use assessment and communication skills differently across client populations, colleagues, and communities.
- Function within the structure of organizations and service delivery systems and seek organizational change necessary to promote effectiveness, positive client and colleague relationships, and social justice.

The first year of field education is meant to provide a foundation in generalist social work practice. Generalist social work practice refers to the knowledge base, professional values, and practice skills which enable the social work practitioner to intervene with various size systems (individuals, groups, organizations, and communities) at whatever level is most efficient to bring about the desired social change.

The generalist social worker is one who is able to assess, within the framework and ethical guidelines prescribed by the NASW Code of Ethics, and based on that assessment, identify and intervene at whatever systemic level is most efficient and effective. Problems identified by the worker may require intervention with more than one system and the worker may play several roles (e.g.: facilitator, advocate, broker, enabler, educator, coordinator, activist, mediator, etc.) in an effort to bring about the desired change. A basic principle of generalist practice is that the knowledge and skills necessary to create positive change are transferable from one setting to another. Upon completion of the Foundation Year Placement students will demonstrate the following expectancies:

- Recognize the influence and support that administrative process and policy have on the delivery of services.
- Understand agency staff functions, roles, and services.
- Understand the broad social issues facing the agency and the community, showing cultural/ethnic sensitivity.
- Apply knowledge and skills with competence in generalist social work practices across a range of practice settings and with client systems of various sizes.
- Provide a strengths-based perspective, e.g. taking account of a person's or group's strength in coping and adapting while formulating either an assessment or an intervention.
- Demonstrate an understanding of what is appropriate and what is not appropriate to share with those outside the agency, as well as what is helpful/not helpful to share with clients.
- Engage clients and identify problems or concerns accurately.
- Clarify purpose and role, establish a mutual contract as appropriate and involve the client in evaluating the effectiveness of the intervention(s).
- Effectively use supervision and consultation.
- Practice in a manner congruent with the *NASW Code of Ethics* that validates and enhances competencies of diverse clients and communities.

- Develop/increase self-awareness by exploring professional and personal biases (e.g., in relation to ethnicity, culture, class, sexual orientation, gender, religious differences, etc.).

In the Concentration Year of Field Education, students are expected to perform on a level that gives evidence of their conceptual growth and their increasing understanding of practice interventions. Students focus their intervention through the lenses of resiliency theory, strengths-based practice models, and an intergenerational, culturally congruent understanding of client systems. Students' ability to select appropriate strengths-based interventions and to assess their efficacy is a key indicator of the concentration students' beginning mastery of the strengths-based intergenerational approach to social work practice.

Primary Objective:

- Under professional supervision, demonstrate ethically-anchored strengths-based practice designed to achieve the goals of client communities, families, and individuals, while promoting social and economic justice.

Secondary Objectives:

- Evaluate, select and implement culturally sensitive theories and practices, founded on social work values and ethics that incorporate a strengths-based approach to intergenerational work and enhance resilience diverse communities, families, and individuals.
- Base the selection of interventions on those theories that enrich the biological, social, cultural, psychological, and spiritual dimensions of communities, families, and individuals across their lifespan, emphasizing an intergenerational perspective.
- Utilize and apply research findings in the selection and evaluation of clinical and policy practices as well as programs designed to strengthen the functioning of communities, families, and individuals.

- Employ financial, organizational, administrative, and planning processes in order to enhance their ability to identify and implement public organizational policies and procedures that support the resilience of communities, families and individuals.

Upon completion of the Concentration Year placement, students will demonstrate the following expectancies:

- Awareness of how a strengths-based model of practice honors difference and diversity.
- Demonstrate an understanding of how societal structures and oppressive behaviors can undermine the natural resilience of communities, families and individuals.
- Demonstrate an understanding of how a strengths-based intergenerational model affirms the basic dignity, resourcefulness, resilience, and adaptability of people and systems, as well as their capacities for transformational growth and change.
- Under professional supervision, demonstrate ethically anchored strengths-based practice designed to achieve the goals of client communities, families, and individuals while promoting social and economic justice.
- Enhance the resilience of communities, families, and individuals through the skillful use of assessment, intervention, and advocacy skills in order to maximize client access to resources.
- Respect the unique life worlds of people they serve and recognize the creative and supportive potential of heterogeneous communities.
- Demonstrate adherence to ethical social work practice as set forth by the NASW Code of Ethics for professional conduct with clients, colleagues and communities.

Definition of Terms

Agency Agreement: A formal letter of agreement between the Field Education Agency and the Program specifying the terms of the placement and the responsibilities of each party.

Concentration Year: The second year of courses required for completion of the MSW Program. The concentration year refers to a specialized focus of advanced curriculum courses and field education experience in the practice areas of individuals, families, groups, and community.

CSWE: The Council on Social Work Education is the national professional organization of the faculties of colleges and universities which offer degree programs in social work. CSWE sets the academic standards for all programs at the bachelor and master levels, and accredits those programs. The CSWE website, cswe.org, is an excellent resource for social work students and field instructors.

Coordinator of Graduate Field Education: The Coordinator of Graduate Field Education is responsible for the management of the field education component of the program. This includes selection of agencies, selection and training of field instructors, all management of the placement process, preparation of the Field Manual, all field related forms i.e. learning agreement and evaluation instruments. S/he is the program's representative to NECON and other community agencies and field events.

Faculty Field Liaison: A faculty member who serves as the link between the student, the agency and the Social Work Program. This may involve clarification of expectations, explanation of roles, and maintenance of educational focus of field education activities, through use of the learning agreement as well as a minimum of two on-site visits in the agency of the placement. The faculty field liaison is responsible for assigning the final field grade for fall semester and spring semester.

Field Instructor (Supervisor): An agency based practitioner who meets CSWE standards who supervises and evaluates the social work student in field placement. CSWE requires field instructors to be graduates of an accredited MSW Program. In addition, a minimum of two years of professional, post-graduate experience with no ethical violations is required.

Field Education Practicum: A term used to describe the field placement often used synonymously with the terms “field education” and “internship.” The field education practicum is a graduate level course designed to give students supervised practical application of previously or concomitantly studied theory. A learning agreement, written by the student and approved by the field liaison and field instructor assures an educational focus and activities that address the MSW objectives and standards.

Field Seminar: A seminar structured course taken concurrently with the field experience that provides for the integration of social work theory with actual social work practice through readings, discussions, journaling, and written assignments.

Foundation Year: The first year of courses for graduate social work students covering a solid foundation in practice, policy, research, human behavior, and field work knowledge and skills.

Learning Agreement: A written contract between the student and the field placement agency that specifies what the student plans to learn and the activities or tasks the student will perform to achieve his/her learning objectives. The learning agreement is part of the student’s permanent file.

NASW: National Association of Social Workers is the professional group that represents social work standards of ethics and practices, and organizes social workers in a national organization. NASW is organized according to state Chapters. Chapters are organized by several active committees representing a range of social work activities and interests. NASW also provides certain member benefits, including access to professional liability

insurance, including coverage for students. The NASW website, NASW.org, provides a large range of information and services of the organization.

NECON: The MSW Program is a participating member of the New England Consortium of Field Educators (NECON). This is an active collaboration of the accredited Graduate MSW Programs of Social Work throughout New England. NECON coordinates the NECON series of continuing education seminars for field instructors as well as the common curriculum for the New Field Instructors Training Seminar. NECON's website is <http://neconsortium.com>

Frequently Asked Questions

How many hours are spent in field placement?

Foundation year students spend 16 hours a week in placement. Students are required to complete a minimum of 464 placement hours in their foundation year. It is not unusual for students to complete more placement hours than the minimum required.

Concentration year students spend 20 hours a week in placement. Students are required to complete a minimum of 600 placement hours in the Concentration year. It is not unusual for students to complete more placement hours than the minimum required.

Can I interview at several agencies before selecting my placement?

The Coordinator of Graduate Field Education will work with you to arrange an interview at an agency that meets your learning needs. If that interview goes well and both you and the field instructor think it is a good fit, the placement will be confirmed. If either party has reservations, another interview will be arranged.

Are there any evening or weekend placements?

Some agencies offer flexible hours, but it is rare. An important part of learning is supervision and collaboration with staff and outside agencies which primarily occurs during the weekday.

Are there any paid field placements or stipends available?

Social work agencies rarely pay stipends and there are no paid placements. Small stipends are sometimes offered for special skills, or in a new program.

How far will I have to travel to get to my placement?

Every effort will be made to plan a reasonable commute. However, students should allow one hour of commuting time to the agency.

How much responsibility will I be given?

The amount of work assigned to students in field placement varies with the prior experience and maturity level of the student. In most agencies it takes time to build a caseload. In addition to managing their own caseload, students may assist with intakes; participate in case conferences and staff meetings, accompany other staff on home visits or to community meetings.

How will I be supervised?

A field instructor should be readily accessible within the agency where you are placed. Supervisory conferences should be at least one and one half hours for foundation year students and two hours for concentration year students and be scheduled on a weekly basis. Getting the most out of supervision requires that you know what supervision is, how to use the supervisory relationship, and what specific actions on your part facilitate effective supervision. This will be covered in your field seminar.

What should I do when things are not going well in my field placement?

The MSW Program respects the right of students to raise and pursue issues regarding their field education placement. Concerns should first be brought to the attention of the field instructor and faculty field liaison for appropriate resolution. The first step in most cases involves the field instructor or field liaison coaching the student on possible ways to resolve the problem him/herself. The MSW Program believes that the process of problem solving on one's own behalf can be an important part of professional development. If this fails, the student, field instructor, field liaison, and/or Coordinator of Graduate Field Education initiates a joint meeting to further assess and enact problem resolution strategies. Field placements are made after a thoughtful pre-placement process that includes active student and agency participation. Field placements, once confirmed, are not disrupted lightly. If the conclusion is reached by the Coordinator of Graduate Field Education, faculty field liaison, and agency representative that a placement should be discontinued, an assessment will be made jointly by the Coordinator of Graduate Field Education, faculty field liaison, and, if necessary, faculty advisor whether a student should be reassigned to another field instructor in the same agency or to another agency setting.

Students should keep in mind, that it is not uncommon for interns to experience a slow start. Field instructors often give very few assignments the first few weeks until they get to know the student and the student's capabilities. Often the student feels the first week of a placement is spent reading with very little client contact. Also, students may have to wait for sufficient clients to be recruited or identified before they can become involved as a group facilitator or co-facilitator. Often, very little in the way of actual planning or recruiting for a new group or the planning of new projects occurs until the student is established in the agency. Therefore, students should expect delays at the beginning. Although it is frustrating, your field instructor will not always be available at a moment's notice. The above situations are by themselves NOT good reasons for changing a field placement.

Placement Process

The procedures for field placements are based on the following principles:

- Time is needed to plan placement opportunities for students.
- The selection of an appropriate placement site for a given student involves matching student interests and agency capabilities.
- Both student and prospective field instructor should be active participants in the matching process.

I. Orientation

New Fulltime Students

When the newly admitted fulltime student confirms intent to enroll, the student is provided with an *Application for Foundation Year Field Placement*. (See Appendix C) Students are also notified of a general group orientation geared toward preparing students for interviewing and seeking the best educational match for field placement. Students complete the *Application for Foundation Year Field Placement* and submit it to the Coordinator of Graduate Field Education with a current professional résumé. Students are **required** to attend a field education orientation session. Individual interviews with the Coordinator of Graduate Field Education are scheduled as needed.

Part-time Students entering Foundation Year Placement

Part-time students enter field in their second year. Late in the Fall Semester of the first year, the Coordinator of Graduate Field Education contacts students with information regarding planning for field placement. Contacts include written memos, emails, and/or field education presentations. Students are **required** to attend a field education orientation session. They are directed to complete the *Application for Foundation Year Field Placement*, (See Appendix C) and to schedule an appointment with the Coordinator. The Coordinator must be in receipt of the student's *Application for Field Placement* and a current professional résumé at the time of interview.

Advanced Standing Students

Students admitted to the Advanced Standing Program will be placed at the Concentration Year Level. When the newly admitted Advanced Standing student confirms intent to enroll, the student is provided with an *Application for Concentration Year Field Placement* (See Appendix C). Students are also notified of a general group orientation geared toward preparing them for interviewing and seeking the best educational match for field placement. Students complete the *Application for Field Placement* and submit it to the Coordinator of Graduate Field Education with a current professional résumé. Students schedule an individual interview with the Coordinator of Graduate Field Education.

Concentration Year Students

The Concentration Year Placement allows for increased participation of the student in planning for their field education experience. Late in the Fall Semester, the Coordinator of Graduate Field Education contacts students with information regarding planning for field placement. Contacts include written memos, emails, and/or field education presentations. They are directed to complete the *Application for Concentration Year Placement* (See Appendix C) and to schedule an appointment with the Coordinator. The Coordinator must be in receipt of the student's *Application for Field Placement* and a current professional résumé at the time of interview.

II. Identification of Field Education Site

Following orientation and individual interviews, the Coordinator identifies up to three settings for potential placement. Efforts are made to place students in an area of interest, however, due to a variety of variables (agency requests, hours of availability, geography, etc), this may not be possible. The Foundation year practicum is a generalist practice placement and will provide each student, regardless of setting/population, with basic foundation skills that are transferable from one setting to another. Students are notified (via email and/or phone consultation) of the selected location(s). A résumé is sent to the potential agency with a cover letter from the Coordinator of Graduate Field Education introducing him/her as a student in the MSW Program who is interested in being

considered for a potential field placement. The student is then responsible for scheduling interview(s) with the identified field placement site(s). Following the interview a final placement decision is made by the mutual consent of field instructor, student, and the Coordinator of Graduate Field Education. Placement is considered finalized when the Field Instructor receives the *Confirmation of Placement Form*. (See Appendix D)

Preparing for the Agency Interview

Placements require a preliminary interview, and occasionally written references. The student is responsible for setting up the initial interview. If the student calls the contact person and cannot reach him or her, the student finds out when that person will be available and calls back at that time. Students should also leave their names, a return number, and the best times to be reached by the contact person. Students should also mention that they are enrolled in the Master of Social Work Program at Bridgewater State College.

The student and the agency contact person set up a date and time for the interview. Placement interviews should be handled like job interviews, which require appropriate professional attire.

The MSW Program provides students' résumés to the agency. However, **students should take additional copies of their résumés to the interview**. Students should also review the *Student Handbook and Field Manual* prior to their interview.

Suggested Questions

Suggested questions for students to consider asking field instructors during the placement interview.

1. What types of assignments will I have if placed at this agency?
2. Describe a typical day at this agency.
3. Does this agency have a particular orientation or philosophy that you feel students should know?
4. How will I be oriented to this agency?
5. Who will be my direct supervisor? (What is the format of supervision? How are students and supervisor expected to prepare for it?)

6. How does supervision occur?
7. What is your supervisory style?
8. What teaching techniques do you use?
9. In addition to scheduled supervision times, are there other ways for me to have access to you? (Phone, e-mail, informal consults, lunch, etc.)
10. Who shall I report to if you are not available?
11. Who should I contact in case of an emergency?
12. Are there other people at the agency who can be resources for me during my fieldwork?
13. Will there be additional opportunities for me to meet my particular educational goals?
14. May I attend staff in-service activities?
15. If there are workshops, conferences, or guest speakers that are directly related to my fieldwork, may I attend?
16. If I feel my educational needs are not being met, would you be willing to sit down with me to address my concern?

Policy on Unsuccessful Interviewing by Students for Field Placements

Occasionally, a student is not accepted for placement after the initial interview because the agency feels that the student is not appropriate for the site. Inappropriateness can include, but is not limited to, arriving late for an interview or not showing up at all; unprofessional behavior, dress or language during the interview; or unsuitable affect during the interview.

If a student is not accepted for a placement after two different interviews for reasons of perceived inappropriateness, the student will not be reassigned to another field setting until a meeting occurs between the student and the Coordinator of Graduate Field Education. The student's faculty field liaison and/or faculty advisor may be asked to attend the meeting between student and Coordinator.

The purpose of the meeting will be to assess and address the problematic behaviors, assist the student in correcting them, and establish deadlines by which the student can be accepted for an interview and start field that term. If the third interview is also unsuccessful, the student will be referred to the MSW Program Coordinator. The

MSW Program Coordinator may bring the matter up to the Academic Review Committee, which reviews students in academic difficulty.

If a student is not placed by mid-term, the student may need to drop field for that term. The student may need to drop all academic courses and enroll in the following fall semester.

Placement in Place of Employment

Students considering placement in their place of employment must meet with the Coordinator of Graduate Field Education to discuss learning needs and objectives, and the MSW Program objectives. The challenges of an employed placement are reviewed and other available options are discussed. Once it is determined that an employed placement is the best option for the student, the student completes a detailed written proposal of the plan for their placement and submits it to the Coordinator of Graduate Field Education. The proposal must be completed by the student and the agency, and approved by the Coordinator of Graduate Field Education. Students in the part-time program must submit proposals by the first week of February. Newly admitted students must submit proposals in May. The written proposal must include the following:

- A description of the student's current job, including name of immediate supervisor and location of the student's current job site.
- A detailed description of the proposed placement and the learning objectives. Describe the perceived differences in the student's current job and the proposed placement.
- The name, degree and license level of the proposed Field Instructor.
- The physical location of the placement
- The specific days and hours the student plans to work in the field, and the days and hours the student plans to work in their employment.
- A letter from the student's employer (immediate supervisor and director of the agency) agreeing to this placement proposal. The supervisor/director will agree to protect the student's placement hours and state a plan for how the student's current job duties will be covered during their placement.

The proposed field education site must meet the following minimal conditions:

1. The agency employs full-time social work staff and is large enough for the student to have field work hours in a different department with a different caseload.
2. An individual with an MSW and at least two years post-MSW experience must be available as field instructor, subject to the approval of the MSW Program. The field instructor may not have supervised the student in the past.
3. The proposed field instruction assignment must differ significantly from the student's previous employment or field education experiences in the agency.
4. The proposed field instruction assignment must meet curriculum requirements (i.e. generalist practice opportunities).

Students with Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Disability Resource Office. Accommodations will not be considered without documentation from the Disability Resource Office. The Disability Resource Office is located in the Academic Achievement Center, which is located on the lower level of Maxwell Library. The office can be contacted by phone at 508-531-1214. Students who may need an accommodation for their field placement experience should identify this need on the *Application for Placement* and with the Coordinator of Field Education so that necessary arrangements can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if accommodations are required.

Agency Requirements

CORI

Most agencies require background (CORI) checks on students. Agencies that serve children and adolescents require CORI checks on employees and students. Information

obtained in a CORI check includes registered home address, driving status, criminal history, (including drug possession arrests and driving under the influence), and any restraining orders held against the student. Students who have a criminal conviction need to be aware that this may affect acceptance for placement and/or future ability to become licensed in some states.

Liability Insurance

Students are required to obtain Liability Insurance and submit an insurance binder to the Coordinator of Graduate Field Education **before** beginning their field placement.

Liability insurance can be obtained at a reasonable rate through NASW membership.

Students can download the NASW application online at www.socialworkers.org. The website for *Student Professional Liability Insurance Program* is www.americanprofessional.com.

Agency and Field Instructor Information

Selection of Agencies and Field Instructors

The selection of agencies for field education is an important part of the Master of Social Work Program. It is the responsibility of the Coordinator of Graduate Field Education to determine an agency's suitability for student training and to work closely with interested agencies in this process.

Potential field education sites may be identified in a number of ways. Agencies may request students or may be suggested by a student, faculty member, alumnus, or community representative. An agency assessment is conducted by the Coordinator of Graduate Field Education. The assessment covers such topics as: the function and service of the agency, possible student assignments, and availability of resources for the student, level of practice competence, and special requirements for student placement. The agency is also provided information pertaining to curriculum, field requirements and expectations regarding assignments, supervision, and evaluation.

The following general criteria are used in the selection of agencies:

1. The agency's philosophy, goals, programs and policies are compatible with professional social work standards.
2. The agency is in good standing in the community.
3. The agency is large enough to maintain and develop its basic program without reliance on students.
4. The agency's training program must be compatible with the MSW Program's educational objectives.
5. There should be a correlation between the agency and the program's practice perspective so as to provide an integrated class-field curriculum and a consistent learning experience for the student.

6. The agency is committed to the field instruction program, its goals and objectives, and due process protection of the student.
7. The agency will support staff time availability for effective supervision and professional learning, including participation in the MSW Program's orientation, field instruction trainings, and liaison visits. It is expected that students receive a minimum of 1½ hours of weekly supervision for foundation year students and 2 hours of weekly supervision for concentration year students.
8. The agency should provide a range of assignments on an ongoing basis that are appropriate to the student's educational needs. The student workload should reflect opportunity for involvement in varying modalities of service as well as exposure to diverse populations.
9. The agency must provide the necessary space and facilities, including privacy for interviewing, desk and file space.

The following criteria are used in the selection of field instructors:

1. Field instructors must hold an MSW degree from an accredited Program of social work and must have two year's of MSW experience.
2. Field instructors supervising Concentration Year students must be licensed at the LICSW level.
3. Field instructors must be committed to the teaching function of social work education.
4. Field instructors must have an interest in, and time to fulfill, the responsibility of teaching social work students.

Roles, Responsibilities and Expectations

Coordinator of Graduate Field Education

Responsibilities:

1. Establish criteria for the selection of qualified field agencies and instructors.
2. Develop policies, procedures and objectives of the field program.
3. Administer the social work field education program.
4. Evaluate and assess the field education program and recommend policy changes to the faculty.
5. Coordinate the development of field placements for graduate students and evaluate the quality of those programs.
6. Coordinate the placement process for graduate students.
7. Communicate to students information about potential placement agencies.
8. Plan, schedule and conduct fall field instructor orientation sessions.
9. Develop a continuing program of education for field instructors to develop the quality of field teaching and strengthen the performance of field instructors as educators and practitioners.
10. Maintain ongoing communications with social work practitioners concerning field policies, procedures, requirements and standards, and issues affecting field education.
11. Coordinate the process for review and revision of the Field Manual and all forms.
12. Work with student issues or concerns as appropriate and as indicated in this manual.

The Faculty Field Liaison

1. Orient field instructors to the MSW Program's curriculum and participate in orientation workshops.
2. Help field instructors plan individualized learning experiences for students in accordance with the objectives of field.
3. Facilitate concurrent field seminar groups on campus for students in field.
4. Meet with the field instructor and the student in three-way conferences at least twice during the placement, during the First Semester Conference and Final Evaluation Conference.

5. Be available as a resource person for the student; consult with students on field experience and progress toward achieving field education objectives.
6. Consult with field instructors on field experience and progress toward goals.
7. Consult with the students and their field instructors regarding field-related problems as they arise.
8. Assist students with problems of learning and mobilize appropriate resources on behalf of students.
9. Assign students' grades in collaboration with the agency field instructor.
10. Assess the quality of field instruction and opportunities provided each student and make recommendations to the Coordinator of Graduate Field Education regarding continuing participation in the Program.

The Agency Field Instructor

1. Attend program orientation sessions held by field faculty and staff at the beginning of the academic year.
2. Attend seminars, workshops and other special activities arranged by the Coordinator of Graduate Field Education.
3. Select appropriate assignments and, with the student, create a learning education agreement that reflects the learning objectives, opportunities and expectations, and review a minimum of one process recording every week.
4. Provide for the student an orientation to agency and job/task.
5. Provide a minimum of 1½ hours of weekly supervision for foundation year students and 2 hours of weekly supervision for concentration year students in order to provide feedback and act as educator and role model.
6. Provide on-going supervision and evaluations of students throughout the placement.
7. Participate in evaluation meetings with the student and faculty field liaison throughout the field placement, usually two per academic year.
8. Complete and submit requested materials to the MSW Program, e.g., field instructor form, student evaluations, etc.
9. Notify the faculty field liaison of any problems or questions as soon as they become evident.

The Student

All students who enter the MSW Program are adult learners who are expected to take an active role in planning and implementing their learning experiences in the field practicum. In accepting placement at an agency, students are making a contract that they will learn about services and make them available to clients in a professional manner. Students are also contracting to participate in a teacher-student relationship. The following responsibilities, though not inclusive, are basic for carrying out active participation in learning:

1. Follow established procedures for selection of a placement agency.
2. Familiarize themselves with and abide by agency policies and regulations as well as with those of Bridgewater State College and the MSW Program.
3. Perform in a responsible, professional manner, keeping commitments to the agency, to the agency field instructor, to clients, and to the faculty field liaison.
4. Take the initiative in seeking advice and consultation or help from the agency field instructor or the faculty field liaison.
5. Use the relationship with the field instructor in the advancement of knowledge, therapeutic skills and techniques, and self-awareness.
6. Communicate educational needs and interests to the field instructor; this includes communicating that they have too much or not enough work, or are interested in learning about and being involved in other services which their field placement offers.
7. Discuss with the field instructor and/or faculty field liaison areas of disagreement, dissatisfaction, or confusion in respect to any part of the field learning experience.
8. Keep appointed conference times with the field instructor, and prepare for such conferences by adhering to recording deadlines and formulate questions relating to assignments. The student who cannot keep the designated time will advise the field instructor accordingly and take the initiative to discuss another time for a conference.
9. Develop a learning agreement that specifies learning goals and assigned tasks designed to accomplish those goals.

10. Complete a minimum of one process recording per week. Process recordings are submitted to the field instructor for review and comment. The faculty field liaison will also review process recording.
11. Participate with the field instructor and faculty field liaison in the First Semester Conference and Final Evaluation Conference.
12. Notify agency field instructor of vacation plans, unavoidable absences and tardiness in advance, as is expected in professional employment.
13. Abide by the *NASW Code of Ethics* and *Standards of the MSW Program* at all times and in so doing, protect confidentiality of clients when required to present case material from the practicum in class.
14. Complete the required practicum hours within the time frame of the contract.
15. Complete all required evaluation forms.

Learning Agreement

The learning agreement is a contract between the student and the field placement agency that specifies what the student plans to learn and the activities or tasks the student will perform to achieve her/his learning objectives. The learning agreement is part of the student's permanent file.

The learning agreement should be a unique document reflecting the student's learning interests and needs, taking into consideration the opportunities available within the particular placement setting. The learning agreement may be modified throughout the year as new learning experiences become available or planned experiences cease to exist.

Learning Agreement Outline and Examples

Each MSW learning agreement has three sections: objectives, strategies, and assessment. Directions for completing each section are provided below. Please head your contract with your name, the agency name, a brief description of the agency, the name of your field instructor and faculty liaison, and the academic year. Include lines at the end of your contract for you, your field instructor(s), and your faculty field liaison to sign and date when your final contract is approved.

I. Objectives: List a minimum of six learning objectives for the year, with at least two objectives in each of the three areas described below:

Area 1: Gaining competency in generalist or advanced clinical practice skills – Objectives focused on what you plan to DO. These will be your responsibilities in providing services unique to the agency, in learning how to apply methods of intake, assessment, specific interventions, case management, crisis intervention, group work, etc.

Examples:

- To effectively provide intake services for the older adult unit.
- To design and deliver a quality teen parent education program.
- To learn case management skills and roles.
- To learn how to complete assessments and preliminary diagnoses.
- To improve my case recording techniques.
- To become skilled in using cognitive-behavioral techniques.

Area 2: Building social work knowledge and understanding – Objectives focused on what you need to KNOW. Areas to examine are specific issues, populations, resources, roles of policy, additional content pertinent to agency that relates to human behavior theory, therapeutic methods, social justice issues, etc.

Examples:

- To understand the uses and limitations of short-term therapy for depression.
- To examine the effects of TANF legislation on homeless youth.
- To familiarize myself with the legal issues involved in commitments.
- To gain knowledge about the experiences among immigrant families.
- To learn about community resources for mental health services.
- To determine which methods are most effective in grief counseling.

Area 3: Developing professional roles – Objectives focused on values and how you want to BE with clients, colleagues, and your supervisor. Consider objectives related to

teamwork, collegiality, supervision, interdisciplinary, gaining awareness of your strengths in social work roles, analyzing the impact of your personal style and history, improving your accountability, communication, use of feedback, etc.

Examples:

- To gain awareness of how I relate with persons from cultural backgrounds different than my own.
- To learn how to better utilize supervisory conferences for clinical work.
- To address my own issues with death and loss in order to be more skilled.
- To develop skills for being an effective member of the multidisciplinary team.
- To challenge my assumptions about older adults.
- To function as an effective co-facilitator in the preteen group.

II. Strategies: For each objective, list several tasks, assignments, or processes that will be used to accomplish it. The strategies will be a series of successive steps that clearly lead to accomplishing each objective within a specified time frame.

Examples:

- Complete intakes on three persons from different cultural backgrounds.
- Prepare supervisory agenda for each weekly session September – May.
- Co-facilitate one group with a staff member who is not a social worker.
- Manage a caseload of 5 - 7 families by March.
- Journal weekly on my reactions to clients' experiences of grief and loss.
- Participate in at least two commitment hearings during the placement.
- Read two research articles on short-term therapy by November 1st.
- Prepare a case presentation for seminar on a child with learning disabilities.
- Interview two TANF workers before January.
- Compile a packet of information on housing referral sources for agency files.
- Prepare written assessment reports for 4 clients within one week of intake.

III. Assessment: For each objective, describe what methods will be used to examine your work and evaluate your progress toward meeting the objective. Design these to answer the questions: “How do you know this objective has been met?” “How will you know what you have learned?” “How will you know whether your skills are improving?” Direct observation by your field instructor of your interaction with clients is expected, either via audio or videotape, process recording, or being with you in a session with a client.

Examples:

- Use group evaluation form and discuss results with co-facilitator.
- Journal about my interactions with clients from different ethnic and racial backgrounds and share excerpts from this journal with my supervisor.
- Provide supervisor with copies of my log entries during first semester and discuss together how I can write more clearly and concisely.
- Videotape two clients during termination phase of treatment and review tape with supervisor.
- Complete a process recording in the fall and another in the spring. Compare and discuss each with supervisor.
- Bring draft of my agency presentation outline to supervision meeting for input.
- Ask co-worker each week for feedback about my interactions with teen group.

Evaluation and Grading Policies

Evaluation of Student Performance

Evaluation of student performance in Field Education is a continuing process and is an integral part of the educational program. Field Instructors are encouraged to give students frequent feedback. Students and field instructors discuss mechanisms for evaluation when they are developing the Learning Agreement. Examples of suggested evaluation activities include: presentations by the student in supervision, at case conferences or team meetings; field instructor review of written materials such as case notes, process

recordings, reports, logs and journals; and field instructor review of video/audiotapes of client interactions, presentations or role-plays.

The MSW Program requires three student evaluations during the year. The first occurs by the first week of November and is an oral, informal, "stock-taking" between student and instructor, verbally shared with the Faculty Field Liaison. It is designed to identify any problems or learning needs early in the year and should cover the same topics as the later written evaluations: progression of learning, new areas of mastery, identification of current learning needs together with ideas about how these may be met. The second and third evaluations are written, following the same format, and are due in December for the fall semester and in April for the spring semester to the Faculty Field Liaison. (See Appendix F for Evaluation of *Student Performance Form*)

Evaluations are a mutual effort of student and instructor, with the instructor taking responsibility for the final version submitted to the MSW Program after the student has read it and points of difference have been noted. It is important that evaluations be balanced in presenting both strengths and weaknesses to enable both student and instructor to know which areas of learning need special attention. Ideally, the evaluation is an evolving process and nothing should appear in it that has not already been discussed with the student in regular supervisory conferences. The MSW Program recommends that prior to the completion of the evaluation, at least one supervisory conference is set aside for discussion of the student's overall response to and use of the field work experience. Student's are required to prepare written self appraisals for this purpose. (See Appendix F) It is helpful to refer to the learning objectives in this manual and to review the Learning Agreement while assessing the student's progress.

Field Instruction Grading Policy

The grading system is A (Excellent), B (Good), C (Marginal), F (Fail). The student's final letter grade for field education each semester incorporates a grade for field placement recommended by the field instructor and a grade for the field education

seminar given by the faculty field liaison. **Assigning the final grade is the responsibility of the faculty field liaison.** A student must receive a grade of B- or better to receive a final passing grade in Field Education. A grade of B- or better is a prerequisite for moving from the Foundation Placement to the Concentration Year Placement.

Basis for Grading

Grades are based upon the student's performance in fieldwork and participation in field seminar. The faculty field liaison determines the grade through examination of the following information sources and documents:

- Learning Agreement
- The field instructor's written evaluation of the student's performance.
- Verbal assessments of specific aspects of the student's performance provided by the field instructor.
- Records, reports, logs, process recording, and other written materials produced by the student.
- Field Education and Field Seminar Objectives.
- Field Seminar Participation, Assignments and Evaluation.

Problems in Field Instruction

It is the responsibility of the faculty of the MSW Program to grant academic credit only to students whose coursework meets or exceeds minimum acceptable standards. Because performance in field instruction is a critical indicator of the student's readiness to assume professional responsibilities, as well as field education being a major formal requirement, the student must earn a grade of B- for each semester in field instruction in order to complete candidacy for the MSW degree. The MSW Program has developed guidelines for handling situations in which the student's field instruction performance deficiencies bring into question the student's ability to meet minimally acceptable standards. In most instances, such deficiencies become apparent early in the placement. Obvious examples are erratic attendance patterns, failure to keep appointments or other obligations to clients

or colleagues, punitive or otherwise inappropriate behavior in the professional role, violation of the ethics of the profession, and refusal or failure to carry out policies or procedures that are vital to the agency's functioning. It is especially crucial that any performance deficiency be brought to the student's attention as soon as it has been observed. Only in this way do the student and the Field Instructor have full opportunity to initiate timely corrective steps. The MSW Program respects the right of the student to raise and pursue issues regarding his/her field instruction placement. Such concerns should be brought by the student to the field instructor, field liaison, and the Coordinator of Graduate Field Education for appropriate resolution. The first step in most cases involves the field instructor or field liaison coaching the student on possible ways to resolve the problem him/herself. The MSW Program believes that the process of problem solving on one's own behalf can be an important part of professional development. If this fails, the student, field instructor, field liaison, and/or Coordinator of Graduate Field Education initiates a joint meeting to further assess and enact problem resolution strategies.

Field placements at Bridgewater State College Master of Social Work Program are made after a thoughtful pre-placement process that includes active student and agency participation. Field placements, once confirmed, are not disrupted lightly. If the conclusion is reached by the Coordinator of Graduate Field Education, faculty field liaison, and agency representative that a placement should be discontinued, an assessment will be made jointly by the Coordinator of Graduate Field Education, field liaison, and, if needed, faculty advisor whether a student should be reassigned to another field instructor in the same agency or to another agency setting. Students who disrupt a placement without prior approval of the Coordinator of Graduate Field Education risk receiving a grade of Fail. If, in the opinion of the Coordinator of Graduate Field Education, field liaison, and faculty advisor, the student should be reassigned to a different placement, arrangements will be made through by the Coordinator of Graduate Field Education to secure another placement. These arrangements include a new field placement timeline that usually requires that the placement be extended beyond the required minimum placement hours.

Unacceptable Performance in Field Instruction

Students are expected to adhere to the *NASW Code of Ethics*, (see Appendix A) to follow agency policies and procedures, and to otherwise conduct themselves in a professional manner. Definitions and examples of professional conduct can be found in *Standards of the MSW Social Work Program* on page 80 of this manual. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in other action being taken by the MSW Program, including termination at any time from a field placement. A failing grade in field results in termination from the program.

Guidelines for Handling Unsatisfactory Performance in Field Education

1. It is the responsibility of the student and field instructor to identify any problematic behavior pattern or a major issue in the practicum. The faculty/field liaison must be contacted when this occurs. The student and field instructor should document their attempts in the learning/teaching experience to address these difficulties.
2. The faculty field liaison will set a meeting with the field instructor, student, and other appropriate persons such as the Coordinator of Graduate Field Education to review the situation.
3. The meeting will cover the following:
 - A clear identification of problems in learning and teaching. The liaison will establish a) whether there is sufficient evidence of the student's practice (e.g., tapes, reports, records) to arrive at an evaluation; b) whether regular procedures have been followed in field instruction as specified in the learning contract (e.g., number and nature of assignments; field instruction sessions; nature of specific feedback given to the student).
 - Specification of learning objectives to be achieved and behavior changes expected.
 - Any necessary actions and procedures to be taken in field instruction.
 - A timeframe for a review meeting and a schedule stating when a sample of the student's practice (selected by student and field instructor) is to be reviewed by the liaison.

4. The faculty field liaison will document the process and outcome of the meeting. A copy will be given to the student, field instructor, and Coordinator of Graduate Field Education. A copy will also be placed in the student record.
5. The review meeting will assess the degree to which the student has met the objectives set out in the previous meeting, the extent to which any activities in the field instruction have been useful, and any other relevant issues. Further specification of issues, objectives, actions, and a timeframe may take place if necessary. The faculty field liaison will document the process and outcome of the meeting. A copy will be given to the student, field instructor, and the Coordinator of Graduate Field Education.
6. Should the student not meet the competency expectations, a failing grade will be *recommended* by the field instructor in consultation with the faculty field liaison.

If a student performance in field education is unsatisfactory, the Faculty Field Liaison, the Coordinator of Graduate Field Education and the Academic Advisor will review the student's performance in field work and will make recommendations to the Academic Review Committee.

Appeals Process

Appeals of any adverse action are to be heard by the College's appeal process. Students are advised to apprise themselves of the grievance and appeals procedures set down by the College and found in the Bridgewater State College Handbook.

Standards of the MSW Social Work Program
Retention in the MSW Social Work Program:
Standards for Continuance and Graduation

The following standards apply to all MSW students enrolled in the Master of Social Work Program at Bridgewater State College. Standards are broader than academic performance due to the nature of social work practice and the expectations of a professional program. All MSW students will receive and are required to comply with the *Standards of the MSW Social Work Program*, the *National Association of Social Workers (NASW) Code of Ethics* as well as related policies outlined herewith.

Faculty regularly evaluate academic and professional performance in several areas including, but not limited to, the demonstration of basic professional practice skills, stress management and emotional self-awareness, professional judgment, and scholastic performance. Criteria defining each of these four primary areas are identified below.

Basic Professional Practice Skills:

Communication: practices using effective oral and written skills; uses existing technologies as appropriate; employs effective interpersonal skills including the ability to take appropriate responsibility for one's own actions and decisions and their potential impact on others; and possesses the ability to identify and acknowledge limitations.

Ability to Exercise Critical Thinking: demonstrates the ability to plan, monitor and evaluate practice interventions and overall practice; articulate the problem-solving process.

Stress Management and Emotional Self-Awareness:

Effective Self Care and Coping Skills: handles stress appropriately by use of self-care techniques and supportive relationships; recognizes personal needs and plans accordingly.

Emotional Maturity: demonstrates understanding of appropriate self-disclosure; maintains respectful relationships with peers, colleagues, faculty, and others; demonstrates empathic support to peers; and uses assertive problem solving strategies rather than aggressive or passive actions. Seeks professional help for medical or emotional issues that interfere with professional and scholastic performance.

Professional Judgment:

Comprehension of Ethical Behavior: demonstrates adherence to the *NASW Code of Ethics*, state licensing laws, and practicum site policies and procedures; practices within the competencies and limits of a generalist practitioner in foundation year practicum or a clinical practitioner in concentration year practicum.

Committed to Professional Learning: takes responsibility for learning and seeks feedback and/or supervision from field instructors, faculty, peers and colleagues; participates in classroom discussions and stays engaged in learning; holds self accountable for work assigned.

Self Awareness: demonstrates awareness of one's own attitudes and beliefs (economic status, age, ethnicity and lifestyle differences) and their impact on professional practice; acknowledges when personal values interfere with professional practice and client relationships and makes appropriate referrals or takes appropriate action.

Scholastic Performance:

1. Students must have a GPA of 3.0 to graduate. Students are permitted one grade of "C," a second "C" grade will result in dismissal from the program.
2. Satisfactory completion of foundation practicum that demonstrates both satisfactory progress and a reasonable expectation of success in a clinical practicum.
3. Fulfills the expectations and standards detailed in the *MSW Student Handbook and Field Manual*.

4. Obtains a mid year evaluation from the Agency Field Instructor and Faculty Field Liaison that satisfactory progress is being made towards competent, ethical practice; earns a final evaluation in field that affirms the student is adequately prepared to graduate as a beginning Social Work practitioner. Specific expectations and standards are detailed in this *MSW Student Handbook and Field Manual*.

5. Any student who fails a required course will be terminated from the social work program. Any student terminated from a field placement will be placed on probationary status. Termination from a second field placement will result in termination from the program.

Adapted from College of St. Catherine

Mileage/ Transportation

Mileage reimbursement must be discussed between the agency and the prospective student intern and a mutual agreement be reached before the student begins the field placement. Some agencies do not reimburse students for the use of their own vehicle.

Some field placements require that students use their own vehicle for agency business, such as home visits and transporting clients. The student and the agency representative should discuss this issue during the initial interview. Students should check with their automobile insurance carrier to be certain they have the appropriate coverage.

Holiday Policy

Generally, it is expected that students in field work follow the College calendar relative to holidays and recesses. Students are entitled to a two-week winter break and a one week spring break. Students are expected to work with their Field Instructor to minimize disruption to client care.

Exceptions:

Students who have fallen behind in the required number of hours of field work for a given semester are required to complete the hours and may do so during holiday breaks, if the agency is able to accommodate the student. Other exceptions are negotiated with the faculty liaison, the agency Field Instructor, and the Program.

Mandatory Reporting

Mandatory reporting refers to statutory language that obligates social workers to report suspected incidents of abuse or neglect to children and other protected populations (elderly and other dependent persons). Students who suspect abuse or neglect must immediately report their concerns to their Field Instructor and/or other agency supervisory staff and follow agency policies regarding reporting of abuse and neglect. If the Field Instructor or other agency supervisory staff is not available, the student should contact their Faculty Field Liaison. The Field Instructor or Faculty Field Liaison will then decide whether to file a report with the appropriate state agency.

Confidentiality and Use of Client Information

The Department requires all students to comply with agency policies and procedures related to confidentiality of client information. Students may not use any individually identifiable information about clients in any papers, reports, class discussions, etc.

Students who use information about clients for MSW Program related work are required to mask all identifying information. A student's orientation to their field placement will include the agency's policies and procedures on confidentiality and all applicable state and federal laws and regulations, including HIPAA Privacy Standards, related to confidentiality of individually identifiable health information.

SECTION VI: PROFESSIONAL AND COMMUNITY RESOURCES

Bridgewater State College Campus Resources

<u>Resource</u>	<u>Location</u>	<u>Phone</u>
Bridgewater State College Campus		508.531.1000
Academic Achievement Center	Maxwell Library	508.531.1214
Athletics and Recreation	Tinsley Center	508.531.1352
Bookstore	East Campus Commons	508.531.6198
Career Services	Campus Center	508.531.1328
Child Care Services	Children's Center	508.531.1244
Clement C. Maxwell Library	Circulation Desk	508.531.1392
	Library Hours	508.531.1749
Commuter Service Center	Campus Center	508.531.2541
Counseling Center	Tillinghast Hall 013	508.531.1331
Disability Services	Academic Achievement Ctr	508.531.1214
Escort Service	Campus Safety	508.531.1745
Financial Aid Office	Tillinghast Hall 100	508.531.1341
Graduate and Continuing Education	Maxwell Library 006	508.531.1300
Health Services	Tillinghast Hall 001	508.531.1252
Human Resources	Boyden Hall	508.531.1324
ID Cards / Parking Services	Hunt Hall 10	508.531.2190
Learning Assistance	Academic Achievement Ctr.	508.531.1214
Media Services	Maxwell Library	508.531.1248
Moakley Center	John Joseph Moakley Ctr.	508.531.6145
Multicultural Affairs Office	Rondileau Campus Center	508.531.6166
News and Events	Public Affairs Office	508.531.1335
Police Department	Campus Police Station	508.531.1212
Print Shop	Rondileau Campus Center	508.531.2267
Student Accounts	Boyden Hall 109	508.531.1225
Student Involvement and Leadership	Campus Center 109	508.531.1273
Registrar's Office	Boyden Hall 003	508.531.1251
Technology Help Desk	Moakley Center	508.531.2555

APPENDIX A: An Abbreviated Summary of the NASW Code of Ethics

1. Social Workers' Ethical Responsibilities to Clients

Commitment to Clients

Social Workers' primary responsibility is to promote the well-being of clients (individuals, families, groups, organizations, and communities).

Self-Determination

Social Workers respect and promote the right of clients to self-determination (except when client's action or potential actions pose a serious, foreseeable and imminent risk to themselves or others).

Informed Consent

Social Workers should provide services only in the context of a professional relationship based, when appropriate, on valid informed consent.

Competence

Social Workers should provide services and present themselves as knowledgeable only within the boundaries of their education, training, license, certification, consultation received, supervised experience, and other relevant professional experience.

Cultural Competence and Social Diversity

Social Workers should understand diverse cultures and their function in human behavior.

Social Workers should be knowledgeable about, and seek to understand, the nature of social diversity and oppression.

Conflicts of Interest

Social Workers should be alert and avoid conflicts of interest.

Privacy and Confidentiality

Social Workers should respect clients' rights to privacy.

Access to Records

Social Workers should provide clients reasonable access to their own records.

Privacy and Confidentiality

Social Workers should not, under any circumstances, engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced, nor with former clients, nor with significant persons in a current client's life, nor provide clinical services to a person with whom he/she has had a prior sexual relationship.

Physical Contact

Social Workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact.

Sexual Harassment

Social Workers should not sexually harass clients.

Derogatory Language

Social Workers should not use derogatory language in their written or verbal communication to or about clients.

Payment for Services

Social Workers should ensure that their fees are fair, reasonable, and commensurate with the services performed.

Clients Who Lack Decision-Making Capacity

Social Workers should safeguard clients' interests and rights.

Interruption of Services

Social Workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, illness, disability, or relocation.

Termination of Services

Social Workers should terminate services to clients and professional relationships with them when such relationships are no longer required or no longer serve the client's needs or interests. Social Workers should assist in making appropriate arrangements for continuation of services when necessary.

2. Social Workers' Responsibility to Colleagues

Respect

Social Workers should treat colleagues with respect.

Confidentiality

Social Workers should respect confidential information shared by colleagues in the course of their professional transactions.

Interdisciplinary Collaboration

When members of an interdisciplinary team, Social Workers draw on the perspectives, values, knowledge and experiences of the social work profession and resolve differences through appropriate channels.

Disputes Involving Colleagues

Social Workers should not involve clients in disputes with colleagues.

Consultation

Social Workers should seek advice and counsel of colleagues whenever such consultation is in the best interest of clients.

Referral for Services

Social Workers should refer clients to other professionals when necessary.

Social Workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referral social worker.

Sexual Relations

Social Workers should not engage in sexual activity or contact with supervisors, students, trainees, or other colleagues over whom they exercise professional authority or with colleagues when there is potential for conflict of interest.

Sexual Harassment

Social Workers should not sexually harass supervisors, students, trainees and colleagues.

Impairment of Colleagues

Social Workers with direct knowledge of a colleague's impairment, which interferes with practice effectiveness, should consult with that colleague and, when feasible, assist their colleague in taking remedial action.

Social Workers who believe that a colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory boards, and other professional organizations.

Incompetence of Colleagues

Social Workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague, when feasible, and assist colleague in taking remedial action.

Unethical Conduct of Colleagues

Social Workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues and to defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

Supervision and Consultation

Social Workers who provide supervision or consultation should be qualified to do so, should set clear appropriate and culturally sensitive boundaries, should not engage in relationships which have conflicts of interest or potential harm to other parties and should be fair and respectful in their work.

Education and Training

Social Work educators, Field Instructors or trainers should: instruct only within their areas of expertise, should be current in their field, should be fair and respectful, should inform clients when services are provided by students, should avoid conflicts of interest in relationships with students and avoid situations where students are at risk for exploitation or potential harm, and should set clear, appropriate and culturally sensitive boundaries.

Performance Evaluation

Social Workers who evaluate the performance of others should be fair and considerate and base the evaluation on clearly stated criteria.

Client Records

Social Workers are responsible for maintaining client records that are accurate, timely and reflect services provided and must keep such records after termination of services for as long as the law requires.

Billing

Social Workers should establish and maintain billing practices that reflect who provided those services and the nature of those services.

Client Transfer

The needs of a client currently or recently receiving services elsewhere must be carefully considered before agreeing to provide services.

Administration

Social Workers should advocate for allocation of resources that is fair and non-discriminatory.

Continuing Education and Staff Development

Agencies should provide continuing educational opportunities.

Commitments to Employers

Social Workers should work within organizations to ensure that workers can adhere to The Code of Ethics, and to ensure efficiency and effectiveness of services.

4. Social Workers' Ethical Responsibilities as Professionals

Competencies

Social Workers should accept work responsibilities based on competencies or intention to acquire that competency. They should remain current and base their practice on an emerging professional knowledge.

Discrimination

Social Workers should not practice, condone, facilitate or collaborate with any form of discrimination.

Private Conduct

Social Workers' private conduct should not interfere with their ability to fulfill their professional responsibility.

Dishonesty, Fraud, and Deception; Impairment; Misrepresentation

Social Workers should not participate in dishonesty, fraud, and deception. They should not practice if personal problems or other impairments interfere with professional judgment and practice. They should seek consultation and take steps necessary to protect clients and others.

5. Social Workers' Ethical Responsibilities to the SW Profession

5.01 Integrity of the Profession

Social Workers should work toward maintenance and promotion of high standards of practice based in knowledge, should add to the body of knowledge, and should promote and facilitate research.

5.02 Evaluation and Research

Social Workers should monitor and evaluate policies, implementation of programs and practice interventions. In doing research, willing consent of

participants should be obtained, with due regard for their well-being, privacy and dignity.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01-02 Social Welfare

Social Workers should promote the general welfare of society, the development of people, their communities, and their environments. Social Workers should work toward social and economic justice, and should facilitate informed participation in shaping social policies and institutions.

6.03 Public Emergencies

In public emergencies, Social Workers should provide professional services.

6.04 Social and Political Action

Social Workers should engage in political and social action consistent with this Code of Ethics.

Social Workers should work to expand choice and opportunity for all people.

Social Workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally.

Social Workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, gender, sexual orientation, age, marital status, political belief, religion, mental or physical disability.

APPENDIX B: Application to Graduate

CHECK OFF THE DEGREE AND FILL IN THE PROGRAM YOU ARE COMPLETING:

- CAGS _____ Master of Education in _____
 Master of Arts in _____ Master of Public Administration
 Master of Arts in Teaching _____ Master of Science in _____
 Master of Science in Management Master of Social Work

C. CHECK YOUR ANTICIPATED DATE OF GRADUATION:

- January _____ May _____ August _____

D. GRADUATION CEREMONY:

The graduate commencement ceremony is held in May. If you plan on participating in the ceremony, please indicate below (information about regalia, purchased through the college bookstore, will be sent at a later date):

YES NO

E. REMAINING COURSE WORK:

At the time this form is submitted to the School of Graduate Studies, the following courses in the student's program have not yet been completed:

Course Number

Course Title

F. ADDITIONAL PROGRAM REQUIREMENTS TO BE COMPLETED:

Please list below any program requirements (in addition to above course work) which remain to be completed at the time this form is filed, such as a comprehensive examination, thesis, or applied research project.

Student Signature

Date

II. TO BE SIGNED BY THE FACULTY ADVISOR:

Faculty advisor should attach an approved copy of the candidate's completed *Graduate Program Proposal* form to this Application to Graduate.

As graduate program advisor, I have reviewed the candidate's program of study and attest that the information provided above by the student relative to program requirements is accurate. I recommend

that he/she be granted the master's degree or CAGS indicated in Part I when the unfulfilled requirements listed on this form have been met.

Advisor Signature

Date

III. TO BE SIGNED BY THE GRADUATE PROGRAM COORDINATOR:

I recommend that the candidate be granted the master's degree or CAGS indicated in Part I when the unfulfilled requirements listed on this form have been met.

Coordinator Signature

Date

Revised 2/9/07
Revised 6/29/01

APPENDIX C: Application for Placement

**BRIDGEWATER STATE COLLEGE
MASTER OF SOCIAL WORK PROGRAM**

APPLICATION FOR FOUNDATION YEAR PLACEMENT

Name: _____

Address: _____

Phone: (day) _____ (evening) _____ (cell) _____

BSC email: _____ other email: _____

What languages (other than English) do you speak fluently? _____

Most agencies require some commuting and a car is needed. Many agencies require a car for home visits.

Will you have access to a car? Yes _____ No _____

Students can expect to travel up to one hour to get to their placement. However, we do take geographical and other needs into consideration

Will you be employed during the academic year (Sept. – May) Yes _____ No _____
If yes, where and in what capacity? How many hours a week do you plan to work?

Foundation year students are in placement 16 hours per week. Although the MSW Program does not specify placement days, many agencies require students in placement on specific days. Most agencies operate on a 9-5 or 8:30-5:30 schedule. Supervision is generally not available after 5:00pm. Nights and weekend placements are not widely available. Please plan accordingly.

Please Note: Most agencies will do a background check (CORI) for criminal offenses. If there is any legal issue in your background that you are concerned about you are requested to inform the Coordinator of Graduate Field Education. Students who have a criminal conviction need to be aware that this may affect acceptance for placement and/or future ability to become licensed in some states. Many agencies also require a TB test.

The primary objective of the first year placement is to provide a **foundation** in generalist social work practice. The Coordinator of Graduate Field Education will consider the following factors in matching students with a field placement:

- Responses to questions on this application
- Review of student's résumé
- Availability of approved foundation year placements

Please take time to think about and answer the following questions:

What areas of social work are you interested in? Please list three areas of interest.

What are your long range career goals? _____

What skills and knowledge do you bring to your foundation year placement? _____

Are there social work placements that would not be appropriate for you? Yes _____ No _____
If yes, please explain.

Are there any special needs that we should be aware of in planning your placement? Yes__ No __
If yes, please explain.

RELEASE OF INFORMATION

I understand and agree that the information provided on this form and my résumé will be shared with Bridgewater State College Social Work Faculty and prospective Field Instructors to facilitate my foundation year placement.

Signature

Date

Return this form and **three copies** of your current résumé to:

Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

**BRIDGEWATER STATE COLLEGE
MASTER OF SOCIAL WORK PROGRAM**

APPLICATION FOR CONCENTRATION YEAR PLACEMENT

Name: _____

Address: _____

Phone: (day) _____ (evening) _____ (cell) _____

BSC email: _____

What languages (other than English) do you speak fluently? _____

Foundation Year Placement: _____

Field Instructor: _____

Faculty Field Liaison: _____

Most agencies require some commuting and a car is needed. Many agencies require a car for home visits.

Will you have access to a car? Yes _____ No _____

Students can expect to travel up to one hour to get to their placement. However, we do take geographical and other needs into consideration.

Will you be employed during the academic year (Sept. – May) Yes _____ No _____
If yes, where and in what capacity? How many hours a week do you plan to work?

Concentration year students are in placement 20 hours per week. Although the MSW Program does not specify placement days, many agencies require students to be in placement on specific days. Most agencies operate on a 9-5 or 8:30-5:30 schedule. Supervision is generally not available after 5:00pm. Nights and weekend placements are not widely available. Please plan accordingly.

Please Note: Most agencies will do a background check (CORI) for criminal offenses. If there is any legal issue in your background that you are concerned about you are requested to inform the Coordinator of Graduate Field Education. Students who have a criminal conviction need to be aware that this may affect acceptance for placement and/or future ability to become licensed in some states. Many agencies also require a TB test.

The primary objective of the concentration year of field education is to develop advanced skills for practice with individuals, families, and groups, using a strengths-based model. The Coordinator of Graduate Field Education will consider the following in matching students with a field placement.

- Responses to questions on this application
- Review of student's résumé
- Availability of approved concentration year placements

What area(s) of social work are you interested in working in after graduation? Do you have an area of concentration?

What are your long range career goals? _____

What skills and knowledge do you bring to your concentration year placement? _____

Are there social work placements that would not be appropriate for you? Yes _____ No _____
If yes, please explain.

Are there any special needs that we should be aware of in planning your placement? Yes__ No __
If yes, please explain.

RELEASE OF INFORMATION

I understand and agree that the information provided on this form and my résumé will be shared with Bridgewater State College Social Work Faculty and prospective Field Instructors to facilitate my foundation year placement.

Signature

Date

Return this form and three copies of your current résumé to:
Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

APPENDIX D: Placement Confirmation Forms

**BRIDGEWATER STATE COLLEGE
MASTER OF SOCIAL WORK PROGRAM**

PLACEMENT CONFIRMATION: FOUNDATION YEAR

I, _____ interviewed with _____
Name of Person
at _____
Agency

My Field Instructor (supervisor) is

Name of Field Instructor

_____ I accept this field placement for SW 590/591

_____ I do not accept this placement for SW 590/591 for the following reasons

Student Signature

Date

Please return to:
Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

**BRIDGEWATER STATE COLLEGE
MASTER OF SOCIAL WORK PROGRAM**

PLACEMENT CONFIRMATION: CONCENTRATION YEAR

I, _____ interviewed with _____
Name of Person
at _____
Agency

My Field Instructor (supervisor) is

Name of Field Instructor

_____ I accept this field placement for SW 592/593

_____ I do not accept this placement for SW 592/593 for the following reasons

Student Signature

Date

Please return to:
Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

APPENDIX E: Field Placement Time Sheet

APPENDIX F: Evaluation of Student Performance in Field Education

Evaluation of Student Performance in Field Education
Foundation Year _____

Fall: _____ Spring: _____

Student Name:

Agency:

Instructor(s):

Faculty Advisor:

THE FOLLOWING THREE QUESTIONS ARE TO BE FILLED OUT BY THE STUDENT:

Brief description of setting and student role:

Outline of student's assignments: number and types of cases and other components of the practicum such as consultation, intake, program planning, and special community or social action projects.

Scheduled supervision and other learning opportunities:

Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

Evaluation Key:

- NA No opportunity available to develop this skill in this setting as of yet/or the field instructor doesn't have evidence needed to make a judgment.
- 0 Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.
- 1 Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.
- 2 Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.
- 3 Significant Demonstration of Skill Development: Student shows increasing understanding of concepts and demonstrates the skill with greater consistency. Still needs time and practice.
- 4 Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency. Student exhibits independence, creativity and flexibility in use of the skills.

NARRATIVE SECTIONS

Please use narrative sections to individualize your student's evaluation. The narrative is an important and necessary part of the evaluation. Your comments personalize and clarify for your student the essence of your evaluation of her/his work. It is important to comment on areas that need work as well as areas in which the student excels. It is essential for the student and the MSW Program to have this section completed. A narrative explanation is required when using the evaluation category 0 or 1.

FIRST YEAR EXPECTATIONS

First Semester (Mid-Year Evaluation): The expected levels of performance for a first semester student are levels 1, 2, and 3. The faculty field liaison should be contacted under the following circumstances:

- If a student is performing at level 0 on any specific behavioral measure;
- If a student is performing at level 1 on more than 50% of the behavioral measures in any one of the core areas. A rating of 0 or NA requires written comments by the Field Instructor.

Second Semester (Final Evaluation): The expected levels of performance for a second semester student are levels 2 and 3. Although this evaluation should be discussed with the liaison before submission to the MSW Program, the liaison must be contacted under the following circumstances:

- If a student is performing at level 0 on any specific behavioral measure;
- If a student is performing at level 1 on more than 25% of the behavioral measures in any one of the core areas. A rating of 0 or NA requires written comments by the Field Instructor.

If you have any questions, please contact your faculty field liaison. We hope this instrument will be helpful in providing clear behavioral measures.

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills

Objective I: Development of Professional Identity and Professional Values

By the end of the semester the student demonstrates the ability to:

Understand and adhere to the value base of the social work profession and its ethical standards in all professional interactions.	NA	0	1	2	3	4
Be aware that one's own actions and attitudes are influenced by personal history, biases and assumptions.	NA	0	1	2	3	4
Shift from lay to professional values and identity.	NA	0	1	2	3	4
Recognize ethical dilemmas and seek out appropriate assistance in attending to them.	NA	0	1	2	3	4
Identify and address oppression and injustice affecting clients and communities.	NA	0	1	2	3	4

Professional Identity – Narrative:

Objective II: Development of Knowledge of Social Work Role in the Agency System

By the end of the semester the student demonstrates the ability to:

Learn about and understand the agency programs, procedures, mission, policies, and service delivery.	NA	0	1	2	3	4
Function effectively in the social work role within the agency or team structure.	NA	0	1	2	3	4
Develop specialized knowledge needed for practice in placement agency (ex: medical, legal or education issues)	NA	0	1	2	3	4
Work effectively and cooperatively with colleagues, other staff, and community members.	NA	0	1	2	3	4

Social Work Role – Narrative:

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills

Objective III: Development of Organization, Work Management and Communication Skills

By the end of the semester the student demonstrates the ability to:

Manage time effectively, balance competing demands, and is able to work under pressure.	NA	0	1	2	3	4
Function at an appropriate level of independence, following through on tasks without reminders.	NA	0	1	2	3	4
Communicate effectively, articulating ideas clearly and concisely at team meetings, conferences, with colleagues, and in public forums.	NA	0	1	2	3	4
Write clear and organized case records, progress notes, and other agency documents.	NA	0	1	2	3	4

Work Management and Communication Skills – Narrative:

Objective IV: Development of Responsibility as a Learner

By the end of the semester the student demonstrates the ability to:

Take advantage of the learning opportunities within the agency and take responsibility for own learning.	NA	0	1	2	3	4
Actively and effectively collaborate in the field instruction process.	NA	0	1	2	3	4
Develop self-awareness and understanding of own strengths and limitations and learning style.	NA	0	1	2	3	4
Critically analyze and reflect on practice skills and client outcomes.	NA	0	1	2	3	4
Develop a positive learning/teaching relationship and ability to balance dependence and independence.	NA	0	1	2	3	4
Complete process recordings in a timely manner and use the recordings to track progress in practice skills.	NA	0	1	2	3	4
Be open to feedback and be able to use feedback to identify strengths and areas for improvement.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable skill development	Beginning skill development	Progressing	Significant level of skills	Consistent high level of skills

Responsibility as Learner – Narrative

Objective V: Development of Foundation Practice and Intervention Skills

By the end of the semester the student demonstrates the ability to:

Apply knowledge and concepts of social work practice theory to direct practice.	NA	0	1	2	3	4
Develop sensitive, empathic, non-judgmental relationships with clients.	NA	0	1	2	3	4
Engage in a mutual problem identification process with clients taking into account clients and one’s own race, ethnicity, religion, gender, sexual orientation, and physical ability.	NA	0	1	2	3	4
Explore and utilize historical data in assessment.	NA	0	1	2	3	4
Develop an organized narrative psychosocial assessment that incorporates a strengths perspective, an understanding of bio-psych-social factors, and assesses the impact of oppression and economic injustice on clients and their communities.	NA	0	1	2	3	4
Prioritize issues and create realistic intervention goals and indicators of successful outcomes.	NA	0	1	2	3	4
Develop foundation interviewing skills including: exploring, active listening, reflecting, and using well-formulated questions.	NA	0	1	2	3	4
Identify and work with clinically significant themes.	NA	0	1	2	3	4
Develop a range of intervention strategies with individuals and families and in the community.	NA	0	1	2	3	4
Use an understanding of group process, goals and phases of group development.	NA	0	1	2	3	4
Provide case management skills including advocacy, outreach services and interagency collaboration.	NA	0	1	2	3	4
Monitor and evaluate practice interventions.	NA	0	1	2	3	4

Foundation Practice Skills – Narrative:

Summary of Progress and Assessment to date

Major Strengths:

Learning goals that need continued work:

--

Student Evaluation of the Field Learning Experience

	1	2	3	4
	Beginning Skills	Progressing	Significant Progress	Consistent High Level
How would you rate your participation in the learning process?	1	2	3	4
How would you rate your growth in the development of a social work identity and professional values?	1	2	3	4
How would you rate your growth in the development of knowledge and skills for agency-based practice?	1	2	3	4
How would you rate your overall learning?	1	2	3	4

Supervisor: _____ Date: _____

Student: _____ Date: _____

(I reviewed the evaluation with my supervisor)

I would like to amend parts of the evaluation and I have attached my comments: Yes: _____; No: _____

Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

Evaluation of Student Performance in Field Education
Concentration Year _____

Fall: ____ Spring: ____

Student Name: _____

Agency: _____

Instructor(s): _____

Faculty Advisor: _____

THE FOLLOWING THREE QUESTIONS TO BE FILLED OUT BY STUDENT:

Brief description of setting and student role:

Outline of student's assignments: number and types of cases and other components of the practicum such as consultation, intake, program planning, and special community or social action projects.

Scheduled supervision and other learning opportunities:

CONCENTRATION YEAR EXPECTATIONS: Advanced learning in the second year placement is characterized by a deepening of knowledge and skills based on a more complex understanding of practice issues, theory and research. It also involves the student taking more responsibility for their own learning and professional development.

Concentration Year: Evaluation Key:

- NA - No opportunity to develop this skill in this setting as of yet/or the field instructor does not have evidence needed to make a judgment.
- 0 Unacceptable: Student shows little evidence of understanding the concept and/or demonstration of skill development.
- 1 Beginning Skill Development: Student shows some understanding of the concept and is beginning to recognize in hindsight how it might have been applied in practice situations.
- 2 Progressing in Demonstration: Student understands the concept and demonstrates the skill but performance is uneven. Needs time and practice to be more consistent.
- 3 Significant Demonstration of Skill Development: Student shows increasing understanding of concepts and demonstrates the skill with greater consistency. Still needs time and practice.
- 4 Consistent Demonstration of High Level of Skill Development: Understands the concept and demonstrates the skill with consistency. Student exhibits independence, creativity and flexibility in use of the skills.

NARRATIVE SECTIONS

Please use narrative sections to individualize your student's evaluation. Your comments personalize and clarify for your student the essence of your evaluation of her/his work. It is important to comment on areas that need work, as well as areas in which the student excels. A narrative explanation is especially required when using the evaluation category 0 or 1.

If you have any questions, please contact your faculty field liaison. We hope this instrument will be helpful in providing clear behavioral measures.

First Semester (Mid Year evaluation) The expected levels of performance for a first semester student are levels 2 and 3. The liaison should be contacted under the following circumstances:

- If a student is performing at level 0 on any specific behavioral measure
- If a student is performing at level 1 on more than 25% of the behavioral measures in any one of the core areas.

Second Semester (Final Evaluation) The expected level of performance for a 2nd semester, 2nd year student who is completing their field education is level 3. There may be some areas in which the student is performing at a Level 2. For any areas below Level 3, please elaborate in the written section. This will provide the student with some direction for future training and education.

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level
Objective I: Development of Professional Identity and Professional Values						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Present in a professional manner and identify with the profession as a clinical social worker.	NA	0	1	2	3	4
Engage in culturally sensitive practice that takes into account own culture as well as the client's, agency's and community's.	NA	0	1	2	3	4
Incorporate into practice knowledge an understanding of how oppression, racism, and discrimination impact clients, populations, policy, and service delivery.	NA	0	1	2	3	4
Reflect upon, initiate discussion about, and resolve ethical dilemmas in practice.	NA	0	1	2	3	4
Monitor own values and biases and their potential impact on practice.	NA	0	1	2	3	4
Professional Identity – Narrative:						
Objective II: Development of Knowledge of the Social Work Role in the Agency System						
<i>By the end of the semester the student demonstrates the ability to:</i>						
Effectively perform in the social work role within the agency and in working with clients, colleagues and other professionals.	NA	0	1	2	3	4
Incorporate agency's mission, funding, policies and procedures in providing service to clients.	NA	0	1	2	3	4
Critically examine agency programs and planning and make appropriate suggestions for constructive change.	NA	0	1	2	3	4
Apply policy analysis skills in recognizing and working to change social conditions and policies that contribute to discrimination and unequal access to services or resources.	NA	0	1	2	3	4
Employ a range of social work roles and use differential approaches to meeting client's needs.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level

Development of Social Work Role – Narrative:

Objective III: Development of Organization, Work Management and Communication Skills

By the end of the semester the student demonstrates the ability to:

Effectively and responsibly manage agency workload and documentation requirements.	NA	0	1	2	3	4
Organize, plan and carry through work effectively and with an appropriate level of autonomy.	NA	0	1	2	3	4
Present clearly, concisely and persuasively in both oral and written communications.	NA	0	1	2	3	4
Conceptualize and articulate own role and client and agency needs in team meetings, interagency and other professional settings.	NA	0	1	2	3	4
Use sound judgment and problem solving strategies under pressure or in crisis situations.	NA	0	1	2	3	4
Utilize information technology for agency practice.	NA	0	1	2	3	4

Work Management and Communication Skills – Narrative:

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level

Objective IV: Development of Responsibility as a Learner

By the end of the semester the student demonstrates the ability to:

Reflect on learning patterns and professional development, seek out learning opportunities, and identify areas that need improvement.	NA	0	1	2	3	4
Actively seek and use constructive feedback as a basis for taking risks and trying new skills.	NA	0	1	2	3	4
Articulate theoretical perspectives and think critically about practice approaches and decisions.	NA	0	1	2	3	4
Transfer knowledge and skill from one situation to another.	NA	0	1	2	3	4

Responsibility as Learner – Narrative:

Objective V: Development of Advanced Clinical Practice and Intervention Skills

By the end of the semester the student demonstrates the ability to:

Employ a differential use of self in engaging clients in helping relationships.	NA	0	1	2	3	4
Develop in-depth assessments and complex formulations of the client/system that include an analysis of the presenting problem, the socio-cultural context, and issues related to economic and social justice.	NA	0	1	2	3	4
Use appropriate diagnostic tools such as the DSM IV or rapid assessment tools to develop an accurate diagnostic statement.	NA	0	1	2	3	4
Design and implement clinically appropriate interventions that consider the client's strengths, issues, resources and needs, and address the problems at a variety of systems levels.	NA	0	1	2	3	4

	NA	0	1	2	3	4
	No Opportunity	Unacceptable performance	Beginning Skills	Progressing	Significant Progress	Consistent High Level
Build and sustain productive helping relationships taking into consideration appropriate boundaries and conscious use of self in the professional role.	NA	0	1	2	3	4
Identify transference and countertransference issues that impact the therapeutic relationship.	NA	0	1	2	3	4
Use advanced interviewing skills.	NA	0	1	2	3	4
Monitor and evaluate the change process to determine if goals have been met and when termination should occur.	NA	0	1	2	3	4
Articulate the theoretical perspectives that inform practice and the differential use of self.	NA	0	1	2	3	4
Critically analyze and evaluate the effect of intervention and practice models at the client and program levels.	NA	0	1	2	3	4
Advanced practice Skills – Narrative:						

Summary of Progress and Assessment to date:

Learning goals that need continued work:

Major Strengths:

Student Evaluation of the Field Learning Experience

	1	2	3	4
	Beginning Skills	Progressing	Significant Progress	Consistent High Level
How would you rate your participation in the learning process?	1	2	3	4
How would you rate your growth in the development of a social work identity and professional values?	1	2	3	4
How would you rate your growth in the development of knowledge and skills for agency based practice?	1	2	3	4
How would you rate your overall learning experience?	1	2	3	4

Supervisor: _____

Date: _____

Student: _____

Date: _____

(I reviewed the evaluation with my supervisor)

I would like to amend parts of the evaluation and have attached my comments: Yes: _____; No: _____.

Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

APPENDIX G: Field Agency Profile

**BRIDGEWATER STATE COLLEGE
SOCIAL WORK FIELD EDUCATION**

Field Agency Profile

Date: ____/____/____

Program Information

Agency Name: _____

Program Name: _____

Program Address: _____

City: _____ **State:** _____ **Zip:** _____

Web Site: _____

Field Placement

Contact Person: _____ **Phone:** _____

Fax: _____ **email:** _____

Field Instructors:

	Name	Degree	License	Phone
1.				
2.				
3.				
4.				

Placement Levels (please indicate how many students of each level your agency can accommodate)

MSW

First Year _____

Second Year _____

BSW

Junior Year _____

Senior Year _____

Does your agency offer stipends to social work students? Yes No

If yes, amount and conditions:

Do you have hours available to students on evenings and weekends? Yes No

Is a car required to perform the duties associated with placement? Yes No

If yes, do you reimburse for mileage? Yes No

Is your agency accessible by public transportation? Yes No

Are there any required screenings (i.e. CORI, TB test, etc)? Yes No

If yes, please specify

Auspices

Private for-profit Private non-profit Public – local gov't

Public – state government Other

Agency Type (please check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Aging/Gerontology | <input type="checkbox"/> Child Welfare | <input type="checkbox"/> Criminal Justice |
| <input type="checkbox"/> Substance Abuse | <input type="checkbox"/> Mental Health | <input type="checkbox"/> Occupational/Industrial SW |
| <input type="checkbox"/> Community Mental Health | <input type="checkbox"/> Community Planning | <input type="checkbox"/> Developmental Disability |
| <input type="checkbox"/> Rehabilitation | <input type="checkbox"/> MSW Program Social Work | <input type="checkbox"/> Family Services |
| <input type="checkbox"/> Health | <input type="checkbox"/> Public Welfare | <input type="checkbox"/> Other (please specify) |

Agency Setting:

- | | | |
|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Residential | <input type="checkbox"/> Community Based | <input type="checkbox"/> Inpatient |
| <input type="checkbox"/> Outpatient | <input type="checkbox"/> Other (please specify) | |

Client Population

- | | | |
|-----------------------------------|--------------------------------------|---------------------------------|
| <input type="checkbox"/> Children | <input type="checkbox"/> Adolescents | <input type="checkbox"/> Adults |
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Women | <input type="checkbox"/> Men |

Modalities

- | | | |
|--|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> Individuals | <input type="checkbox"/> Families | <input type="checkbox"/> Groups |
| <input type="checkbox"/> Communities | <input type="checkbox"/> Organization | <input type="checkbox"/> Legislature |
| <input type="checkbox"/> Professional Coalitions | | |

Program Offerings

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> Administration | <input type="checkbox"/> Adoption | <input type="checkbox"/> Advocacy |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Corrections | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Crises Intervention | <input type="checkbox"/> Education | <input type="checkbox"/> Evaluation |
| <input type="checkbox"/> Foster Care | <input type="checkbox"/> Grant Writing | <input type="checkbox"/> Health Care |
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Hospice | <input type="checkbox"/> Housing |

Legal

Legislative Work

Mental Health

Planning

Policy

Poverty

Program Development

Rehabilitation

Substance Abuse

Other (specify)

Narrative Program Description (Describe agency setting and services offered. Describe learning opportunities and placement activities available to students.)

Please return to:
Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325

APPENDIX H: Agency Agreement

**BRIDGEWATER STATE COLLEGE
MASTER OF SOCIAL WORK PROGRAM**

Agency Agreement

This sets forth the agreement between Bridgewater State College (“College”), a not-for-profit educational corporation, existing under the laws of the Commonwealth of Massachusetts with its principal campus and office in Bridgewater, Massachusetts on behalf of its academic program known as the Master of Social Work Program (“Program”), and _____ (“Agency”) with its principal office located at _____ relating to field instruction for the Program’s students (“Students”) placed at the agency.

I. PURPOSE

The Program considers field instruction a vital component in the education of future social work professionals. It, therefore, recognizes the importance of the settings where field instruction takes place. To maintain and promote the educational excellence which is in the best interest of both the Program and the Agency, it has been found that a specific statement of the responsibilities of the parties involved can be mutually beneficial.

II. RESPONSIBILITIES OF THE PROGRAM

1. The Program, in cooperation with the Agency, will assume the responsibility for assigning students to placements giving consideration to the specialized services of the Agency and the skills and knowledge of its staff.
2. The Program shall provide the agency field instructor with a Student Handbook and Field Manual which states the objectives, policies, and procedures pertaining to field instruction.
3. The Program, in the person of the faculty field liaison, will assist the student and the Agency in developing an educational program which reflects the needs and objectives of the Agency, Program, and Student.
4. The Program will provide overall coordination of training for field instructors to help provide appropriate learning experiences for Students.
5. Responsibility for grades for performance in the field instruction placement rests with the faculty field liaison. Such grades will be based on an evaluation of the Student's performance and will include input from the field instructor.
6. Should it become necessary to make a change in the Student's field placement, both the Program and the Agency will be involved to assure that the needs of the Student, Agency, and clients are met.
7. Students are covered by the BSC liability insurance policy for any claims that might arise in conjunction with the execution of responsibilities assigned to students during the course of their field instruction in the Agency.

III. RESPONSIBILITIES OF THE AGENCY

1. The Agency will allow Students to engage in field instruction in the furtherance of the Student's academic program at the facilities for a period of 16-20 hours per week.
2. The Agency will provide a field instructor who possesses the qualification, knowledge and skills necessary to provide quality field instruction.
3. The field instructor will be allowed Agency time each week for individual supervisory conferences. Foundation year students are required to receive a minimum of 1 ½ hours weekly supervision. Concentration years students are required to receive a minimum of 2 hours of weekly supervision.
4. The field instructor will be allowed Agency time to attend Program sponsored training and field orientation sessions for field instructors.
5. The field instructor will complete and submit a Mid-Year Student Evaluation in December and a Final Student Evaluation in May at the end of the second semester.
6. The Agency field instructor shall cooperate with the Program's faculty field liaison in providing any other information necessary for Student evaluation.
7. The Agency will provide the Student with appropriate learning experiences that meet the needs of the Student and the educational objectives and goals of the Program as outlined in the Student Handbook and Field Manual.
8. The Agency will provide the Student with the physical facilities and support services necessary to carry out the duties of his/her field placement.

IV. GENERAL TERMS

1. Both the Agency and the Program will assume responsibility for the content and quality of the educational experience of the Student. Appropriate faculty members, the Student and the field instructor will work closely with one another toward this objective. Students are not employees of either the Agency or the College but are students engaged in an academic program.
2. All parties to this Agreement intend to cooperate with the others in fulfilling their duties under the Agreement and shall interpret its provisions as promoting the interest of social work education and the community.
3. This Agreement shall be construed and enforced with the laws of the Commonwealth of Massachusetts.
4. This Agreement may not be modified or amended without the written consent of both parties.
5. This Agreement is established by the following signatures of the parties:

Agency

By: _____

Title: _____

Date: _____

Bridgewater State College:

By: _____

Title: Coordinator of Graduate Field Education

Date: _____

APPENDIX I: MSW Field Instructor Agreement

BRIDGEWATER STATE COLLEGE
Department of Social Work

MSW Field Instructor Agreement

I agree to supervise an MSW student for Bridgewater State College MSW Program during the _____ academic year.

Supervisor's Name (please print) e-mail address

Supervisor's Signature Academic Degree Level of Licensure

Agency Name and Address Agency Telephone #

Name Of Student You Are Supervising (please print)

Days and Hours Student Will Be At Your Agency

*Please include a copy of your updated résumé when returning this form.

Please return to:
Marcia Tarr, Field Secretary
Department of Social Work
Bridgewater State College
95 Burrill Avenue
Bridgewater, MA 02325