



BSW Student Handbook & Practicum Education Manual

Academic Year 2026-2027

Due to on-going concerns related to COVID-19, usual policies may need to be modified throughout the academic year. Communication regarding changes will be delivered through BSU email and in discussion with individual staff and faculty. Student concerns and questions will be addressed by administrators and faculty to provide as much guidance as possible.

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BSW Handbook and Practicum Manual

Introduction

This *BSW Practicum Education Manual & Student Handbook* is prepared to provide important information to BSW students in the School of Social Work. This Practicum Education Manual & Handbook provides current information and is intended to serve as a general source of information. Additional information about the BSW program and the SSW is available on the SSW webpage. The policies and practices described below are subject to change at the discretion of the School of Social Work and the University.

Terminology Clarification:

Throughout this manual, you may encounter terms used interchangeably to describe the practicum experience, including practicum, internship, agency, and practicum site. All of these refer to the structured, supervised learning experience that is a core component of social work education.

While the terms “practicum” and “internship” are often used synonymously, it is important to note that in social work education, “practicum” is the preferred term. This distinction reflects the profession’s emphasis on intentional, educationally focused experiences that are integrated into the curriculum and guided by professional standards. Unlike internships in other disciplines, which may be more exploratory or career-oriented, social work practicums are designed to support the development of core competencies, ethical practice, and a deep understanding of social justice principles.

Please also note that we have intentionally replaced the term “field education” with “practicum education” in alignment with ongoing efforts within the social work profession to adopt more inclusive and culturally responsive language. The term “field” has been critiqued for its historical associations with systems of oppression, including slavery and exploitative labor. In response, many institutions and professional bodies are shifting toward terminology that better reflects the values of equity, dignity, and respect central to social work practice.

This clarification is provided to support consistency and understanding across all sections of the manual.

Program's Mission Statement:

The BSW program prepares its graduates for entry-level professional positions in Social Work and related, providing them through a liberal arts foundation with the requisite knowledge, values, and skills to address effectively the needs of vulnerable and at-risk populations in Southeastern Massachusetts and beyond. Adhering to a strength-based generalist practice approach, and utilizing a person-in-environment framework, the curriculum focuses on ethical and culturally competent practice and strives for social justice to enable our graduates to enhance the lives of individuals, families, groups, organizations, and communities

Profession's Purpose:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.” (*CSWE EPAS 2022, page 14*)

Profession's Values:

“Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.” (*CSWE EPAS 2022, page 14*)

The BSU SSW Diversity, Equity, Inclusion and Ability (DEIA) statement guides the mission and culture of the BSW program.

The Bridgewater State University School of Social Work faculty and staff are committed to inclusive education and equity and social justice. We recognize the dimensions of diversity include the intersectionality of social identities including age, class, race, ethnicity, culture,

disability and ability, gender, gender identity and expression, sexual orientation, immigration status, nationality, religion, and tribal sovereign status.

The School of Social Work faculty and staff appreciate that these social identities exist within systems of oppression and privilege, resulting in experiences of marginalization, poverty, discrimination, and advantage. We work actively to pursue equity, inclusion, and social justice for our students and faculty/staff, as well as the larger community, through the rejection of white supremacy culture, and the intentional dismantling of institutionally oppressive structures

Description of the Senior Practicum Curriculum

The primary objective of the undergraduate Social Work Program of Bridgewater State University is to provide students with competencies in social work theory and practice that will prepare them for employment as beginning professional generalist social workers. Students are also prepared to attend graduate schools of social work.

The program also aims to educate individuals who will be knowledgeable and active citizens. The Bridgewater State University Bachelor of Science in Social Work (BSW) program sees a sense of social responsibility and a commitment to a more equitable society as outgrowths of the professional training.

The Senior Practicum Education experience is a key component of social work education and has been recognized by the profession as the signature pedagogy, or central form of instruction and learning, by which the profession of social work socializes its students to perform the role of practitioner. As stated in the 2022 Council on Social Work Education's (CSWE) Educational Policy 3.3: Signature Pedagogy—Practicum (Field) Education:

Practicum (Practicum) education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, perform, and act intentionally, ethically, and with integrity. The Practicum setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Practicum education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the Practicum setting. It is a basic precept of social work education that the two interrelated components of curriculum classroom and Practicum—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically

designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, Practicum education programs articulate how they maintain or enhance students' access to high-quality practicum experiences. Practicum education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

¹ Source: Council on Social Work Education, 2022 EPAS Handbook, see CSWE website at www.cswe.org to access full document.

At Bridgewater State University, all social work majors must complete at least 464 hours of practicum (field education) in fall and spring semesters in the senior year. The integration of actual practice with theoretical understanding begins much earlier than the first practicum experience; in fact, it is prevalent throughout the social work curriculum.

Goals of the Senior Practicum Education Program

The senior practicum education component of the BSU BSW program reflects and complies with the program's mission and goals, as stated below.

Program Goals

Our mission statement is elaborated and augmented by the goals, which articulate how the BSW program implements its mission. Thus, the program aims to:

1. Build on a liberal arts foundation to afford each social work student a foundation for the critical thinking, effective communication, and ethical behavior expected of a professional social worker;
2. Provide students with foundation-level competencies that together encourage evidence-based, strengths oriented, culturally competent social work practice with individuals, families, groups, organizations, and communities;
3. Prepare students to address effectively the evolving basic human needs of diverse, vulnerable, oppressed, and at-risk populations locally and regionally;
4. Engage students in the quest for social justice and the equitable distribution of resources;
5. Utilize a person and environment lens to social welfare issues across the globe and;
6. Prepare students for social work licensure, employment, and for graduate education in social work or advanced study in related disciplines.

Senior Practicum Education and BSW Program Mission:

Each senior practicum placement is made with attention to the following with the goal of advancing the mission of the program through the practicum experience:

- Engagement in generalist social work practice that centers client self-determination, dignity, and respect, aligned with the values of equity and inclusion.
- Opportunities to critically examine the agency's context, including its historical development, organizational mission, and the sociocultural characteristics of the communities it serves.
- Participation in practice experiences that promote the integration of culturally responsive and anti-oppressive approaches, supporting the development of competence in engaging with diverse populations.
- Application of evidence-informed practice models and critical analysis of how social policies and systemic factors influence client well-being and service delivery.
- Preparation for professional readiness, including the development of competencies necessary for effective practice in social service settings or for pursuing advanced standing in graduate-level social work education.

Generalist Practice with Individuals, Families, Groups, Communities & Organizations

The BSW program of Bridgewater State University defines generalist social work practice according to the Council on Social Work Accreditation (CSWE EPAS 2022, p. 17) as follows:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.

Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

The BSW program prepares students for generalist practice with individuals, families, groups, and communities and organizations.

CSWE Competencies in Senior Practicum Education

The BSW Program is accredited by the Council on Social Work Education (CSWE) and utilizes CSWE's current Educational Policy and Accreditation Standards – 2022 EPAS – nine Educational Policies (EP) as the basis for curricular design and evaluation. Practicum Education is the signature pedagogy through which the BSW program prepares students to achieve competency of the 9 core EPs as operationalized by the associated practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practices. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to

eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and

- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice
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Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in- environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individualsgroups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

¹Source: Council on Social Work Education, 2022 EPAS Handbook, see CSWE website at www.cswe.org to access full document.

Responsibilities & Functions of the Director of Practicum Education & Practicum Faculty Instructors/Liaisons

The Director of Practicum Education and the Practicum Faculty Instructor/Liaison are responsible for the smooth integration of knowledge gained in the classroom with practice experience. Each senior practicum student is assigned to a practicum instructor/liaison and a staff person from the practicum education office for coordinating practicum-related support and monitoring the student's senior practicum education.

The Director of Practicum Education, in collaboration with the BSW Coordinator:

1. Visits, interviews, and processes new agencies as potential practicum sites.
2. Establishes senior practicum criteria, selection of practicum work agencies and supervisors, and formalizes arrangements for student placement.
3. Interviews, advises, and provides students with prospective senior practicum placements, prepares students for agency interviews and oversees placement of students in agencies. Provides written confirmation to students and agencies of the

senior practicum match.

4. Assures that the academic curriculum provides the necessary knowledge base for students entering their senior practicum.
5. Participates in meetings with practicum education personnel at the University monthly and any other conferences requested by the student, faculty, or agency.
6. Intervenes in practicum issues that exceed the authority of the practicum instructor/liaison.
7. Disseminates all relevant institutional policies and procedures to the practicum education practicum sites, including the Practicum Education Manual.
8. Communicates regularly about policies and practices of practicum education to students, faculty, supervisors, and community members.
9. Monitors practicum placements to assure compliance with BSW Program and Practicum Education policies and procedures.
10. Provides orientation and regular education to practicum supervisors.
11. Works with students, practicum supervisors, and practicum instructors/liaisons to resolve problems.

The Practicum Faculty Instructor/Liaison has the following responsibilities:

1. Prepares for and facilitates the senior practicum (SCWK 498) according to the syllabus.
2. Provides the first intervention in a problematic practicum with a goal of resolving conflict and proceeding with placement oversight. Such actions typically involve encouraging the student to raise concerns and participate in resolution; calling or meeting with the practicum supervisor for clarification and/or modified planning in the practicum, and/or meeting with the student and supervisor prior to the planned practicum site visit.
3. Communicates with the Practicum Education Specialist, and/or the Director/Assistant Director if a problematic practicum cannot be remediated through initial efforts.
4. Assigns, reviews, and approves student's competency-based learning goals and objectives as stated in a written learning plan.
5. Assists students with the integration of course work and senior practicum work.
6. Interprets SSW policies, procedures, and expectations of practicum agencies to the practicum supervisor and continually monitors the fit between the agency, student, and the program.
7. Evaluates student journals and monthly activity reports and provides students with timely feedback on these materials.
8. Arranges office hours to accommodate individual student meetings as needed or requested. Arranging meetings once per semester with a student who does not have an MSW (Master of Social Work) or BSW (Bachelor of Social Work) practicum supervisor to discuss the student's progress toward social work competencies, and to explore issues of professional growth and development.
9. Conducts an evaluation of the student's performance at the agency site with the practicum supervisor and student present, a minimum of once per semester.
10. Assigns the final grade to students based upon class assignments, journals, monthly activity sheets, fulfillment of the goals cited in the education plan, performance in the agency, discussion with student and supervisor, and the overall way the student

has met their responsibilities.

11. Makes recommendations for continued use of agencies and practicum supervisors.
12. Attends monthly group or individual meetings for practicum liaisons as scheduled by the Director of Practicum Education.

Senior Practicum Site Selecting & Contracting

Criteria for Selection of Agencies

Almost any setting in which social work is practiced is a potential practicum education site. Identification of senior practicum instruction sites can happen in several ways. A faculty member, community-based social worker, student or BSU social work graduate can recommend an agency. Agencies contact the program directly and request a student and members of the practicum education staff actively and consistently recruit agencies.

Once a potential practicum agency becomes known to the program, written information on the program is reviewed by the BSU practicum education staff. Potential practicum agencies are asked to provide general information about the types of learning experiences available to students and the qualifications of employees who might serve as supervisors. The Director of Practicum Education or assigned practicum education staff makes a site visit to determine suitability as a training site and to establish and understand the best fit of potential students with the agency. Specific standardized information is collected in the “new agency profile.”

Bridgewater State University students come from a vast geographic area that primarily, but not exclusively, includes Southeastern Massachusetts, Cape Cod, Greater Boston, and Rhode Island. Efforts are made to identify agencies committed to providing BSW practicum education in the areas where students live and wish to practice. However, priority is placed on the quality of training. Hence, students may be placed in agencies located up to one hour from the students’ community or campus to achieve this goal. Each practicum site is evaluated for the following:

1. Clearly defined services, whose mission and values are compatible with those of the social work profession and a demonstrated ability to provide quality client care.
2. An adherence to social work values and ethics in policies and practice.
3. An agreement with and willingness to comply with the BSU educational program for practicum education experience which has been designed by the University in accordance with the guidelines of the Council on Social Work Education.
4. Status as an established social service agency and/or agency that has a social service department clearly and appropriately focused on social work responsibilities and roles.
5. Clear evidence of a commitment to the social work educational program by making available practicum instruction time, office space and materials necessary for the intern’s fulfillment of learning responsibilities. This includes a willingness to provide for the duration of the placement a qualified practicum supervisor with adequate time and expertise to carry out the expected educational tasks.
6. Provision of the opportunity for students to complete a comprehensive competency-based practice experience, including direct service assignments, participation in staff conferences, meetings, training, and seminars which complement and supplement the learning of generalist practice skills and values.

7. Evidence of the belief in the value of undergraduate social work education, and a willingness to enter into a partnership agreement with BSU.

Overview of Accommodation Procedures for Practicum Education

Students participating in practicum, internship, or fieldwork experiences who have documented disabilities may be eligible for accommodations through Student Accessibility Services (SAS). These accommodations are determined through a collaborative process involving the student, SAS, academic/program staff, and, when necessary, the placement site. For full details, including how to request accommodations, timelines, and guidance on disclosure, please refer to the **SAS Procedure for Practicum, Internship, or Fieldwork Accommodation** below (Updated Summer 2025).

Student Accessibility Services

Procedure to Request Accommodations for Practicum, Internship, or Fieldwork Experiences:

Students with documented disabilities may request accommodation not only for their academic courses but also for practicum, internship, or fieldwork experiences. Because these placements can vary in structure, expectations, essential functions, and demands, determining appropriate accommodations often requires site-specific planning between the student, Student Accessibility Services (SAS), academic/program staff, and the placement site.

Students who anticipate needing accommodations for a practicum, internship, or fieldwork experience should take the following steps:

1. Submit an accommodation request through sas.bridgew.edu, and
2. Indicate this need on the practicum application and/or notify the Director of Practicum Education to allow for early planning and collaboration.

Accommodations are developed through coordinated discussion among the student, SAS, academic/program staff, and, when necessary, the placement of site supervisor or human resources representative.

To ensure timely access, students are encouraged to initiate accommodation requests as early as possible, including, when feasible, prior to site assignments. While requests can be made at any point during the placement, please note that:

- Accommodations are not retroactive, and
- Some support(s) may take time to implement depending on the nature of the request and placement environment.

Note to Students About Disclosure:

If you are requesting accommodations during your practicum, internship, or fieldwork experience, you may need to disclose your disability to individuals outside of SAS—such as a site supervisor or agency representative—for accommodations to be implemented.

If you do not anticipate needing accommodation, disclosure is entirely optional. This is a personal decision, and you are not required to share information about your disability unless you are seeking specific support.

If you're unsure about whether or how to disclose, SAS staff are available to help you think through your options and discuss possible implications of disclosure in a practicum or field-based setting.

Student Accessibility Services (SAS) is in the Rondileau Student Union – Suite 106 and can be reached via email at SAS@bridgew.edu.

Criteria for Senior Practicum Placements Where Student is Employed

Employment Based Practicum

Students who have been employed at their current workplace for three months by January 1st are encouraged to explore the option of an employment-based practicum. While three months are generally preferred, eligibility may be considered on a case-by-case basis.

Examples of Acceptable Exceptions:

- **Recent Promotion or Role Change:** The student has transitioned into a new role or department that aligns more closely with practicum learning objectives, even if the overall employment duration is less than three months.
- **Prior Relevant Experience:** The student has substantial prior experience in a similar role or setting, and the current position builds directly on that foundation.

Students who completed three months of employment at their current place of employment by the 1st day of the calendar year are eligible for an employment-based practicum.

Students considering a practicum at their place of employment must meet with the assigned practicum education staff to discuss the program's goals and objectives. The strengths and challenges of an employment-based practicum is reviewed, and other available options are discussed. Proposed employment agencies must meet all the criteria required for any BSU BSW senior practicum site. Once it is determined that an employed based practicum is the best option for the student, the student submits a detailed written proposal of the plan for practicum and submits it to the Director of Practicum Education and/or their Practicum Education Specialist.

The practicum supervisor, on-going employment supervisor, and the student must sign a proposal agreement stating that all parties agree to the internship as described. The proposal must be approved by the Director of Practicum Education and/or assigned practicum education specialist and then reviewed by the Practicum Education Committee.

The Employment Based Practicum proposal must include the following information:

1. A description of the student's current job, including name of immediate supervisor and

- location of the student's current place of employment.
2. A detailed description of the proposed senior practicum with a clear focus and link to the social work competencies and their related behaviors. Identification of the new competencies that will be gained. We strongly encourage, and give preference to, a practicum that is with a different population, unit, and/or location.
 3. A description of new competency-based learning assignments designed to meet the defined learning objectives of the BSU Senior Generalist Year Practicum.
 4. The name, degree, and license level (if applicable), of the proposed practicum supervisor. We strongly encourage, and give preference to, the identification of a clinical supervisor that is separate from your employment-based supervisor to preserve clinical supervision as a space for professional learning. A BSW student must have a supervisor who holds a BSW and/or MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, and knowledge in the practice area.
 5. A written plan indicating how you will manage to devote attention and concentrate time to your internship when you are in the same agency. We encourage you to identify the specific days and hours you will dedicate to engaging in learning at the practicum as an intern and the days and hours you intend to work as an employee.
 6. A signed proposal from the student's immediate supervisor and director of the agency agreeing to the senior practicum proposal. The supervisor/director will agree to protect and preserve the integrity of the student's learning and provide competency-based learning opportunities for the student.

The proposed senior practicum education site must meet the following minimal conditions:

1. An individual with a BSW and/or MSW and at least two years post social work degree practice experience must be available as practicum supervisor, subject to the approval of the BSW program.
2. The proposed senior practicum instruction assignment must meet curriculum requirements for a BSW Generalist Year of Senior Practicum.

Philosophy, Process and Criteria for Determining Student Senior Practicum

Every social work student is assigned an academic advisor who is a permanent member of the social work faculty. Students and their advisors meet at least once per semester to discuss a student's course of study plan and course selection. In addition, every effort is made to staff for core social work courses with instructors who are full-time members of the faculty. BSU social work students are known by the faculty. Student applications to the practice sequence and senior practicum sequence are reviewed in a panel consisting of faculty members, practicum staff, and the BSW Program Coordinator. Once a student is accepted to the practice sequence and senior practicum, they submit a specific application for their senior practicum, which is considered based on compliance with academic requirements which are noted in the applications verified by the BSW Coordinator and the Director of Practicum Education and based on personal and professional attributes congruent with competent professional social work practice as assessed by the practicum education staff with input from the faculty advisor and other faculty members. As an aspect of the application process, a member of the practicum education staff meets with each student applicant to further evaluate the student's readiness and preparedness

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for the senior practicum and area(s) of interest for the senior practicum assignment. Every effort is made to maximize the student's participation in the practicum learning experience, including student input in the assignment to a particular agency setting and in the evaluation process. Faculty are consulted at the discretion of the practicum education staff. The student's professional interest and learning needs to guide the practicum education staff in placement planning.

Students approved for their senior practicum are assigned to a practicum education staff member to help identify the most suitable placement based on the student's interests, learning goals, and the requirements of potential practicum sites. While there are practical limitations to available options, the matching process prioritizes alignment between the student's motivation and educational objectives and the agency's capacity to support those goals. Once a student is referred to a site for an interview, the student, agency representative(s), and the assigned practicum education staff member collaboratively assess the appropriateness of the placement.

The student is expected to attend and be prepared for the professional interview and able to communicate learning goals. Occasionally, a student is not accepted for placement after the initial interview because the agency does not think that a good match exists between the agency and the student in terms of student and/or agency needs. Other reasons which may impact whether a student receives a certain placement may include but are not limited to arriving late for an interview or not showing up at all; disinterest in the type of work done at the agency; unprofessional behavior, dress or language during the interview; or unsuitable affect during the interview.

Students can participate in up to two interviews for placement. If a student is not accepted at either practicum, a meeting will be held with the Director and/or Associate Director of Practicum Education before any further interviews are considered. The BSW Program Coordinator and/or the student faculty advisor may also be invited. This meeting will assess the reasons for the refusals, including the student's preparedness, professional behavior, and demonstration of benchmark competencies appropriate to their practicum year. The meeting will explore the student's strengths and resources, address any areas of concern, and identify support that can help the student learn from the experience and prepare for future success. Based on this assessment, appropriate next steps will be determined. These may include a referral to an academic review or approval for an additional interview opportunity.

Once a student commits to a senior practicum, they are expected to maintain that commitment, begin their practicum as scheduled at scheduled, and continue with this practicum throughout the duration of the practicum education year.

Students in a senior practicum participate in a required weekly integrative seminar facilitated by an instructor experienced in social work practice. The seminars provide the practicum liaisons with the opportunity to monitor students' professional development as they articulate their practicum site experiences in class discussions, presentations, role-play exercises, assignments, and individual conferences. The practicum instructor/liaison also attends a site visit at least twice per academic year.

Criteria for Selection of Senior Practicum Faculty Instructors/Liaisons

Contracting for senior practicums is made with agencies or organizations and includes an assessment of the availability and qualifications of senior practicum supervisors. Practicum instruction sites recommend or assign practicum supervisors who, by their estimation, can fill the

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role described by the responsibilities listed below. These supervisors are screened by a member of the practicum education staff and, upon their appointment as a new practicum supervisor, are offered training (see page 39 for a full description).

New supervisors are strongly encouraged to attend a nine-month seminar at BSU or another school of social work in the consortium. It is designed to advance supervisory competence and to allow new supervisors the opportunity to explore strategies, common dilemmas, and to discuss literature. Experienced supervisors are invited to attend on-going continuing education workshops. A resume of each supervisor is requested and reviewed for suitable experience and training.

Practitioners with a Master's or Bachelor's degree in Social Work is the program's preference and are selected in most cases. If no social work professional is available, and either the student's interests or the agency's mission make it desirable to be accepted as a practicum site, the student is assigned to a seminar with an instructor who is specifically identified to structure the course to support the SCWK498 students with non MSW supervisors. The instructor provides enhanced support in the classroom and in the practicum to support the student and practicum supervisor by incorporating social work competencies into the experience. The Senior Practicum Seminar instructor collaborates with the agency supervisor each semester to complete the student's senior practicum evaluation.

Additional criteria for senior practicum supervisor selection include:

1. Ability to practice with a generalist orientation sensitive to the effects that racism, classicism, sexism, sexual preference and physical and mental difference have had on disadvantaged populations;
2. Commitment to fostering social justice;
3. A desire to teach in accordance with the objectives of the Bridgewater State University Social Work program, assuming responsibility for direct supervision- a minimum of one hour per week. The supervisor should foster critical thinking skills and enhance the student as a competent and committed practitioner.
4. Participate in the evaluation of the student's progress each semester through both a structured meeting with practicum liaison and student as well as through submitting a written report. In addition, supervisors are expected to discuss issues of shared concern, and to contribute to the on-going integration of practice with curriculum; and
5. A belief in the value of social work education and, specifically, baccalaureate social work education for beginning professional practice.

The senior practicum agency and practicum supervisor are responsible for initiating students into professional practice and meeting pragmatic learning needs of beginning practitioners.

Specifically, they are responsible for:

1. Clarifying for students a designated learning role within the agency;
2. Orienting the student to the agency, its structure, and its internal and external systems;
3. Providing an environment that is client sensitive and receptive to student involvement;
4. Helping the student clarify both short/long-term competency-based learning objectives and forming them into a specific written educational plan to be completed four weeks after beginning each semester;
5. Providing direct service opportunities appropriate for a student's learning (screening of assignments, back-up of assignments, etc.);
6. Providing a minimum of one hour a week of instruction, supervision, and evaluation of the student;

7. Providing comments on the student's weekly process recording, and discussing and returning them to the student in a timely manner;
8. Maintaining contact with the Senior Practicum Faculty Instructor/Liaison and alerting that person to any serious concerns regarding any aspect of the student's performance;
9. Encouraging, and at times, creating additional learning opportunities for interns, such as in-service training and consultant's sessions, from tapes, video tapes, reading materials, and visits to other agencies;
10. Participating in meetings with senior practicum liaison at the agency (a minimum of once each semester);
11. Submitting a written evaluation of the student's progress in the first semester, and a final evaluation at the end of the year; assessing the student's competence for beginning professional practice and/or graduate training; and
12. Whenever possible, developing contingencies for student supervision in the event of primary supervisors' absence, or departure from the agency, and assisting in such transition.

Criteria for Evaluating Student Learning

Senior Practicum

Student learning occurs in senior practicum seminars (SCWK498) and in the practicum setting. Criteria for the assessment of in-class learning are fully delineated on the course syllabus which is distributed to each student prior to the first meeting of the course.

In the practicum setting, senior practicum students are responsible for full participation in identifying and working to meet their own learning needs. They are responsible for:

1. Regular attendance at the agency for the requisite number of hours a week (a minimum of 16 per week);
2. Fulfillment of assigned senior practicum responsibilities in a thorough, reliable manner exemplifying professional behavior with respect and adherence to the Professional's Code of Ethics;
3. Acting in accordance with agency policies and procedures;
4. Recognition of the confidential nature of clients' disclosure and of case records;
5. Preparation for and participation in the regular meetings with practicum supervisors (minimum of one hour per week);
6. Developing and maintaining a portfolio that includes journals, process recordings, time sheets, and all assignments related to SCWK 498. This should be made available to the practicum instructor/liaison as requested, and brought to the practicum site visit;
7. Complete eight process recordings per semester using the format provided. The process recording is to be completed by the student, submitted to the supervisor for written comments, returned to the student and placed in the student portfolio for practicum instructor/liaison review;
8. Preparation of a learning plan agreed upon with practicum supervisor and given to practicum liaison/instructor no more than four weeks into each semester;
9. Meetings with practicum instructor/liaison as requested;

10. Communication with practicum instructor/ liaison about any serious concerns regarding any aspect of satisfaction with the practicum;
11. Participate in a senior practicum evaluation with the student and practicum instructor/liaison each semester.
12. The completion of all senior practicum assignments.

Students are encouraged to join NASW which offers a discounted student membership fee.

Initial & Continuing Eligibility for Senior Practicum Work

Students wishing to major in social work may either declare a social work major when they enter Bridgewater State University or later indicate their intention by completing an official University Change of Major Form. Bridgewater State University students are required to declare a major no later than spring semester of their freshman year or immediately upon transfer. At that time, all social work students are assigned an academic advisor who is a full-time faculty member in the School of Social Work.

To be formally admitted to the practice and practicum education sequence, a student must:

Have completed 60 hours of coursework with a minimum overall G.P.A. of 2.5 and a 2.8

G.P.A. in social work classes. Students with a social work G.P.A. below 2.8 may petition the Social Work Program BSW Program Coordinator that they be accepted into the practice course and practicum sequence. The BSW Program Coordinator will consult with the School of Social Work Chairperson, the Director of Practicum Education and the student's academic advisor to reach a consultative decision, if favorable, such students will be granted conditional acceptance to the program only.

1. Have completed 36 hours of core curriculum requirement courses as well as the following: ENGL 101, ENGL 102, PSYC 100, SOCI 102, SCWK250, SCWK270, a human biology course that meets a social work requirement as noted in the degree audit, and an introduction to public speaking course as noted in the degree audit.

Students must have a social work course G.P.A. of at least 2.8 and no social work course grades below "C".

2. Demonstrate competency in written and oral communication since such skills are fundamental to and utilized in everyday social work practice. Students must have completed ENGL101, ENGL102, and COMM102 or THEA 210 with a minimum grade of C.
3. Complete an application for admission to the practice and practicum education sequence. This application includes basic biographical data, information on employment and volunteer experiences, a four-to-five-page self-evaluation of the student's interest, readiness, and suitability for a career in social work. The purpose of the self-evaluation is twofold; (i.e., to demonstrate competency in written expression of the English language and to reflect the applicant's commitment to the goals and purposes of social work). The application information is available on the School of

Social Work website, BSW section. Students are encouraged to consult their academic advisor before submitting the application. These applications are reviewed twice a year with the following due dates:

- * October 15 for consideration for the spring semester
- * February 15 for consideration for summer or fall semester

4. Submit a current copy of their degree audit which provides an up-to-date indication of cumulative and social work grade point averages.
5. Be successfully reviewed by the social work faculty. ALL information obtained through the admission process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.
6. Read and adhere to the National Association of Social Worker's Code of Ethics and the BSU BSW Behavioral Standards. The code is printed in the *Encyclopedia of Social Work* and is available through the NASW website (www.naswdc.org). The Behavioral Standards are included in the Application for Practice and are available on the SSW website.

Applicants will be notified through email of the decision from the BSW Program Coordinator when they apply for SCWK 338 -Introduction to Social Work Practice. There are four possible outcomes of the admission process:

1. Acceptance to the program.
2. Conditional acceptance to the program. In this case, the applicant will be notified of specific areas which, in the professional judgment of the Social Work Faculty, need improvement and or/correction.
3. Delayed decision. The applicant will be notified of specific conditions which must be met before admission will be reconsidered.
4. Denial. The applicant will be notified of specific reasons for rejection of their application for admission.

Continuing Eligibility for Practicum:

Students' continuing eligibility for senior practicum work has academic and behavioral elements. Brief descriptions of each element and the process of monitoring students are provided below:

Academic Eligibility: All BSU students must maintain a 2.5 overall GPA and a 2.8 SSW GPA to participate in an internship. Social work student GPAs are monitored by the BSW Program Coordinator. After GPAs are calculated each semester, the BSW Coordinator reviews them.

Students who no longer meet the criteria are not allowed to progress in practicum education.

In addition, social work faculty monitor student performance in all social work courses. Students who are identified by their instructor as being "of concern" due to academic performance in a class are subject to a variety of interventions, determined by the faculty on a case-by-case basis. For example, the faculty member may issue a mid-semester warning grade or may complete and submit to the SSW chair and program coordinator, a **Professional Standards** form. This form initiates a variety of "steps" including a request for a meeting with the instructor and the academic advisor, the BSW Coordinator, and/or the SSW Chairperson, and/or Director of Practicum Education or Practicum Instructor/Liaison to discuss the academic performance or behavioral issue. The BSW Program Coordinator may refer a student for an Academic Review with members BSW Handbook and Practicum Manual

of the School of Social Work's Academic Review Committee. The goals of these meetings/interventions are to:

1. Notify the student that their academic performance is of concern;
2. Understand the source or cause of the deficient performance;
3. Identify appropriate supports to improve student academic performance including use of the academic support services such as Academic Coaching or the Writing Center;
4. Assess the student's interest in and ability to continue in the major; and
5. Provide scheduling options that may enhance performance. Students who are unable to maintain the required GPA are assisted in selecting another major.

Behavioral Eligibility: Behavioral eligibility is assessed in the classroom and in the practicum setting and operationalized as level-appropriate professional behavior, and behavior in compliance with University, School of Social Work Behavioral Standards, agency codes of conduct and the Social Work Code of Ethics. Students are expected to increase their level-appropriate mastery in designated practice behaviors and to follow their learning plan for senior practicum. Performance of practice behaviors and professional behavior is continually monitored by the practicum instructors/liaisons who are in regular contact with practicum supervisors. Concerns about a student's behavior in the practicum are communicated to the Director of Practicum Education. Students who are identified as being "of concern" are subject to the same interventions as described in the section on Academic

Eligibility, except that a practicum instructor/ liaison participates in meetings with the student, with or in place of the BSW Coordinator. The goals of these meetings/interventions are to:

- 1) Notify the student that their practicum performance is of concern;
 - a) Understand the source or cause of the deficient performance;
 - b) Review any behaviors that conflict with the Code of Ethics or Academic and/or Professional Behaviors. Determine the impact of such on clients and the agency.
- 2) Identify appropriate support(s) to improve student performance
- 3) Assess the student's interest in and ability to continue in the major; and
- 4) Provide scheduling options that may enhance performance. Students unable to perform adequately in the senior practicum receive advising/assistance in selecting another major.

Communication Between the University and The Practicum Site

The Bridgewater State University Social Work program has frequent communication with practicum supervisors, Directors of Training, and other relevant parties. An orientation for new practicum supervisors is held each September with all supervisors, and at that time, vital information for the year is discussed and dispersed. The supervisors are regularly surveyed about their preference for continuing education, and workshops are provided based on this feedback. Meetings to discuss issues of concern and focus groups to explore new initiatives are conducted as needed. The senior practicum liaisons/instructors become actively engaged with supervisors through the triad of student, practicum supervisor, and practicum liaison relationship. Communication is often through phone calls, and e-mails, but in person meetings in addition to the required practicum site visits are common. In addition, the Practicum Education Department reaches out to all practicum supervisors and is available daily to address questions or concerns. Student evaluations are conducted at the agency site at least once a semester and more frequently when the student, practicum supervisor, or practicum instructor/liaison deems it important. Each student is asked to provide the practicum supervisor with a complete portfolio, including process recordings, time sheets, and other materials upon request, and at the site visit.

Description of Required Practicum and Practice Courses

SCWK 338 - Introduction to Social Work Practice, 45 hours Service Learning

(3 credits)

Prerequisite: Acceptance into the Social Work Program; completion of courses as noted in the university course catalogue. This course is designed to provide students with an introduction to the basic knowledge, skills and values essential to entry-level generalist social work practice. The focus will be on the application of social work knowledge and values and the development of interviewing skills as they relate to relationship building, data collection, and assessment of client systems. In addition to the two-and-a-half-hour lecture weekly, the course incorporates a minimum of 45 hours of Service Learning.

SCWK 498 – Senior Practicum in Social Work

(6 credits for each semester)

Prerequisite: Admission to the social work program; SCWK 320, SCWK 380, and SCWK 338; consent of department; formal application required.

Senior Practicum experience provides opportunities for students to learn how to apply knowledge and to develop skills in direct services to clients under the direction of a qualified practicum supervisor. A minimum of 464 hours is spent in a wide variety of community agencies from September-May of the senior year. This experience continues to build upon the practice sequence of SCWK 338, SCWK 431, and SCWK 432. A weekly seminar throughout the year allows students to integrate social work theory and practice into a unified whole as part of their development as beginning professional practitioners. This course may be taken twice for a maximum of 12 credits. *Both semesters are in a fall-spring sequence, with only a fall semester starting time allowed. Students must complete both the fall and spring semester sequentially and continuously across a nine-month academic year.*

Required Hours in the SENIOR PRACTICUM

SCWK 338 Introduction to Social Work Practice (service learning): A minimum of 45 hours completed in one semester (offered in fall semester, spring semester and summer session formats)

SCWK 498 Senior Practicum: A minimum of 464 hours completed in two consecutive semesters (September to May).

Service Learning Expectations for SCWK 338

For many students, the Service-Learning assignment represents the first opportunity to experience the realities of agency practice. The Service Learning aims to familiarize junior level students with social work practice, to develop basic competencies, and to provide faculty with the opportunity to assess the motivation and capacity of practicum participants for continuing to pursue a career in social work. Each student will be required to secure an agency site by the second week of class. Students may find their own sites and can work in collaboration with the education staff and BSU community service office. Students are required to spend 45 hours in a social work agency under professional supervision and are concurrently enrolled in SCWK338:

Senior Practicum Expectations (enrollment in SCWK 498)

The Senior Practicum Experience continues to deepen students' abilities to perform within a generalist framework. Students spend the equivalent of two full days a week (16 hours) over the full academic year – September through May – in one agency. Students are expected to assume responsibilities equivalent to those of a beginning staff member, with the added support of supervision and training opportunities that enhance the students' emerging competencies.

After initial orientation, the student is asked to engage in relationships with client systems, assess the situation and plan and evaluate appropriate interventions. The student will be expected to develop the ability to employ social work practices while becoming aware of their own value orientations, feelings, and attitudes, and approaching each situation without personal bias or judgment.

In conjunction with the actual practicum practice, students participate in a 75-minute weekly seminar (SCWK498: Senior Practicum) with their practicum faculty instructor/liaison to develop foundational social work competencies across populations, to integrate theory, research, and policy with practice and to share case material in a professional manner. Competence in working with diverse populations is emphasized in the placement process and seminars.

At the completion of the senior practicum placement and all required social work courses, students are expected to demonstrate beginning generalist practice competency as stated in the 2022 EPAS.

General Guidelines for SENIOR PRACTICUM Assignments

BSW students are expected to learn foundational competencies, which can be achieved through the following assignments. The specific opportunities and methods will vary among settings, but may include the following:

- Assessment of client, family, group, organization, or community to determine strengths, resources, and areas of need and limitation using a person in environment framework.
- Assistance with concrete needs, including exploration of and securing resources.
- Opportunities to demonstrate an understanding of NASW Code of Ethics.
- Opportunity to work with diverse clients, and to incorporate culturally competent services.
- Supportive interventions with individuals, families, groups, organizations, and communities.
- Exposure to modalities such as home visits, crisis intervention, family meetings, and mediation.
- Opportunity to participate in team meetings, consultations, and community-based meetings that relate to the client's well-being.
- Opportunity to participate in multi-disciplinary meetings to understand the value of input in developing a plan.
- Professional writing in such forms as case notes, summaries, referral letters, etc.
- Opportunity to read and discuss case histories, medical records, etc. discern important case material.
- Opportunity to co-facilitate groups that are intended to be psycho-educational and therapeutic.

- Exposure and involvement in the community where clients live to determine the strengths and stressors families may experience.
- Participation in supervision highlights progressive learning and reflection.
- Involvement in the evaluative process of learning goals.

Guidelines for Process Recordings (*1)

What is a process recording?

A process recording is a written record of an interaction with a client.

Why are process recordings required?

Process recording is a major learning tool in social work. Social work is unique in its heavy reliance on process recording to teach intervention skills. Because in social work the practitioner's major tool is oneself and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective.

Process recordings require that the students attend to interactions on a level not required by verbal review or theoretical analysis. They encourage integration of the multiple levels of learning that a student is exposed to in practicum and class. Finally, they allow for close oversight of students' work by the practicum site and the BSW program.

What do you learn from them?

- To pay attention
- To be aware of your own experience (emotional intelligence)
- To describe behavior, affect, content, and recognize its significance
- To analyze your responses and those of your client(s)
- To recognize the consequences of an intervention
- To develop the ability to intervene purposefully
- Critical Reflection

How do you learn from them?

- Writing a process recording allows you to pay attention and to reflect on and analyze your own work
- Reviewing process recordings with your practicum supervisor and instructor/liaison allows you to identify learning patterns, access your practicum supervisors factual and clinical knowledge and experience, recognize results of interventions

What is appropriate to process in a recording?

- A face-to-face session with an individual
- A telephone contact with client
- A brief interaction in a waiting room, hall, community room, etc. with a client
- A group session
- Contact a family member or a family meeting
- A contact/meeting with a service provider
- Agency/committee meetings

*1 Source: Columbia University School of Social Work **Handbook for Student Social Work Recording**

All process recording should contain the following elements:

Identifying Information

The student's name, date of the interview, and the client's initials (remember to always disguise client name to protect confidentiality). It is helpful to state who was present during the contact and the number of the interview (i.e., "Fourth contact with Mrs. S; Mrs. S and Johnny were present"). On first contact, it may also be helpful to include the name and ages of the client system under consideration.

Goals for the interview: Briefly state whether there are any specific goals to be achieved, the nature of the referral, and the nature of the initial or presenting issues, the student's plans, and the client's agenda.

Word-for-word description of what happened as well as the student can recall. Description of any action or nonverbal activity that occurred.

Students' feelings and reactions to the client and to the interview as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview is going on. (i.e., "At this point I began to feel uneasy. I was a little frightened and wondered what to do next.")

Students' observations and analytical thoughts regarding what has been happening during an interview (i.e., "I wondered what would happen if I said such-and-such. I chose not to, but I wondered whether I should have raised it," or "Mrs. S. said she felt happy, but this seemed to contradict what she said earlier. I did not think she looked very happy, so I asked her to explain further.").

Summary of the student's impressions. This is a summary of the student's analytical thinking about the entire interview.

Future: Identification of unfinished business, identification of short and longer-term goals.

Student role(s) during the interview: techniques used; theories applied.

Identification of questions for practicum instruction. This gives the student the opportunity to build upon their ability to become autonomous workers.

Requirements for Process Recordings:

1. Students must complete a **minimum** of eight process recordings per semester. Practicum supervisors or SSW practicum faculty instructors/liaisons may require more than one per week.
2. Keep copies of all process recordings for yourself.
3. Process recordings must maintain confidentiality. All clients should be identified only by initials or a pseudonym.
4. Students must submit copies of their process recording bi-weekly to their practicum supervisor.
5. Process recordings should be discussed in supervision after the practicum supervisor has read and commented on them.
6. At the practicum instructor/liaison's request, students must submit process recordings for review of the learning process.

Practical Concerns:

1. *How do I remember what was said?*

Although your recall will improve as you have more experience, the purpose of process recordings is not perfect recall. All interactions are reconstructed in the reporting process. Your impressions of significant events are most relevant. It can help to write notes of the interaction after the session. If you want to take notes during the session to remember information, you must clear it with your agency and practicum supervisor, as BSW Handbook and Practicum Manual

different agencies have different policies about this.

2. *How much should I tell?*

The more information you are willing to provide, the more opportunities you will have to learn. Omitting or changing the process to fit what you think is your practicum supervisor's expectation is not helpful. Everyone makes mistakes in this kind of work, even experienced practitioners, and it is in examining your mistakes that you will generally learn the most.

3. *Should I type or handwrite?*

This again is up to you and your practicum supervisor and practicum instructor/liaison. The legibility of your handwriting is a factor.

4. *How do I respect confidentiality?*

Omit all names but yours from process recordings. Do not leave process recordings in public areas where other clients or agency staff have access to them.

Groups, family sessions, and committee meetings may also be the subject of a process recording. The most useful recording of a group session includes a mix of summary and verbatim material, as well as critical analysis of the process by the student. Record verbal and non-verbal behaviors engaged by specific members of the group. Guide your observations by the statements and questions included below. Focus on the process that emerged in the meeting rather than on the content of what is said.

Description of the setting: context, type of group/meeting.

Structure: How does the group organize to accomplish its task? What group rules emerged? What leader behaviors are displayed? How are decisions made? How is information treated? Climate: the psychological/emotional atmosphere of the meeting. How are feelings (as opposed to points of view) dealt with? What non-verbal behavior indicates changes in the climate? How do members' voices denote feeling tone?

Facilitation: How do group members influence the development of the group? Does the group process or run itself? What group building behaviors (bringing in silent members, harmonizing conflict, reinforcing participation, etc.) are utilized by whom?

Dysfunction: What behaviors emerge that hinder the accomplishment of the group's task? For example, what anti-group behaviors (blocking, recognition-seeking, dominating, withdrawing, etc.) are seen? What communication patterns that are developed are dysfunctional to the group task?

Convergence: How does the group move from independence to collective judgment? What behaviors promote agreement? What consensus-seeking behaviors are observed? What false consensus behaviors (such as "me too," "I'll go along with that") are displayed?

Assessment of the Next Steps: What possible next steps would be recommended? What changes or plans might be feasible? Model Process Recording

BRIDGEWATER STATE UNIVERSITY

School of Social Work Education Process Recording

Student Names _ Date of Meeting/Process: _ #of Meetings: 1 Client Name: (Disguise to protect confidentiality)

Setting Description: (i.e., office, client's home, phone call; interagency meeting; who participated in the session; general impression of client(s)).

We met in the client's home. Her unit is on the fifth floor of a large public housing development. Goals for meeting: What are the outcomes you hope to achieve through this meeting?

Meet with the family, mother, two children ages 5 and 7, and mother's boyfriend to further assess reports of possible domestic violence, and inattention to medical needs of one child.

Content and Dialogue:	Reflective Observations: Reviewing/Reflecting on Experience:	Critical Reflection and Analysis: Identify skills used, analyze thoughts, and self-assess effectiveness.	Critical Reflection: Goals and Planning: Integrating What you Learned	Supervisor Comments: instructor comments and feedback.
Record interaction word for word . This is to include verbal and non-verbal components. Include communication such as silence, interruptions, and other interactions which may not be part of the planned intervention or interview.	Reflect and Record how you were feeling and any observations and reactions as the dialogue, activity, or interaction was taking place. Be as open and honest as you can. Use this column to review/reflect on the experience of the meeting/process. Recommended Reflection Prompts: 1) What did you feel before the meeting? 2) What did you feel during the meeting/process? 3) How did you attend to managing emotional reactions? 4) How do you think the other person(s) felt during the meeting/process (empathy, attunement, etc.)? How do you feel about the meeting/ process now?	Identify the skills/competencies you utilized, assess your effectiveness, and analyze your thoughts. Recommended Critical Reflection Prompts: 1) Identify the skills/competencies you demonstrated. 2) Where were your strengths? 3) Challenges? 4) What worked? 5) What did not work? Why? Analytical thoughts regarding what happened during the interview.	Recommended Reflection Prompts: 1) Summarize impressions. 2) Identify areas for advancement in competencies. Identify plan moving forward.	
Intern: Hi. Thanks for giving me such good	Client seemed prepared for me to be there, but didn't invite me in. I	Basic engagement, I thought was good.		Good, confident, and professional

directions. I am Jody, a social work intern.	felt awkward.			Introduction.
Client: I thought you were coming tomorrow. My boyfriend isn't here today.	I didn't know what to do. I know I had the right day. I was surprised by her statement.			
Intern: I confirmed it for today but can come back tomorrow to meet him. Why don't we use this time to talk? Can I come in?	She looked nervous. I didn't want to leave and also felt pushy.	I was a bit confrontative but also attempting to engage the client by reflecting and acknowledging the importance of the boyfriend while asking for permission to enter her home.	I needed to adapt my plan for the meeting. I still wanted to meet with the boyfriend for a more complete assessment, but my impression was that it was important to engage the client at this time. Also, I felt it would be helpful to get to know the client without the boyfriend present.	She is mandated to work with us, so I think you handled it well. You tried not to be put off and succeeded. You are respectful and that matters.
Client: Ok				
Intern: I am here because the person that did the investigation said you needed support.		I tried to clarify the purpose.		
Client: I don't. My boyfriend has a car and helps with everything. I want to be left alone. My kids have everything they need. Even iPads.	She crossed her arms in front of her chest and looked closed down. I thought offering support was a good thing!	I think my statement made her defensive.		Support is a good thing, but only feels that way when you want it, and you feel you are asking for it. Also, the client may feel judged as being a poor parent. Try different ways. For example, "It is good to hear that you have

				support. Can I let you know what DCF can sometimes offer?"
Intern: They must be happy those! Maybe I can help with camp?	I felt that iPad are not needed but didn't want to be critical.	I was trying to engage with a non-judgmental attitude. I may have overcompensated for my real reaction.	I was attempting to explore and contract for services.	Be careful not to be overly confident about resources such as camp. It makes you feel better, but there is a criteria, etc. Yes, good to be aware of your own values with material things, as different as her pride in being able to see that she can provide what she perceives other children as having.
Client: That would be good. They don't have to leave the city though do they, and go to the woods?				
Intern: No there are camps in the city. Don't you like the woods?	This felt better for me and more like a conversation. I felt less nervous.			
Client: No, I hate mosquitoes. (She laughed).	I felt sad that she is afraid of the country and stuck in her housing project. I love the woods and find it relaxing.	Tried to be open and use active listening and humor.		Be careful of your values and her experience. What does she see as relaxing? Her housing may offer a sense of comfort and familiarity. Explore and learn as you

				go.
Intern: Have you always lived in Brockton?		Open question.		Good. It opens the door to her experience.
Client: Yes. My boyfriend wants to move back to New Jersey				
because of all the trouble here, but I don't want to leave my mom. (She spoke almost in a whisper)				
Intern: That sounds like a hard thing to think about.	I wanted to say, "don't go," but I know this wasn't right.	I think this was using empathy and engagement, and a clinical skill of reflecting back what I thought she was getting at. I don't know if it was effective.		This is important to the assessment. She shared an important piece of information, and you stayed with the feeling instead of overwhelming her with questions.
Client: It is. I have to go pick up the kids now.				
Intern: What time works for tomorrow to meet Joe and the kids?				
Client: I think he will be at his cousins tomorrow.	I felt annoyed and like I was getting the run around. Doesn't she know I have other things to do too?		Now I have to figure out how to arrange a meeting with Joe!	She may have a different agenda. Think about what she could be feeling. This is different from avoidance from a friend. Apply your thinking and sensitivity. That said, no likes being

				avoided, but this is more.
Intern: It is important because of the 51A. Could you let him know if I need to talk with him? This may put pressure on you, but it sounds as if he is important, and the report concerned his relationship with you and your children.		Using clarifying skills.		This is clear and I think useful, but did you show anger or frustration?
Client: I will try, and find out about the camp, ok?				
Intern: I will be back tomorrow at ten to meet with you, the children, and talk with Joe. Please let me know if you need anything before. Here is the number. You can also call another number if you have an emergency and feel you or the kids are in danger. Thanks for taking the time to talk with me today.	I felt worried about her.	Action planning. I think the meeting went ok but it was harder than I thought it would be.	I must be prepared that Joe may not show up tomorrow. I did have the impression that the relationship would take some time to build.	I think you made a good effort and thought on your feet. Looking forward to discussing your questions, and how you can further develop your interviewing and engagement skills.
Client: OK				

Questions for Supervision: What would you like your supervisor to pay special attention to when reviewing/commenting on your education process recording?

Practicum SUPERVISORS' Selection, Orientation, Training, and Support

Orientation to the BSU BSW SENIOR PRACTICUM Program

FOR PRACTICUM Supervisors

Each September, prior to the beginning of classes and the senior practicum placement, all new BSU senior practicum instructors/liaisons participate in an orientation to the policies and procedures of the practicum education program. This orientation covers all aspects of practicum education, ranging from the competency-based-learning expectations for students to reporting student attendance and evaluation of process recordings. Each new instructor/liaison receives an orientation packet with access to all the forms that are used by the program, directions for their use, schedules, copies of the syllabus for the related student seminar, a reading list of professional literature about competency-based education, in addition to all useful contact information at the School of Social Work.

In addition, each September, all new supervisors, for the BSW and MSW programs of BSU are invited and expected to attend an orientation and breakfast meeting. The event is focused on the framework and particulars of practicum education processes, innovations in practicum education, demands and changes in practice as well as the most current thinking regarding social work education. The focus is on utilization of competency-based education and training models, and the group explores how to best translate and measure the competencies of EPAS in the wide range of practicum settings.

For supervisors unable to attend the general orientation, a practicum education staff or the instructor/liaison, reviews the expectations via in person or phone conversation. They are provided with a handbook, and an overview of the curriculum. Once a student begins, the practicum instructor/liaison is readily available to provide additional input and consultation. The Director for Practicum Education, practicum education specialist, or practicum instructor/liaison is available and becomes involved in problematic situations or to pursue additional opportunities for students.

School of Social Work Advisory Board

The School of Social Work Advisory Committee provides a structure for important conversations between the school and the community.

The Advisory Committee:

- Convenes twice a year to share challenges and opportunities, to better serve our students and communities.
- Provides an opportunity to network with old and new colleagues.

- Consider current needs for workforce development and professional education.
- Provides feedback about experiences with BSUSSW and ways to strengthen our relationships with the community.
- Creates a venue for curriculum and practicum-focused discussions.

Professional Education Programming

The BSU program offers Professional Education Programming opportunities for supervisors during the academic year and in the summer months. This contributes to the competency base of supervisors and enriches the partnership with the social work program. The BSU SSW has become a leading provider of continuing education for social work supervisors in the southeastern region. The workshops have attracted hundreds of attendees and are provided without charge to current supervisors.

Each year, Bridgewater State University offers Supervisors in Practicum Instruction (SIPI) seminar that begins in September and ends in April, meeting for fifteen hours. BSU was the first program in the region to offer this comprehensive seminar to supervisors of BSW seniors and MSW students. The goal of the training is to:

1. Reinforce the importance of a supervisor in the education of the social work student;
 2. To highlight the competencies that the students are expected to master, and to explore ways that the supervisor can support that goal;
 3. To prepare the supervisors to have supervisory competencies, and to be attentive to current literature on supervision;
 4. To provide a collegial environment for supervisors to discuss dilemmas and issues in supervision; and
 5. To establish a professional identity that includes supervision as a priority.
- The evaluation has resulted in the highest level of satisfaction over the past three years.

Bridgewater State University is an active member of the New England Consortium on Education (NECON). NECON provides supervisory workshops and a yearly conference for practicum education staff from schools across New England. The agenda of monthly meetings includes subjects including, but not limited to, orientating competency-based education strategies to practicum supervisors, best practices to support students in employment-based practicums, innovative strategies to increase paid practicum opportunities for students, practices to preserve the integrity of student's learning amid a workforce crisis, identifying and attending to trends in practicum education, and DEIA practices in practicum education. In addition, the group serves a mentoring role for new practicum education staff and supports practicum educators for planning innovations and developing best practices.

Orienting Students to Senior Practicum: Resources for Practicum Sites

General Information for Agencies:

The Bridgewater State University School of Social Work BSW program appreciates the partnership with agencies that not only provide professional social work services to some of the most imperiled clients in the state but also provide outstanding learning for the next generation of generalist social workers. As a CSWE accredited program, the shared goal of producing BSW social workers who are competent, informed, and caring professionals is at the heart of this undertaking.

Students bring both an opportunity for an agency to share the professional world of social work with a student and the responsibility to introduce the trainee to the competencies required to provide the highest level of service to clients and the community. The practicum supervisor provides critical exposure, opportunity, and evaluative feedback, while the seminar leader may broaden the topics raised, review theory, analyze how each system is affected by its interaction in the process, and integrate policy and research.

The length of time during which a student remains an observer differs according to their own readiness as assessed in discussion with the practicum supervisor and according to agency policy. However, following an agency orientation, it is usually educationally sound to include the student in direct work with clients within two weeks. The range of activities in which a BSW student can be involved includes:

1. One-on-one information gathering, relationship-forming interviews with client systems or community resource people;
2. Facilitating or co-facilitating support, education, activity, or task-oriented groups;
3. Formulating and implementing plans for change with client systems;
4. Working cooperatively with other professionals within their own agency and form other service delivery systems;
5. Playing an advocacy role where necessary and appropriate;
6. Gathering and assembling data for agency research projects or grant proposals;
7. Record keeping, process recording, case recording, statistics, and form completion;
8. Making referrals by direct contact, phone, and mail;
9. Contributing ideas and suggestions at staff gatherings; and
10. Preparing for and participating in weekly supervisory/ practicum instruction sessions.

At the beginning of the student's practicum, an agency orientation is essential and should include agency policies, practices, ethics and issues of safety. This should be done as early as possible in the student's tenure and can be done in a group or individually. Reading materials, videos, and/or other materials that enhance the student's awareness may also be used.

It is recommended that the students be introduced to the staff of the agency, so that they begin to understand the agency, scope, purpose, and function of its various departments and personnel, and the interrelationship of all to the agency's objectives.

Following this initial stage of acclimation to the agency, an observation period generally begins. The student may "sit in on" the practicum supervisor interviews, go along on client visits, visitations to other agencies, and attend group or community meetings. The student may also be an observer or participant in staff or consultation sessions. An expectation of independent work prematurely can lead to a heightened sense of self-doubt and/or early errors, while an extended period of observation is known to increase anxiety and impede confidence.

Most useful is a gradual, but challenging plan for increased responsibility with supervisory input. The following are suggestions for items typically covered in a student orientation.

ORIENTATION CHECKLIST

Action Steps to Achieve Objectives:

- _____ Develop a written orientation schedule
- _____ Circulate a memo to staff introducing student interns
- _____ Introducing students to administrative staff
- _____ Arrange for key supervisory staff or administrators to meet with students
- _____ Tour the agency
- _____ Provide a map of the agency, city, and county
- _____ Meet the staff at the location where the student will work
- _____ Establish a physical workspace for each student
- _____ Review all policies and practices regarding safety for the student, clients and agency personnel, including protocols for dealing with and responding to emergency situations.
- _____ Provide instructions for completing agency statistical reports and sample forms, outlines for use in recording, dictating equipment
- _____ Specify to the student the agency's expectations on rules of behavior and appropriate attire
- _____ Provide the student with current senior practicum description detailing the intern's functions and the agency's responsibility to the intern. Focus on the exact role of social work student at your agency
- _____ Make a checklist of tasks to be completed during orientation
- _____ Provide student with information on history of the agency, its organizational structure, funding sources, policies, programs, etc. Provide organizational charts
- _____ Provide agency procedural and personnel manuals including a list of abbreviations, symbols, technical terminology peculiar to the setting, facility rules, and regulations and a list of agency holidays
- _____ Arrange for student to observe each step of process (intake-termination) seeing what each staff person does and how each relates to the other

- _____ Arrange for student to spend time engaged in the community, visiting key agencies and people with whom the student will be working
- _____ Share a bibliography of suggested readings and learning tools
- _____ Arrange for the student to directly observe you in your work with clients and other social workers
- _____ Set specific learning goals. Develop a learning contract with the student

- _____ Discuss the supervision process and schedule weekly supervision times

- _____ Discuss the relational focus of social work practice
- _____ Help the student to begin to focus on self to increase their self- awareness
- _____ Help the student to identify problems and fears about fulfilling their and your expectations
- _____ Review with student their classroom curriculum
- _____ Schedule a specific supervision session to evaluate training orientation

Evaluation of the SENIOR PRACTICUM Student

Evaluation of the Practicum Setting

Student evaluation of practicum sites is solicited at the end of the junior service-learning experience and senior practicum. This information is collected by a Qualtrics survey reviewed by the Director of Practicum Education and practicum education team. Concerns raised by student feedback about an agency are discussed with the practicum instructors/liaisons who have recently worked with that agency and may be brought to the BSW Coordinator. The Director of Practicum Education contacts agencies(s) about concerns, provides any positive feedback, and collaborates on a strategic plan to address any issues of concern. If an agency is found to be a poor match with BSW intern, future placements at the agency will not be made.

Practicum Supervisor's Evaluation of the BSU PRACTICUM Education Program

Practicum supervisors are asked to evaluate the BSU practicum education program at the end of each academic year. Evaluations are reviewed by the Director of Practicum Education, practicum education team, and the BSW Program Coordinator, the Chair of the School of Social Work, and Associate Dean of Social Work upon request. Proposed changes to the practicum education program, based on the evaluations, are presented to the practicum instructors/liaisons, at their regular meetings before full implementation of any major changes.

Student Policies

Attendance

Students completing a senior practicum are expected to work as professionals, maintaining their agreed-upon schedule at their practicum sites. Students are excused only in unusual circumstances. It is imperative that students inform the practicum supervisor and practicum faculty instructor/liaison of any absence and discuss plans to make up each day that is missed. Students will not receive credit for the practicum unless the required number of hours have been completed. Senior students are expected to remain in the practicum through the last week of classes in the spring, even if the 464 hours have been completed. If students are absent, or anticipate being absent, from the practicum work for an extended period (e.g. illness, etc.) so that learning and/or effective service to clients suffer as a result, a request for a modification of practicum hours form will need to be completed in consultation with the students, their practicum supervisor and practicum liaison to make plans to deal with the absences. The request for a modification of practicum hours request form must be submitted to, and approved by, the Director of Practicum Education.

Inclement Weather Policy

On practicum days, students are expected to follow their agency's weather-related closure or delay announcements, rather than those issued by Bridgewater State University. Any practicum hours missed due to weather must be made up at a time that accommodates the needs of the agency and its clients, to fulfill the minimum required hours for the student's assigned cohort. If the student is still on track to meet the required hours, any additional make-up time will be at the discretion of the practicum supervisor and contingent upon agency and client needs.

Student Rights and Responsibilities

The BSU BSW Program recognizes student rights and responsibilities described in the Bridgewater State University Student Handbook. The most recent version of the document and the Student Code of Conduct for 2024-2025 can be found at:

https://handbook.bridgew.edu/CodeofConduct#_ga=2.258720643.804340614.1723138119-1337000162.1715980563

Statement of Rights:

All members of the BSU community have certain rights that include:

- The rights guaranteed under the U.S. Constitution.
- The right to organize one's personal life and behavior and to pursue individual activities except when these interfere with the rights of others or violate established university, local, state and federal laws and policies.
- The right to freedom from personal force, violence, threats of personal abuse and harassment either as individuals or groups within the BSU community.
- The right to be protected from arbitrary or unauthorized search or seizure.
- The right to privacy of personal information in accordance with state and federal laws.
- The right to dissent, to carry on individual or organized activity that expresses grievances held against, or changes desired in, society and/or the university. This activity must be within the limits of the democratic process of freedom of speech, assembly and petition. (See the BSU Free Speech Policy at:
https://www.bridgew.edu/sites/bridgew/files/media/pdf_document/BSU-Free-Speech-and-Demonstration-Policy-02-06-25.pdf)
- The right to due process. No student shall face disciplinary procedures or be found responsible for charges made under this code without due process. Due process rights of an accused student include: the right to know the charges made against the right to know the origin of the charges; the right to a

- hearing; the right to state their version of the events; the right to appeal.
- The right of access to the university student conduct process.
- The right to an education includes the reasonable and legal use of those services and facilities intended for students' education and development.
- The right to review their student conduct record. Students may request to inspect/review their student conduct records. Requests must be in writing. The Office of Student Conduct has 45 days to respond to the request.

Statement of Responsibilities:

Students at BSU, as individuals and as groups, have certain responsibilities that include:

- The responsibility to respect the rights of others and to adhere to all duly established universities, local, state, and federal laws.
- The responsibility to report violations of the Student Code of Conduct.
- The responsibility to refrain from actions that deny other members of the community their rights as described.
- The responsibility to adhere to the instructions of university employees acting within their employment.
- The responsibility to preserve the privacy of other individuals and groups, and to respect the property of individuals, groups, the neighboring community, and the university itself.
- The responsibility to follow all university published policies.
- The responsibility to exhibit behavior that does not interfere with academics, research, administrative, student conduct, and other university activities.
- The responsibilities to adhere to all students' conduct procedures including provision of accurate information and the completion of sanctions.
- The responsibility to exhibit appropriate behavior both on and off campus.

Life and Work Experience Credit

Academic credit for life experience and previous work experience will not be given.

Transfer Credit Policy

Students from all two and four-year colleges and universities that do not possess Council on Social Work Education accredited programs will not be granted equivalency credit for social work or human service courses taken on either a required or elective basis. An exception to this would be a below-300 level required Social Work course offered on an off-campus site by a Bridgewater State University Social Work faculty or other CSWE-qualified social work faculty person that is deemed through the official University articulation agreement process as fully duplicative of the same course in the School of Social Work's curriculum.

Transfer students from accredited social work programs may receive equivalency credit for

social work courses. However, such students must provide evidence that these courses sufficiently correspond with the course goals and objectives specified in similar courses within the School of Social Work curriculum. If credit is requested for courses, students are also expected to provide performance evaluations of any fieldwork courses completed.

Important. All transfer students are strongly urged to concentrate on the completion of as many equivalent CORE requirements as possible before seeking admission to the University and the social work major.

Safety Policy and Procedure:

Bridgewater State University School of Social Work Education has adopted the following policy and procedures regarding the safety of social work student interns in the practicum. This policy has been created in recognition that violence is a valid concern for the profession of social work. Violence in the lives of clients can create potential dangers to professional social workers and students engaged in the study of the profession. Issues of safety are relevant in all communities and settings. We urge social work students to become familiar with this policy regardless of the location of their internship, or the population served.

1. Policy

- The School of Social Work is responsible for providing all students and practicum supervisors and faculty practicum instructors/liaisons with general written information about safety in the practicum and about its Safety Policy and Procedures.
- The faculty practicum instructors/liaisons will address safety issues as they relate to the content of lectures and discussions in the classroom.
- The School of Social Work expects each agency to be responsible for orienting student interns to the safety policies and procedures of that agency and setting. Such orientation should not be limited to discussion of safety issues in the community, within the agency building(s) and with clients prone to violent behavior. Security of personal belongings of the social work intern should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement.
- The education practicum agency should make the same accommodation to ensure students' safety as they do for staff. If a student's concerns about safety begin to interfere with the learning process, the education faculty practicum instructor/liaison should be contacted to facilitate exploration of the concerns. This expectation should be covered by the practicum instructor/liaison when accepting a new placement and as a reminder in renewing placement.

The students should be encouraged through distribution of the policy and in relevant classes to report any incident of harm or threat to their supervisor and

their practicum instructor/liaison. This is in addition to the expectation that the practicum supervisor will contact the School of Social Work.

2. Procedures

- If an incident occurs in which a student is personally threatened or hurt, the practicum supervisor, agency contact person, or agency director should contact the Director of Practicum Education, or designee, immediately to discuss what actions the agency and Bridgewater State University School of Social Work should take to ensure the student's physical and emotional wellbeing in the wake of the incident and on a going-forward basis.
- If a report is made via a student to the practicum faculty instructor/liaison, the practicum faculty instructor/liaison should notify the Director of Practicum Education and contact the agency person immediately.
- The Director of Practicum Education or designee will document steps taken to address and will meet with the student and practicum faculty instructor/liaison to assess students' readiness to return to the practicum, and any other issues relevant to the situation. The Director of Practicum Education will alert the Associate Dean for the School of Social Work, the Chairperson, and BSW Coordinator and the Associate Dean of the SSW. The Associate Dean of the College of Humanities and Social Sciences may be informed about incidents and concerns as needed.

3. Safety Guidelines for Students in the Practicum

- The following are guidelines and suggestions that may be helpful to students, practicum supervisors, and practicum faculty instructors/liaisons as they consider the safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

a. Agency Protocol

It is important for students to know the agency's safety and security protocol for office or home visits with clients. In the absence of formal policies, the practicum supervisors and students should discuss any issues related to safety and security in the setting.

b. Security of Belongings

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

Valuables should not be brought to placement settings. Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle.

c. Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems of impulse control and can raise issues of safety for the client, the social worker and the client. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders that can lead to unpredictable behavior. Again, we urge all social work students to consult with your agency practicum supervisors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Social Work students are not allowed to perform physical or mechanical restraints of clients. You can participate in training to understand the breath of staff responsibilities.

Social Work students are urged to carefully consider exposure of personal information through social media.

d. Safety Tips for Office Meetings

If a student is/will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency practicum supervisor. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may be also helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it is important to choose a time that offers the greatest support and least isolation. It is also important to discuss the backup for assistance if a client becomes agitated.

▪ Safety Tips for Travel by Car

When a student is travelling by car to an agency or to a home visit, it is advisable to know where they're going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows. It is advised that devices such as GPS, laptops, phones, be kept out of view.

• Safety Tips for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students carry the least number of valuables with them as possible. Money, license, keys, and other essentials might be carried in your pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in loose comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert and walk with a purpose.

- Safety Guidelines for Home Visits

It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with practicum supervisor. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit.

- If there are unanticipated factors, such as unexpected persons in the home, or a volatile interaction among people in the home, it may be best to leave and contact your supervisor. Attempting to intervene in a potentially dangerous situation can inadvertently lead to injury of the social work

Sexual Harassment Policies

The Bridgewater State University School of Social Work complies with BSU Sexual Harassment Policies which can be found at: <https://www.bridgew.edu/office/titleix/policies-and-key-terms>

Non-Discrimination Policies

The Bridgewater State University School of Social Work complies with BSU Policy of non-discrimination which can be found at:

- 1) <https://www.bridgew.edu/policy/non-discrimination-and-diversity>

Transportation of Clients

Students are not allowed to transport clients in their private automobiles due to potential liability. Students are allowed to accompany an agency staff member who is transporting a client, and to assist in a task with a client using public transportation. The student is expected to make home visits if so, required by the agency, and to use a private automobile or public transportation to do so.

Professional Liability Insurance

The University provides professional liability coverage. It is recommended that each student join the National Association of Social Workers during the semester prior to their senior practicum.

Additional malpractice insurance can be purchased through NASW membership as one of the benefits of professional affiliation.

CORI (Criminal Offender Record Information) and Drug Testing

Most agencies require background (CORI) checks on students, and some require drug testing. Information obtained in a CORI check includes registered home address, driving status, criminal history, and any restraining orders held against the student.

Students with a criminal conviction must be aware that this may affect acceptance for placement and their ability to complete the BSW program. This may also affect their future ability to become licensed in some states. It is useful to inform the (practicum) staff working with you of any CORI issues, so that you can attempt to solve problems, if possible, prior to an interview. If an agency requests, but does not process CORI requests for prospective interns, it becomes the student's responsibility to request information for the MA Criminal History Board. In this case, the fee of \$25.00 is paid by the student.

Student Evaluation, Grievance & Termination Process Regarding SENIOR PRACTICUM Education

Criteria for Evaluating Student's Academic Performance

Students are evaluated in the classroom and on overall academic performance at the university and within the BSW program. Classroom academic standards are delineated in course syllabi. Standards for academic performance and primarily minimum required GPAs are stated in the University Catalogue.

SENIOR PRACTICUM SEMINAR Grading Guidelines

The senior practicum faculty instructor/liaison provides a letter grade for the student's senior practicum experience based on achievement of the competencies established by the program. The grade is based on supervisor's input at the time of the practicum site visit, and on the written evaluation, as well as participation in the seminar and the quality of course assignments.

The grades should reflect the student's achievement in terms of:

- Demonstrating Social Work Competencies as stated in the evaluation form
- Meeting specific objectives as stated in learning outcomes
- Demonstrating generalist competencies.

A = Exceptional - Represents outstanding achievement. It implies that the student:

- Consistently exceeds average requirements.
- Is always alert, active and makes original and pertinent contributions.
- Shows evidence of a well-developed critical attitude and sound judgment.
- Is prompt, neat in assignments and shows the ability to communicate effectively with clients and superiors.
- Reads extensively and works independently.
- Gives evidence of superior aptitude, high originality, great ability to grasp and organize the subject matter of the course and apply it to others and to the problems of daily life.

B = Very Good - Represents work which is decidedly above average. It implies that the student:

- Frequently exceeds average requirements.
- Is usually alert and active, showing some critical attitude and good judgment in the agency site and senior practicum seminar class.
- Exercises noticeable care in working on assignments and shows evidence of doing independent reading and research.
- Is eager to learn and willing to profit from directions and criticism.

C = Satisfactory - Represents work which is good. It implies that the student:

- Performs the required assignments regularly.
- Is attentive during work hours and gives adequate answers.
- Is usually careful, neat and accurate at work.
- Masters the facts or general principles of information given and grasps their more general significance.
- Uses material from preceding courses but needs additional assistance.
- Does research or independent reading.

D = Poor but Passing - Designates work which is below average; that is, below the standards set by the School of Social Work. It implies that the student:

- Usually does the minimum requirements and grasps merely the basic material.
- Frequently misunderstands the assignments and is careless in preparation of them.
- Is willing but slow to comply with instruction and correction.
- Seldom or never participates in discussion or gives appropriate answers when detailed questions are directed by the seminar instructor, or other students.
- Excessive absence from class and/or frequently late for class.

F = Failure

- Is awarded for work which does not meet even the most minimal standards set by the School of Social Work. This grade is reserved for situations in which the student performs very poorly and shows no significant improvement with support.

The student evaluation form is based on an assessment of competencies, and this becomes the basis for the student's professional evaluation. The supervisor's evaluation of the student, their attendance record, and completion of assigned tasks for Senior Practicum are included in the grading criteria.

A student receiving below "C" in SCWK498 or SCWK338 must repeat the course and receive a grade of "C" or better to graduate. In this case, the student should meet with their academic advisor and practicum faculty instructor/liaison immediately after the publication of grades to make appropriate and thoughtful academic plans.

Concerns in Practicum Education Instruction

It is the responsibility of the faculty practicum instructor/liaison of the BSW program to grant academic credit only to students whose coursework meets or exceeds minimum acceptable standards. Performance in the practicum is a critical indicator of the student's readiness to assume professional responsibilities and an essential part of the BSW program requirements. It is therefore imperative that students earn a grade of "P" for each semester in the practicum to successfully complete the BSW program. The BSW program has developed guidelines for handling situations in which the student's practicum performance deficiencies bring into question the student's ability to meet minimally acceptable standards. Examples include but are not limited to, 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, failure to abide by the university's academic and behavioral standards, and refusal or failure to carry out policies or procedures 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 this way does the student, and the practicum supervisor have a full chance to initiate timely corrective steps.

The BSW program respects the right of the student to raise issues regarding their practicum instruction placement. Most issues of concern can be addressed and resolved without the need to disrupt a placement, but it is important to communicate concerns in a timely and productive manner. Practicum placements are disrupted for serious issues which cannot otherwise be corrected and that compromise the student's ability to learn and gain competence.

Addressing Student Concerns:

1. Student concerns should first be brought to the practicum supervisor and practicum liaison/instructor for appropriate resolution. The first step in most cases involves the supervisor or instructor/liaison coaching the student on possible ways to resolve the problem. The MSW program believes problem solving on their own behalf is an important part of professional development.
2. The practicum instructor/liaison can intervene to support a resolution by initiating a meeting with the student and supervisor, outside of the scheduled site visit, or having a phone conversation with the supervisor if the student's attempts to resolve the problem are not successful.
3. If the situation persists, the student, practicum supervisor, practicum instructor/liaison and/or Director/Associate Director of Practicum Education will initiate a joint meeting

- to further assess and enact problem resolution strategies.
4. Practicum placements are made after a pre-placement process that includes active student and agency participation. Practicum placements, once confirmed, are not disrupted lightly. However, if the practicum education staff(s), practicum instructor/liaison, and agency representative/supervisor(s) reach the conclusion that a practicum should be discontinued, an assessment will be made jointly by the Director of Practicum Education, practicum instructor/liaison, agency representative/supervisor, and, if necessary, to identify the factors that resulted in the practicum disruption to determine if the student should be referred to another supervisor in the same agency or to another agency setting.
 5. If it is determined by the parties above that there is viability for the practicum to sustain if the student was reassigned to another practicum supervisor in the same agency, and the student agrees with that plan, the practicum education department will initiate their transition to a new supervisor.
 6. If following a student's practicum disrupting the assessment made by the Director of Practicum Education, practicum instructor/liaison, agency representative/supervisor and is that identifying a new practicum is deemed the most appropriate course following the above steps, it is the responsibility of the practicum office to identify a new placement.

Performance Concerns in the Practicum

Students are expected to uphold the highest standards of professional behavior throughout their practicum experience. This includes adherence to the NASW Code of Ethics, compliance with Bridgewater State University's behavioral standards, and observance of all agency policies and procedures. Students must conduct themselves in a manner that consistently reflects professionalism. Definitions and examples of professional conduct are outlined in the BSW Behavioral Standards for Social Work Students.

Failure to meet these expectations will be reflected in both practicum and seminar grades and may result in additional actions by the BSW Program, including termination from the practicum. In cases where a student receives a failing grade in practicum, a referral to the academic review committee will be made.

Guidelines for Addressing Performance Concerns in Practicum Education

1. Identification and Initial Response:

It is the responsibility of both the student and the practicum supervisor to identify any significant performance concerns or problematic behavior in the practicum setting. The faculty practicum instructor/liaison must be notified when such concerns arise. The student and supervisor should document all efforts made to address the issues through the learning and supervision process.

2. Intervention Meeting:

If concerns persist, the faculty practicum instructor/liaison will schedule a formal meeting with the student and practicum supervisor (outside of the regular site visit) to further assess the situation and implement targeted interventions.

The meeting will include:

- Clear identification of the learning and supervisory challenges.
- Review of evidence of the student's practice (e.g., documentation, assignments, Supervision records).
- Confirmation that practicum instruction has followed the learning agreement.
- Specification of revised learning objectives and expected behavioral changes.
- Implementation of a modified learning plan.
- A timeline for follow-up, including a review of the student's work.

The faculty practicum instructor/liaison will document the meeting and share copies with the student, supervisor, and Director of Practicum Education. A copy will also be placed in the student's file.

3. Practicum Education Status Review (PESR):

If concerns continue after the intervention meeting, a Practicum Education Status Review (PESR) will be initiated by the faculty practicum instructor/liaison and supervisor. A PESR will be triggered after no more than one intervention meeting in which strategies were implemented. The Director and/or Associate Director of Practicum Education will convene a meeting with the student, the faculty practicum instructor or liaison, the BSW Coordinator (when their involvement is deemed relevant to the circumstances), and, when appropriate, the practicum supervisor. The purpose of this Practicum Education Support Review (PESR) is to address ongoing concerns and determine any additional actions needed, based on a thorough assessment of the situation.

If a practicum is terminated due to unacceptable performance, the student will be referred to the Academic Review Committee. The Academic Review Policy is included in this handbook in the appendix. In addition, a formal assessment will be conducted by the Director and/or Associate Director of Practicum Education, in collaboration with the practicum instructor/liaison and the agency representative/supervisor, to identify the factors contributing to the disruption.

The Academic Review Committee will review the circumstances surrounding the termination, including concerns related to the student's readiness, conduct, or ability to meet practicum expectations. Based on this review, the Committee will make recommendations regarding the student's academic standing and continuation of the program.

Criteria for Evaluating Student's Non-Academic Performance

Student's non-academic performance is evaluated according to the Bridgewater State University School of Social Work BSW Behavioral Standards for Social Work Students policy as provided below.

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 practicum supervisor and/or other agency supervisory staff and follow agency policies regarding reporting abuse and neglect. If the supervisor or other agency supervisory staff is not available, the student should contact their practicum instructor/liaison. The practicum supervisor or instructor/liaison will then decide whether to file a report with the appropriate state agency.

Confidentiality and Use of Client Information

The School of Social Work 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 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.

Behavioral Standards for Social Work Students

Bridgewater State University School of Social Work BSW Behavioral Standards for Social Work Students

The Bridgewater State University School of Social Work offers a professional social work program accredited by the Council on Social Work Education. As such, it is mandated by the Council on Social Work Education (CSWE) to foster and evaluate the development of professional behavior for all students in the undergraduate social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the undergraduate social work program will be expected to exhibit the standards of behavior discussed in this document, which will be known as the *BSW Behavioral Standards*.

The *BSW Behavioral Standards* of the Bridgewater State University School of Social Work are designed to ensure that those individuals who graduate from the BSW program meet the requirements of an entry-level professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by supervisors, faculty advisors, faculty practicum instructors/liaisons, and by others with whom students interact within the School of Social Work community. Students are responsible for familiarizing themselves with all the policies included in the BSW and University Student Handbooks.

Social Work students in the Bridgewater State University BSW Program are expected to adhere to the following standards in the classroom, placement, and within the School of Social Work community:

Behavior: in interactions with faculty, administrators, staff, agency personnel, clients/consumers, and other students, act in accordance with the mission of the Bridgewater State University BSW Program, and the goals and standards of social work as outlined in the Manual, in the NASW Code of Ethics including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity (see <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>), the Bridgewater State University Code of Conduct (<https://handbook.bridgew.edu/CodeofConduct>) and all academic and behavioral standards as designated by Bridgewater State University.

Self-awareness: openness to new ideas, differing opinions and feedback from others and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values and assumptions and change one's behavior to ensure ethical

professional practice.

Academic: critical evaluation and application of knowledge and research findings to professional performance; classroom participation that promotes academic freedom, complies with respectful classroom behavior, complies with instructor's directives; and allows for course instruction and participation of all students.

Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for one's own behavior.

Self-care: the ability to engage in appropriate self-care and seek resources and/or treatment for medical and personal problems that interfere with academic and professional performance.

Appropriate use of existing channels of communication: (e.g., faculty advisor, classroom instructors, School of Social Work administrators, supervisors) and procedures for addressing problems and concerns at the School of Social Work as outlined in this handbook; an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium; an ability to provide timely feed-back and/or information in a process wherein such is requested.

Professionally appropriate presentation of self: awareness of and ability to attend to issues of professionally appropriate dress and personal hygiene in one's course work and placements; understanding and conducting self in a professional way within the social media context.

Consequences: failure to act in accordance with these standards may result in suspension or termination from the Bridgewater State University School of Social Work BSW Program on the basis of professional non-suitability if the School's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or the BSW Student Manual. In addition to any sanction imposed by the Chair of the School of Social Work or the Dean of the College of Humanities and Social Sciences, a student who has been found guilty by the University for a violation of the University Code of Conduct is subject to suspension or termination.

Sources:

Boston University School of Social Work "Behavioral Standards for Social Work Students"
Florida Atlantic University, School of Social Work "Professional Expectations of Student Behavior" <http://cdsi.fau.edu/ssw/current-students/expectations/>

Behavior in Violation of the BSU Student Code of Conduct

As stated in the BSU Student Handbook:

All members of the Bridgewater State University community should respect the rights of others and adhere to university policies and applicable laws of the Commonwealth of Massachusetts and

United States. Membership in the BSU community does not mean a privileged or immune status from the laws and regulations of the Commonwealth of Massachusetts. However, criminal charges are not necessarily sufficient cause for a university hearing. Violations of university policy, or state or federal laws, on or off campus, may subject an individual to university student conduct procedures and/or state and federal student conduct procedures.

For a complete list of violations under the student conduct system and links to the corresponding section of the BSU student handbook for full description of each category of violation, please see [Student Code of Conduct | Student Handbook 2023-2024: Bridgewater State University](#)

The Student Handbook also describes Zero Tolerance Behaviors, which are defined as “specific behaviors that compromise the safety and security of Bridgewater State University.” These include, but are not limited to, those on the following list. These behaviors “will not be tolerated and may lead to a student’s suspension or dismissal from BSU after a finding of responsibility.”

- Arson
- Creating or false reporting of bombs Illegal drug possession and/or distribution Illegal occupation of a building Possession or discharge of illegal weapons Rape or other sexual assault
- Resisting arrest
- Destruction of property including electronic property medium Inciting a riot Stalking
- Driving under the influence of alcohol or drugs Hate crimes Hazing
- Illegal alcohol distribution Murder Physical assault Threatening
- Tampering with fire safety equipment including pulling a false fire alarm Use of a false identification card or providing false identification to others

Grievance, Appeal & Termination Procedures

Students may be terminated from the Bridgewater State University social work program for any of the following reasons:

1. Failure to meet or maintain academic grade point requirements as established by the University and the social work program.
2. Violation of academic integrity.
3. Behavior is judged to be in violation of the NASW code of ethics.
4. Violation of the Behavioral Code of Conduct.
5. Conduct in the student’s senior practicum that does not conform to accepted standards of professional behavior, as outlined in the Education Manual and senior practicum seminar syllabi.
6. Dismissal from two senior practicum placements based on the student’s unacceptable performance.

The Social Work faculty may require outside evaluations and/or documentation from professionals as is deemed necessary. Prior to termination, the student will be provided with verbal and written notification of impending probation and/or termination. A personal interview will be scheduled with the student by the chairperson of the School of Social Work to discuss alternate options for probation and/or termination. If another option is viable, a contract will be negotiated between the chairperson and the student, which will specify the steps to be taken toward resolution and will establish a time limit for the accomplishment of this plan. A final interview with the chairperson of the School of Social Work will be scheduled to determine if the steps in the contract have been successfully accomplished. The chairperson of the School of Social Work may negotiate the contract as needed and will consult with the Director of Practicum Education, the Practicum Faculty Instructor/Liaison and the Coordinator of BSW Program.

Conditional acceptance to the program, denial of admission with delayed disposition, denial of admission, and/or termination from the program may be appealed in the following manner:

- A written statement of appeal may be submitted to the chairperson of the social work program within 10 days of notification of conditional acceptance, denial, or termination.

The student may present any information regarding areas that they feel needs clarification or reevaluation.

- Within 30 days of receipt of the written appeal, a hearing will be scheduled with the student and the associate dean of the SSW, the chairperson, and the BSW program coordinator of the School of Social Work for the purpose of reviewing the appeal.
- The student will be notified, in writing, by the chairperson of the Social Work Program of the decision of the appeal hearing no later than 10 days following the hearing.
- If the student is dissatisfied with the results of the department's hearing, formal grievance may be made in writing to the Dean of the College of Humanities and Social Sciences.

SCWK Senior Practicum Documents

SCWK 498 Senior Practicum related forms are now available online through the ALCEA/IPT system. All students and their supervisors will be sent a link to access the forms which will be used related to education assessment and evaluation. Additionally, students can check with their seminar instructor and the respective Blackboard site for relevant information and forms that may be posted there.

Below is a link the School of Social Work Practicum Education Schedule.

<https://www.bridgew.edu/departments/school-of-social-work/practicum>

Appendix

Required Social Work Courses

REQUIRED SOCIAL WORK COURSES (42 Credits)

SCWK 250 Introduction to Social Welfare
 SCWK 270 Social Work & Issues of Diversity and Oppression
 SCWK 320 Human Behavior & Social Environment I
 SCWK 321 Human Behavior & Social Environment II
 SCWK 338 Introduction to Social Work Practice (includes 45 hours service learning)
 SCWK 350 Social Welfare Policy
 SCWK375 Data Analysis for Social Workers, or PSYC 201 Statistics for Psychology, or

SCWK 380 Research Methods in Social Work (CWRM)
 SCWK 430 Social Work Practice with Groups
 SCWK 431 Social Work Practice: Individual and Family
 SCWK 432 Social Work Practice: Community and Organization
 SCWK 498 Practicum Experience in Social Work (two semesters; six credits each semester)

Electives: 300 or 400 level courses in social work, consult BSU Undergraduate Catalogue and current course schedule for available social work electives

Required Cognates: **For majors only**

A minimum grade of C- required in all cognates except Biology PSYC 100 Introduction to Psychology

SOCI 102 Introduction to Sociology

One semester in a human biology course (choose one):

BIOL 100 General Principles of Biology; BIOL 102 Introduction to Zoology; BIOL 110 Biology: A Human Approach; BIOL 111 Human Heredity; BIOL 112 Biology and Human Thought; BIOL 115 Microbial World and You; BIOL 117 The Biological Environment; BIOL 121 General Biology I; or BIOL 128 The Biology of Human Sexuality

Social Work Suggested Four-Year Program of Study

FALL SEMESTER	SPRING SEMESTER
FRESHMAN YEAR	
• COMM 102 • Biology*	• Psych 100 • Sociology 102
SOPHOMORE YEAR	
• SCWK 250 • SCWK 270	• SCWK 320 • SWK 350
JUNIOR YEAR	
• SCWK 338** may be taken either semester • SCWK 375*** • SCWK 430 may be taken either semester	• SCWK 380 (CWRM) • SCWK 321 may be taken either semester
SENIOR YEAR	

• SCWK 498 • SCWK 431 or SCWK 432 • Social work elective (may be taken any semester Jr or Sr year)	• SCWK 498 • SCWK 432 or SCWK 431
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*Choose one of the following: BIOL 100, 102,110, 111,112,115,117,121,128

**requires an approved application submitted to the SSW the semester before enrollment. Not open to first semester transfer students.

***students may substitute for PSYC 201

Advising Guide for the BSU Core Curriculum

Advising Guide for the BSU Core Curriculum

Student's Name:

ENG 101, Writing I* _____note semester completed ENGL 102, Writing II _____note semester completed PHIL, Foundations of Logical Reasoning* _____note semester completed Foundations of Mathematical Reasoning** 1 course from list ____Spoken Communication ** 1 course from list _____ <i>Courses that fulfill a skills requirement may only be used to fulfill one requirement</i>
<i>Seminar Requirements</i> ~ Each seminar may also fulfill a Core Distribution requirement and Additional Distribution requirements. Courses designated as seminars have 199 (FYS) or 298 and 299 (SYS) course numbers. First Year Seminar (FYS)*_____Second Year Seminar (SYS)** Bridgewater State University considers any student with fewer than 24 earned credit hours to be a 1 st year student and any student with 24-53 earned credit hours to be a 2 nd year student.

<u><i>Core Distribution Requirements***</i></u> Core Skills courses may not satisfy these requirements. A course may be applied to a Core Distribution requirement and one more of the Additional Distribution requirements. Fine and Performing Arts ~ 2 courses from list _____ _____ Humanities ~ 3 courses from list _____ _____ _____ Natural Sciences ~ 2 courses from list; one must be a lab science _____ _____ Social & Behavioral Sciences ~ 2 courses from list	<u><i>Additional Distribution Requirements***</i></u> Core skills courses may not satisfy these requirements, but courses listed in Core Distribution requirements area may also be listed here. Writing Intensive ~ 2 courses from list: 1 may be First Year Seminar, if it also fulfills a Core Distribution area. _____ Writing Intensive in the major ~ 1 300- or 400-level course for each major as described in major requirements _____ Speaking Intensive or additional Writing Intensive ~ 1 course from list; may be Second Year Seminar, if it also fulfills a Core Distribution area. _____ Global Culture ~ 2 courses from list _____ Application of Quantitative Skills or a second Mathematical Reasoning course ~ 1 course from list _____ U.S. and MA Constitutions ~ 1 course from list
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For more information see: www.bridgew.edu/corecurriculum

*Must be taken in 1st year

**Must be taken by the end of the 2nd year

***May be taken any time

NASW Code of Ethics

Summary of Major Principles

1. SOCIAL WORKERS' VALUES, COMMITMENT, AND CONDUCT

- *Service.* Social workers' primary goal, above self-interest, is to help people and to address social problems.
- *Social Justice.* Social workers should challenge social injustice and pursue social change, particularly for vulnerable and oppressed people, and promote participation in decision making.

- *Dignity and Worth of Person.* Social workers should respect the inherent dignity and worth of all persons.
- *Importance of Human Relationships.* Social workers should value relationships as a vehicle of change.
- *Integrity.* Social Workers should act in a trustworthy manner consistent with the profession's mission and values.
- *Competence.* Social workers practice within and strive to increase their areas of knowledge and competence.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

- *Commitment to Clients.* Social workers' primary responsibility is to clients, although this may be superseded by legal obligations or obligations to the larger society under some circumstances.
- *Self-Determination.* Social workers' respect and promote the rights of clients to self-determination and assist them in attaining their goals, unless these could lead to serious harm to self and others.
- *Informed Consent.* Social workers should only offer services to clients with the informed consent of those clients including making information accessible on client rights and on the potential outcomes of services.
- *Competence.* Social workers should provide services only in those areas in which they are competent.
- *Cultural Competence.* Social workers should understand culture, have knowledge of their clients' cultures, recognize the strengths within cultures, and be aware of diversity and oppression.
- *Conflicts of Interest.* Social workers should avoid conflicts of interest, take action to inform clients of potential conflicts, maintain appropriate boundaries, and protect clients from negative consequences of dual relationships.
- *Privacy and Confidentiality.* Social workers should respect their clients' right to privacy, protecting client confidentiality and informing clients of the parameters of confidentiality.
- *Access to Records.* Social workers should provide clients with reasonable access to their records.
- *Sexual Relationships.* Social workers should not engage in sexual contact with current clients. Social workers should usually not engage in sexual

contact with people in the clients' personal lives. In most cases, social workers should not have sexual contact with former clients, nor take on clients with whom they had a sexual relationship.

- *Physical Contact.* Social workers should only engage in physical contact with clients when such contact is not potentially harmful and when it is within clear, culturally appropriate boundaries.
- *Sexual Harassment.* Social workers should not sexually harass clients.
- *Derogatory Language.* Social workers should not use derogatory verbal or written language to or about clients.
- *Payment of Services.* Social workers should set fees that are fair and reasonable, and that consider clients' ability to pay. They should not make bartering arrangements with clients.
- *Clients Who Lack Decision-Making Capacity.* Social workers should strive to protect the interests and rights of clients who are unable to make informed consent decisions.
- *Interruption of Services.* Social workers should try to maintain continuity of services.
- *Termination of Services.* Social workers should terminate services to clients when such services are no longer necessary or beneficial. They should attempt to avoid abandoning clients who are still in need of services. They may terminate clients for failure to pay for services only after attempts to address the issue with client and when such termination does not pose a danger.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

- *Respect.* Social workers should respect colleagues and their qualifications and views, avoiding unwarranted professional or personal criticism of colleagues. They should cooperate with colleagues when beneficial to clients.
- *Confidentiality.* Social workers should respect the confidentiality of shared client information.
- *Interdisciplinary Collaboration.* Social workers on interdisciplinary teams should draw on the perspectives, values and experience of the social work profession. Ethical concerns of social workers on teams should be resolved through appropriate channels and pursued as necessary to promote client well-being.
- *Disputes Involving Colleagues.* Social workers should not use a dispute between colleague and an employer to promote their own interests. They should not inappropriately involve nor exploit clients in colleague

disputes.

- *Consultation.* Social workers should seek colleague consultation when it is in the best interest of clients, based on knowledge of those colleagues' areas of expertise and disclosing only necessary information.
 - *Referral of Services.* Social workers should refer clients to other professionals When necessary or beneficial, taking steps to facilitate transfers and to disclose information only with the client's consent. They should not receive payment from nor offer payment to the referring social worker.
 - *Sexual Relationships.* Social workers should not engage in sexual relationships with their trainees, supervisees, or students. They should avoid sexual relationships with colleagues when there is a potential conflict of interest.
 - *Sexual Harassment.* Social workers should not sexually harass supervisees, students, trainees, or colleagues.
 - *Impairment of Colleagues.* Social workers who have direct knowledge of a social work colleague's impairment, due to personal problems, psychosocial distress, or substance abuse, that interferes with practice effectiveness should consult with that colleague when feasible. If the colleague is not taking steps to address this, they should act through channels established by agencies, NASW, licensing and regulatory bodies, and other organizations.
 - *Incompetence of Colleagues.* Social workers who have direct knowledge of a social work colleague's incompetence should consult with the colleague to take remedial action. If the colleague is not addressing the problem, social workers should take action as with colleague impairment.
 - *Unethical Conduct of Colleagues.* Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, being aware of and using available channels to address such concerns. They should defend colleagues who are unjustly charged with unethical conduct.
4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
- *Supervision and Consultation.* Social workers should provide supervision or consultation only in their areas of competence. They should set clear, culturally responsive boundaries and not engage in dual relationships with supervisees where there is potential harm.
 - *Education and Training.* Social workers should provide instruction only in

areas of competence. They should be fair in evaluating students' performance, avoid dual relationships if there is the potential for harm, and make sure clients are informed of services provided by students.

- *Performance Evaluation.* Social workers should be fair in evaluating others' performance.
- *Client Records.* Social workers should try to make records accurate, timely, confidential, and available for the time required by state statutes.
- *Client Transfer.* Social workers should assess the potential client benefits of accepting a referral.
- *Administration.* Social work administrators should advocate for adequate client resources, fair allocation, and work conditions congruent with the NASW Code of Ethics, also promoting continuing education and staff development.
- *Commitments to Employers.* Social workers should generally adhere to agency commitments, but they should try to enhance ethical practice and ethical employment practices in their agencies.
- *Labor-Management Disputes.* Social workers may engage in organized labor efforts, adhering to the guidelines of ethical practice and employment.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- *Competence.* Social workers should work within their areas of competence and of the parameters of accepted practice. They should work towards maintaining and enhancing their competence.
- *Discrimination.* Social workers should not practice nor condone discrimination based on ethnicity, national origin, race, color, sex, sexual orientation, age, marital status, political belief, religion, or disability.
- *Private Conduct.* Social workers should not permit their private lives to interfere professionally.
- *Dishonesty.* Social workers should not participate in nor condone dishonesty, fraud, or deception.
- *Impairment.* Social workers should take steps not to allow problems to interfere with client care.
- *Misrepresentation.* Social workers' stated credentials and representation should be accurate.

- *Solicitations.* Social workers should not use undue influence to obtain clients or work.
 - *Acknowledging Credit.* Social workers should take credit only for their own work.
6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE PROFESSION
- *Integrity of the Profession.* Social workers should work to set and maintain high standards of practice. They should work towards promoting the development of the profession.
 - *Evaluation and Research.* Social workers should monitor and evaluate practice, programs, and policies. They should contribute to research that promotes effective practice and policies.
7. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY
- *Social Welfare.* Social workers should promote the welfare of society and social justice.
 - *Public Participation.* Social workers should facilitate informed participation in shaping policy.
 - *Public Emergencies.* Social workers should provide professional assistance in emergencies.
 - *Social and Political Action.* Social workers should engage in political action to ensure economic and social justice, to expand choice, to promote the well-being of vulnerable groups, and to fight discrimination.

BSW Behavioral Standards for Social Work Students

The Bridgewater State University School of Social Work offers a professional social work program accredited by the Council on Social Work Education. As such, it is mandated by the Council on Social Work Education (CSWE) to foster and evaluate the development of professional behavior for all students in the undergraduate social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the undergraduate social work program will be expected to exhibit the standards of behavior discussed in this document, which will be known as the *BSW Behavioral Standards*.

The *BSW Behavioral Standards* of the Bridgewater State University School of Social Work are designed to ensure that those individuals who graduate from the BSW program meet the requirements of an entry-level professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by instructors, faculty advisors, staff, and by others with whom students interact within the School of Social Work community. Students are responsible for familiarizing themselves with all the policies included in the BSW and University Student Handbooks.

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Self-awareness: openness to new ideas, differing opinions and feedback from others and integration of these into professional and student roles and performance; an understanding of the effect of one's statements and behaviors on others; the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships; a willingness to examine one's beliefs, values and assumptions and change one's behavior to ensure ethical professional practice.

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Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for one's own behavior.

Self-care: the ability to engage in appropriate self-care and seek resources and/or treatment for medical and personal problems that interfere with academic and professional performance.

Appropriate use of existing channels of communication: (e.g., faculty advisor, classroom instructors, School of Social Work administrators, instructors) and procedures for addressing problems and concerns at the School of Social Work as outlined in this handbook; an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium; an ability to provide timely feed-back and/or information in a process wherein such is requested.

Professionally appropriate presentation of self: awareness of and ability to attend to issues of appropriate professional dress and personal hygiene in one's course work and practica settings. Understanding and conducting self in a professional way within the social media context

Consequences:

Failure to act in accordance with these standards may result in suspension or termination from the Bridgewater State University School of Social Work BSW Program on the basis of professional non-suitability if the School's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or the BSW Student Manual. In addition to any sanction imposed by the Chair of the School of Social Work or the Dean of the College of Humanities and Social Sciences, a student who has been found guilty by the University for a violation of the University Code of Conduct is subject to suspension or termination.

I have read and understand this statement of ***BSW Behavioral Standards for Social Work Students*** and the specified consequences for violating these standards.

Name (printed)

Signature & Date

Sources:

Boston University School of Social Work "Behavioral Standards for Social Work Students" Florida Atlantic University, School of Social Work "Professional Expectations of Student Behavior" <http://cdsi.fau.edu/ssw/current-students/expectations/>

EPAS (2022) Social Work Competencies

Competencies in Senior Practicum Education

The BSW Program is accredited by the Council on Social Work Education (CSWE) and utilizes CSWE's current Educational Policy and Accreditation Standards – 2022 EPAS – nine Educational Policies (EP) as the basis for curricular design and evaluation. Practicum Education is the signature pedagogy through which the BSW program prepares students to achieve competency of the 9 core EPs as operationalized by the associated practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes;
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental

Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups,

organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Source: Council on Social Work Education, 2022 EPAS Handbook, see CSWE website at www.cswe.org to access full document.

NASW Standards for Cultural Competence in Social Work Practice

For the NASW standards for cultural competence practice, please click on the following link: [Standards and Indicators for Cultural Competence in Social Work Practice \(socialworkers.org\)](http://socialworkers.org)

This is the final draft of the BSW Academic Review Policy which will be reviewed and approved by the Academic Policy Committee of the university in fall 2026

BSW Academic Review Policy – (Updated May 22, 2026)

Academic Concerns in the Classroom/Practicum

The goal of this academic review policy is to support student success in pursuit of a social work degree. The principles inherent in this policy include communication including notification and documentation of student issues such that students are informed and can address the concerns with faculty/advisors/practicum staff, as needed.

The school of social work has created this process for BSW students to have specific steps (due process) that end with a recommendation to the undergraduate dean if, and only if, dismissal from the major is a potential outcome and an academic review committee has been held. There is an appeal process within the SSW at the conclusion of an Academic Review to the Chair of the School of Social Work should the student disagree with the recommendation to be made to the Undergraduate dean.

Students and faculty are advised to address concerns or problems as soon as they arise. When a student encounters academic difficulties or documented challenges in meeting or maintaining the academic and/or behavioral standards, the student can seek consultation with the instructor(s) for the class(es) in which difficulties are present so that they may be addressed. There are multiple avenues for pursuing and achieving discussion between faculty, staff, and students and all are strongly encouraged to seek the assistance and support needed. Instructors can be reached either during office hours, by leaving voice mail, or via e-mail.

THE FOLLOWING STEPS ARE TO BE FOLLOWED WHEN STUDENTS OR INSTRUCTORS HAVE CONCERNS OR DIFFICULTIES WITH ACADEMIC STANDARDS, PROFESSIONAL AND ETHICAL BEHAVIOR, OR WITH THEIR PRACTICUM:

Step 1: When issues of concern are identified, using “step 1” is recommended. If this is an egregious incident, please move immediately to step 2 and complete the Academic and Professional Standards and Competency Form (APSCF).

Resolution of student academic difficulties including in practicum and/or concerns around ethical and professional behavior should first be initiated and negotiated between the student and the classroom and/or practicum instructor (the student’s BSU field liaison). The student with concerns is to assume responsibility with the faculty/practicum supervisor in initiating and negotiating a resolution of the concerns.

If the instructor initially identifies concerns regarding the student’s academic, professional and/or behavioral standards, the instructor is expected to communicate with the student to share their concerns and to develop a viable and clear path forward with the student to support student success. The professional alert form can be used to document the concerns and plan for resolution. The use of email is strongly recommended so that the discussion and any recommendations are documented.

Students are also encouraged to communicate with their advisor. It is suggested that after a conference with the faculty advisor a three-way meeting with the student (either face-to-face or virtual), the course instructor and the faculty advisor take place to promote the resolution of the concerns. Should the concern be related to the practicum, the Director of Practicum Education will be notified and may be included in the meeting.

Step 2: Step 2 requires that the instructor complete an

“Academic, Professional Standards and Competency Form (APSC Form)”

that identifies the specific concerns, recommendations, and requests signatures of understanding.

If there was no change in student performance as discussed in step 1, at this point – step 2, the instructor must complete an APSC Form. The completed form will be sent to the BSW Coordinator, to the student’s advisor (advisors are listed on degree works) and to the Director of Practicum Education, and if needed, to other involved faculty. At this point, if this is not an egregious matter as noted in step 1, the BSW Coordinator may request a meeting with the student and the advisor to address identified issue(s) and recommendations.

Please note: Whereas an APSC Form is required at **step 2, this does not result in an automatic referral** for an Academic Review (AR).

Step 3: If concerns are not resolved in Step 2, the BSW Coordinator (except when the BSW Coordinator is the AR referring party-see step 2 details) will notify the AR chair to begin the process for an AR. In contacting the AR chair, the BSW Coordinator will include the APSC Form that was submitted by the referring party, and any other information that may be relevant to the process. From this point on, the chair of the AR is the individual responsible for communication with the student about the AR.

The AR chair will contact the student's advisor and will ask that the advisor gather (via email) relevant information from the student's other instructors, including from practicum liaisons/instructors and the Director of Practicum Education if the student is participating in a practicum at the time of the referral. In cases in which the student is not yet in a practicum at the time of AR referral, information is still to be shared with the Director of Practicum Education to ensure on-going exchange of information related to the "classroom" and for current or future practicum planning.

The Academic Review

The primary purpose of the Academic Review (AR) is to review concerns about student conduct which are contrary to the guidelines for professional conduct for social workers as specified in the NASW Code of Ethics, the BSW Behavioral Standards, the BSU Code of Conduct, and concerns regarding students' academic, professional, and behavioral performance. The BSW AR process is designed to provide a systematic approach for addressing student performance issues to support student success.

Academic Review Committee Composition

The Academic Review Committee (ARC) is a standing committee with two tenured faculty members (faculty may self-nominate) elected in the spring semester and one representative from the Practicum education department appointed by the Director of Practicum Education, also during the academic year spring semester. Once the ARC is constituted, that committee will identify the AR Chair, communicating this to the BSW Program Coordinator and the SSW chair. Faculty on the ARC, should include a chair who is tenured; however exceptions may need to be made. Membership on the committee begins in the fall of the academic year and runs for a 2-year period. Membership will be staggered to maintain a well-informed and practiced committee. **It is strongly preferred that members selected for the ARC, if tenure track, have had a minimum of two years of experience on the BSU faculty, but there may be times when this might not be possible.**

Following the APSC Form being submitted, the Academic Review Committee (ARC) is notified. There are occasions when the ARC may consider a recommendation for discontinuation from the BSW Handbook and Practicum Manual

Social Work undergraduate major and/or social welfare minor. A recommendation could include advising on a change to another major. For ARs that have the potential to result in a discontinuation from the social work major or social welfare minor, the ARC will make such a recommendation to the Dean of Undergraduate Studies (or their designee) who will make all final decisions in cases of recommendation of major or minor discontinuation.

In non-discontinuation or non-egregious situations, the AR chair will construct the recommendations based upon the available data and ARC input, including the data from the AR that was held and will communicate recommendations to the student in writing by email and/or letter.

Reasons for ARs (non-exhaustive)

1. A student who receives a failing grade for a required social work practice course may be referred for an AR.
2. A student who is experiencing a practicum disruption or who is in danger of a practicum disruption will be referred for an AR.
3. A student experiencing significant difficulty in a course(s) and/or in their social work practicum may be referred for an AR.
4. A student who does not satisfactorily meet (or in violation of) professional/behavioral standards, including ethical breaches, will typically be referred for an AR (superseding the need for reviews at Step 1 and 2).
5. An AR does not handle issues of plagiarism and harassment as these concerns for review and decisions at the University level

Student Status as a Social Work Major

Please note: if at any point in this process a student's continuation as a major in social work is a potential outcome of the process, the SSW will do our best to discuss with the student alternative ways to complete the requirements for their graduation, as our goal will be to support the continuation of the student in the university if a decision is made that the student cannot continue as a social work major. Typically, but not always, a recommendation regarding continuance in the major will be made as part of the AR process (the 3rd Step). The student will be able to appeal the recommendation to the Chair of the School of Social Work.

Referrals for an AR

Any faculty, staff, or practicum supervisor may recommend (refer) a review for any student for whom there is appropriate documentation of perceived academic, professional, and/or behavioral difficulty in the classroom or in the practicum, or who appears to have engaged in inappropriate conduct in violation of the NASW Code of Ethics, the BSW Behavioral Standards or the BSU Code of Conduct. Documentation is to include an **Academic and Professional Standards and Competency Form (APSC Form)** that identifies the issue(s) for which an AR is recommended. Students are to be informed about the specific concerns prior to a referral to an AR, whenever possible by the referring party (e.g., this may differ in the case of a practicum supervisor).

Written referrals identifying specific concerns (including an APSC Form) are sent to the BSW Program Coordinator, who forwards the request to the AR chair. To obtain a clear understanding of the issues for which the AR is recommended, the AR Chair will ask that the student's advisor gather information from all the student's instructors and other relevant parties. The advisor will

share this information in writing via email with the AR chair. The AR chair will share all information with the ARC and with the Director of Practicum Education.

If the BSW Coordinator is the referring instructor or has similar concerns for the student as identified in the documented concerns, the BSW Program Coordinator will NOT meet with the student in their role as BSW Coordinator. Rather, the SSW Chair may request to meet with the student to achieve a positive outcome without recommending that an AR be held. However, in this instance too, if the SSW Chair thinks an AR must be held, the Chair will contact the AR chair who will be responsible for future communications related to the AR process.

The AR chair will have 10 business days (M-F) from referral receipt to contact the student to schedule the AR and contact the academic review committee (ARC). Upon receipt of an AR referral the chair of the ARC will:

1. Contact the student's advisor and ask that the advisor gather information relevant to the academic review, including gathering data from instructors, Practicum education staff, and the advisor themselves. The advisor will then share the information with the AR Chair via email, who will disseminate this among the ARC, and with the Director of Practicum education.
2. Contact the student via email to schedule the AR. While the student is not required to attend, efforts are to be made to secure the student's presence.

Convening an Academic Review

The BSW Coordinator, in receipt of an Academic and Professional Standards and Competency Form (APSC Form) completed by the referring individual, will contact the AR chair to initiate a formal AR process. The BSW Coordinator will send the APSC Form to the ARC chair who will be responsible for the next steps. All documentation of concerns must be shared with the chair of the ARC prior to a formal convening between the ARC and student. The AR process is intended to serve in a problem-solving capacity in support of student success.

Attendance and Sharing Information relevant to the Academic Review

The ARC chair will confer with the student to schedule an AR meeting for the student who has been referred for an AR. While it is not required that the student be present for the AR, efforts are to be made to support student attendance.

1. As noted, the student is strongly encouraged to attend the AR; however, they are not required to do so. All members of the ARC are to be present at the scheduled AR. Faculty/staff and other parties who may have pertinent information to share regarding the specific concern(s) may also be invited by the AR chair to present that information to the ARC. In cases where the practicum is involved, the practicum supervisor, liaison, or staff (in addition to the ARC Practicum Education representative) from the Practicum Education Office staff may attend to provide pertinent information. Please note that staff or faculty, other than the ARC members, will be present prior to convening the meeting with the student present and only to convey their relevant information to the committee. They will not participate in or be present during the deliberations.
2. The student scheduled for an academic review may bring one "support" person with them. The student may choose to have others present at their AR, including but not limited to another student, someone outside of the university, a faculty or staff person, or their academic advisor.

Any support person invited to attend the AR by the student will serve as a support simply by their presence during the AR. They will not be involved in data sharing or deliberations. Students who wish to bring a support person will need to inform the AR chair via email no less than 24 hours prior to the scheduled AR.

The Academic Review Meeting with the Student

Once the ARC has reviewed existing documentation and the ARC chair has scheduled the AR, the ARC will meet prior to the AR (this can occur just prior to the formal AR meeting with the student) to discuss the issues without the student present. Once the student is in attendance, the ARC will remind the student of the committee's process and role in problem solving with the student and in developing the recommendations moving forward. Having the student present the issues from their perspective is an important part of the process when possible and can add to any problem-solving efforts that occur in the meeting.

The ARC is not required to share recommendations at the time of meeting with the student and will make sure the student understands this and remembers where to review the AR process online in the BSW Handbook.

ARC Recommendations

The AR Chair will complete written recommendations regarding the course of action within 7 business days of the AR. The notice of recommendations will be signed by the ARC chair (electronic signature is acceptable) and cc'd to the Dean of the College of Humanities and Social Sciences. Recommendations made by the ARC to the student will be transmitted to the student from the ARC chair via email with a follow-up hard copy letter mailed to their home and filed in the School of Social Work. Please note that the date of the email is the date used in any notification mandates.

If any of the recommendations include discontinuing the student from the social work major or social welfare minor, the AR chair will send the recommendations to the Dean of the Undergraduate Studies (or their designee) within seven days of the AR. The Dean of Undergraduate Studies will make the final determination and will transmit the recommendation(s) within seven days from receipt of the recommendations from the AR chair. The Dean of Undergraduate Studies will transmit their decision(s) directly to the student, the AR chair, the BSW Program Coordinator, and as necessary to relevant faculty and administrators.

All final recommendations, whether from the ARC or the Dean of Undergraduate Studies, will be filed and maintained in the School of Social Work.

Academic Review Timelines

NOTE: During the academic year, the AR chair will convene the ARC, whenever possible within 10 business days of the request for an AR. During the summer months, FT faculty are not on contract, thus policies such as this for June, July, and August require modification. During the months of June, July, and August, the SSW Chair and a member of the Practicum Education Department will be responsible for the AR. The SSW Chair (or their designee) will complete those actions taken by the AR chair during the academic year. If available during the summer, a FT faculty person will also participate in the AR. If the impetus for an AR during the summer

months does not involve egregious behavior, possible discontinuation from the social work major or the social welfare minor or significant change in the student's timeline for degree completion, an AR will be convened no more than 10 business (M-F) days after the first day of classes of the following fall semester.

1. Following the completion of an AR, the AR chair will have 7 business days to complete the AR recommendations to send to the student via BSU email. The student will be required to provide a digital signature within three business days of the date that the AR chair's email was sent to the student, confirming that they received and reviewed the recommendations.
 2. From the date that the email notification/recommendations are sent to the student via their BSU email, the student, though not required to do so, may construct a response and will have 7 business days to respond via email to the recommendation(s). Responses will be emailed by the student to the AR chair who will forward a copy via email to the Chairperson of the School of Social Work, who will consider the response.
 3. The AR chair after consultation with relevant parties, will respond to the student via BSU email within 7 business days from receipt of the student's response to the recommendations. The AR chair will forward a copy of this response via email to the Chairperson of the School of Social Work and the Dean of Undergraduate Studies.
- Ultimately the student's behavior and outcomes related to student performance will determine a student's progress and continuance.

Incomplete grade resolution dates that determine eligibility to begin SCWK 498 and Practicum-

This policy applies only to students who are planning to begin SCWK 498 and practicum in the fall semester. It establishes the due date for the resolution and submission of "incomplete" prerequisite course grades by faculty from the spring semester (or any earlier semester) prior to a student beginning SCWK 498 in a fall semester. The date by which any incomplete grade must be resolved and submitted to the

BSU Registrar to evaluate student eligibility to begin SCWK 498 in the fall semester will be determined by the BSU Registrar's Office as the date when "BSU Summer Session I classes end". This due date is established so that the Practicum Education Staff may provide practicum agency partners and supervisors with clarity regarding a student's eligibility or ineligibility to begin their practicum. **Any student who has an "incomplete" grade for a prerequisite course following this date may be deemed ineligible to begin SCWK 498 and practicum.**