



# **Student Handbook & Field Education Manual**

## **Bachelor of Social Work Program School of Social Work**

**Due to the COVID-19 on-going situation, 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 faculty and staff. Student concerns and questions will be addressed by administrators and faculty to provide as much guidance as possible.**

For additional information about field education contact Maureen Ward, LICSW [M5ward@bridgew.edu](mailto:M5ward@bridgew.edu)

For additional information about the BSW program contact Dr. Beverly Lovett at [B1Lovett@Bridgew.edu](mailto:B1Lovett@Bridgew.edu) or Dr. Jing Tan, chairperson at [JTan@Bridgew.edu](mailto:JTan@Bridgew.edu)

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This *BSW Field Manual & Student Handbook* is prepared to provide important information to BSW students in the School of Social Work. This Field 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, the University, or based on external circumstances such as the COVID 19 pandemic.

### **Program's Mission Statement:**

The BSW program prepares its graduates for entry-level professional positions in Social Work and related fields, 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 in order 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 and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)*

### **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 underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.” (EP 1.0, 2015 EPAS)*

**The BSUSSW 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 to 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 Field Curriculum**

The primary objective of the undergraduate Social Work Program of Bridgewater State University is to provide students with the 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 Art 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.

Field 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 2015 Council on Social Work Education's (CSWE) Educational Policy 2.2:

Educational Policy 2.2—Signature Pedagogy: Field Education Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

At Bridgewater State University, all social work majors are required to complete a minimum of 464 hours of field internship in fall and spring semesters in the senior year. The integration of actual practice with theoretical understanding begins much earlier than the first field experience; in fact, it is prevalent throughout the social work curriculum.

<sup>1</sup> Source: Council on Social Work Education, 2015 EPAS Handbook, see CSWE website at [www.cswe.org](http://www.cswe.org) to access full document.

## **GOALS OF THE FIELD INSTRUCTION PROGRAM**

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

### **Mission Statement of the BSW Program**

*The BSW program prepares its graduates for entry-level professional positions in Social Work and related fields, 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 and environment framework, the curriculum focuses on ethical and culturally-competent practice and strives for social justice in order to enable our graduates to enhance the lives of individuals, families and communities.*

### **Program Goals**

Our mission statement is elaborated and augmented by the goals, which articulate the means by which 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 kind of 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.

### **Field Placement and BSW Program Mission:**

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

- Exposure to generalist social work that embraces client-centered work

- Opportunity to learn about the context of the agency, both the development historically and the current qualities of the community served
- Involvement in cases/responsibilities that will encourage the integration of culturally competent work
- Opportunities to use research-based practice methodologies and to integrate an understanding of how policy affects the lives of those served
- Preparation to become competent employees at social service agencies following completion, or to gain acceptance at graduate schools

## 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 2015, p. 11) 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.

## **COMPETENCIES IN FIELD EDUCATION**

The BSW Program is accredited by the Council on Social Work Education (CSWE) and utilizes CSWE’s current Educational Policy and Accreditation Standards – 2015 EPAS – nine Educational Policies (EP) as the basis for curricular design and evaluation. Field 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:

### **1. Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:



- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

## **2. Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## **3. Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

## **4. Engage in Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

## **5. Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

## **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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## **7. Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

## **8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

<sup>1</sup>Source: Council on Social Work Education, 2015 EPAS Handbook, see CSWE website at [www.cswe.org](http://www.cswe.org) to access full document.

## **Responsibilities & Functions of the Administrator, Field Education & Faculty Field Liaisons**

The Administrator of Field Education and Faculty Field Liaison have the overall responsibility for the smooth integration of knowledge gained in the classroom with practice experience. Each student field intern is assigned to the Administrator of Field Education or a faculty field liaison who is responsible for coordinating field-related support and monitoring of the student's field education.

### The Administrator of Field Education, in consultation with the BSW Program Coordinator:

1. Visits, interviews, and processes new agencies as potential field sites.
2. Establishes internship criteria, selection of field work agencies and supervisors, and formalizes arrangements for student placement.
3. Interviews, advises, and provides students with possible agency placements, prepares students for agency interviews and oversees placement of students in agencies. Provides written confirmation to students and agencies of the placement match.
4. Assures that the academic curriculum provides the necessary knowledge base for students entering into the field.
5. Participates in meetings with field personnel at the University each semester as well as any other conferences requested by the student, faculty or agency.
6. Intervenes in placement issues that exceed the authority of the faculty field liaison.
7. Disseminates all relevant institutional policies and procedures to the field sites, including the Field Manual.
8. Communicates regularly about policies and practices of field education to students, faculty, supervisors, and community members.
9. Monitors field placements to assure compliance with BSW Program and Field Education policies and procedures.
10. Provides orientation and regular education to field supervisors.
11. Organizes and leads the Field Education Committee.
12. Works with students, field supervisors and field liaisons to resolve problems.

**The Faculty Field Liaison has the following responsibilities:**

1. Prepares for and facilitates the field work seminar (SCWK 498) according to the syllabus provided by the Field Education Department.
2. Provides the first intervention in a problematic placement 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 supervisor for clarification and/or adjustments in the internship, and/or meeting with the student and supervisor prior to the planned field visit.
3. Communicates with the Field Coordinator and/or Administrator if a problematic placement cannot be remediated through initial efforts.
4. Assigns, reviews, and approves student's competency-based goals and objective as stated in a written educational plan.
5. Assists students with the integration of course work and field work.
6. Interprets SSW policies, procedures and expectations of field agencies to the field supervisor and continually monitors the fit between the agency, student, and the program.
7. Evaluates student's 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 or BSW field supervisor in order to discuss the student's progress toward the 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 field 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 manner in which the student has met his/her responsibilities.
11. Makes recommendations for continued use of agencies and field supervisors.
12. Attends monthly group or individual meetings for field liaisons as scheduled by the Administrator of Field Education.

## **AGENCY SELECTING & CONTRACTING**

### **CRITERIA FOR SELECTION OF AGENCIES**

Almost any setting in which social work is practiced is a potential field education site.

Identification of possible field 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 field education staff actively and consistently recruit agencies.

Generally, once a potential field agency becomes known to the program, written information on the program is reviewed by the BSU field staff. Potential field 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 Field Education or assigned field staff makes a site visit to determine suitability as a training site and to establish and understanding of 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 internships in the areas where students live and wish to practice. However, the priority is placed on the quality of training. Hence, students may be placed in agencies located up to one hour from the student’s community or campus to achieve this goal. Each agency 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 field 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 field instruction time, office space and materials necessary for the intern's fulfillment of learning responsibilities. This includes willingness to provide for the duration of the placement a qualified field 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.

#### *CRITERIA FOR FIELD PLACEMENTS WHERE STUDENT IS EMPLOYED*

Students are only considered for place of employment internships if they have been employed by the agency for one year or more at the time of application. Students considering placement in their place of employment must meet with the assigned field staff to discuss the program's goals and objectives. The challenges of an employment-based placement are reviewed, and other available options are discussed. Proposed employment agencies must meet all of the criteria required of any BSU BSW field site. Once it is determined that an employed placement is the best option for the student, the student submits a detailed written proposal of the plan for their placement. The proposed internship must offer learning, assignments, clients, and supervision which are different from those in the student's employment. The field supervisor, on-going employment supervisor and the student must sign a proposal agreement stating that the all parties agree to the internship as described. The proposal must be approved by the Director of BSW Field Education and then reviewed by the Field Committee.

The *Place-of-Employment* Field Experience proposal must include the following information:

- A description of the student's current job, including name of immediate supervisor and location of the student's current job site.
- A detailed description of the proposed placement and the learning objectives including the perceived differences between the student's current job and the proposed placement.
- The name, degree, and license level of the proposed Field Supervisor.
- The physical location of the placement.
- The specific days and hours the student plans to work in the field placement, and the days and hours the student plans to work in their paid role.
- A letter from the student's employer (immediate supervisor and director of the agency) agreeing to this placement proposal. The supervisor and/or director will agree to protect



the student's placement hours and state a plan for how the student's current job duties will be covered during their placement.

### *PHILOSOPHY, PROCESS AND CRITERIA FOR DETERMINING STUDENT PLACEMENTS*

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 one per semester. In addition, every effort is made to staff core social work courses with instructors who are full time members of the faculty. BSU social work students are known by the faculty, and student applications to the practice and field sequence are reviewed by the academic advisor and a panel consisting of another faculty member and the BSW Program Coordinator. Once a student is accepted to the field and practice sequence, their application for field placement is considered based on compliance with academic requirements which are verified by the Administrator of Director Education and also on the basis of personal and professional attributes congruent with competent professional social work practice as assessed by the field liaison staff with input from the faculty advisor and other faculty members. The application includes a narrative essay which allows the Director of Field Education and subsequently, the potential Field Supervisor to examine the student's choice of social work as a profession. As an aspect of the application process, a member of the field liaison staff meets with each student applicant to further evaluate the student's readiness for field and area(s) of interest for field assignment. Every effort is made to maximize the student's participation in the field learning experience, including student input in the assignment to a particular agency setting as well as in the evaluation process. Faculty are consulted at the discretion of the field liaison staff. The student's professional interests and learning needs guide the field liaison staff in placement planning.

Those students approved for field placement meet with an assigned field staff person to discuss the best possible match of their interests with agency requirements. There are realistic constraints on options, and the best fit is determined by the motivation and learning goals with an agency, and the agency's ability to contribute to these goals. Following the pre-placement interview, the student, agency representative(s) and the assigned member of the field liaison staff make a determination as to the appropriateness of the placement.

The student is expected to attend to be prepared for the professional interview and able to communicate learning goals. If the first interview does not result in a successful match, an

additional interview is arranged at an alternate agency. If that opportunity does not result in the offer and acceptance of an internship an administrative meeting is held to assess the plan. Field students are required to participate in a weekly integrative seminar facilitated by an instructor experienced in social work practice. The seminars provide the field liaisons the opportunity to monitor students' professional development as they articulate their field placement experiences in class discussions, presentations, role-play exercises, assignments and individual conferences. The instructor also attends a site visit a minimum of twice per academic year.

### *CRITERIA FOR SELECTION OF FIELD INSTRUCTORS*

Contracting for field placements is made with agencies or organizations and includes an assessment of the availability and qualifications of field supervisors. Field instruction sites recommend or assign field supervisors who, by their estimation, can fill the role described by the responsibilities listed below. These supervisors are screened by a member of the field staff and, upon the appointment of as a new field supervisor, offered training (see page 39 for a full description).

New supervisors are expected 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 the 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 or Bachelor degree in Social Work are the Program's preference and are selected in the vast majority of 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 field 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 field to support the student and field supervisor with incorporating social work competencies into the experience. The field seminar instructor collaborates with the agency supervisor each semester to complete the student' field practice evaluation.

Additional criteria for field 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 enhancement of 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 field liaison and student as well as through submitting a written report. In addition, supervisors are expected to attend meetings at the university 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, in particular of, baccalaureate social work education for beginning professional practice.

The field work agency and field supervisor take responsibility for initiating students into actual 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 Faculty Field 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 at the University, and with faculty field advisor at the agency (a minimum of once each semester);
11. Submitting a written evaluation of the student's progress 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 Field

Student learning occurs in field seminar (SCWK498) and in the field 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. A boilerplate syllabus can be found in the Appendix under SCWK 498 Syllabus.

In the field setting, senior field students are responsible for full participation in identifying and working to meet their own learning needs. In particular, 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 field 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 field supervisors (minimum of one hour per week);
6. Completion of the monthly activity and self-evaluation form to be submitted to the field supervisor for discussion and signature, then to the field liaison (the first week of each month in the field seminar);
7. Developing and maintaining a portfolio (typically a loose-leaf binder) that includes journals, process recordings, time sheets, and all assignments related to SCWK 498. This should be made available to the field liaison as requested, and brought to the field visit;
8. Completing one process recording once per week using the format provided (see Model Process Recording under Practice in the Field located in the Appendix). 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 field liaison review;
9. Preparation of written educational plan agreed upon with field supervisor and given to field liaison no more than four weeks into each semester;
10. Meetings with field liaisons as requested;
11. Communication with field liaison about any serious concerns regarding any aspect of satisfaction with the internship;

12. Participate in a field evaluation with the student and field liaison each semester.  
Preparation of a written final assessment of the field experience;

13. The completion of all seminar assignments.

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

### **Initial & Continuing Eligibility for Field 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 School of Social Work.

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

1. 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. Students with a social work G.P.A. below 2.8 may petition the Social Work Program Admissions Committee that they be accepted into the practice and field sequence. If the decision of the Committee is favorable, such students will be granted conditional acceptance to the program only.
2. Have completed SCWK250, SCWK270 with a social work course G.P.A. of 2.8 and no social work course grades below “C”.

**Transfer 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 person 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 field courses, students are also expected to provide performance evaluations of any field work 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.

3. 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 with a minimum grade of C.
4. Complete an application for admission to the practice and field 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 is available on the School of Social Work website, BSW section. Students are encouraged to consult their academic advisor prior to submission of the application.
5. Submit a current copy of his/her/their degree audit which provides an up-to-date indication of cumulative and social work grade point averages.
6. 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.
7. 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](http://www.naswdc.org))*. *The Behavioral Standards are included in the Application for Practice and field and are available on the SSW website.*

Applicants will be notified through email of the decision of the Social Work Program Admission Committee. There are four possible outcomes of the admission process:

1. Unconditional 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 his/her application for admission.

Continuing Eligibility for Field Work:

Students' continuing eligibility for field 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 field 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 one of 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 ***Student of Concern*** form. This form triggers a variety of possible interventions including a request for a meeting with the instructor and the academic advisor, the BSW Coordinator, and/or the SSW Chairperson, and/or Field Director or Field Liason to discuss the academic performance or behavioral issue. The goals of these meetings/interventions are to:

1. Notify the student that his or her academic performance is of concern;
2. Understand the source or cause of the poor 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 to select another major.

*Behavioral Eligibility:* Behavioral eligibility is assessed in the classroom and in the field 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 of designated practice behaviors and to follow their educational plan for field. Performance of practice behaviors and professional behavior is continually monitored by the field liaisons who are in regular contact with field supervisors. Concerns about a student’s behavior in field is communicated to the Administrator of Field Education. Students who are identified as being “of concern” are subject to the same interventions as described in the section on Academic

Eligibility, with the exception that a field 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 his or her field performance is of concern;
  - a) Understand the source or cause of the poor performance;
  - b) Review any behaviors that are in conflict with the Code of Ethics or Professional Behaviors. Determine the impact of such on clients and the agency.
2. Identify appropriate supports to improve student performance including additional supervision, supplemental readings, or coaching by a member of the field staff;
3. Assess the student's interest in and ability to continue in the major; and
4. Provide scheduling options that may enhance performance. Students who are unable to perform adequately in the field are assisted in selecting another major.

#### COMMUNICATION BETWEEN THE UNIVERSITY AND THE FIELD

The Bridgewater State University Social Work program has frequent communication with field supervisors, Directors of Training, and other relevant parties. A required meeting is held each September with all supervisors, and at that time, important 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 feed-back. Meetings to discuss issues of concern and focus groups to explore new initiatives are conducted as needed. The faculty field liaisons become actively engaged with supervisors through the triad of student, field supervisor, and field liaison. The communication is often through phone calls, and e-mails, but in person meetings in addition to the required field visits are not uncommon. In addition, the Field Education Department reaches out to all field 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, field supervisor, or field liaison deem it important. Each student is asked to provide the field supervisor with a complete portfolio, including process recordings, time sheets, and other materials upon request, and at the site visit.

## **PERFORMANCE EXPECTATIONS IN THE FIELD**

### **DESCRIPTION OF REQUIRED FIELD AND PRACTICE COURSES**

#### **498 IS THE ONLY SEMINAR, SERVICE LEARNING IS EMBEDDED IN 338**

The most current descriptions of the required seminar courses can be found in the University Catalogue at <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>.

#### **SCWK 338 - Introduction to Social Work Practice, 45 hours Service Learning (3 credits)**

*Prerequisite: Acceptance into the Social Work Program; completion of SCWK 250; and completion of SCWK 270 and SCWK 320; SCWK 320 may be taken concurrently.*

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 Service Learning.

#### **SCWK 498 - Field Experience 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.*

The field 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 field 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 in fall-spring sequence.*

### REQUIRED HOURS IN THE FIELD

SCWK 338 Introduction to Social Work Practice (service learning): A minimum of 45 hours completed in one semester.

SCWK 498 Field Experience in Social Work (senior field): 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 field 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: Introduction to Social Work Practice.

### FIELD EXPECTATIONS FOR SENIOR PLACEMENT

The Senior Field 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 a period of 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 his/her own value orientations, feelings and attitudes, and approaching each situation without personal bias or judgment.

In conjunction with the actual field practice, students participate in a 75-minute weekly seminar (SCWK498: Field Experience in Social Work) with their faculty field liaison in order 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 seminar.

At the completion of the senior field placement and all required social work courses, students are expected to demonstrate beginning generalist practice competency as stated in the 2015 EPAS.

### GENERAL GUIDELINES FOR FIELD PLACEMENT 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 visiting, 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 in order to determine the strengths and stressors families may experience.
- Participation in supervision that highlights progressive learning and reflection.
- Involvement in the evaluative process of learning goals.

## GUIDELINES FOR PROCESS RECORDINGS

### **BRIDGEWATER STATE UNIVERSITY BSW PROGRAM**

#### **PROCESS RECORDING GUIDELINES<sup>1</sup>**

##### 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 one's self 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 student 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 field and class. Finally, they allow for close oversight of students' work by the field placement agency and the MSW program.

##### What do you learn from them?

- To pay attention
- To be aware of your own experience
- 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

##### 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 field liaison allows you to identify learning patterns, access your field liaison's 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 client
- A telephone contact with a client
- A brief interaction in a waiting room, hall, community room, etc. with a client
- A group session
- A contact with a family member or a family meeting
- A contact with a service provider

##### Elements of Process Recordings:

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<sup>1</sup> 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: 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 a first contact, it may also be helpful to include 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.

**Student's 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.")

**Student's 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 didn't 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 plans:** Identification of unfinished business, identification of short and longer-term goals.

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

**Identification of questions** for field instruction. This provides the student with the opportunity to build upon their ability to become autonomous workers.

Requirements for Process Recordings:

1. Students must complete a **minimum** of one process recording per week. Field supervisors or SSW faculty 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 weekly to their field supervisor.
5. Process recordings should be discussed in supervision after the field supervisor has read them.
6. Once a month student must submit one or more process recordings to their faculty field liaison for review of the learning process.

Practical Concerns:

1. **How do I remember what was actually 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 factual information, you must clear it with your agency and field supervisor, as different agencies have different policies about this.
2. **How much should I tell?**  
The more information you are willing to provide, the more opportunity you will have to learn. Omitting or changing the process to fit what you think is your field 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 field supervisor and field 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 has 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 in 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 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?

Questions for Supervision:

MODEL PROCESS RECORDING

**Bridgewater State University  
Model Process Recording**

Agency: ---DCF

Reason for Interview/Nature of Contact: meeting with parent to assess protective issue

Setting (home, office...) home visit

Date:

<b>Narrative of what transpired/dialogue</b>	<b>Clients Affect &amp; Non-verbal response</b>	<b>Students feelings, Comments &amp; Questions</b>	<b>Supervisor's comments</b>
Intern: Hi, thanks for giving me such good directions. I'm Jody, a social work intern.	Client seemed prepared for me to come to the door, but didn't invite me in.		Good, confident 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.	
Intern: I confirmed it for today, but can come back again tomorrow when he is here. Why don't we use this time to talk? Can I come in?	She looked nervous.	I didn't want to leave, but I also felt she really didn't want me to come in. I felt pushy.	She is mandated to work with us, so I think you handled it well. You tried not to be put off, and succeeded.
Client: OK.			
Intern: I'm here because the worker that did the investigator said you needed support.			

Client: No. I don't need support. My boyfriend helps with everything. I want to be left alone	She crossed her arms in front of her chest, and looked angry and closed down.	I thought offering support was good thing to say. Is it??	Support is a good thing, but only if you understand what it is, and feel you are asking for it. Try different ways of saying this. Maybe "It is good to hear that you have support. Can I let you know what some of what DCF can also offer?"
Intern: Oh. Well, maybe I can help with camp. We can get you a slot at a camp for your kids.		I remembered something about camp. I hope I really can get her help with this. I just wanted to offer something.	I think it was a good effort but is careful not to offer anything as a promise if you can't deliver.
Client: That would be good. They don't have to go away to the woods for camp do they?	She looked suspicious, maybe worried		Keep in mind that many parents think of DCF as taking away the kids. There is often a suspicion based in fear.
Intern: No, there are camps in the city. Don't you like the woods?			
Client: No, I hate mosquitoes.	She seemed much more relaxed and laughed.	I felt sad. I love the woods, and I bet she is afraid of anything outside her housing project.	
Intern: Have you always lived here in Brockton?			
Client: Yup. My boyfriend wants to move back to New Jersey with all the trouble we've had here, but I want to stay in Brockton cause of my Mom and my sisters.	She talked almost in a whisper which was different.	I think she is afraid of a lot of things. I really wasn't sure what to say next.	

Intern: How many sisters do you have?	She looked relaxed but a little bored.		I think you picked a safe thing to ask, which is ok, and maybe even helped her talk with you. But, the big questions are her understanding of the “trouble” and how she thinks she can work this out with her boyfriend. Why do you think she started to whisper? Let’s talk about this.
Client: three and two brothers.			
Intern; Can I make a time to come back tomorrow to meet Joe?	She looked nervous.		
Client: No, I don’t think he will be here. He might stay at his cousins.	She didn’t have eye contact, and started looking around the apartment.	I felt like I was getting the brush off, and felt a little angry. She seemed honest, but not now.	I think you are getting the run around and that never feels good. However, the concern is for her and the kids. She seems fearful. Re-read her history and try to understand that.
Intern: What would be a good time? It is important I meet him because of the 51A and it is my responsibility.			
Client: I have to go pick up the kids.	She looked like she wanted to run and maybe she realized it was time to get the kids, but I think it was early.		
Intern: Could you let him know I need to talk with him and I will call you tomorrow?		I wanted to be stronger, but not scare her.	

Client: OK . Find about the camp, too, Ok?			
Intern: I will. Thanks for taking the time to talk with me today. I will call you tomorrow at 10 to get a time to meet with Joe and also to follow up about camp.			<p>Good ending. It was clear that you would be following up and about what. Let's talk about next steps if Joe isn't "available."</p> <p>Nice job of engaging her and observing her reactions.</p>

## **FIELD SUPERVISORS SELECTION, ORIENTATION, TRAINING, AND SUPPORT**

### **ORIENTATION TO THE BSU BSW FIELD PROGRAM FOR FIELD SUPERVISORS**

Each September, prior to the beginning of classes and field placement, all new BSU field supervisors are invited to campus for orientation to the policies and procedures of the field program. This orientation covers all aspects of field supervision, ranging from the setting of expectations for students to reporting of student attendance and evaluation of process recordings. Each new supervisor receives an orientation packet with copies of all of 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 supervision, and all useful contact information at the School of Social Work.

In addition, each September, all supervisors, new and continuing, for the BSW and MSW programs of BSU are invited and expected to attend an orientation and breakfast meeting. The half day event is focused on the framework and particulars of internship processes, innovations in the field, 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 2015 in the wide range of field settings.

For supervisors unable to attend the general orientation, a field administrative person reviews the expectations via in person or phone conversation. They are provided with a handbook, and overview of the curriculum. Once a student begins, the field liaison is readily available to provide additional in-put and consultation. The Director for Field Education or a field liaison is available and becomes involved in situations that are problematic, or to pursue additional opportunities for students.

### *SOCIAL WORK FIELD COUNCIL*

All social work field supervisors become members of an informal Social Work Field Council which, in whole or part, is convened as needed, and no less frequently than once a year, to discuss important and challenging issues. For example, the subject of working with student interns in child welfare agencies who were once in foster care, a topic of growing importance to the School of Social Work and child welfare field placements was a recent agenda item. In this example, the group discussed ways to assess the suitability and readiness of such a placement with such students, and how to best support their professional goals. Another example involved elder care agencies with the purpose of developing richer opportunities for student experience, and the professional competencies that students are expected to achieve. Such meetings are helpful in conveying the realities of agencies, eliciting the expertise of experienced practitioners, and strengthening the partnerships between the School of Social Work and field supervisors.

### *EDUCATIONAL SEMINARS*

The BSU program offers CE 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 Field Instruction (SIFI) seminar that begins in September and concludes in April, meeting for a total of eighteen hours. BSU was the first program in the region to offer this comprehensive seminar to supervisors of BSW seniors as well as MSW students, the course has been oversubscribed each year, and 98% of the participants complete the course successfully. Over 90% of new supervisors have taken or are committed to taking the course. 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 for the past three years.

Bridgewater State University is active member of the New England Consortium on Field Education (NECON). NECON provides supervisors workshops and a yearly conference for field education staff from schools across New England. It has attempted to better standardize field evaluations completed by supervisors, and many of its members have active roles in CSWE activities and committees. The agenda of monthly meetings include such subjects as communicating competency-based education to field supervisors, addressing issues of students at risk of failing, enhancing communication with field liaisons and social work programs. In addition, the group serves a mentoring role for new field supervisors and support for those planning innovations and developing best practices.

### *Orienting Students to Field: Resources for Field Agencies*

#### *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 field supervisor provides the critical exposure, opportunity, and evaluative feed-back, 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 his/her own readiness as assessed in discussion with the field supervisor and according to agency policy.

However, following an agency orientation, it is usually educationally most 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 include:

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/field instruction sessions.

The Bridgewater State University School of Social Work offers a meeting for all supervisors early in the first semester. This is intended as an opportunity to share modifications to the curriculum, to introduce faculty, and to explore ways to best integrate the academic focus of education with the reality of agency needs and demands. Attendance at this meeting by all field supervisors is strongly encouraged.

At the beginning of the student's placement, 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, video tapes, and/or other materials that enhance the student's awareness may also be used.

It is recommended that the student be introduced to the staff of the agency, so that he/she begins 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, a period of observation generally begins. The student may "sit in on" the field supervisor's interviews, go along on field visits, and visitations to other agencies, and attend group or community meetings. The student may also be an observer or participant at 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 of 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
- \_\_\_ Introduce student to administrative staff
- \_\_\_ Arrange for key supervisory staff or administrators to meet with student
- \_\_\_ Tour the agency
- \_\_\_ Provide a map of the agency, city, and county
- \_\_\_ Meet the staff in the location where the student will work
- \_\_\_ Establish a physical work space 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 job description detailing the functions of the intern and the responsibility of the agency 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 in the field visiting key agencies and people the with whom the student will be working

- \_\_\_ Share a bibliography of suggested readings
- \_\_\_ Arrange for the student to directly observe you in your work with clients and other social workers
- \_\_\_ Set specific learning goals. Negotiate a preliminary contract with the student
- \_\_\_ Discuss the supervision process and schedule weekly supervision times
- \_\_\_ Discuss the human element of social work practice
- \_\_\_ Help the student to begin to focus on self to increase his/her self-awareness
- \_\_\_ Help the student to identify problems and fears about fulfilling his/her and your expectations
- \_\_\_ Review with student his/her classroom curriculum
- \_\_\_ Schedule a specific supervision session to evaluate training orientation

## **EVALUATION OF THE FIELD**

### **STUDENT EVALUATION OF THE FIELD SETTING**

Student evaluation of field sites is solicited at the end of the junior service learning experience and senior internships. This information is collected on a standard form (see below) which is reviewed by the members of the field education unit. Concerns raised by student feedback about an agency is discussed with the field liaisons who have recently worked with that agency and may be brought to the Social Work Field Council and BSW faculty. The Director of Field Education contacts agencies about concerns and provides positive feedback to sites and supervisors. If an agency is found to be a poor match with BSW intern, future placements at the agency will not be made.

### **FIELD SUPERVISOR'S EVALUATION OF THE BSU FIELD PROGRAM**

Field supervisors are asked to evaluate the BSU field program at the end of each academic year. Evaluations are reviewed by the field liaison staff, the BSW Program Coordinator, and the Chair of the School of Social Work. Proposed changes to the field program, based on the evaluations, are presented to the field supervisors at their regular meetings before full implementation of any major changes.

## **STUDENT POLICIES**

### **ATTENDANCE**

Internship students are expected to work as professionals, maintaining their agreed-upon schedule at their field sites. Interns are excused only in unusual circumstances. It is imperative that the student inform the field supervisor and faculty field liaison of any absence and discuss plans to make up each day that is missed. Students will not receive credit for the internship unless the required number of hours has been completed. Senior students are expected to remain in the field through the last week of classes in the spring, even if the 464 hours has been completed. If students are absent from field work for an extended period of time (e.g. illness, etc.) so that learning and/or effective service to clients suffer as a result, consultation should

occur with the students, their field supervisor and field liaison to make plans to deal with the absences.

### 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 can be found at <http://www.bridgew.edu/handbook> ).

As stated in the Handbook: <http://handbook.bridgew.edu/Code.cfm>.

#### 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 [Time, Place, and Manner of Free Expression](#) Policy section in the Policies and Procedures section of this handbook.)
- The right to due process. No student shall face disciplinary procedures or be found responsible of charges made under this code without due process. Due process rights of an accused student include: the right to know the charges made against him/her; the right to know the origin of the charges; the right to a hearing; the right to state his/her version of the events; the right to appeal.
- The right of access to the university student conduct process.
- The right to an education including the reasonable and legal use of those services and facilities intended for students' education and development.

- The right to review his/her 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 university, 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 the scope of 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 shall not be given.

### REQUEST TO CHANGE FIELD INTERNSHIP

*A student enrolled in senior field (SCWK498) is expected to complete two consecutive semesters in the same agency.* If extenuating circumstances require a change, it should be done early in the placement for the benefit of both the student and the agency. Field placement changes may be initiated by the agency, the student or faculty field liaison only for a compelling reason. If a student and/or faculty field liaison has a concern about the ability of an agency to provide competency based field education, or an agency has concerns about a student's ability to assume the responsibilities, or their own ability to provide meaningful learning and supervision, the following steps should be taken.

1. The agency or student must alert the faculty field liaison of the SCWK 498 class to the nature of the concern. If the faculty liaison is not available, the field education office and either the BSW Coordinator or Administrator of Field Education should be notified.
2. The student, field liaison, and agency are encouraged to explore ways that the placement can be sustainable and may include clarification of expectations and opportunities through additional discussion among the parties.
3. If a placement is deemed unsustainable following the above steps the Field Department is responsible for working with the student toward another placement.
4. The student is expected to remain at a placement until such time that they are instructed about settled alternative plans and provided instruction to effectuate the transition. During this time the student must continue to attend the weekly seminar (SCWK 498).
5. If a change in placement occurs, a plan for completion of hours, and a new learning contact will be required.

### Safety Policy and Procedure:

Bridgewater State University School of Social Work Field Education has adopted the following policy and procedures regarding the safety of social work student interns in the field. 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 his or her internship, or population served.

### **1. Policy**

- The School of Social Work is responsible for providing all students and field liaisons with general written information about safety in field, and about its Safety Policy and Procedures.
- The faculty 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, but not be limited to discussion of safety issues in the community, within the agency building(s) and with particular 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 field agency should make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the field liaison should be contacted to facilitate exploration of the concerns. This expectation should be covered by the field liaison when accepting a new placement and as 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 field liaison. This is in addition to the expectation that the field supervisor contact the School of Social Work.

### **2. Procedures**

- If an incident occurs in which a student is personally threatened or hurt, the field supervisor, agency contact person, or agency director should contact the Administrator of Field 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 field liaison, the field liaison should notify the Director of Field Education and contact the agency person immediately.
- The Director of Field Education or designee will document steps taken to address and will meet with the student and field liaison to assess students' readiness to return to the field, and any other issues relevant to the situation. The Administrator may alert the Chairperson and BSW Coordinator and the Associate Dean of the SSW. The Dean

or Associate Dean of the College of Humanities and Social Sciences may be informed about incidents and concerns on an as needed basis.

### 3. **Safety Guidelines for Students in the Field**

- The following are guidelines and suggestions that may be helpful to students, field supervisors, and field liaisons as they consider the particular 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 safety and security protocol for office or home visits with clients. In the absence of formal policies the field supervisors and student should discuss any issues related to safety and security in the setting.

#### b. *Security of Belongings*

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked, 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 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 the 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 field 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 breadth of staff responsibilities.

Social Work students are urged to carefully consider exposure of personal information through Facebook and other electronic media.

d. *Safety Tips for Office Meetings*

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation fully with the agency field supervisor. When considering location of 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 in the event that a client becomes agitated.

- Safety Tips for Travel by Car

When a student is travelling by car to an agency or to a home visits, it is advisable to know where he or she is 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, cameras 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 amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in 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 field 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 intern. If possible, have a cell phone with you for emergency calls.

- Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information about how to protect themselves from infectious diseases.

#### **4. Post Incident Protocol**

- If an incident occurs in which a student is personally threatened or hurt, the field supervisor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and School of Social Worker should take to ensure the student's physical and emotional well-being.
- The Director of Field Education will document the incident and the steps taken to address it, and will meet with the student and field liaison. Together they will assess the student's readiness to return to the field and any other issues relevant to the situation.

### *SEXUAL HARASSMENT POLICIES*

The Bridgewater State University School of Social Work complies with BSU Sexual Harassment Policies which can be found at:

[http://www.handbook.bridgew.edu/docs/BSU\\_Sexual\\_Violence\\_Policy\\_2015.pdf](http://www.handbook.bridgew.edu/docs/BSU_Sexual_Violence_Policy_2015.pdf)

### *NON-DISCRIMINATION POLICIES*

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

[http://www.handbook.bridgew.edu/docs/BSU\\_Prohibition\\_Against\\_Discrimination.pdf](http://www.handbook.bridgew.edu/docs/BSU_Prohibition_Against_Discrimination.pdf)

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

## **STUDENT EVALUATION, GRIEVANCE & TERMINATION PROCESS REGARDING FIELD 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.

### **FIELD SEMINAR GRADING GUIDELINES**

The faculty field liaison provides a letter grade for the student's field experience based on achievement of the competencies established by the program. The grade is based on supervisor's in-put at the time of the field visit, and in 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 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 other fields 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 field 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 in 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 along with the student's attendance record and completion of assigned tasks for Field 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 in order to graduate. In this case, the student should plan to meet with his/her advisor and faculty field liaison immediately following the publication of grades in order to make appropriate and thoughtful academic plans.

#### Student Grievances:

Both the School of Social Work and the University, as a whole, support the student's right to due process and to adjudication of grievances. Within the SSW if a student has a problem regarding grading or disposition of matters pertaining to the field, he/she should discuss these concerns with the faculty field liaison. If the student remains dissatisfied, he/she should schedule a meeting with the Coordinator and the Director of Field Education and then with the SSW

chairperson. Any further appeal should be made to the Associate Dean of the SSW and then if necessary with the Dean of the College of Humanities and Social Sciences.

The BSU Student Handbook, published by the University, details grievance procedures available to all BSU students.

#### *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.



## 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 field supervisors, faculty advisors, field liaisons, and by others with whom students interact within the School of Social Work community. Students are responsible for familiarizing themselves with all of 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, field 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 Field Manual, in the NASW Code of Ethics including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity (see [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp)), the Bridgewater State University Code of Conduct (<http://handbook.bridgew.edu/Code.cfm>), 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, field 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 field 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 <http://handbook.bridgew.edu/Code.cfm>.

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 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 field placement that does not conform to accepted standards of professional behavior, as outlined in the Field Manual and field seminar syllabi.
6. Dismissal from two field 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 to 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 Field Education, the Field 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:

1. 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 he/she feels need clarification or reevaluation.

2. 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.
3. 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.
4. If the student is dissatisfied with the results of the department hearing, a formal grievance may be made in writing to the Dean of the College of Humanities and Social Sciences.

## **Field Documents**

All field related forms are online and you may download and print them from there.

The BSW Program website for the forms can be reached at this link:

<https://my.bridgew.edu/departments/socialwork/sitepages/BSW%20Program.aspx>

## **APPENDIX**

**BRIDGEWATER STATE UNIVERSITY**  
**School of Social Work**  
**SCWK 498 - Senior Field Practicum**  
**Fall 2020**

**Faculty Field Instructor:**

**Office Hours:**

**Contact information:**

**COURSE DESCRIPTION**

The Senior Field Practicum is a year long course that includes an internship of sixteen hours per week in a social work setting, working under the supervision of, a licensed social worker.\* The field agency serves as a learning laboratory where you can develop skills and a sense of professional identity, preparing you for beginning-level social work practice upon graduation.

You will participate in a weekly 1 hour, 15 minutes small group seminar in which additional consultation is provided by a faculty field instructor with a small group of peers. The same group meets throughout the academic year to serve as a primary source of support, as well as a forum for critical thinking, practice evaluation, and individual and group reflection. The seminar provides for the integration of theory and research with practice, using everyday situations with client systems in a variety of agency settings. Throughout the year, a primary focus will be on content from the initial Social Work courses and how that content can help you better understand and work with client and agency systems.

Writing assignments are intended to help you develop your skills in professional writing. The writing assignments will assist in clarifying your values and attitudes about the social work profession.

This combined field and seminar experience will enhance your sensitivity to and skill in working with diverse, oppressed, and vulnerable populations and enable you to gain confidence in your professional capacity. Assignments and grading reflect your integration of agency practice with theoretical knowledge and ethical and professional behavior.

**GOALS OF THE UNDERGRADUATE SOCIAL WORK PROGRAM and Objectives of the Senior Field Practicum** – By meeting the objectives of the course, you will also meet the goals of the BSW program, which, in turn, reflect the expectations of our profession's accrediting organization, the Council on Social Work Education (CSWE). These objectives are framed as a series of competencies that you will demonstrate through designated behaviors in the agency and in the seminar. You will develop a Learning Contract, in conjunction with your field supervisor that describes the tasks through which you will meet each behavioral objective in the agency setting. The Evaluation form that your field supervisor completes at the end of each semester assesses the extent to which you have been able to meet each objective. At the end of the field practicum, you should be able to demonstrate the following competencies:



Core Competencies/ Course Objectives		Domain	Means of Assessment	Weeks/ Pages
1. Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</li> <li>use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</li> <li>demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</li> <li>use technology ethically and appropriately to facilitate practice outcomes; and</li> <li>use supervision and consultation to guide professional judgment and behavior</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Value</li> <li>Skills</li> <li>Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	Week 1, page 7 Week 2, page 7 Week 4, page 8 Week 5, page 9 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 11, page 10 Week 12, page 11 Week 13, page 11
2. Engage Diversity and Difference in Practice.	<ul style="list-style-type: none"> <li>apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</li> <li>present themselves as learners and engage clients and constituencies as experts of their own experiences</li> <li>apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Values</li> <li>Skills</li> <li>Cognitive Process</li> <li>Affective Process</li> </ul>	Process recordings, Field Evaluation, Journals, and Assignment on Diversity and Difference Competency – Due Week 8	Week 1, page 7 Week 2, page 7 Week 3, page 8 Week 4, page 8 Week 5, page 9 Week 6, page 9 Week 7, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 11, page 10 Week 12, page 11 Week 13, page 11
3. Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>engage in practices that advance social, economic, and environmental justice</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Values</li> <li>Skills</li> <li>Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	Week 4, page 8 Week 6, page 9 Week 7, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 11, page 10 Week 13, page 11
4. Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> <li>use practice experience and theory to inform scientific inquiry and research</li> <li>apply critical thinking to engage in analysis of quantitative and qualitative research</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Values</li> <li>Skills</li> <li>Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	Week 4, page 8 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 11, page 10 Week 13, page 11

	<p>methods and research findings</p> <ul style="list-style-type: none"> <li>• use and translate research evidence to inform and improve practice, policy, and service delivery</li> </ul>			
5. Engage in Policy Practice.	<ul style="list-style-type: none"> <li>• identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</li> <li>• assess how social welfare and economic policies impact the delivery of and access to social services</li> <li>• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Values</li> <li>• Skills</li> <li>• Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	<p>Week 4, page 8 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 13, page 11</p>
6. Engage with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>• apply knowledge of human behavior and the social environment, person-in environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies</li> <li>• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Values</li> <li>• Skills</li> <li>• Cognitive Process</li> <li>• Affective Process</li> </ul>	Process recordings, Field Evaluation and Journals	<p>Week 3, page 8 Week 5, page 9 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 12, page 11 Week 13, page 11</p>
7. Assess Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>• collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li> <li>• apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</li> <li>• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Values</li> <li>• Skills</li> <li>• Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	<p>Week 3, page 8 Week 4, page 8 Week 5, page 9 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 11, page 10 Week 12, page 11 Week 13, page 11</p>

	<ul style="list-style-type: none"> <li>select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</li> </ul>			
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</li> <li>use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</li> <li>negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> <li>facilitate effective transitions and endings that advance mutually agreed-on goals</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Values</li> <li>Skills</li> <li>Cognitive Process</li> <li>Affective Process</li> </ul>	Process recordings, Field Evaluation and Journals	Week 5, page 9 Week 6, page 9 Week 7, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 12, page 11 Week 13, page 11
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	<ul style="list-style-type: none"> <li>select and use appropriate methods for evaluation of outcomes</li> <li>apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</li> <li>critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> <li>apply evaluation findings to improve practice effectiveness at the micro mezzo, and macro levels</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Skills</li> <li>Cognitive Process</li> </ul>	Process recordings, Field Evaluation and Journals	Week 4, page 8 Week 5, page 9 Week 6, page 9 Week 8, page 10 Week 9, page 10 Week 10, page 10 Week 12, page 11 Week 13, page 11

## ATTENDANCE AND GRADING

This is a senior seminar, and you are expected to actively participate through engagement in discussions and class activities by sharing comments on relevant issues and examples from your practice. **Regular attendance is expected and required. Missing classes may cause your grade to be lowered** and repeated unexplained lateness may count as absences. Lateness in submitted assignments may cause a grade to be lowered.

While students are assigned to either a Tuesday or Thursday section, there may be days when an opportunity for a guest speaker occurs which would be scheduled on the alternate day. We will attempt to schedule presenters evenly and with advanced notice in order that you may arrange your schedule and attend the combined classes.

You will be graded on field work, course assignments, class participation, attendance, and commitment to the learning process. Faculty field instructors meet with field supervisors and students each semester to review your evaluation, and as needed. There is no textbook required for this course. However, readings, videos and podcasts will be assigned and will be available through Blackboard as a PDF and through external links.

Journal assignments are due weekly, uploaded to Blackboard by 3 PM on the Sunday preceding the class discussion (*or as defined by your faculty field instructor*).

*You will be given a link to your Alcea Account where you will keep your documentation of signed supervisions, signed time sheets, and evaluations. This account will be viewed by your faculty field instructor and your field supervisor and maintained by you.*

## COURSE OUTLINE

**Week 1 Topic: Introduction of students, agency sites, and course goals.**

**Competencies covered this week: 1 and 2 Dimensions covered: K, V, S, CP, AP**

### Class Activity

Discussion Topics:

- The purpose of the seminar, its requirements, practicum forms, assignments, and process recordings.
- General issues related to getting started in practicum sites, the nature of a professional relationship, and beginning thoughts about how in each setting, one can present as both approachable and professional.
- We will address the role of one's own culture, background and experiences, which might be similar or different from experience of those you serve.

- Your response to the video or book, My Grandmother's Hands-Racialized trauma and the pathway to mending our hearts and bodies. Menakem, R. (2017).

**Assignment Due:**

**Video (watch before Class 1): Resmaa Menakem**

<https://www.youtube.com/watch?v=Y18NKF5to-0>

**And/Or**

**Reading: Resmaa Menakem (2017). *My Grandmother's hands-racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press: Las Vegas, NV.**

**Chapter 1.**

**Week 2 Topic: Moving Forward: Settling in and beginning supervision**

**Competencies covered this week: 1 and 2 Dimensions covered: K, V, S, CP, AP**

**Journal #1: Assignment due for this week: Please upload to Blackboard by \_\_\_\_\_, 9/\_/2021, \_\_\_\_.** Think and write about what you hope to accomplish over the semester. Review the final journal that you wrote for SCWK338 Introduction to Social Work Practice, as well as feedback you received from your professor. Write briefly about your competencies thus far and what you learned about yourself, your strengths, and areas for future growth.

**Class Activity:**

Discussion Topics:

- Issues related to settling into the placement and your expectations for the first few weeks of your placement. What type of presentation and impression do you want to make and how will you engage? Whom did you notice as someone who has a positive professional presence, and what are the characteristics of that person? What is your style of entering a new environment? Are you more cautious or eager to start new tasks?
- Supervision: Have you established a regular supervision time? What is your supervisor's style of teaching? What is your style of learning? How do you prepare for and make good use of supervision?
- **The Learning Contract:** This document is an opportunity for you to think through your learning needs and interests with your supervisor. Students should author the first draft of this contract and then bring it to supervision for discussion with their supervisor. Your faculty field instructor will review your learning contract and may suggest changes.
- How you manage fear and uncertainty as well as your expectations for the year. What skills and competencies do you feel you need to make a positive contribution to the work of the agency and to clients? Students will be encouraged to share their thoughts and feelings with classmates.
- Review Tele-health course here and how it is, or can be applicable to their settings

**Assignment Due:**

- **Reading:**  
Rothman, J. (2000) Developing your learning contract. Stepping out into the field. Ch. 9, 71-77.

### Optional

- **Podcast:** Practical Steps to Ease Stress and Anxiety During COVID-19 with Dr. Susan Albers <https://my.clevelandclinic.org/podcasts/health-essentials/practical-steps-to-ease-stress-and-anxiety-during-covid19-with-dr-susan-albers>

- **Video:** The Strength of adaptability: achieving the impossible. Laura Penhall. Tedx Truro <https://www.youtube.com/watch?v=92u8blyYiXs>

#### **OR**

How adaptability will help you deal with change: Jennifer Jones. Tedx - Nantwich. <https://www.youtube.com/watch?v=Wur3RaGNRS8>

- **Recommended Reading:**

Chiaferi, R and Griffin, M. (1997). Making Use of Supervision, Developing Fieldwork Skills. Pacific Grove, CA. Brooks Cole, 24-37.

### **Week 3 Topic: Professional Writing and Process Recordings**

**Competencies covered this week: 2, 6 and 7. Dimensions covered: K, V, S, CP, AP**

**Journal #2: Assignment due for this week. Please upload to Blackboard by \_\_\_\_\_, September \_\_, 2021, \_\_\_\_ PM.**

- Interview your supervisor about the value of writing in social work.
  - How much time is spent on writing?
  - How did he/she learn to write professionally?
  - How important is writing to social work?
  - How important is writing to advancement within the agency/profession?
- Be prepared to share this information in class.

### **Class Activity:**

Discussion topics:

- The importance of competency in professional writing to assure the sensitive and accurate communication of client information.

In small breakout groups:

- Students will work in pairs or small groups to compare writing in different organizations and settings. How is the writing/documentation similar or different? Why? What is the primary purpose of the writing? How is the writing helpful to the agency staff, clients, and others? What questions does the writing leave you with?

With full class

- Process Recordings: Process recordings are an age-old tool for learning practice skills and for self reflection. We will discuss the nuts and bolts of how to do a process recording and the value of using process recordings in supervision.
- We will discuss other ways to prepare for and use supervision. Students will share ideas and feelings about beginning social work practice with agency clients and experiences thus far with agency staff.
- Students who have forms they will be expected to use will bring these to class.

- Engagement and how to engage with a client (tele-health) while getting information.  
Role Play: Practice: using tele-health techniques from webinar.

### **Assignment Due:**

- **Readings:**
  - Walsh, T. (2002). Structured process recording: a comprehensive model that incorporates the strengths perspective. Social Work Education 21 (1).
  - O'Neill, S.O. (2020) Flattening the mental health curve during the pandemic: New tools for social workers. Social work voice. July/August. 2020 Vo. 3, No. 4, pp.8-9.
  - Pearson File Forms-available on BB
- **Recommended Reading:**
  - Neuman, k, & Friedman, B. (1997) Process Recordings: Fine-Tuning an Old Instrument Journal of Social Work education 33 (2).
  - Healy, K & Mulholland, J. (2007) Writing skills for Social Workers. Ch. 4, 68-85

**Week 4 Topic: Safety. Competencies covered this week: 1, 2, 3, 4, 5, 7, 9 Dimensions covered: K, V, S, CP, AP**

**Journal #3: Assignment due this week. Please upload to Blackboard Saturday, 9/\_\_/2021, \_\_PM.** Ask your supervisor if there is an agency policy regarding safety. How does your supervisor think about safety for clients and staff in general? Read the policy and comment on what parts you found helpful and what is left unanswered. What dilemmas might you expect when you want to both respond to clients' needs and regard your own safety? Reflect on Resmaa Menakem's writing (or video). Is there a difference between what safety may mean to staff and what it may mean to clients? Explore this question thoughtfully.

### **Class Activity:**

Discussion Topics:

- What are your concerns about personal safety, both physical and emotional, in your field site?
- Are there situations that you expect could lead you to feel concerned about your safety.
- What is the risk of underestimating the potential for dangerousness?
- What is the risk in overestimating?
- What measures can you take to best assure your own safety and well-being?
- In both home and office or agency interactions, how can you consider safety and develop strategies?
- What safety issues may your clients be facing, either during the session or at home or work?
- How may you integrate Menakem's reflections on white body supremacy with how safety is perceived in different ways by different people?

### **Assignment Due:**

- Reading: <http://www.naswma.org/?page=SafetyResources>

**Week 5 Topic: Beginning Practice: Professional Use of Self**

**Competencies covered this week: 1, 2, 6, 7, 8, 9    Dimensions covered: K, V, S, CP, AP**

**Journal #4: Assignment due for this week. Please upload to Blackboard by \_\_\_\_\_, 9/\_\_\_\_/2021, \_\_\_\_PM:** What types of situations with clients, staff, and community interactions are coming naturally to you, and which are not? Describe an example of something you handled well, and a situation that you felt you did not perform or react as you had wished. Reflect on what was motivating you, and what you need to explore further. Integrate your reflection with something you are currently learning in your social work courses (identify the source (course, reading, discussion)).

**Class Activity:**

Discussion topics:

- How do you engage a client productively?
- Is an assessment a technical or inter-personal activity?
- How do you develop a partnership with a client?
- What “boundary” issues to you think could be challenging?
- How does a client or family know that you care about their well-being and can be helpful in ways different than a friendship?
- In what ways do you feel competent and what ways do you feel new and different skills are needed?
- How do you or can you practice cultural humility?

**Assignment Due:**

- **Reading:**
  1. Reupert, A. (2007). Social worker’s use of self. Clinical Social Work Journal 35, 107-116.
  2. Walters, H. (2008). An introduction to use of self in field placement, The New Social Worker Online Fall issue 2008.
- **Video:**
  1. NCR news hour (TBD).
  2. <https://youtu.be/cVmOXVIF8wc> (12:49)
- **Learning Contract is due to your faculty field instructor uploaded on Alcea**

**Week 6 Topic: Ethics in Social Work**

**Competencies covered this week: 1, 2, 3, 4, 5, 6, 7, 8, 9    Dimensions covered: K, V, S, CP, AP**

**Journal #5. Assignment due for this week. Please upload to Blackboard by \_\_\_\_\_, October \_\_, 2021.** Review the Code of Ethics and discuss examples of ethical standards that might present personal challenges or that might not be fully adhered to in agency practice. How does one resolve an ethical dilemma?

**Class Activity:** We will use the NASW Code of Ethics to guide a discussion about the ethical standards involved in social work practice and challenges to ethical practice we might encounter in our agencies. We will consider a series of vignettes that describe such ethical challenges.

**Assignment Due:**

Read the NASW Code of Ethics



**Week 7 Topic: Human Behavior theories and social work practice**

**Competencies covered this week: 2, 3, 8    Dimensions covered: K, V, S, CP**

**Journal #6. Assignment due for this week. Please upload to Blackboard by \_\_\_\_\_, October \_\_, 2021.** Talk with your agency or program supervisor about the ways in which she/he uses theory to formulate impressions of a client and to develop a unique service plan for the client. After hearing about your supervisor's theoretical base, consider ways in which you think similarly or differently from your supervisor regarding human behavior theory. Do you find yourself gravitating toward certain theories of human behavior and away from others? Are you more comfortable with some theories? If so, which ones? In what ways do you see yourself using theory in your work with clients? Do you see examples in your agency of situations where some theoretically based interventions may be more effective than others? Consider all aspects of diversity as you think about human behavior theories (race, sex, sexual orientation, age, physical and mental abilities, ethnicity, socioeconomic level, religion, systemic racism and more).

**Class Activity:**

Discussion Topics:

- Theories that serve as the foundation for the services your agency or program provide. (This discussion should incorporate learning from SCWK 320 and 321)

**Assignment Due:**

**Reading:** Students are encouraged to think about a client/client system. Locate and bring to class one journal article about a social work intervention that is relevant to your work in your placement. What is the theoretical foundation used in the practice intervention article? Be prepared to discuss.

**Week 8, 9 and 10 Topic: Student Presentations**

**Competencies covered this week: 1, 2, 3, 4, 5, 6, 7, 8, 9    Dimensions covered: K, V, S, CP, AP**

**Class Activity:**

Student Presentations

- This is a brief presentation (with PPT slides) designed to give you and your classmates an overview of the program and organization in which you are placed for the year, and of the client systems with which you have been working. ***(Be sure to integrate what is currently going on for your agency and your clients regarding the impact of COVID-19 and issues of systemic racism on them and their communities.)***
- **Describe briefly:**
  - **The mission and background of the agency and/or program in which you are placed.** When was the agency founded? For what purpose primarily? What is the source(s) for funding? How is the agency organized internally? How are important program decisions made? What external agencies or institutions influence agency policies and/or practices? In what ways does the agency/program contribute to the community?
  - **The clients/consumers of agency services - Consider the clients/consumers who receive services from the agency/program.** Who is eligible? Who is not? Describe the population in terms of race, ethnicity, language(s) spoken, age, and income level.
  - **Include your thoughtful impression of the following:**
    - What do you think the experience of a client in the agency is? What may they find helpful, and what may they find frustrating?
    - What are the satisfactions of being a staff person there, and what may be difficult in being in a staff social work position?
    - What may be the challenges of the Executive Director, and what may be the satisfactions?

You will have approximately 15 minutes for your presentation followed by questions from your classmates.

### **Assignment Due**

- Diversity and Difference Competency Paper (**Uploaded to BB no later than Sunday, 10/24/2021, 11:59PM**)  
(Details in appendix to syllabus)

### **Week 11 Topic: DSM 5**

**Competencies covered this week: 1, 2, 3, 4, 7 Dimensions covered: K, V, S, CP, AP**

**Journal #7. Assignment due this week. Please upload to Blackboard by \_\_\_\_\_, November \_\_, 2021, \_\_\_\_\_PM:** Continue to summarize your experience in your placement each week. What dilemmas are you dealing with? Do you feel effective with your cases? Are there areas of personal bias that require reflection to be non-judgmental with your clients? Include your direct practice experiences and your experience in supervision. What thoughts or questions do you have about the upcoming field visit by your faculty field instructor?

### **Class Activity**

Faculty Presentation and discussion:

- Description of diagnostic assessment categories: how they are used (misused), ethical concerns that may arise in their use. Students will learn how an overview of DSM 5 can

enhance their understanding of clients' behaviors and appropriate resources to consider in advocacy and referral. Students are to complete the assigned reading and come to class prepared with questions and comments.

### **Assignment Due**

- **Reading:**
  1. McQuade, S. (1999) A Social Worker's Use of the Diagnostic and Statistical Manual. Families in Society.
  2. Saleebey, D. (2001). The Diagnostic Strengths Manual? Social Work 46 (2).
  3. Bredstrom, A. (2017). Culture and context in mental health diagnosing: Scrutinizing the DSM-5 Revision. (*full citation on Blackboard*).
- **Power Point:** Cross-Cultural Issues in Integrated Care-Module 8 (SAMHSA-HRSA. Center for Integrated Health Solutions).

**Week 12 Topic: Student presentations and Impact of Social Work Practice on Well-Being**  
**Competencies covered this week: 1, 2, 6, 7, 8, 9    Dimensions covered: K, V, S, CP, AP**

**Journal #8. Assignment due this week. Please upload to Blackboard by \_\_\_\_\_, November \_\_, 2021, \_\_\_\_PM:** What types of client information is troubling you? Are there situations where you feel personally unprepared? How can you think about the life issues of the client with sensitivity and intervene usefully without enduring protracted personal distress? How has your supervisor been helpful? How can the class be helpful?

### **Class Activity:**

- Student Presentations

**Week 13 Topic: Semester review. Competencies covered this week: 1, 2, 3, 4, 5, 6, 7, 8, 9.**  
**Dimensions covered: K, V, S, CP, AP**

**Journal #9; Assignment due this week. Please upload to Blackboard by \_\_\_\_\_, November \_\_, 2021, \_\_\_\_PM.** Communication audit. Review your professional writing (field-based writing) and academic writing (class assignments) and respond to the following questions.

- What do you see as your strengths as a writer and verbal communicator on a professional level?
- What do others who have seen your written work identify as your strengths as a writer?
- What are the main writing tasks in your placement?
- What skills do you need to develop to complete the writing tasks successfully?
- What benefits will arise for you and for others, such as colleagues and clients through further development of your writing skills?
- Are there additional skills in verbal presentations that require attention?

### **Class Activity:**

#### Discussion Topics:

- Students will review the semester in the field. Have you achieved your learning goals? What have been your greatest successes and challenges? Has your sense of professional identity deepened? How is social work different from other professional disciplines?

### **Assignment Due:**

- Review your on-line portfolio/course file (Alcea)- be sure you have signed copies of all time sheets, signed off Learning Contract, supervision log and copy of evaluation. This will be reviewed by your faculty field instructor as part of your final grade for this semester.

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## **COURSE ASSIGNMENTS**

1. **Journals:** You will begin your field experience by keeping a journal or log documenting your practice and agency experience, and the impact upon your perception of social work and yourself. Writing ought to be in a true narrative voice reflecting the experiences, the questions and the impressions that stand out. Information ought to be included only as related to your experience (i.e., I went on a home visit and felt...). You can also include a brief description of what you did followed by a reflection on the experience. You should direct particular attention to agency policies and practices affecting vulnerable populations, issues of social justice, ethical dilemmas, and the professional use of self. This journal is a place to share your learning, your growth, your questions, and your doubts relating to the development of your professional self.

**Your journal will only be read by your faculty field instructor and will be kept confidential unless you give permission for it to be shared.** Your writing should reflect clarity, organization and critical thinking. All documents must be uploaded to Blackboard. Journal entries are 1-2 pages in length.

**Competencies covered in assignment: 1, 2, 3, 4, 5, 6, 7, 8, 9 Dimensions: K, V, S, CP, AP**

2. **Learning Contract** (“education plan”), written by you and reviewed with your field supervisor, must be uploaded to Alcea during week 5. **(No later than- October 5, 2021)** Your faculty field instructor will review this and respond with feedback and recommendations for changes as necessary. This document should reflect what you plan to learn during the first semester in your senior field placement and by what methods you plan to do that learning. Be as specific as possible. The learning contract will be reviewed by you, your field supervisor, and your faculty instructor during the site visit at the end of the semester. This will help to structure the second semester of field education.

**Competencies covered in assignment: 1, 2, 3, 4, 5, 6, 7, 8, 9 Dimensions: K, V, S, CP, AP**

3. **Time Sheet:** All hours spent at your internship should be documented throughout the year and kept in your portfolio/**on-line file (Alcea)**. A minimum of **232** hours is required per semester, **464** per academic year.

4. **Process recordings:** to be submitted to your field supervisor. Students must complete one per week. All process recordings should be kept in your portfolio/**on-line file (Alcea)** for the year. Please be mindful of confidentiality. Use only the client’s first name or initials. Select any two process recordings and submit them to your seminar instructor prior to the instructor’s field visit.

**Competencies covered in assignment: 1, 2, 3, 4, 5, 6, 7, 8, 9 Dimensions: K, V, S, CP, AP**

**5. Diversity and Difference Competency Assignment – due Week 8 – 10/24/2021**

See appendix to syllabus for more details on this 5 page paper.

**Competencies covered in assignment: 2, Dimensions: K, V, S, CP, AP**

6. Portfolio: All materials related to field, including process recordings with supervisor comments, time sheets, and agency materials, must be organized in an on-line file. This becomes your portfolio. Your faculty field instructor will review it before a field visit and perhaps at other times.

*Written assignments should be uploaded to Blackboard unless other arrangements are made.*

**GRADING**

Grading for field experience will be based upon the following criteria:

1. Field evaluation written at the end of each semester by field supervisor with input from both student and faculty field instructor. The working copy of the evaluation is due at the time of the field visit. (50%)

2. Clarity, organization and promptness of written work including journals, process recordings, learning contracts, as well as your oral presentation (power-point slides or other on-line documentation) on your agency. (20%)

3. Class participation and attendance both in seminar and in agency. This seminar is designed to enhance and deepen use of self within the field experience. The format is that of peer group supervision, practice application of competencies and open sharing. Because group process relies upon the active participation of each member, attendance and participation is essential and affects your grade. (15%)

4. Diversity and Difference Competency Assignment (15%)

5. In addition, each student will schedule an advisory conference with their faculty field instructor before the field visit. (non-graded but required to be scheduled and completed).

The faculty field instructor provides a letter grade for the student's field experience based on the "Interpretation of Grades" of Madonna University as they apply to the competencies established by the Program.

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

- consistently exceeds average requirements.
- is always alert, active and makes original and pertinent contributions and
- shows evidence of a well-developed critical attitude and sound judgment.
- is prompt, neat in assignments and shows ability to communicate effectively with clients and superiors.
- reads extensively and works independently.
- gives evidence of superior aptitude, high originality and great ability to grasp and organize the subject matter of the course and apply it to other fields 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 field 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 in 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.

D = Poor but Passing - Designates work which is below average; that is, below the standards set by the Social Work Department. 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.

F = Failure

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 generic competencies.

The final decision for assigning a grade for the field experience rests with the Bridgewater State University faculty field instructor who works in conjunction with the agency Field Instructor.

**A student receiving a mid-semester warning or a C- in SCWK498 should plan to meet with his/her faculty field instructor and academic advisor immediately.**



<b>Bridgewater State University</b> <b>School of Social Work</b> <b><u>Field Education Schedule 2021/2022</u></b>	
Week of Sept. 1st	Internships begin
Week of Sept. 28th (on day of Field Seminar)	Learning Contract due
Dec. 17th	Evaluations due
Dec. 20th – Jan. 2 2022	Mid-year break from Field Placement
Jan. 3rd 2022	Return to Internship
Week of Feb. 1st (on day of Field Seminar)	2 <sup>nd</sup> semester revised Learning Contract due
March 7-11th	Spring Break
April 29th	Evaluations due
May 6th	Internships end

## 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 431 Social Work Practice: Individual, Family, Group  
SCWK 432 Social Work Practice: Community/Organization  
SCWK 498 Field Experience in Social Work (two semesters; six credits each semester)

Elective: One 300 or 400 level course 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	
<ul style="list-style-type: none"> <li>• COMM 102</li> <li>• Biology*</li> </ul>	<ul style="list-style-type: none"> <li>• Psych 100</li> <li>• Sociology 102</li> </ul>
SOPHOMORE YEAR	
<ul style="list-style-type: none"> <li>• SCWK 250</li> <li>• SCWK 270</li> </ul>	<ul style="list-style-type: none"> <li>• SCWK 320</li> <li>• SWK 350</li> </ul>
JUNIOR YEAR	
<ul style="list-style-type: none"> <li>• SCWK 338** may be taken either semester</li> <li>• SCWK 375***</li> </ul>	<ul style="list-style-type: none"> <li>• SCWK 380 (CWRM)</li> <li>• SCWK 321 may be taken either semester</li> </ul>
SENIOR YEAR	
<ul style="list-style-type: none"> <li>• SCWK 498</li> <li>• SCWK 431 or SCWK 432</li> <li>• Social work elective (may be taken any semester Jr or Sr year)</li> </ul>	<ul style="list-style-type: none"> <li>• SCWK 498</li> <li>• SCWK 432 or SCWK 431</li> </ul>

\*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 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 \_\_\_\_\_

*Courses that fulfill a skills requirement may only be used to fulfill one requirement*

**Seminar Requirements** ~ 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<sup>st</sup> year student and any student with 24-53 earned credit hours to be a 2<sup>nd</sup> year student.*

#### Core Distribution Requirements\*\*\*

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

\_\_\_\_\_  
\_\_\_\_\_

#### Additional Distribution Requirements\*\*\*

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

\_\_\_\_\_

For more information see: [www.bridgew.edu/corecurriculum](http://www.bridgew.edu/corecurriculum)

\*=must be taken in 1<sup>st</sup> year

\*\*=must be taken by the end of the 2<sup>nd</sup> year

\*\*\*=may be taken any time

**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 give consideration to 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 take action 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-appropriate 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 on the basis of 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.

## **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 field instructors, faculty advisors, field staff, and by others with whom students interact within the School of Social Work community. Students are responsible for familiarizing themselves with all of 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, field 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 Field Manual, in the NASW Code of Ethics including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity (see [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp) e.g.), and the Bridgewater State University Code of Conduct (<http://handbook.bridgew.edu/Code.cfm>) 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, field 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 professionally-appropriate dress and personal hygiene in one's course work and field 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.

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

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Name (printed)

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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 Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
  - use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's

structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the

role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional

collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; •
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

NASW standards for cultural competence practice

For the NASW standards for cultural competence practice, please click on the following link:

[National Association of Social Workers -- Standards and Indicators for Cultural Competence in Social Work Practice](#)

**Bridgewater State University**

**2021-2022 Academic Calendar**

**Fall Semester 2021**

**September**

Sep 1 (Wed) Fall classes begin

Sep 6 (Mon) Labor Day – No classes

Sep 8 (Wed) Monday class schedule (Wednesday classes will not meet on 9/8)

**October**

Oct 11 (Mon) Columbus Day/Indigenous Peoples Day – No classes

Oct 20 (Wed) First quarter ends

Oct 21 (Thu) Second quarter begins

**November**

Nov 11 (Thu) Veterans' Day – No classes

Nov 24 (Wed) Thanksgiving recess begins at the close of DAY classes. Evening classes will not be held.

Nov 25 (Thu) Thanksgiving recess

Nov 29 (Mon) Classes resume

**December**

Dec 7 (Tue) Tuesday evening class final exam

Dec 8 (Wed) Last Day of Instruction – Day Classes.

Dec 9 (Thu) Reading Day (day classes only)

Dec 10 (Fri) Day class final examinations begin

Dec 13 (Mon) Monday evening class final exam

Dec 15 (Wed) Wednesday evening class final exam

Dec 16 (Thu) Thursday evening class final exam

Dec 16 (Thu) Day class final examinations end

Note: Final examinations must be administered as scheduled, unless the appropriate College Dean has granted an exemption. Final grades are due by Tuesday, December 21.



## **Spring Semester 2022**

### **January**

**Jan 19** (Wed) First Day of Classes

### **February**

**Feb 21** (Mon) Presidents' Day – No classes

**Feb 23** (Wed) Monday schedule of classes (Wednesday classes will not meet on 2/23)

### **March**

**Mar 7** (Mon) Spring break begins

**Mar 11** (Fri) Spring break ends

**Mar 15** (Tue) Third quarter ends

**Mar 16** (Wed) Fourth quarter begins

### **April**

**Apr 18** (Mon) Patriots' Day – No classes

**Apr 28** (Thu) Thursday evening class final exam

### **May**

**May 2** (Mon) Last Day of Instruction - day classes

**May 3** (Tue) Reading Day (day classes only)

**May 3** (Tue) Tuesday evening class final exam

**May 4** (Wed) Day class final examinations begin

**May 4** (Wed) Wednesday evening class final exam

**May 9** (Mon) Monday evening class final exam

**May 10** (Tue) Day class final examinations end

**May 12** (Thu) Graduate Commencement

**May 14** (Sat) Undergraduate Commencement

Note: Final examinations must be administered as scheduled unless the appropriate College Dean has granted an exemption. Final grades are due by Friday, May 13.

## **Summer Sessions 2022**

### **May**

**May 23** (Mon) Summer Session I classes begin

**May 30** (Mon) Memorial Day (observed) – no classes

### **June**

**Jun 27** (Mon) Summer Session I classes end

### **July**

**Jul 11** (Mon) Summer Session II classes begin

### **August**

**Aug 12** (Fri) Summer Session II classes end

Note: Final exams for summer courses will be given on the last scheduled meeting of the class. Final examinations must be administered as scheduled unless the appropriate College Dean has granted an exemption. Final grades for Summer I are due by Thursday, June 30. Final grades for Summer II are due by Wednesday, August 17.