

MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK AND FIELD MANUAL



Bridgewater State University

Bridgewater, Massachusetts

Fall 2023

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.

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SECTION I: GENERAL INFORMATION

**Bridgewater State University School of Social Work
Master of Social Work Program**

Welcome

The Bridgewater State University School of Social Work welcomes you to a dynamic community of students, faculty, staff and a vast array of community agencies. We have a commitment to social work education, knowledge and skill in social work practice, and a justice informed curriculum designed to challenge and excite you. We are pleased to begin a partnership and look forward to your contributions to our mission and the field of social work. In an ever changing world you will be challenged to develop flexibility and a range of competencies needed to be at the forefront of change with and for people. Our graduates are respected practitioners and leaders in agencies state and region wide. We look forward to our journey together.

If you have questions or if I can be of assistance, please contact me, and I will do my best to help. My office telephone number is 508.531.6150 or feel free to send me an email at: w1williams@bridgew.edu

Welcome to the School of Social Work at Bridgewater State University!

Wendy L. Champagnie Williams, Ph.D., MSW, LICSW
DGCE (Graduate) Chair/Coordinator
Master of Social Work Program

Accreditation

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

The accreditation review process provides professional judgments on the quality of a social work education program. These judgments are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Education Policy and the Commission on Accreditation. The Commission on Accreditation establishes standards for the accreditation of social work education programs at both the baccalaureate and master's levels. Master's programs are reviewed for their preparation of students for specialized social work practice (CSWE, 2012).

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

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Faculty/Staff Directory**

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MSW PROGRAM MISSION AND GOALS

School's Uniqueness and Origin

Bridgewater State University was founded in 1840 and is one of the country's oldest public colleges. Originally dedicated to teacher preparation, it became a comprehensive college in 1960, and 2010 became a university. The University's Carnegie classification is Master's College and Universities (Master's I). Bridgewater is the largest of the nine Massachusetts state universities and is the fourth largest public institution of higher education in the Commonwealth. Located in Southeastern Massachusetts where it functions as a major regional resource, the University's mission statement reflects the dual nature of its commitment to the region:

Bridgewater State University is an inclusive community dedicated to the lifelong success of all students, focused on the continuous improvement of its people, and responsible for leading innovation that benefits Southeastern Massachusetts, the commonwealth, and the world. Bridgewater's accessible environment of teaching and learning stimulates critical thinking, demands the rigorous pursuit of new knowledge and deeper understanding, cultivates meaningful and diverse interpersonal relationships, fosters global citizenship, and strives to transform lives and improve the human condition

The Master of Social Work (MSW) Program was established in 2003 in response to requests by the local social service community for an MSW program at BSU. Community leaders, not faculty, were in the forefront in seeking a public MSW program for Southeastern Massachusetts.

Mission Statement of the MSW Program

The Mission of the MSW program at Bridgewater State University is to prepare:

...clinically informed advanced practitioners who will enhance the lives of individuals, families and communities of Southeastern Massachusetts, address regional needs and promote social justice. The program prepares culturally

sensitive advanced professionals who are grounded in strengths-based, biopsychosocial practice models. Emphasis is placed upon systems across multiple levels, in order to identify what can be done to affect change and strengthen relationships among individuals, families and communities in order to promote optimal functioning. The program educates professionals who, grounded in social work's history, purposes and philosophy, integrate the values of the profession into an ethical approach to all professional activities at an advanced level of knowledge and skill.

Our mission has guided the faculty in the development of integrated programmatic goals. The mission and goals of our program are reflective of the knowledge development and research purpose of social work education.

Program Goals of the Master of Social Work Program

The MSW program prepares students for clinically informed advanced social work practice with individuals, families, groups and communities. Students learn clinical, organizational, policy and research skills necessary for effective social work practice and to promote social justice.

The MSW program has six program goals:

- 1) To provide an educational program that prepares graduate students for clinically informed advanced social work practice utilizing strengths-based, biopsychosocial and systems practice models that support diversity and social justice in individuals, families, groups and communities.
- 2) To provide an educational program that prepares graduate students for culturally sensitive and increasingly culturally competent practice with individuals, families, groups and communities.
- 3) To provide students with the analytical skills and substantive knowledge essential for clinical social work practice, for assessing the effectiveness of current social work methods and for developing more effective practice procedures.
- 4) To develop in students the capacity and confidence to be leaders in public and private social service agencies in Southeastern Massachusetts, the Commonwealth and globally.

- 5) To promote and support research and the development of knowledge to improve the effectiveness of social work practice, policies and programs.
- 6) To promote social work practice based on the values and ethics which guide the social work profession.

Conceptual Framework of our Curriculum

The coherence and integration of the curriculum is derived from the close relationship between the Program's goals and the knowledge base of the social work profession. The following four knowledge bases provide the conceptual framework - built on relevant theories that inform our curriculum:

1. Strengths-based framework
2. Biopsychosocial framework
3. Systems framework
4. Social justice framework

A brief overview of each is provided below.

1. Strengths-based framework: The strengths-based framework has become a principle orientation of social work practice and provides a thematic foundation for the development of our practice approach. Saleebey (2006) states that:

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

Social work has long presumed itself to be building on clients' strengths, but in fact, that impulse has been undermined by our cultural and professional reliance on pathology—or deficit-based

explanations and interventions (Graybeal, 2001). The strengths perspective includes and is informed by theory and research focused on individual, family and community resilience (Mattaini & Lowry, 2007). To utilize the strengths- based perspective in social work practice, then, is to work to enhance the resilience of client systems, but not to avoid the recognition of problems and issues where they exist.

2. Biopsychosocial framework: Specialized direct social work practice is predicated on “understanding the clients’ subjective realities and responding to their difficulties, pain, strengths and humanity. It is about professional competence in empowering the clients to recognize their internal strengths and to negotiate the external resources toward their health and well-being” (Simpson, et al., 2007, p. 7). Biopsychosocial frameworks offer social workers information and perspectives regarding biological, psychological, and relational and social dimensions that interact and influence human functioning and well-being (Garland & Howard, 2009).

A biopsychosocial framework includes an intergenerational focus as well the rich array of other theories we use to inform our curriculum. Knowledge of biological influences, psychological and lifespan perspectives and social theories on ethnicity and culture, social movements, socioeconomic class and social institutions are introduced in the generalist year curriculum and examined in greater depth and specificity in the Specialized year curriculum.

3. Systems framework: These theoretical models bring attention to the multiple and interdependent systems that influence people and their experiences. Thus, for example, family systems theory focuses on linkages that connect individuals with each other in their families – however they define that term. It implies the need to change the system as well as individuals and families within it in order to attain a better “fit” between the two (Nichols, 2008). “From a social systems point of view, behavior is understood as the outcome of the total social situation in which an individual subsystem, group subsystem, or other social unit finds itself” (Green, 1999, p.

218). As a number of models emphasize different aspects of the systems that affect people's lives, our curriculum draws on this rich theoretical base.

Related to systems theory is the ecological perspective. It emphasizes the goodness of fit between the person and the environment. This perspective helps social workers understand people's transactions with their environments and allows social workers and clients to identify and address those processes that undermine human dignity, self-actualization and fulfillment (Darling, 2007; Swick & Williams, 2006). Our curriculum emphasizes the importance of families, support systems and other communities in the lives of individuals. As critical human associations, communities -- whether based on ties of geographic space, kinship, relationship, social and cultural identities and/or shared experiences -- can greatly aid or hinder individuals' attempt to provide meaning in their lives, meet needs and accomplish goals (Kemp & Scanlon, 2007; Simpson, Williams & Segall, 2007). Each of these systems' frameworks stress that social workers must be involved in strategies aimed at changing those systems that do not optimally support clients (van Wormer & Synder, 2007). These strategies include advocacy, empowerment, policy development and change implementation (Prilleltensky & Nelson, 2002).

4. Social Justice: Social justice is the organizing principle of social work (Marsh, 2005; Pelton, 2001). "The concern of the social scientist should not be so much to explain the world as to transform it" (Martin-Baro, 1994, p. 19). A commitment to human rights and social justice across multiple levels provides the moral and conceptual grounding for social work practice and research. These concepts direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights provides the necessary conditions for a just society, freedom and well-being are the starting points and ultimate criteria by which we judge the value of social work practice and research. Social workers contribute to a just society by both helping to alleviate individual suffering and by creating the structural arrangements and social processes in which these fundamental rights are honored, and resources are obtained and distributed in an equitable manner.

Theorists and practitioners have increasingly addressed the role of social justice and human rights in social work practice and social work education over the last three decades; such consideration is invigorating and imperative for a profession whose goal is to ensure that economic and social resources are available on an equal basis to all. The valuing of social justice and human rights and the implications of that valuing for the profession is thoroughly integrated into Bridgewater State University's MSW program and curriculum. This philosophy defines the conceptual parameters and commitments of the program. It articulates the assumptions that undergird the curriculum and outlines our vision of professional social work.

Clinically Informed Advanced Social Work Practice Specialized

The MSW curriculum's specialized curriculum is a clinically informed advanced social work practice with individuals, families, groups and communities. This implies that clinically informed interventions may be directed towards any systems that facilitate and enhance the quality of life for individuals, families, groups and communities. The specialized curriculum is shaped by four ideals: 1) the enhancement of critical thinking; 2) the professional use of self-based on advanced social work values, knowledge and skills; 3) a commitment to the tradition of promoting social and economic justice and equality; and 4) a commitment to individual, family, group and community well-being. These four professional ideals complement and elaborate on the Program's mission and the generalist content mandated by CSWE, which informs the curriculum as a whole and is woven into course syllabi.

The clinically informed advanced social work practice paradigm that constitutes the defining framework for the Bridgewater State University Master of Social Work Program features the following elements:

1. A liberal arts perspective informed by recognition of the critical import to social work education and practice of cultural, political and socio-historical context; skills in

communication, reasoning, analysis and critical thinking and inquiry; human behavior knowledge; and scientific method;

2. Social work knowledge, values and skills essential for making sound, ethical and autonomous professional judgments and decisions;
3. Thorough exploration of many social identities and dimensions of human diversity; histories of social, economic and racial oppression are examined and skills for culturally competent and socially just social work practice are developed;
4. Specialized training in clinically informed advanced social work practice with individuals and families, to address the basic social service needs of Southeastern Massachusetts residents and others. As indicated earlier, the specialized year(s) of our Program is to prepare students to engage in clinically informed advanced social work practice at all system levels. In Southeastern Massachusetts, the majority of Master of Social Work level professionals' function as direct practitioners at all levels, in public, private and nonprofit agencies with scarce fiscal resources and personnel. There is a particular dearth of social work professionals with advanced training;
5. Building on the generalist curriculum, the advanced curriculum and field work provide preparation for interventions at advanced levels of complexity. The advanced curriculum prepares students with knowledge and skills of sufficient depth, breadth and specificity for more sophisticated, creative analysis, decision making, leadership and expertise at multiple systems levels;
6. Building on strengths-based, biopsychosocial system practice models, our overarching conceptual framework emphasizes social justice across all levels.

Graduate education is ideally characterized by intellectual curiosity and the desire to contribute to human knowledge. It is much more than merely a continuation of undergraduate work.

Bridgewater State University's master's degree program in social work is designed for students who have demonstrated in their earlier studies and professional experiences, outstanding academic ability and the capacity for independent thought and work. The graduate curriculum emphasizes the enhancement of both cognitive and pragmatic abilities. As a result, students are

required to operate in a manner that includes intentional reflection on their interactions at the level of both content and process. The course descriptions for courses at both the generalist and the specialized MSW curriculum can be found in the BSU Catalog.

Competencies and Practice Behaviors of the MSW Program

In compliance with [The Council on Social Work Education \(CSWE\) Educational Policies and Accreditation Standards](#), the MSW program has adopted the following 9 competencies. These competencies are holistic, taking into account the multiple dimensions of knowledge, skills, values, cognition and affect. Additionally, both generalist and specialized level competencies have been further explicated by expectations of skills and knowledge. For greater detail, please see the EPAS 2015 from CSWE posted on the SSW website.

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 workpractice.

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.

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.

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.

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.

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.

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.

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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.

Curriculum Schedule

All students enter in the fall semester and move through the program in cohorts. Following is the prescribed and required curriculum schedule for each cohort.

FULL-TIME (2 YEARS)

(First Year)

Fall

SCWK 500: Policy I: Social Welfare Policy
SCWK 502: Dynamics of Diversity and Oppression
SCWK 510: Human Behavior and the Social Environment I
SCWK 530: Generalist Social Work Practice I
SCWK 590: Field Practice and Seminar I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis
SCWK 511: Human Behavior and the Social Environment II
SCWK 531: Specialized Social Work Practice II: Groups and Community-Based Practice
SCWK 540: Introductory Social Research
SCWK 591: Field Practice and Seminar II

(Second Year)

Fall

SCWK 512: Human Behavior and the Social Environment III:
DSM
SCWK 541: Research: Evaluating Practice
SCWK 551: Social Work Practice II: Intergenerational Strengths-Based Practice with Individuals
SCWK 592: Field Placement and Seminar III
SCWK 580: Special Topics (Elective)

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families
SCWK 572: Social Policy III: Mental and Physical Health Care Policy
SCWK 593: Field Placement and Seminar IV
SCWK 580: Special Topics (Elective)
SCWK 580: Special Topics (Elective)

PART TIME (3 YEARS)

(First Year)

Fall

SCWK 500: Policy I: Social Welfare Policy
SCWK 502: Dynamics of Diversity and Oppression
SCWK 510: Human Behavior in the Social Environment I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis
SCWK 511: Human Behavior in the Social Environment
II SCWK 540: Introductory Social Research

Summer* (3 credits)

SCWK 580: Special Topics (Elective)

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I
SCWK 572: Social Policy III: Mental and Physical Health Care Policy
SCWK 590: Field Practice and Seminar I

Spring

SCWK 512: Human Behavior in the Social Environment III: DSM
SCWK 531: Specialized Social Work Practice I: Groups and Community-Based Practice
SCWK 591: Field Practice and Seminar II

Summer* (6 credits)

SCWK 580: Special Topics
(Elective) SCWK 580: Special
Topics (Elective)

(Third Year)

Fall

SCWK 541: Research: Evaluating Practice
SCWK 551: Specialized Social Work Practice II: Intergenerational Strengths-Based Practice
with Individuals
SCWK 592: Field Practice and Seminar III

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with
Families
SCWK 593: Field Practice and Seminar IV

*Please note while it is suggested that SCWK 580: Special Topics courses be taken during the summer; these courses may also be taken during the academic year.

PART TIME SATURDAY (3 YEARS)

(First Year)

Fall

SCWK 502: Dynamics of Diversity and Oppression
SCWK 510: Human Behavior in the Social Environment I

Spring

SCWK 500: Policy I: Social Welfare Policy
SCWK 511: Human Behavior in the Social Environment II

Summer (3 credits)

SCWK 580: Special Topics (Elective)
SCWK 580: Special Topics (Elective)

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I
SCWK 540: Introductory Social Research
SCWK 590: Field Practice and Seminar I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis
SCWK 531: Specialized Social Work Practice I: Groups and Community-Based Practice
SCWK 591: Field Practice and Seminar II

Summer* (6 credits)

SCWK 572: Social Policy III: Mental and Physical Health Care Policy
SCWK 580: Special Topics (Elective)

(Third Year)

Fall

SCWK 512: Human Behavior in the Social Environment III: DSM
SCWK 551: Specialized Social Work Practice II: Intergenerational Strengths-Based Practice with Individuals
SCWK 592: Field Practice and Seminar III

Spring

SCWK 541: Research: Evaluating Practice

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families

SCWK 593: Field Practice and Seminar IV

PART-TIME (4 YEARS)

(First Year)

Fall

SCWK 500: Policy I: Social Welfare Policy

SCWK 502: Dynamics of Diversity and Oppression

SCWK 510: Human Behavior and the Social Environment I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis

SCWK 511: Human Behavior and the Social Environment II

SCWK 540: Introductory Social Research

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I

SCWK 590: Field Practice and Seminar I

Spring

SCWK 531: Specialized Social Work Practice II: Group and Community Based Practice

SCWK 591: Field Practice and Seminar II

(Third Year)

Fall

SCWK 541: Research: Evaluating Practice

SCWK 572: Social Policy III: Mental and Physical Health Care Policy

SCWK 580: Special Topics (Elective)

Spring

SCWK 512: Human Behavior and the Social Environment III: DSM

SCWK 580: Special Topics (Elective)

SCWK 580: Special Topics (Elective)

(Fourth Year)

Fall

SCWK 551: Specialized Social Work Practice II: Intergenerational Strengths-based Practice with Individuals

SCWK 592: Field Placement and Seminar III

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families

SCWK 593: Field Placement and Seminar IV

ADVANCED STANDING (2 YEARS)

(First Year)

Fall

SCWK 502: Dynamics of Diversity and Oppression

SCWK 541: Research: Evaluating Practice

Spring

SCWK 512: Human Behavior and the Social Environment III: DSM

SCWK 531: Specialized Social Work Practice II: Group and Community Based Practice

SCWK 580: Special Topics (Elective)

(Second Year)

Fall

SCWK 551: Specialized Social Work Practice II: Intergenerational Strengths-Based Practice with Individuals

SCWK 572: Social Policy III: Mental and Physical Health Care Policy

SCWK 592: Field Placement and Seminar III

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families

SCWK 580: Special Topics (Elective)

SCWK 593: Field Placement and Seminar IV

**SECTION II: ETHICAL CONDUCT, STUDENT HONOR CODE
AND BEHAVIORAL STANDARDS**

Ethical Conduct

Please review the *NASW Code of Ethics* and bring to classes as requested

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics>

Bridgewater State University's Student Code of Conduct

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the university's most essential institutional values. The university has an obligation to establish and promote standards of academic integrity and each member of the university community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and under suspicion. Therefore, the best interests of the University community require that cases of alleged academic dishonesty be addressed seriously but equitably. Please refer to the BSU Student Handbook for [Procedures and Policies](#). Please also refer to the College of Graduate Studies' [Graduate Academic Policies and Procedures](#).

[Behavioral Standards for](#) Master of 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 (CSWE). As such, It is mandated by the Council on Social Work Education that we foster and evaluate the development of professional behavior for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to develop highly educated and trained

professional social workers at the master's level who knowingly 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 enrolled in the Master of Social Work courses will be expected to exhibit the standards of behavior outlined as follows:

The MSW Behavioral Standards of the Bridgewater State University School of Social Work are designed to ensure that those individuals who graduate from the MSW program meet the requirements of a master's level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by field instructors/liaisons/supervisors, 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 Master of Social Work Student Handbook and Field Manual and the College of Graduate Studies and University Student Handbooks.

Social work students in the Bridgewater State University MSW 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 MSW Program and the goals and standards of social work as outlined in the *Student Handbook & Field Manual*, in the [NASW Code of Ethics](#) including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity the [Bridgewater State University Office of Community Standards Code of Conduct](#), the [Bridgewater State University College of Graduate Studies policy on Academic Integrity](#) 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 our statements and behaviors on others; the ability to self-regulate behavior to foster and promote a professional environment and appropriate relationships; a willingness to examine our beliefs, values and assumptions and change 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, follows all conventions of academic integrity, 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 students' 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., channels may include faculty advisor, classroom instructors, School of Social Work administrators, field instructors) 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 behavior, including professional dress, communication style, and cognitive and affective presence in academic environments and field placements; understanding and conducting self in a professional way within the context of social media.

Consequences: Failure to act in accordance with these standards may result in suspension or termination from the Bridgewater State University School of Social Work MSW Program on the basis of professional non-suitability. Students will be held accountable should the SSW faculty determine that student behavior has constituted a significant violation or pattern of violations of the *NASW Code of Ethics*, program or institutional policies. In addition to any sanction imposed by the MSW Program Coordinator or the Dean of the College of Graduate Studies, a student who has been found guilty by the University for violation of the University community standards is subject to suspension or termination.

*Adapted from - Boston University School of Social Work "Behavioral Standards for Social Work Students" and Florida Atlantic University, School of Social Work "Professional Expectations of Student Behavior".

SECTION II: GENERAL POLICIES AND PROCEDURES

BSU University, The College of Graduate Studies and the MSW program all have supporting policies, many of which can be found at one or more of the following websites. Some of the relevant forms may also be found at the following links:

1. [Bridgewater State University Policies](#)
2. [College of Graduate Studies, Printable Forms](#)
3. [BSU School of Social Work MSW Program Website](#)

Non-Discrimination Policy, Disability Resources, and Sexual and Relationship Violence

BSU is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, veteran status, disability, political belief or affiliation, marital status, gender identity and/or genetic information in admission to the university. Nor does Bridgewater State University discriminate in its treatment of employees, in selecting a candidate for an employment position, or in selecting which students can participate in an activity or program. Concerns or questions regarding the implementation of this and related policy can be directed to the [Office of Equal Opportunity and the Title IX Coordinator](#). Other pertinent links that explain BSU and State of Massachusetts policies:

- [Equal Opportunity, Diversity and Affirmative Action Plan](#), Approved by the Board of Higher Education on December 9, 2014
- [Disability Resources Office](#)
- [Sexual and Relationship Violence](#)

Advising

As part of their faculty responsibilities, all faculty members with primary assignment to the MSW program serve as advisors to MSW students. During the summer just prior to their first fall semester, the DGCE Chair/MSW Coordinator is temporarily assigned to all incoming MSW students as the Coordinator is available during the summer months to assist. As a result, the

MSW Coordinator will work with any incoming or on-going MSW student during the summer months.

Students are assigned a faculty advisor for their first fall semester and are made aware of those assignments as early as the MSW Incoming Student Orientation. In addition, all advisees/advisors are posted in the SSW. MSW advisors email their advisees at the start and end of both the fall and spring semesters at a minimum to check in and let them know there are available should their advisees wish to speak with them. This is not to inhibit additional communication between advisors and advisees, rather, it is to formalize a minimum expectation.

In social work education, advisors have two areas of responsibility; professional advisement, which concerns experiences in the field, selection of professional concentrations or areas of focus and work opportunities and academic advisement. Academic advisement generally concerns the ordering of courses, the selection of electives and any concerns that a student may have regarding his/her academic performance, such as comprehension, writing, conducting research, etc. Advisors serve as resources for academic and professional advising and may serve as advocates, liaisons or mediators should problems occur in class or field. Advisors must also be involved as soon as possible when serious concerns about one of their advisees are raised.

MSW Student Request for Revision of Educational Program

Students are admitted into the MSW program by cohort and are expected to complete their proposed course of study with that cohort. Students who have a need to change their plan of study, i.e., full- time or part-time, should discuss their situation with their faculty advisor. Students considering altering their education program must complete the [MSW Student Request for Revision of Educational Program](#).

The faculty advisor, the Administrator of Field Education and the MSW Program Coordinator will consider the proposed plan for program completion and will communicate their decision to the student (with appropriate cc's) via email, the BSU formal method of communication.

While every attempt will be made to honor student requests, the Program's commitment to class sizes and to agencies and institutions providing field placements will also be considered.

Transfer Credit

Students can transfer up to six credits into Bridgewater State University, if approved by the MSW Coordinator and the College of Graduate Studies. Only grades of "B" and above are granted credit at BSU. If the student is transferring elective credit, the student's academic advisor and the MSW Program Coordinator must approve the elective. As well, course credit that was earned for a completed degree may not be transferred.

Graduate Assistantships

Students must apply directly through the College of Graduate Studies. Information about Graduate Assistantships and Graduate Research Assistantships can be found at [Graduate Funding Opportunities](#).

Criteria for Student Evaluation

Criteria for evaluation of students' academic performance start with participation in an orientation session. All course syllabi in our program provide a description of what is required to pass each course. It is the student's responsibility to remain current with their own progress in the classroom and the field. In other words, the professor is not responsible for seeking out a student concerning their status in the program. At the same time, students may make appointments with professors, leave voice messages, or correspond by e-mail. The professor's obligation as a teacher is to be available on a regular, posted basis and to respond to messages in a timely manner. The student, however, is responsible for initiating discussion about progress in courses and fieldwork.

Academic Performance

The policies of the MSW program concerning academic performance are consistent with those of the University. Thus, policies pertaining to academic and field education academic performance can be found in the University Catalog, the University's Student Handbook and the *MSW Student Handbook and Field Manual*. Please refer to the University Catalog and Student Handbook for details on all academic policies.

MSW Academic and Professional Policies

It is the responsibility of the faculty teaching in the MSW program to grant academic credit only to students whose academic and professional performance meets or exceeds minimum acceptable standards. Academic standards apply to class attendance and performance, field education attendance and performance, as well as ethical and professional conduct. Please see the BSU Student Handbook for additional details governing academic policies.

Academic Standards

Academic standards apply to class attendance and performance, field education performance and attendance, as well as ethical and professional conduct. Students are expected to adhere to the [NASW Code of Ethics](#) the BSU's general policies and procedures for academic standards, as well as the MSW Behavioral Standards.

1. Students whose GPA falls below a 3.0 will be notified by the College of Graduate Studies that they have been placed on academic probation and are expected to discuss their academic standing with their advisor.
2. Students may repeat one course only while a student in the MSW program. The higher grade of the two courses will be applied to the students' grade point average.
3. Missing more than two class sessions or one Saturday class session is grounds for a failing grade in the course.
4. The receipt of an "F" for a final course grade is grounds for dismissal from the MSW program.
5. Students must have a GPA of 3.0 or higher to graduate. Students who do not complete their course work with a 3.0 or higher GPA must meet with their faculty advisor to discuss additional requirements which must be approved in writing by the MSW Program Coordinator and are subject to the final approval of the Dean of the College of Graduate Studies.

Academic Problems in the Classroom

When students have trouble meeting academic standards an academic review may be scheduled with the student. Students are advised to deal with concerns or problems as soon as they arise. When a student encounters academic difficulty, the student can seek consultation with the professor(s) in whose classes' difficulties are met and often problems can be worked out. The student can gain clarity and direction from the professor. All faculty in the program hold regular office hours, have voice mail and use e-mail extensively. There are many avenues for pursuing and achieving discussion with faculty and students are strongly encouraged to use any or all of them to seek the assistance they need. Faculty members review students' progress each semester.

The following steps should be taken when a student has concerns or problems:

1. Resolution of student learning difficulties should first be initiated and negotiated between the student and the classroom instructor. The student should assume responsibility with the faculty member in initiating and negotiating a resolution of the learning difficulty.
2. If the student feels that resolution of the learning difficulty appears improbable, then the student should consult their faculty advisor. It is suggested that after a conference with the faculty advisor some form of a three-way meeting of the student, the classroom instructor and the faculty advisor take place for an adequate and speedy resolution of the learning difficulty.
3. It is the intent of these guidelines that most student learning difficulties can be resolved at the classroom level or in joint consultation with the faculty advisor.
4. If, after following these steps, the student feels that the resolution of the difficulty is unsatisfactory, the student should consult with the MSW Program Coordinator.
5. If the situation may result in the student not meeting the requirements for continuation in the program, the MSW Program Coordinator will refer the matter to the Academic Review Committee.

The MSW academic review process is designed to provide a systematic approach for addressing student performance problems, including dismissal from the MSW program. This process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and to be successful as professional social workers. The academic review process is intended to serve in a problem-solving capacity in support of student success.

The Academic Review Committee will:

1. Review identified academic difficulties and may also include those from the field practicum that cannot be resolved through other specified channels with the parties involved.
2. Review concerns about student conduct which are contrary to the guidelines for professional conduct for social workers as specified in the *NASW Code of Ethics*, the MSW Behavioral Standards and the BSU Code of Conduct.
3. Recommend a course of action to the MSW Program Coordinator resulting from committee deliberations with the student.

Academic Review Protocol

1. Any student who receives a failing grade for a course will be referred for an academic review.
2. Any faculty, staff, or field supervisor may recommend a review for any student who is perceived to be experiencing academic difficulty in the classroom or in the field*, or who appears to have engaged in inappropriate conduct in violation of the *NASW Code of Ethics*, the MSW Behavioral Standards or the BSU Code of Conduct.
3. Written referrals identifying specific concerns are sent to the MSW Program Coordinator, who forwards the request to the Chair of the AR Committee. To obtain a more comprehensive view of the student's academic program status, the Chair of the AR committee will ask the student's advisor to gather information from other instructors and relevant parties and to share this information in writing with the ARC Chair. During the academic year the Chair will convene the Committee, if possible, within two weeks after receiving the request for review. The MSW Program Coordinator will send formal communication (email) notification of the academic review meeting to the student and to

her or his faculty advisor. The notification will indicate the reason for the review, the parties being asked to attend and the date, time and location of the meeting. A copy of the notification will be placed in the student's folder.

4. The student should be present at the meeting, though while not recommended, the student may choose not to attend the academic review. As well, the members of the AR Committee are present. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the Committee Chair to present that information. In cases where the field practicum is involved, the practicum supervisor may be invited to present information. These parties external to the deliberation will be present only to convey their relevant information.
5. The student scheduled for an academic review may bring a "support" person with them. The person of choice can be another student and he or she will serve as an advisor or advocate for the student during the academic review. Students who wish to bring a support person must inform the MSW Program Coordinator no less than 24 hours prior to the academic review.
6. The goal of the academic review is to arrive at a plan that will allow the student to improve her or his academic performance and to make reasonable progress toward her or his MSW degree.
7. After a discussion about the expressed concerns, the discussion with the student may address possible remedies, if needed. The Committee will excuse the student and meet in closed session to formulate a recommendation to the MSW Program Coordinator. The Committee Chair will write a report of findings with a recommendation to the MSW Program Coordinator within one week of the review.
8. The MSW Program Coordinator will notify the student, the Committee members, the person who initiated the referral, and the student's academic advisor of any resulting decisions within one week of the Committee recommendation.
9. The program may choose to modify this process if the seriousness of the concern so indicates.

If concern(s) in field exist, that do not include a likely field disruption, the Administrator of Field, MSW Program Coordinator, and Field Liaison if available (student advisors may also

attend) and the student will meet for a Field Status Review (FSR). If the Advisor was not in attendance, the advisor will be appraised of the issues as well as the meeting outcomes. The student will be notified of the FSR via email by the Administrator of Field or their designee. If there is a danger of field disruption, an academic review will be held, summarized along with any and all recommendations or decisions and will be sent to the student via email. A hard copy will be placed in the student's file.

It should be noted that an essential skill in the social work profession has to do with problem solving. With regard to students and field placements, there are occasions where some collaborative problem solving may help to avoid more complex problems or even a field disruption. In these cases, the Administrator of field may request a *Field Status Review (FSR)*. The FSR policy states that if concern(s) in a field exist, that do not include a likely field disruption, the Administrator of Field, MSW Program Coordinator, and Field Liaison if available (student advisors may also attend) and the student will meet for a Field Status Review (FSR). The Administrator of field will send a summary of the FSR to the MSW Coordinator, field liaison, and advisor. The student will be notified of the FSR via email (BSU's official means of communication) by the Administrator of Field or their designee. If there is a danger of field disruption, an academic review will be held, summarized along with any and all recommendations or decisions and will be sent to the student via email. A hard copy will be placed in the student's file. It is important to note that before the Administrator of field schedules an FSR, the student is expected to have discussed any field issues with their field liaison. If an adequate outcome is not reached, the liaison will request that the Administrator of field meet with the student and the liaison. If that meeting does not result in an adequate outcome, the Administrator of Field will call for an FSR.

Academic Review Structure

1. The Academic Review Committee shall consist of a minimum of two MSW faculty who have principal assignment with the graduate program and additional faculty and staff as

needed who will convene on an *ad hoc* basis. The MSW Program Coordinator will appoint the Committee chair.

2. In cases where the MSW Program Coordinator is directly involved in the concern of record, the chair of the School of Social Work will assume the responsibilities of the MSW Program Coordinator in that matter.
3. In cases where committee members are directly involved in the concern of record, they may be excused from participation and the MSW Program Coordinator will appoint an alternate faculty or staff person for this review.
4. Only those persons who have been identified prior to the date of the proceedings to provide information may appear before the Academic Review Committee. These individuals must appear separately and are not to remain to hear information from other persons scheduled to appear. Exceptions can be made when the information to be provided by two or more persons is so closely related that separate appearances would seriously diminish the value of the information to be provided.

Policies and Procedures for Termination from the MSW Program

Failure to adhere to the Bridgewater State University Code of Conduct, Behavioral Standards for Master of Social Work Students or the *NASW Code of Ethics* may result in dismissal from the MSW Program. The student will be notified of the recommendation for termination in writing. The recommendation for termination will be forwarded to the Dean of the College of Graduate Studies.

Students may review all aspects of the academic grading and disciplinary process, including policies and procedures governing dismissal for academic failure or behavior misconduct in detail in the University Catalog, the College of Graduate Studies policies, and in the *MSW Student Handbook and Field Manual*. Students are expected to adhere to the behavioral misconduct eliminated in the University Catalog, the College of Graduate Studies policies, and in the *MSW Student Handbook and Field Manual*, and the *NASW Code of Ethics* and BSU's Code of Conduct.

Failure to do so is grounds for dismissal. Students who are dismissed for academic or professional behavioral reasons have the right to a hearing before the Graduate Education Council for an [Appeal](#) to present information in support of possible reinstatement.

Termination policies include the following:

The receipt of an “F” for a final grade in a course is grounds for dismissal from the MSW program.

Students who are dismissed for academic or professional reasons have the right to a hearing before the Graduate Education Council for the purpose of presenting information in support of possible reinstatement (the appeal policy may be found in the Handbook of the College of Graduate Studies). Dismissals from graduate programs are difficult for all parties involved. The MSW Program academic review process and review by the Academic Review Committee is designed to provide a systematic approach for dealing with student performance problems, including dismissal from the MSW program. This process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and to be successful as professional social workers. The Committee is intended to serve in a collaborative problem-solving capacity.

Procedures Governing Reinstatement

If the student whose performance has resulted in termination believes extenuating circumstances exist that might justify reinstatement, the student may request in writing that the MSW Program Coordinator consider these circumstances. Requests for reinstatement shall be made as soon as possible, but no later than *three classroom days* after the commencement of classes in the next semester following termination. Consideration by a Reinstatement Committee is at the discretion of the MSW Program Coordinator.

1. Within *three classroom days* of receipt of this request, the MSW Program Coordinator shall establish a Reinstatement Committee, which shall consist of a minimum of two

MSW faculty members with principal assignment with the graduate program and additional faculty and staff as needed. The instructor of record, in a course whose grade results in termination, will not be eligible to serve on the Reinstatement Committee.

2. The Chair of the Committee will be appointed by the MSW Program Coordinator and will make every attempt to convene the Reinstatement Committee within a week of notification. The Committee will review the materials before it and may ask the student and/or others to appear before it at its discretion.
3. A student may request to appear before the Committee and may bring a "support" person with them. The person of choice can be another student who can serve as an advisor or advocate for the student. Students who wish to bring a support person must inform the MSW Program Coordinator no less than 24 hours prior to the committee meeting.
4. Documentation of request: The student shall submit in writing to the Reinstatement Committee his or her reasons to believe satisfactory performance can be achieved upon reinstatement and may submit in writing any relevant supporting data to help elucidate his/her belief that reinstatement is merited.
5. Additional documentation: The Committee may also request written data, opinions, recommendations and/or evaluations from appropriate sources that may assist it in reaching a decision.
6. The Committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the Coordinator promptly. The MSW Program Coordinator shall consider the committee's recommendation and notify the student and the Dean of the College of Graduate Studies of his decision within *one week* of receipt of the committee's report.
7. A graduate student shall be terminated following reinstatement if they receive any grade below "B" in class or "F" in fieldwork.

Students who do not request reinstatement within the time limits outlined above or who are not reinstated by the MSW Program Coordinator following termination and who

subsequently wish to be considered for readmission following termination, must follow regular procedures for admission to the program, but may not be readmitted for at least one year following their termination from the program. If students wish to appeal the Program's recommendation, they may submit a written appeal to the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review. The Graduate Education Council consists of representatives from the University's graduate faculty, administrators and graduate student body.

Grade Appeals

If a student believes a mistake was made in the original grade recorded for a course, they may petition instructors for a change of grade. The student may submit an appeal of the grade in question in writing to the instructor within the first two weeks of the semester following the posting of the final grade (for spring or summer grades, the following fall; for fall grades, the following spring). A change of grade will not be considered after this time. For further details on grade appeals, please see the College of Graduate Studies' [Academic Policies and Procedures](#).

Medical, Psychiatric and Eating Disorders Policy

BSU strongly urges students with severe health problems to seek help. A student may be required to seek professional help if physical or psychological health problems place that student's life in potential danger; impairs her or his ability to maintain an academic program; or when his or her behavior is a serious disruption to others. If a student does not agree to participate in medical or psychological treatment, his or her ability to continue in all University programs will be jeopardized. Please see the BSU Student Handbook [Support for Students with Medical or Psychological Needs](#).

In addition to the BSU MSW program behavioral standards and the *NASW codes of Ethics*, you must adhere to the Bridgewater State University's Office of Community Standards [Student Code of Conduct](#). Additionally, in March, 2015, BSU, along with Fitchburg State University, Framingham State University, Massachusetts College of Art and Design, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem State University, Westfield State University, and Worcester State University implemented the *EQUAL OPPORTUNITY, DIVERSITY AND AFFIRMATIVE ACTION PLAN* which among other things, provides policies for discrimination, discriminatory harassment and retaliation as well as for sexual violence, including, sexual harassment, gender-based harassment, domestic violence, dating violence and stalking. Finally, the universities have developed sexual violence policies which along with the relevant policy responses, include definitions for sexual violence, sexual harassment, gender-based harassment, domestic and dating violence, stalking, and retaliation. These policies can be found at:

1. <https://www.bridgew.edu/academics/academic-achievement/disability-resources>
2. <https://my.bridgew.edu/departments/affirmativeaction/SitePages/Equal%20Opportunity,%20Diversity%20and%20Affirmative%20Action%20Plans.aspx>
3. <http://handbook.bridgew.edu/Policies.cfm> and <https://www.bridgew.edu/office/titleix>.

Neither the university nor the MSW program supports discrimination, sexual violence, and / or harassment in any way shape or form. If you think that you may have experienced a situation such as described in the above policies, please consider speaking with someone you trust. Please be aware that it is possible that the responsible faculty member, Director, Chair, or Coordinator or

faculty member to whom the student revealed a sexually traumatic event may have to report the information you share.

Students with Disabilities

Students with documented disabilities may request reasonable accommodations for their classes and/or field placement through the Student Accessibility Services office where they register for disability verification and determination of reasonable academic accommodations. The Disability Resource Office is located in the Academic Achievement Center, which is located on the lower level of Maxwell Library. The office can be contacted by phone at 508-531-2194 or TTY: 508-531-6113. Students who may need an accommodation for their field placement experience should identify this need on the *Application for Placement* and with the Administrator of Field Education so that necessary arrangements can be facilitated in a timely fashion (see *Student Handbook and Field Manual*, Section VI). Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if accommodations are required. Faculty members are available to discuss appropriate accommodation that students may require. Requests for academic accommodation should be made during the 'add/drop' period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students seeking accommodation for details, please refer to the University Catalog.

SECTION III: FIELD EDUCATION AND INFORMATION

Introduction to Field Education

Field education is an integral part of the MSW program. Students are provided opportunities to integrate classroom knowledge; to practice social work in different settings and to build relationships within the profession. The experience is closely monitored/supported by professional staff, as well as members of the agencies participating in field instruction.

The primary purpose of field education is to provide students with a setting outside the classroom where they can develop the competencies necessary to provide professional social services to a range of clients and communities in a theory informed, ethical manner. The field education experience is intended to complement MSW program goals and to result in the demonstrated competencies required to practice professional social work.

Field Education Objectives

Generalist Year Primary Objective:

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

Generalist Year Supporting Objectives:

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

6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the development and behavior of families, groups and communities, in interaction with one another and in the context of the wider community.
7. Engage productively with “at risk” clients, understanding the principles of trauma and psychosocial stress.
8. Assess human needs, analyze, formulate and influence social policies and work within political institutions with the aim of strengthening individuals, families and communities.
9. Use assessment and communication skills differently across client populations, colleagues and communities.
10. Function within the structure of organizations and service delivery systems and seek organizational change necessary to promote effectiveness, positive client and colleague relationships and social justice.

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

1. 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;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macrolevels;
- 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

- 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

- 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

- 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; and
- 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

- 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

- 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

- 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

- 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.

In the specialized year of field education, students are expected to perform on a level that gives evidence of their conceptual growth, enhanced and additional skills and knowledge as well as their increasing understanding of practice interventions. Students focus their interventions through the lenses of resiliency theory, strengths-based practice models and a biopsychosocial, culturally competent understanding of clients and client systems. Students' ability to select appropriate strengths-based interventions and to assess their efficacy is a key indicator of the specialized students' beginning mastery of the strengths-based bio-psychosocial approach to social work practice. Integrated with a strength-based approach, the specialized student is expected to understand differential diagnosis and treatment strategies with clients and

systems. Using supervision, they are expected to have the competency to work effectively with a variety of complex client situations, including but not limited to those who are traumatized, mentally ill and severely distressed.

Specialized Year Primary Objective:

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

Specialized Year Secondary Objectives:

1. Evaluate, select and implement culturally competent theories and practices, founded on social work values and ethics that incorporate strengths-based, biopsychosocial approach to social work practice that enhances resilience in diverse communities, families and individuals.
2. Form a treatment strategy that integrates risk assessment and risk management and encompasses a thorough understanding of client's challenges and resources.
3. Base the selection of interventions on those theories that enrich the biological, social, cultural, psychological and spiritual dimensions of communities, families and individuals across their lifespan.
4. Utilize and apply research findings in the selection and evaluation of clinical and policy practices as well as programs designed to strengthen the functioning of communities, families and individuals.
5. Employ financial, organizational, administrative and planning processes in order to enhance students' ability to identify and implement public organizational policies and procedures that support the resilience of communities, families and individuals.

Upon completion of the specialized year placement, students will demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Demonstrate initiative to identify and seek consultation around ethical decision making and practice;
- Demonstrates insight into the social justice dimensions of ethical decision-making and can communicate rationale for actions;
- Demonstrate skill in intra-professional and other communications by way of professional language, behaviors, and interpersonal skills.

Competency 2: Engage Diversity and Difference in Practice

- Apply understanding of cultural relevance and demonstrates in practice and engagement with clients and constituencies;
- Articulate and respond to the impact of discrimination, oppression, power, and privilege on individual clients and client systems;
- Develop and implement plans and interventions that are culturally informed; and
- Utilize the lens of intersectionality to consider both the clients' and worker's social location/position in interactions and interventions.

Competency 3: Advance Human Rights and Social, Economic, and Environmental

Justice

- Actively promote education regarding social justice and equity and evaluate the impact of injustice on individuals, families, groups, organizations, and communities;
- Actively engage in advocacy to further human rights, social justice, and address economic and other forms of inequality across client systems; and
- Apply complex analysis of how political and social systems influence policies on local to global levels.

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

- Use practice experience to develop, design, and test hypotheses related to clients and agencies;
- Develop capacity to assess and disseminate evidence of the worker's culturally informed interventions used in their social work practice;

- Use practice-informed research to identify and address gaps in services and the impact of those gaps on populations.

Competency 5: Engage in Policy Practice

- Apply organizational and/or political contexts to social work practice;
- Develop policies and practices that respond to physical and mental health care disparities among individuals, families, groups, organizations, and communities and develop responsive policies and practices; and
- Develop recommendations for policy changes based upon impact analysis for individuals, families, groups, organizations, and communities.

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

- Apply a range of knowledge, skills and theoretical perspectives to engage with diverse and complex client systems who present with complex clinical conditions;
- Displays a consistent ability to self-regulate emotional reactions and maintains focus on individual, family, group, organization, and community needs;
- Demonstrate cognitive flexibility and affect that is congruent with clinical context; and
- Engage colleagues and community stakeholders in ongoing, effective collaborative relationships.

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

- Critically assess and integrate the multiple factors impacting individual, family, group, organization, community the ethical use and impact of assessment, intervention, and diagnostic tools;
- Demonstrates ability to incorporate biopsychosocial assessment to develop multi-dimensional understanding of client systems;
- Demonstrate ability to assess risk including risk to self and others;
- Develop case conceptualization utilizing diagnostic tools and a variety of theoretical approaches.

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

- Articulate intervention strategies based on the best interest of client and within agency and community guidelines;
- Implement intervention to enhance the well-being of client, family, group, organization, community;
- Demonstrates advanced skills of creativity in developing, communicating and implementing interventions;
- Works with intra-professional teams to develop and implement coherent and effective treatment plans for diverse populations.

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

Communities

- Engage clients in the development and implementation of culturally relevant evaluation processes;
- Identify and utilize evaluative tools in collaboration with client systems to improve the outcome of service delivery.

Definition of Generalist & Specialized Years

Generalist Year: 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.

Specialized Year: Following successful completion of the generalist level curriculum, the specialized year has a specialized curriculum and a field education experience that focuses advanced level clinically informed practice areas of individuals, families, groups and community.

Definition of Terms

Agency Agreement: A formal letter of agreement between the Field Education Agency and the Program specifying the terms of the placement and the responsibilities of each party (see *Student Handbook and Field Manual*, Section VI).

Administrator of Field Education: The Administrator of Field Education is responsible for the management of the field education component of the MSW program. This includes selection of agencies, selection and training of field supervisors, management of the placement process, preparation of the Field Manual, all field-related forms (i.e., learning agreement and evaluation instruments). S/he is the program's representative to the New England Consortium of Field Educators (NECON) and other community agencies and field events. In addition, there are two Field Education Specialists, who are

knowledgeable about placements and assist with matching students and a Field Administrative Assistant who supports all administrative functions of the Field Office.

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

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

Field Evaluation: This becomes a major part of the assessment of the student’s professional competency and is completed twice per year by the field supervisor and discussed with the student and his or her field liaison. A copy is kept in the student’s permanent file in the School of Social Work and the student should also keep a copy in her or his portfolio (see *Student Handbook and Field Manual*, Section VI).

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

Field Supervisor: An agency-based practitioner who meets CSWE standards and supervises and evaluates the social work student in their field placement. CSWE requires field supervisors to be graduates of an accredited MSW program. In addition, a minimum of two years of professional postgraduate experience and a stated interest in social work education is required. Under special circumstances, a field supervisor who has extraordinary pre-MSW experience may be considered at the discretion of the Field Administrator; however, this is a rare case.

Field Seminar: A seminar-structured course taken concurrently with the field experience that provides for the integration of social work theory with actual social work practice through readings, discussions, maintaining a journal as well as other written assignments. The field seminar is a required part of the curriculum and is listed as SCWK 590, SCWK 591 at the generalist level and SCWK 592 and SCWK 593 at the specialized level.

Journal: There are journal assignments required for students in both generalist and specialized levels of field education. The focus of each assignment is described on the syllabus. The journals are the student's reflections, thoughts and feelings in summary form about a particular aspect of their internship. They are submitted to the field liaison for feedback and should be written and edited clearly, though they are read primarily for the quality of reflection.

Learning Agreement: A written contract between the student and the field placement agency that specifies what the student plans to learn and the activities or tasks the student will perform to achieve his or her learning objectives. The learning agreement is developed in the first weeks of placement, is reviewed regularly and revised at least once at the start of the second semester. It becomes a guideline for the students' learning and reflects progressive goals and objectives (see *Student Handbook and Field Manual*, Section VI).

Process Recording: The process recording is a required verbatim account of the verbal and non-verbal communication between the client and the social work student. It includes content about the students' feelings and thoughts regarding the interaction with the client and the supervisor's comments and suggestions. **Nine process recording per semester (at a minimum) is required and will be reviewed regularly by the field supervisor and as requested by the field liaison.** Students are encouraged to write a process recording on each competency their spring semester.

Portfolio: This is a binder where the student keeps all relevant materials related to the field placement and field seminar material. It should hold, at minimum, weekly process recordings, journal assignments, time sheets and a biopsychosocial assessment completed by the end of the year. It is the student's responsibility to have the materials available for review by the field liaison.

NASW: National Association of Social Workers is the professional group that represents social work standards of ethics and practices and organizes social workers in a national organization. NASW is organized according to state Chapters. Chapters are organized by several active committees representing a range of social work activities and interests. NASW also provides certain member benefits, including access to professional liability insurance, including coverage for students. The [NASW website](#) provides a range of information and services of the organization.

Time sheet: A monthly account of internship hours should be compiled at least monthly, signed by the supervisor and be available at or before the field site visit. These are submitted monthly to the field liaison via Alcea, an electronic document management system, and filed in the student's permanent record (see *Student Handbook and Field Manual*, Section VI).

Frequently Asked Questions

1. How do I know when field applications, orientations and meetings are held?

All specific information regarding deadlines, orientations, and interviewing schedules are communicated via the students' BSU email. Check it often and regularly.

2. How many hours are spent in field placement?

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

Specialized year students spend a minimum of 20 hours per week in placement. Students are required to complete a minimum of 600 placement hours in the specialized year. It is not unusual for students to complete more placement hours than the minimum required. Some placement agencies, such as hospitals, require a minimum of 24 hours per week. It is important that the student understands and commits to this additional requirement prior to interviewing.

3. Can I complete an internship that is evenings and weekends?

It is expected that all students are prepared to complete field hours during weekday daytime hours. This range is typically Monday-Friday, 8-6 pm, depending on agency internship hours. Some agencies may require a combination of evening and weekday daytime hours, this will be determined by the agency you are placed with to complete your internship.

4. Can I interview at several agencies before selecting my placement?

The field education staff will work with you to arrange an interview at an agency that meets your learning needs. If that interview goes well and both you and the field supervisor think it

is a good fit, the placement will be confirmed. If either party has reservations, another interview will be arranged at a different agency. It is not possible to interview at multiple agencies concurrently given the demands of supervisor's time and the importance of securing a placement within a reasonable amount of time.

5. Should I reach out to agencies and attempt to identify my own internship site?

Do not reach out to agencies that you think may be possible placement sites for you. DO share that information with the Field Director or other field staff.

6. What types of agencies might be possible field placement sites?

There are typically field placements available in agencies that specialize in youth and families, child welfare, schools, health and mental health, aging, criminal justice, LGBTQ, behavioral health, and settings that support persons with substance use disorders. Within these areas, there are government agencies, private organizations, and community-based centers that provide a vast range of training opportunities. The agencies in partnership with the school may change from year to year, but there are always ample agencies involved in training BSU social work students.

7. What if I am only interested in one type of placement?

Since social work is a broad field with many opportunities, you are urged to keep an open mind about the competencies you will need to start your career and the challenges that might serve to strengthen your abilities. Every field placement is designed to help you develop the skills and confidence you will need to specialize in as you continue to grow in the field. This will be discussed in your placement interview.

8. Can I modify my field placement schedule?

The field internship is designed to be completed according to the schedule provided, commencing in September and ending in May with approximately three weeks of vacation,

(two weeks during the University's Winter Break and one week for Spring Break).

Changes in schedules can be disruptive to agencies and to clients. Students are expected to adhere to the schedules that they and their supervisors have agreed upon. In rare cases where students need to modify their field placement schedule in a significant way, the student will need to fill out a [Request for Modification of Field Internship Schedule](#) form on the [MSW Program webpage](#).

The request for any modification must first be approved by the agency supervisor before any plans are finalized. The supervisor must protect the consistency of services to clients and may choose to maintain the contract as stated. If the supervisor approves the request, it should then be forwarded by the student to their Faculty Field Liaison and the Administrator for Field Education, for their review and consideration. The Faculty Field Liaison and the Administrator for Field Education, in consultation with the agency supervisor, may approve or deny the modification of schedule request.

9. Are there any paid field placements or stipends available?

Stipends are rarely offered for special skills, or through a funding opportunity to train within a specialized area of social work.

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

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

11. How much responsibility will I be given?

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

to community meetings. Each internship is developed with the goal of providing increasing opportunities for experience and autonomy.

12. What are the requirements for supervision?

A field supervisor should be accessible within the agency where you are placed and should establish a regular time each week to meet with you. In some cases, the primary supervisor may not be on site, the student intern must have access to a “task” supervisor who can respond to questions and intervene in an emergency. The primary supervisor is responsible for responding to process recordings, meeting with the student at least weekly, and completing the evaluation. The “task” supervisor may share in the shaping of the student experience and be present at field visits with the consent of the primary supervisor. Students will inform their Field Liaisons if they are working with a task supervisor in addition to their primary supervisor.

Supervisory meetings are expected to be weekly for at least one full hour. An additional one-half hour can be allotted to teaching conferences, staff meetings, team meetings or other forums that provide learning and opportunity for discussion with the supervisor. It is important to be prepared for supervision with focused topics of discussion and written work as requested by supervisor. Proper use of supervision includes a willingness to engage in professional conversation and to convey an openness to evaluative feedback. A Generalist year and Specialized Year MSW student must have a supervisor who holds an MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, and knowledge in the practice area.

13. What should I do if things are not going well in my field placement?

Most issues of concern can be addressed and resolved without the need to disrupt a placement, but it is important to communicate concerns in a productive manner. Field

placements are disrupted for serious issues which cannot be otherwise corrected and that compromise the student's ability to learn and gain competence.

The MSW program respects the right of students to raise and pursue issues regarding their field education placement. The following process should be followed:

1. Concerns should first be brought to the attention of the field supervisor and faculty field liaison for appropriate resolution. The first step in most cases involves the field supervisor or field liaison coaching the student on possible ways to resolve the problem. The MSW program believes that the process of problem solving on their own behalf is an important part of professional development.
2. The field liaison can intervene to support a resolution by visiting earlier than planned or having a phone conversation with the supervisor if the student's attempts are not successful.
3. If the situation persists, the student, field supervisor, field liaison and/or Administrator of Field Education can initiate a joint meeting to further assess and enact problem resolution strategies. If an adequate resolution cannot be achieved, a field status review may be initiated in which the Administrator of field, the MSW Coordinator, and the field liaison (may also include advisor) meet with the student to problem solve how to best move forward.
4. Field placements are made after a pre-placement process that includes active student and agency participation (see *Student Handbook and Field Manual*, Section VI). Field placements, once confirmed, are not disrupted lightly. However, if the field education staffs, faculty field liaison and agency representative/supervisor reach the conclusion that a placement should be discontinued, an assessment will be made jointly by the Administrator of Field Education, faculty field liaison and, if necessary, faculty advisor about whether a student should be reassigned to another field supervisor in the same agency or to another agency setting.
5. If a new placement is deemed the most appropriate course following the above steps, it is the responsibility of the field office to identify a new placement.

14. Can I end my internship early if all my hours have been completed?

No. The internship is expected to span the stated number of weeks and follow the field calendar.

Field Orientation

New Full-time Students

When the newly admitted full-time student confirms intent to enroll, the student is provided with an *Application for Generalist Year Field Placement* (see *Student Handbook and Field Manual, Section VI*). Students complete the *Application for Generalist Year Field Placement* and submit it in accordance with instructions from the field team. An in-person interview is scheduled shortly after.

Part-time Students entering Generalist Year Placement

Part-time students enter the field in their second year. Late in the Fall Semester of the first year, the Field Education office contacts students with information regarding planning for field placement. Students are required to attend a field education orientation session. They are directed to complete the *Application for Generalist Year Field Placement*, (see *Student Handbook and Field Manual, Section VI*) and to schedule an appointment with a member of the field team. The designated staff person must be in receipt of the student's *Application for Field Placement* and a current professional résumé prior to the time of interview.

Advanced Standing Students

Students admitted to the Advanced Standing Program will be placed at the advanced year level in the second year of their program. Students in this category will be contacted late

fall of the first year and will be asked to complete an *Application for Specialized Year Field Placement* (see *Student Handbook and Field Manual*, Section VI). Students are also notified of a general group orientation geared toward preparing them to seek the best educational match for field placement and for interviewing. Students complete the *Application for Specialized Field Placement* and submit it with a current professional résumé in accordance with instructions provided by the field team. Students schedule an individual interview with the Director of Field Education, or a designated staff person.

Specialized Year Students

The specialized year placement allows for additional time planning for their field education experience. The Director of Field Education, and/or designated field specialist, will contact students in the fall semester with information regarding planning for field placement. An orientation is planned for December. They are directed to complete the *Application for Specialized Year Placement* and to schedule an appointment with the Director of Field Education in January. The Director of Field Education must be in receipt of the student's *Application for Specialized Year Field Placement* and a current professional résumé prior to the interview.

Identification of Field Education Site

Following orientation and individual interviews, the field staff identifies one setting for potential placement. Efforts are made to place students in an area of interest, however, due to a variety of variables (agency requests, hours of availability, geography, etc.) this may not be possible. The generalist year practicum is a generalist practice placement which will provide each student, regardless of setting/population, with basic generalist skills that are transferable from one setting to another. Students are notified (via email and/or phone consultation) of the selected location(s). A résumé is sent to the potential agency with a cover letter from the field education office introducing him or her as a student in the MSW program who is interested in being considered for a potential field placement. The student is then responsible for scheduling interview(s) with the identified field placement in a timely manner. Following the interview, a final placement decision is made by the mutual consent of field supervisor, student and the Director of Field Education.

Preparing for the Agency Interview

Placements require a preliminary interview and occasionally written references. After the student and the Field office have identified a potential placement site, the student is responsible for setting up the initial interview.

Placement interviews should be handled like job interviews, which require appropriate professional attire. It is also recommended that students review the phone message they have recorded on cell phones and answering machines and consider, if necessary, revising it to accommodate professional communications.

The MSW program provides students' résumés to the agency. However, **students should take additional copies of their résumés to the interview.** Make sure to review the agency's mission statement, usually posted online. Students should review the *Student Handbook and Field Manual* prior to their interview.

Suggested Questions to Ask During the Field Placement Interview

1. How can I, as an intern, make a positive contribution?
2. Is there an opportunity for individual, family, group intervention and/or community outreach?
3. Does this agency have a particular orientation or philosophy that you feel students should know?
4. Do you have a formal orientation process that interns participate in?
5. Who will be my direct supervisor?
6. Like many schools, the BSU MSW program requires a minimum of one hour of individual direct supervision per week. Do you have any additional requirements or methods of providing supervision?
7. Are there any specific expectations in terms of my preparation for supervision?
8. Are there any common qualities you have noted that make for a successful internship at this agency?
9. Are there other people at the agency who can be resources for me during my fieldwork?
10. Is it possible to attend staff in-service activities, workshops, conferences or guest speakers that directly relate to my learning goals?

Policy for Students Interviewing with Potential Field Placements

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

If after interviewing at two potential placement sites, a student is refused placement at both placement sites for reasons of perceived inappropriateness, the student will not have the option of an additional interview until a meeting occurs between the student and the Director of Field Education. The student's field liaison and/or faculty advisor may be asked to attend the meeting between the student and Director of Field Education.

The purpose of the meeting will be to assess the student's strengths and resources, to address the problematic behaviors and assist the student in correcting them. The goal of the meeting with the Director of Field Education includes the establishment of deadlines by which the student can secure another placement interview and begin a field placement for the semester. However, if the third interview is also unsuccessful, the student will be referred to the MSW Program Coordinator. The MSW Program Coordinator may bring the matter to the Academic Review Committee, which reviews students in academic difficulty, or may choose to confer with other relevant individuals (i.e., field liaison, faculty advisor, Director of Field Education) before making a recommendation regarding the student's field status.

Employment Based Internships

Students who completed three months of employment by January 1st of each year at their current place of employment at the time they submit their field application are eligible for an employment-based internship. Students considering an internship at their place of employment must meet with the assigned field staff to discuss the program's goals and objectives. The strengths and challenges of an employment-based placement are reviewed, and other available options are discussed. Proposed employment agencies must meet all the criteria required of any BSU MSW 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 and submits it to the Director of Field Education and/or their Field Specialist. The field supervisor, on-going employment supervisor, and the student must sign a proposal agreement stating that all parties agree to the internship as described. The proposal must be approved by the Director of Field Education and then reviewed by the Field Committee.

The written proposal must include the following:

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

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

1. An individual with an MSW and at least two years post-MSW experience must be available as field supervisor, subject to the approval of the MSW program.
2. The proposed field instruction assignment must meet curriculum requirements (i.e., generalist practice opportunities or specialized year opportunities).

Students may request that both of their field placements occur in their place of employment, though each placement will need to meet the conditions outlined above.

Agency Requirements

CORI (Criminal Offender Record Information) and Drug Testing

Most agencies require background (CORI) checks on students, and many now require drug testing. Information obtained in a CORI check includes registered home address, driving status, criminal history, and any restraining orders held against the student. Students who have a criminal conviction need to be aware that this may affect acceptance for placement and/or future ability to become licensed in some states. It is useful to inform the field staff working with you of any CORI issues, so that you can problem solve prior to an interview. If an agency requests, but does not process CORI requests for prospective interns, it becomes the student's responsibility to request the information for the MA Criminal History Board. In this case, the fee of \$25.00 is paid by the student.

General Liability Insurance

All students engaged in approved internships are covered under The University's Professional Liability Insurance with a limit of \$1,000,000 per occurrence and \$3,000,000 per aggregate. The University is self-insured for general liability. Additional insurance can be purchased at reduced rates through the *National Association of Social Workers* for students who become members of that organization.

Policy on Transportation

The student is responsible for travel expenses to and from the field site. Some agencies can reimburse mileage for home visits, meetings and other related activities. Whether or not reimbursement is possible is a question to ask prior to accepting the placement.

Driving clients in private autos or agency vehicles is prohibited for social work students. Students can accompany and assist with client needs in vehicles driven by agency staff. It is expected that students conduct home visits as requested by the agency and use either private auto or public transportation to do so.

Safety Policy

1. It is important to ask the agency supervisor about the safety policy in the agency and to become fully acquainted with the policy and practice of the agency.
2. Students are not allowed to participate in physical restraints of clients but can participate in training.
3. Students should follow the agency protocol when making home visits or conducting sessions in the office. If the student feels uncomfortable or concerned about their own safety, they should develop an emergency plan with the supervisor.
4. In addition to agency policies, students are urged to be vigilant and value their own concerns about safety. Having a cell phone, carrying minimal personal valuables and being aware of one's surroundings are always basic and essential to safe practice.
5. Any concerns that the student has which have not been addressed by the supervisor should be raised with the Field Liaison.
6. If the student is involved in an incident that results in injury to anyone involved, or is involved in an incident where the police or other law enforcement become involved, the following steps should be taken:
 - Contact the Field Liaison or Director of Field immediately.

- Within the next twenty-four hours complete an Incident Report form (see *Student Handbook and Field Manual*, Section VI) and return it to the Field Liaison, or Administrator of Field Education.

Agency and Field Supervisor Information

Selection of Agencies and Field Supervisors

The selection of agencies for field education is an important part of the MSW program. It is the responsibility of the Director of Field Education to determine an agency's suitability for student training and to work closely with interested agencies in this process.

An agency assessment is conducted by the Director of Field Education or a field specialist. The assessment covers such topics as: the function and service of the agency, possible student assignments and availability of resources for the student, level of practice competence and special requirements for student placement. The agency also provided information pertaining to curriculum, field requirements and expectations regarding assignments, supervision and evaluation.

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

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

6. The agency will support staff time for effective supervision and professional learning, including participation in the MSW program's orientation, field instruction training and liaison visits. It is expected that students receive at least one full hour of weekly supervision.
7. The agency must attempt to provide the necessary space and facilities, including privacy for interviewing, desk and the technology necessary to successfully meet expectations.

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

1. A Generalist year and Specialized Year MSW student must have a supervisor who holds an MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, knowledge in the practice area, and demonstrate expertise in the work to be supervised.
2. Field supervisors must be committed to the teaching function of social work education.
3. Field supervisors must have an interest in, and time to fulfill, the responsibility of teaching social work students.
4. Field supervisors who have not previously supervised should make every effort to attend a Seminar in Field Supervision (SIFI) training. SIFI training is offered at most schools of social work including BSU.

Roles, Responsibilities and Expectations

Director of Field Education

Responsibilities:

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

Field Liaison

1. Orient field supervisors to the MSW program's curriculum and participate in orientation workshops.
2. Help field supervisors plan individualized learning experiences for students in accordance with the objectives of field.
3. Facilitate concurrent field seminar groups on campus for student's infield.

4. Meet with the field supervisor and the student in three-way conferences at least once during the semester in which the student is in placement (e.g., during the first semester conference and final evaluation conference).
5. Be available as a resource person for the student; consult with students on field experience and progress toward achieving field education objectives.
6. Consult with field supervisors on field experience and progress toward goals.
7. Consult with the students and their field supervisors regarding field-related issues as they arise.
8. Assist students with difficulties in learning and mobilize appropriate resources on behalf of students and meet individually once per semester.
9. Review the student's portfolio, including process recordings, learning contracts and other materials regularly and prior to a field visit.
10. Assign student grades in collaboration with the agency field supervisor.
11. Assess the quality of field instruction and opportunities provided by each student and make recommendations to the Administrator of Field Education regarding continuing participation in the Program.
12. Attend meetings related to the position of field liaison in order to share positive experiences and concerns, develop strategies and discuss issues related to the fulfillment of field education goals.

Field Supervisor

1. Attend program orientation sessions held by field faculty and staff at the beginning of the academic year. Attend seminars, workshops and other special activities arranged by the Director of Field Education.
2. Select appropriate assignments and, with the student, create a learning education agreement that reflects the learning objectives, opportunities and expectations; review a minimum of 9 process recordings for fall and spring semester.
3. Provide the student with an orientation to agency and job/tasks.

4. Provide at least one full hour of weekly supervision for specialized year students in order to provide feedback and act as an educator and role model. Up to 30 minutes of supervision time required per week can be covered through group supervision, clinical meetings and teaching case conferences.
5. Provide on-going supervision and evaluations of students throughout the placement.
6. Participate in evaluation meetings with the student and field liaison throughout the field placement, usually two per academic year.
7. Complete and submit requested materials to the MSW program, (e.g., field supervisor form, student evaluations, etc.). Notify the faculty field liaison of any problems or questions as soon as they become evident.
8. Plan for any absences as diligently as possible, including the assignment of an alternate supervisor for the student.
9. Provide a training environment that adheres to the NASW Code of Ethics and is responsive to the training needs of students.

Student

All students who enter the MSW program are adult learners who are expected to take an active role in planning and implementing their learning experiences in the field practicum. The following responsibilities, though not exhaustive, are basic for carrying out active participation in learning:

1. Follow established procedures for selection of a placement agency.
2. Familiarize themselves with and abide by agency policies and regulations as well as with those of BSU and the MSW program.
3. Perform in a responsible, professional manner, keeping commitments to the agency, to the agency field supervisor, to clients and to the field liaison.
4. Take the initiative in seeking advice and consultation or help from the agency field supervisor or the field liaison.

5. Use the relationship with the field supervisor in the advancement of knowledge, therapeutic skills and techniques and self-awareness.
6. Communicate educational needs and interests to the field supervisor; this includes communicating that they have too much or not enough work or are interested in learning about and being involved in other services which their field placement offers.
7. Discuss areas of disagreement, dissatisfaction, or confusion in respect to any part of the field learning experience with the field supervisor and/or field liaison.
8. Keep appointed conference times with the field supervisor and prepare for such conferences by adhering to recording deadlines and formulate questions relating to assignments. The student who cannot keep to the designated time will advise the field supervisor accordingly and take the initiative to discuss an alternative conference time.
9. Develop a learning agreement that specifies learning goals and assigned tasks designed to accomplish those goals.
10. Complete a minimum of nine process recordings in the fall and spring semesters. Process recordings are submitted to the field supervisor for review and comment. The field liaison will also review process recordings.
11. Complete all documentation requested by the supervisor ontime.
12. Participate with the field supervisor and field liaison in the first semester conference and final evaluation conference.
13. Maintain a portfolio of all materials related to the internship, including completed process recordings with supervisor's comments, journal entries, time sheets, etc. This should be made available to the faculty field liaison when requested.
14. Notify agency field supervisor of proposed vacation plans, unavoidable absences and tardiness in advance, as is expected in professional employment.
15. Abide by the *NASW Code of Ethics*. Standards of Professional Conduct, and BSU Academic Integrity Policy always and in so doing, protect confidentiality of clients when required to present case material from the practicum in class.
16. Complete the required practicum hours within the time frame of the contract.
17. Complete all required evaluation forms.

Evaluation and Grading Policies

Evaluation of Student Performance

Evaluation of student performance in field education is an on-going process and is an integral part of the educational program. Field supervisors are encouraged to give students frequent feedback. Students and field supervisors discuss mechanisms for evaluation when they are developing the learning agreement. Examples of suggested evaluation activities include presentations by the student in supervision, at case conferences or team meetings; field supervisor and field liaison review of written materials such as case notes, process recordings, reports, logs and journals; and field supervisor review of video/audiotapes of client interactions, presentations or role-plays.

The MSW program requires two student field evaluations during the year. However, it is expected that any concerns be discussed in a timely fashion and shared with the student. The evaluations are written and shared with the student for discussion and refinement of learning goals. They are due in December for the fall semester and in April for the spring semester to the field liaison. A course grade cannot be assigned until the evaluation is received (see *Student Handbook and Field Manual, Section VI, for Evaluation of Student Performance in Field Education*). Field liaisons should be contacted about any concerns.

Evaluations are a mutual effort of student and supervisor, with the supervisor taking responsibility for the final version submitted to the MSW program after the student has read it and points of difference have been noted. It is important that evaluations be balanced in presenting both competencies of the student and areas needing further development. Ideally, the evaluation is an evolving process, and nothing should appear in it that has not already been discussed with the student in regular supervisory conferences. The MSW program recommends that prior to the completion of the evaluation, at least one supervisory conference is set aside for discussion of the student's overall response to and use of the fieldwork experience. Students are required to prepare written self-appraisals for this

purpose (see *Student Handbook and Field Manual*, Section VI). It is helpful to refer to the learning objectives in this manual and to review the Learning Agreement while assessing the student's progress.

Field Instruction Grading Policy and Basis for Grading

Student performance in the field placement is formally evaluated by the agency field supervisor via written *Field Evaluation* (see *Student Handbook and Field Manual*, Section VI), midway through the placement (December) and at the completion of placement (May). Students also complete written self-evaluations as well an evaluation of their field agency, field supervisor, field liaison and the Administrator of Field Education.

Student evaluation (grade) is on a scale of Pass, Fail and Incomplete and is accomplished through both verbal and written evaluations. The student's final grade for field education each semester is based on field performance as indicated by field instructor(s) evaluation, the learning agreement, journal entries, process recordings, seminar attendance, participation in seminar discussions and agency and case presentations. The student should have a portfolio of completed process recordings, learning agreements and other information relevant to the field placement available for review as part of the field visit. The field supervisor's written evaluations of the student's performance, along with verbal assessments of specific aspects of the student's performance are provided by the field supervisor. The faculty field liaison is responsible for assigning the final grade each semester. **The seminar is designed to be a two semester, full academic year course of study and training resulting in competencies that are addressed over that time period.**

The final grade is based on the following criteria:

“Pass” indicates that the student has attended seminars, participated productively and has completed the required hours and performance expectations of the internship.

“Fail” is given when a student has not attended the seminar regularly, has not demonstrated productive participation and /or has not met the hours or expectations for performance of the internship.

“Incomplete” can be given at the discretion of the field liaison in communication with the field supervisor, but the request must be initiated by the student. Students and Field Liaisons must agree upon a course of action moving forward. By university policy, all incompletes will become “F” if not addressed by the end of the semester directly following the semester in which the incomplete was given.

Concerns in Field Instruction

It is the responsibility of the faculty of the MSW program to grant academic credit only to students whose coursework meets or exceeds minimum acceptable standards. Performance in field instruction is a critical indicator of the student's readiness to assume professional responsibilities, as well as an essential part of the MSW program requirements. It is therefore imperative that students earn a grade of “P” for each semester in field instruction in order to successfully complete the MSW program. The MSW program has developed guidelines for handling situations in which the student's field instruction performance deficiencies bring into question the student's ability to meet minimally acceptable standards. Examples include but are not limited to, erratic attendance patterns, failure to keep appointments or other obligations to clients or colleagues, punitive or otherwise inappropriate behavior in the professional role, violation of the ethics of the profession and refusal or failure to carry out policies or procedures that are vital to the agency's functioning. It is especially crucial that any performance deficiency be brought to the student's attention as soon as it has been observed. Only in this way do the student and the field supervisor have a full opportunity to initiate timely corrective steps.

The MSW program respects the right of the student to raise issues regarding his or her field instruction placement. Concerns should be brought by the student to the field liaison for appropriate resolution. The first step in most cases involves the field supervisor or field liaison working with the student to identify possible ways to resolve the problem with their supervisor. The MSW program believes that the process of problem solving on one's own behalf can be an important part of professional development. If this fails, the student, field supervisor, field liaison and/or Director of Field Education initiates a joint meeting to further assess and enact problem resolution strategies. Field placements, once confirmed, are not disrupted lightly.

If the Director of Field Education, in consultation with appropriate others, concludes that a placement should be discontinued, an assessment will be made jointly by the Director of Field Education, and relevant others as to whether a student should be reassigned to another field supervisor in the same agency or to another agency setting. All decisions regarding re-assignments are made in consultation with the student. If it is concluded that the student is going to change internships, the field office is responsible for the new contact and process. These arrangements may require that the placement be extended beyond the required minimum placement hours.

Unacceptable Performance in the Field Placement

Students are expected to adhere to the *NASW Code of Ethics*, to follow agency policies and procedures and to otherwise conduct him or herself in a professional manner. Definitions and examples of professional conduct can be found in the Professional Standards of Practice section below. Failure to meet these expectations will be reflected in fieldwork grades and/or may result in other actions being taken by the MSW program, including termination at any time from a field placement. A failing grade in a field may result in termination from the program.

Guidelines for Handling Performance Issues in Field Education:

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

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

If student performance in field education is unsatisfactory, the field liaison, the Director of Field Education and the academic advisor will review the student's performance in field work and may request that the MSW Program Coordinator assign an Academic Review Committee.

Appeal Process

Appeals of any adverse action are to be heard by the University's appeal process. Students are advised to apprise themselves of the grievance and appeals procedures as identified in the BSU [Graduate Academic Policies and Procedures](#).

Professional Behavioral Standards

This is not an exhaustive list, however, below are a few highlighted behaviors related to field practice.

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

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

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

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

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

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

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

Inclement Weather Policy

On field days, it is expected that students adhere to notifications regarding weather related changes of the agency, not BSU. Any missed time in field placement needs to be completed when it meets client and agency need.

Mandatory Reporting

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

Confidentiality and Use of Client Information

The School of Social Work requires all students to comply with agency policies and procedures related to confidentiality of client information. Students may not use any individually identifiable information about clients in any papers, reports, class discussions, etc. Students who use information about clients for MSW program related work are required to mask all identifying information. A student's orientation to their field placement will include the agency's policies and procedures on confidentiality and all applicable state and federal laws and regulations, including HIPAA Privacy Standards, related to confidentiality of individually identifiable health information.

Bridgewater State University Campus Resources

Bridgewater State University Campus main number: 508.531.1000

Resource	Location	Phone
Academic Achievement Center	Maxwell Library	508.531.1214
Athletics and Recreation	Tinsley Center	508.531.1352
Bookstore	East Campus Commons	508.531.6198
Career Services	Rondileau Campus Center	508.531.1328
Circulation Services	Clement C. Maxwell Library	508.531.1392
	Library Hours	508.531.1749
College of Graduate Studies	Maxwell Library 021	508.531.1100
Campus Center Lab	Rondileau Campus Ctr. 007	508.531.2819
(Computers available for student use)	Moakley Center 130	508.531.2555
Counseling Services	Weygand Hall 1110	508.531.1331
Disability Resources	Clement C. Maxwell Library	508.531.2194
Financial Aid Office	Welcome Center 209	508.531.1341
GLBTA Pride Center	Rondileau Campus Ctr. 109	508.531.1408
Human Resources and Talent Mgmt.	Boyden Hall 103	508.531.1324
IT Support Services	Boyden Hall 209	508.531.2600
Learning Assistance Areas	Academic Achievement Ctr.	508.531.1214
Marketing and Communications	Boyden Hall 208	508.531.1335
Media Services	Maxwell Library 011	508.531.2020
MSW Writing Fellows	Burrill Office Complex 103	508.531.1465
Multicultural Affairs	Rondileau Campus Center 101	508.531.6166
Student Success and Diversity	Boyden Hall 211	508.531.2729
Parking Services and Connect Card	Hunt Hall 001	508.531.2897
Police Department (non-emergency)	Campus Police Station	508.531.1212
Print Shop	Rondileau Campus Center 200	508.531.2267
Registrar's Office	Boyden Hall 003	508.531.1231
Second Language Services	Academic Achievement Ctr.	508.531.3830
Student Accounts	Boyden Hall 107	508.531.1225
Student Involvement and Leadership	Rondileau Campus Ctr. 103	508.531.1273
Transit Shuttle	Operations Center	508.531.1383
Wellness Center	Weygand Hall 1110	508.531.1252

Field Forms

[Field Forms can be found on the School of Social Work website](#)

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<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

The Code of Ethics in English (page 24)

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Codeof-Ethics-English>

Procedures and Policies (page 24)

<http://handbook.bridgew.edu/policies.cfm>

Graduate Academic Policies and Procedures (page 24)

<http://catalog.bridgew.edu/content.php?catoid=13&navoid=1192>

NASW Code of Ethics (page 25)

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Codeof-Ethics-English>

Bridgewater State University Office of Community Standards Student Code of Conduct (page 25)

http://handbook.bridgew.edu/Code.cfm#_ga=2.229519836.197422950.1543338882-1942216416.1539803009

Bridgewater State University College of Graduate Studies policy on Academic Integrity (page 25)

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Bridgewater State University Policies (page 29)

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College of Graduate Studies, Printable Forms (page 29)

<https://my.bridgew.edu/departments/CoGS/SitePages/Forms.aspx>

BSU School of Social Work MSW Program Website (page 29)

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