

SCHOOL OF SOCIAL WORK

B.S.W. PROGRAM

FIELD EDUCATION HANDBOOK 2009-2010

Dare to reach out your hand into the darkness, to pull another hand into the light.
~Norman B. Rice



How wonderful it is that nobody need wait a single moment before starting to improve the world. ~Anne Frank

Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope....and crossing each other from a million different centers of energy and daring those ripples build a current that can sweep down the mightiest walls of oppression and resistance. ~Robert F. Kennedy

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SCHOOL CALENDAR 2009-2010
for
BSW FIELD EDUCATION STUDENTS

Classes Begin	Wednesday September 2 nd	
BSW Field Education Student Orientation	Thursday September 3 rd	9 a.m.-4 p.m.
New BSW Field Education Instructor Orientation	Thursday September 10 th	9-11:00 a.m.
1 st Day of BSW Field Education Work	Tuesday September 8 th	
Mid-term Exams (approx. dates)	October 21 st -25 th	
BSW Field Education Instructors' Meeting	Thursday October 1 st	9-11:00 a.m.
BSW Field Education Instructors' Meeting	Tuesday November 17 th	9-11:00 a.m.
Thanksgiving Recess November	November 25 th -27 th	
Final Exams December	December 15 th -22 nd	
Winter Recess*	December 23 rd -January 19 th	
Orientation of January Start Field Education	Thursday January 14 th	
Spring Classes Begin	Wednesday January 20 th	
1 st Day of BSW Field Education Work – January starts	Thursday January 21 st	
BSW Field Education Instructors' Meeting	Thursday February 25 th	9-11:30 a.m.
Field Education Agency Day	Monday February 22 nd	11 a.m.-12:30 p.m.
Mid-term Exams	March TBA	
Spring Recess*	March 15-19 th	
Field Instructors' Appreciation Brunch	April TBA	
Last Day of Field Education Work	Tuesday May 4 th	
Final Exams	May 7 th -14 th	
Commencement	Saturday May 22 nd	
Last Day of BSW Field Education Work - January Starts	Friday, July 30 th	

THE FIELD EDUCATION CALENDAR

Students normally complete the Field Education component of their programs during the senior year, two days per week, September through May. Students must complete at least 425 hours and must be in their field education placements for the entire academic semester. In order to accommodate individual student programs, placements beginning in January and extending into the summer (July) may be arranged with faculty approval.

The calendar for Field Education is based on that followed by the agency rather than the academic calendar. This means that students beginning in September must plan to work during semester break. These **students are allowed six days vacation during the course of their Field Education experience**. (Four days are usually taken sometime during the Christmas holiday period and two days during the spring vacation.) However, students must observe the "days off" of the particular agency in which they are placed. For example, those placed in school settings must observe the school's vacation periods in December, February, and April and hence, **DO NOT** get any additional vacation days. Students may also find this to be the case with religiously affiliated agencies. Students are permitted a reasonable number of sick days; however, absences of more than several days should be discussed with his/her faculty advisor. **Under no circumstances may a student complete Field Work with fewer than the required minimum 425 hours.** Additionally, students should pay close attention to the attendance policies related to Field Education Seminar (see page 23).

In the case of students doing concurrent placements beginning in January, the time pressures for fulfilling the **required minimum 425 hours** are somewhat greater. Consequently, no provision for vacation days is possible for these students, and days missed due to sickness generally need to be made up. Furthermore, students placed in agencies with work days less than 8 hours must schedule at least enough additional hours to bring their total above the 425 hour minimum.

BSW FIELD EDUCATION FACULTY LIAISONS
2009-2010

Field Education Coordinator: Shannon Mokoro, ABD, M.S.W., Assistant Professor, B.A., University of California; M.S.W., Clark Atlanta University; ABD, Georgia State University

Field Liaisons:

Phil Amato, Assistant Professor, B.A. Stonehill College; M.S.W., Boston College; Ph.D., Boston College

Patricia Connolly, Associate Professor, B.A., University of Delaware; M.C.P., University of Maryland; Ph.D., Boston College

Helen Glikman, Assistant Professor, B.A., Tufts University; M.S.W., Simmons College; Ph.D. Harvard University

Lisa Johnson, Assistant Professor, B.S., University of North Carolina; M.S.W., University of Illinois at Urbana-Champaign; Ph.D., University of Louisville

Shannon Mokoro, Assistant Professor, B.A., University of California; M.S.W., Clark Atlanta University; ABD, Georgia State University

Shelley Steenrod, Assistant Professor, B.A., University of Massachusetts; M.S.W., Boston University; Ph.D., Brandeis University

STUDENT ACTION RESOURCE TEAM

Student Action Resource Team (S.T.A.R.T.) is the Bachelor of Social Work program student organization, which began in the spring of 1976. The organization was created because Social Service majors felt a need to effectively channel their opinions and attitudes. Today S.T.A.R.T. engages in a wide variety of social action projects, consciousness-raising efforts, educational events and trips, fundraising campaigns, recruitment and retention efforts, and hosts an annual banquet honoring BSWs.

2009-2010 Officers

President:	Lindsey Gear
Vice-President:	Jillian Granese
Secretary:	Amanda Willard
Advisor:	Dr. Phil Amato

MISSION OF THE SCHOOL OF SOCIAL WORK

The mission of the School of Social Work is the education of social work professionals who will contribute to social, economic, and human well-being through culturally competent practice and advocacy in local, national, and international communities. Critical to the mission of the School of Social Work is the creation of interactive and collegial learning environments that support the development of students' knowledge, skills, professional identities, leadership, and commitment to social work values and ethics. The School's faculty strive to provide the highest quality bachelor of social work (BSW) and master of social work (MSW) programs in order to prepare graduates for generalist (BSW) and advanced generalist (MSW) practice with individuals, families, groups, organizations, and communities.

The mission of the School of Social Work is in keeping with the mission of Salem State College and the College's Schools of Human Services and Graduate School, especially with regard to educating traditional, non-traditional, and diverse student populations who will meet the professional workforce needs of the Commonwealth of Massachusetts. To this end, the College and the School of Social Work recognize the centrality of life-long learning, civic engagement, and educational programs that are optimally accessible, affordable, rigorous, and integrated with global perspectives.

The Bachelor of Social Work program is nested within the School of Social Work. Our mission statement is reflective of the administrative structures outlined above. It also emphasizes the unique student-centered nature of the BSW program.

BSW PROGRAM MISSION

The mission of the BSW Program of the School of Social Work is to provide an excellent generalist foundation for baccalaureate students in the knowledge necessary for beginning professional practice and to enable them to learn about and rehearse the skills necessary for that practice. Central to the mission of the program is to ground all students in the values and ethics of the profession and in the fundamentals of social and economic justice, non-discrimination and openness to other cultures. The professional curriculum builds on a rigorous and comprehensive liberal arts core curriculum. Courses in the Social Work major address professional knowledge, skills and values, building to a substantive senior field education experience that emphasizes professional attitudes and behaviors.

Our program is student-centered. In recognition of the needs of many of the students served, the program is committed to both academic rigor and to providing support for students who might otherwise struggle to complete a baccalaureate degree. The program is committed to providing a variety of means of access, including creation of articulation agreements with community college programs and offering our undergraduate courses to working students enrolled in our evening division. The program welcomes a diverse student body and fosters an atmosphere of openness, collegiality and respect between students and faculty.

FIELD EDUCATION INSTRUCTION POLICIES AND PROCEDURES

Educational Philosophy of Field Education

The School of Social Work at Salem State College has developed, and continues to refine, an educational philosophy which identifies shared beliefs about social work education and serves as a guide for the development and implementation of educational programs. The essential elements of the School's educational philosophy are:

1. Learning is a partnership enterprise of students, faculty, administration and the professional community.
2. Professional education in social work must respond to and give leadership to the emerging needs of the profession and the consumers of its services, in particular those vulnerable and oppressed populations served in the public arena.
3. Efforts to prepare students for ethically responsible and competent practice must:
 - a. address human diversity and the realities of diverse racial, ethnic, gender, cultural, religious and lifestyle identities;
 - b. attend to the role of values and the Code of Ethics of the social work profession in professional practice;
 - c. attend to the inter-relationship of classroom and field instruction which makes acquired knowledge, values and skills available for professional use; and
 - d. instill a critical stance toward practices that promote social work's accountability and effectiveness.
4. Preparation for competent professional practice and leadership requires clear definition and differentiation of educational outcomes at the baccalaureate and master's levels, and a planned relationship among them. At Salem:
 - a. the design of the Baccalaureate program must assure preparation for competency as entry level, direct and indirect, social work professionals;
 - b. the design of the Masters program must assure preparation for competence for advanced generalist levels of professional practice to particular populations; and
 - c. the design of the Masters program must address the academic and professional preparation of students with special emphasis on advocacy for social justice and access to services for those populations whom the public and publicly contracted service arena is mandated to serve.
5. There is a base common to all professional social work education, which should be acquired by all persons aspiring to be members of the profession, and that common base provides the requisite foundation on which advanced preparation is built.
6. The complexity and breadth of social work practice, combined with its increasingly specialized forms of practice, requires that a School be selective in identifying the advanced forms of practice for which it has the faculty expertise and other resources to deliver with excellence.
7. The methods of social work practice are considered to be means for achieving professional ends, not ends in themselves. Practice methods, therefore, are to be taught in the context of advanced generalist professional intervention with social problems in systems of all sizes.
8. Students as adult learners should be actively involved in their learning and should engage in directing their learning.

9. Salem as a professional social work school designs and delivers instruction in a manner responsive to the characteristics of the learners involved in their programs.
10. Programs of professional social work education should promote the spirit of inquiry, and the need for life-long learning as a requisite for keeping professional practice relevant to a changing society.

THE GENERALIST APPROACH IN SOCIAL WORK

The curriculum of Salem State College School of Social Work rests on the generalist philosophy of social work. Rather than specializing in any given field or concentrating on a particular method of practice, students are expected to perform functions and acquire skills that cut across all system levels and may be applied in a broad spectrum of human service settings.

The importance of the generalist philosophy extends well beyond consideration of populations and settings. It affects both the way that problems are assessed and the nature of the professional responses or interventions the worker chooses to address those problems. For example, the generalist social worker will lay particular emphasis on the connection between private troubles and public issues or what is sometimes called the case to cause connection. The generalist practitioner always assesses the extent to which the social environment is a source of the problems experienced by individual clients. The generalist views an individual client or family as representative of a group in the community who are similarly affected adversely by the same environmental problems. In a very real sense, the generalist views that group and indeed the community or society as another "client."

Because of this expanded understanding of problem genesis, and of who or what constitutes the client, the generalist social worker should be prepared to intervene in all systems that are involved in a problem including both the presenting individual or family, and the community and community institutions as well. This is both a practical matter of getting to all the sources of the problem, and an ethical matter of placing responsibility where it belongs rather than on the victim. Further, it is the key to making at least a portion of our work preventive rather than merely remedial. The generalist social worker begins with this expanded idea of the problem and moves to address it in multiple and complementary ways.

The implications of the generalist perspective for practice are that a practitioner needs skills in casework, group work, community practice and research in order to intervene in a holistic way. In work with individuals, and with other systems as well, emphasis is placed on the "well model" to identify, mobilize and enhance strengths rather than to "diagnose or cure pathology." The ideal of generalist practice is an interpersonal approach in which collaboration between worker and client is developed and applied in a systematic problem-solving process. The focus of change that is sought may be enhanced functioning of an individual, family, organization or other larger systems "client", but usually also includes some environmental change. Such environmental changes range from finding and developing social supports, to organizing a community group, to having an impact on social policy development and change.

Field education placements for our students are developed with the generalist perspective in mind. We look for field education agencies that provide a variety of opportunities necessary for students to learn and enhance the range of skills required in generalist practice. We also encourage both students and field education instructors to shape the placement experience to make use of the generalist theoretical perspective that students have studied in their course work. Recognizing that many agencies are unfamiliar with the generalist approach, we seek through field education instructors' meetings and the aid of faculty liaisons to help field education instructors meet this request.

In addition, we look for field education agencies that serve a diverse client population and that will give our students opportunities to work with clients and client groups who have been adversely affected by racism, sexism, ageism, minority class status, poverty, homophobia and/or other forms of discrimination. We hope that students will have the opportunity to work with client groups other than their own, to gain respect for diverse groups and to develop skills for working effectively in our multi-cultural society.

FIELD EDUCATION READINESS REQUIREMENTS

A formal application process and an interview (beginning with January 2010 starts) are required for students wishing to enter Field Education. Students who wish to be assigned to placement must demonstrate their readiness for undertaking Field Education Work through fulfillment of both academic and non-academic criteria.

Academic Requirements

Students in the BSW Program are required to take six social work courses prior to beginning Field Work. These are:

- Social Work Profession (SWK 101)
- Social Welfare Past and present (SWK 102)
- Social Service Volunteer Practicum (SWK 200)
- Race, Class, and Ethnicity (SWK 270)
- Generalist Practice I (SWK 301)
- Generalist Practice II (SWK 302)

These courses must be taken at Salem State College. Grades of at least a “C-” are required in these major courses. The student must achieve a cumulative grade point average of at least “B-” in these six social work courses prior to being considered for Field Education placement assignment. At the end of his/her Field Education experience, the student may have no more than 15 credits to complete his/her degree.

Simply meeting the academic requirements is not grounds for automatic approval to enter into Field Education. Students must satisfactorily complete the Field Readiness packet and meet the non-academic requirements.

Non-Academic Requirements

In addition to the above academic requirements and standards that must be maintained prior to field education placement, the students must meet additional, non-academic standards established by the faculty in the School of Social Work. As the Salem State College Catalog states, a “student’s readiness for assignment to a Field Education agency will be assessed by his/her level of maturity and responsibility and his/her commitment to the field of social work as ascertained in consultation with his/her department advisor.”

A. Maturity and Responsibility

The School of Social Work faculty assesses the student’s maturity and responsibility through interactions with the student in the classroom, during the advising process, through observations of the student’s willingness and ability to follow through on assignments and procedures involved in applying for Field Work, and by measuring the student against the Professional Standards for Social Work Education (see pages 37-42 of this handbook). Throughout the first three years of the program, students are expected to complete all course requirements in a prompt and thorough fashion. The student’s relationship to the volunteer agency in the Social Service Volunteer Practicum is also assessed.

Students are expected to initiate and keep periodic appointments with their faculty advisors and these appointments will be used to assess the student's increasing preparedness for Field Education, as well as for academic advising purposes. Students should expect to receive ongoing feedback from their faculty advisors regarding their readiness for Field Education.

The School recognizes that maturity is not a static or precisely defined entity, but it requires a baseline of emotional or mental health. We maintain that students who are going to interact forcefully in other people's lives must function on a level in which they are not harmful to the clients. More specifically, students must be able to recognize their own issues as their issues and not the client's, and to be able to keep their own issues separate from their professional interventions. Students must be able to have at least enough control over their responses to their own issues that they are able to listen adequately, assess correctly, and intervene appropriately.

The School recognizes that each of us has areas of strength and vulnerability and that each of us is continually growing and maturing. The School further recognizes that vulnerability in certain areas does not preclude the ability to perform adequately in a professional capacity.

Students who are undergoing personal stress are urged to pursue counseling or psychotherapy. Such participation in counseling will not be held against the student in considering his/her readiness for Field Education. In certain circumstances, participation in counseling may be held as a prerequisite for (or accompaniment to) Field Education.

B. Commitment to the Field of Social Work

The School of Social Work assesses the student's commitment to the field of social work primarily by evaluation of the student's understanding and willingness to be guided by the values of the social work profession: respect for the unique worth of all clients, and their consequent rights to dignity and self-determination. Acknowledging that American culture inculcates prejudicial attitudes and discriminatory behavior (racism, sexism, ageism, anti-Semitism, homophobia, etc.) that are inimical to the values of the social work profession, the School offers throughout its curriculum opportunities for students to become aware of their own developing values and attitudes that are inimical to the social work profession.

The School does not contend that these can be eliminated within three years, but rather maintains that students must demonstrate an awareness of their contradiction to social work values and a willingness or openness to work toward their control and ultimate eradication. The School must feel confident that a student's attitudes and values will not interfere with the student's work with clients in such a way as to jeopardize the client's rights to dignity and self-determination

C. Criminal Record Check

The application for field education placement requests that a student reveal to the BSW Field Education Coordinator any criminal record history. There are many social service agencies that conduct a criminal offense record information check of all paid or volunteer employees or students. This information is only shared with the agency when necessary and students are

encouraged to take charge of this informing process. This is intended to assure an appropriate and fully informed student-agency match and is also intended to protect the students as well as the clients and field education agency.

STUDENT RESPONSIBILITY TO OBTAIN PROFESSIONAL LIABILITY

All students entering Field Education must be covered by professional liability (malpractice) insurance. Although some placement agencies carry such insurance covering both staff and interns, most do not. Consequently, it is required of students to purchase their own coverage. This insurance may be obtained at a reasonable cost through the National Association of Social Workers (NASW) agent, the American Professional Agency, Inc.

We strongly recommend that students obtain a student membership in NASW. NASW membership involves a group eligibility insurance plan. We recommend that you at least make joining NASW a part of your field education application process in order to avoid delays in processing your insurance application.

Application forms for both NASW membership and the insurance can be found in Appendix A of the Field Education Readiness Handbook or may be obtained in the Field Education Office. During the first month of placement, students must turn in a photocopy of their liability insurance coverage or they will not be allowed to continue in field education placement.

CHANGING PLACEMENTS AND/OR REPEATING FIELD EDUCATION

We work from the assumption that whatever problems arise during a field education placement, can be worked out through unified efforts of the student, the field education instructor, and the faculty liaison. On rare occasions, circumstances or problems develop within a student's placement that are sufficiently intractable that a change of agency assignment is necessary. Such a decision and the choice of another placement site are the responsibility of the BSW Field Education Coordinator in consultation with the student, field instructor, and the faculty liaison.

Even more rarely a student withdraws from, is asked to withdraw from, or fails Field Education. In that event, s/he may apply to be admitted to Field Education again at a later date, however, students must be aware that they are not guaranteed readmission to Field Education. Students must repeat the application process in full, and may be required to meet with the School's Progression Committee. The new application will be reviewed by faculty with particular attention to the preparedness of the student to address and correct the problem(s) that were at issue in the initial field placement.

AVENUES OF APPEAL

Appeals of faculty decisions regarding field education placement should first be discussed with the student's faculty advisor. The student may also request a conference with the BSW Field Education Coordinator. Further avenues of appeal are consistent with those for the

program in general, which are explained in detail in the *BSW Student Handbook*. This includes automatic referral to the Student Progression Committee of any situation in which faculty believes a request for field education placement should be rejected.

Students should be aware of the fact that in handling any and all of the above cases regarding the academic and non-academic requirements, CORIs, and changing or repeating field education placements, the School will follow the procedures for levels of review as indicated in the “Professional Standards for Social Work Education.”

THE FIELD EDUCATIONAL TEAM

The student, the field education instructor, the field education faculty liaison, and the field education coordinator comprise the field educational team. Each has certain roles and responsibilities in the process of working together toward providing a successful Field Education experience. These roles and responsibilities are stated in the sections that follow.

FIELD EDUCATION STUDENT

I. FIELD EDUCATION WORK: ROLE AND RESPONSIBILITIES

A. Objective

The primary objective of the student in the field education setting is to learn and apply personal and professional skills necessary for working with clients and institutions. The minimum of 425 hours in placement should permit the student to become effectively involved in a professional setting and to develop first-hand knowledge about an agency's operation and the service network of which the agency is a part.

B. Expectations

Student participation in an agency is a privilege granted by the good will of the agency. The student, therefore, is responsible for observing and following all professional and employment regulations which are established by the agency for its personnel. Any areas of doubt or confusion in regard to agency policy should be clarified with the field education instructor as soon as possible.

Students must adhere to the agency's policies concerning working hours, dress codes, notification procedure in the event of absence or delay, and must provide adequate professional practice. Students must work in a mature, responsible, and cooperative manner. Students who do not meet the professional standards of the agency and of the School of Social Work will be withdrawn from placement.

C. Requirements

1. Liability Insurance:

Once placed in an agency, the student is responsible for obtaining liability insurance, except in a limited number of agencies that provide liability coverage for interns under policies covering their employees. Students may obtain this insurance at reasonable cost by joining NASW and purchasing individual coverage through the Association's group plan. Application forms are available in the Field Education Office and in the BSW Field Education Readiness Handbook. Each student must have documented evidence of insurance coverage by her/his first day at the field education agency.

2. Learning Contract:

Students are expected to become familiar with the philosophy and objectives of the placement agency and to become involved in the ongoing operation of the agency according to the mutual negotiation and understanding among the field education instructor, student and faculty liaison. To make this understanding clear and concrete, the student will complete a contract with the field education instructor.

The Contract, negotiated between the student and the field education instructor, is intended to serve as a guide for the educational components of the student's experience, by identifying assignments that are expected to provide for particular areas of learning. We encourage that the document be written in quite specific terms, but also that it be viewed flexibly enough to allow for renegotiation to respond to unanticipated educational opportunities or learning needs. The Contract is due to the faculty liaison after the fourth day of placement; however, it is open for renegotiation at any time during the placement.

The format of the Contract reflects essential areas of preparation for generalist social work practice. We expect students to develop knowledge and skills in working both with small systems and with larger systems. The former, generally, refers to work with individuals, families or small groups; the latter to work relating to organizations (e.g., the agency itself), the community or social policy, and it may involve research. We also lay emphasis on students' learning to work with a culturally and socially diverse client population, and becoming acutely aware of the role of oppression in the lives of most of their clients. (Please refer to the statement about "The Generalist Approach to Social Work.")

It is essential that the field education experience include opportunity for students to provide direct services to clients, including identification and provision of resources and advocacy on clients' behalf. Although individual or group counseling may be one piece of their experience, they also must develop interpersonal skills, such as relationship building and interviewing, which will enable them to give effective services on all systems levels. Students are expected to develop skills in assessing individual, small group and larger systems needs and strengths. Over the course of a field placement, we expect to see growth in the professional nature of the students' activities, reflecting growing self-awareness and ability to make connections between theory and practice.

Learning needs, interests and talents unique to individual students should help to determine the emphasis within field assignments. In anticipation of that consideration, during the contracting process, we ask students to utilize the Skills List to assess their own learning needs prior to negotiating the Contract with their field education instructors.

The Contract also includes an agreement, to be signed by the student and field education instructor that the student will abide by the School's Standards of Professional Behavior.

We recognize that few job descriptions for agency staff encompass all of these features. Consequently, field education agencies frequently bridge department lines or sometimes even reach outside the agency in order to fulfill the educational needs of the student. The School

encourages and greatly appreciates that kind of interest and flexibility on the part of agencies and field education instructors.

3. On-Site Visits:

The faculty liaison visits the Field Education agency at least twice during the placement. The exact day and time are mutually arranged by the student, field education instructor and faculty liaison. Additional visits can be arranged as necessary at the initiative of any member of the field educational team.

The on-site visit permits all three members of the educational team (the student, field education instructor, and field liaison) to examine the successes and challenges encountered at the placement agency in meeting the learning objectives of the student and the School. Often, the Contract is reviewed and an informal evaluation of the student's progress is discussed. The on-site visit is an excellent opportunity for each member of the field educational team to clarify and resolve any issues that may have arisen.

D. Assignments:

1. Process Recordings:

The School requires that students gain experience doing process recordings of their work with individuals or small groups. *At least four (4) recordings must be completed each semester.* Ideally, the same individual client or group should constitute the focus of multiple process recordings. The recordings are processed with the field education instructor as part of field instruction. The process recordings will also be shared with the faculty liaison for comment and credit.

2. Formal Assessment Document:

The School requires that all students gain experience in completing at least one formal assessment document in the course of their placements. This may be a biopsychosocial assessment similar to that completed in Generalist Practice I, or may follow a model customarily used in the placement agency. This is to be processed with the field instructor as part of field instruction, and will also be shared with the faculty liaison for comment and credit.

3. Macro Project:

Each student must design and implement a large systems project that addresses an issue or need within the placement agency or the community. The macro project is organized under the guidance of the field education instructor, including the development of project objectives and outcome measures. Macro projects can involve various formats and tasks: research, outreach programs, interagency collaboration, special programs' start-up, special events planning and staffing, development activities, lobbying and advocacy, political campaign work or others. At the completion of the project, the student must submit a one-page precis of the macro project to the field education instructor, along with any other written and/or other tangible evidence of the project's outcomes that have been produced. The precis and other outcome evidence will also be shared with the field liaison for comment and credit.

GRADING

Two formal, written evaluations are completed by the field education instructor and shared with the student, one before the mid-point of the placement and the second near the end of the placement. The same Field Education Evaluation Instrument is used both times, making it easy to compare student growth and development over the course of the placement.

The faculty liaison is responsible for grading student performance in Field Work with significant input from the field instructor. Note that the Field Work grade is not merely based on the student's performance in the agency; the ability to critically examine and make professional meaning of one's experience as reflected in logs and other assignments is very important. A final narrative evaluation that becomes a part of the student's official record is written by the faculty liaison and shared with the student at the end of SWK 405.

The Field Work grade will be weighted as follows:

In-agency performance	70%
Satisfactory completion of all other requirements & assignments	30%
- Process Recordings, Formal Assessment Document, and Macro Project	

Students receive a grade of "P" (Pass) or "NP" (No Pass) for Field Work.

II. FIELD EDUCATION SEMINAR: ROLE AND RESPONSIBILITIES

A. Objectives

Upon completion of Field Seminar students will:

1. provide peer support for the purpose of sharing achievements, concerns and frustrations related to Field Work experiences
2. synthesize their understanding of generalist practice and apply major social work values, concepts, principles and skills
3. evaluate each other's interventions based on evidence-based practice (create an assignment/rubric for students to evaluate their interventions)
4. consolidate their ability to apply theory to practice
5. analyze client and organizational behaviors and circumstances encountered in Field Work
6. increase their knowledge about the functioning of different agencies in diverse socio-economic, cultural and political environments
7. practice and develop small group facilitation skills
8. increase their self-confidence and capacity for independent and interdependent functioning as a helping person
9. develop a professional sense of self

B. Structure and Expectations

Seminars differ considerably from the traditional classroom experience. They offer an opportunity to integrate and synthesize experiential and academic learning. It is a venue for discussion of substantive practice issues. Case presentations by students are an important feature of seminar meetings. Students are expected to take a major role in planning and facilitating their seminars under the guidance of the faculty liaison who convenes the seminar (see Role of the Facilitator, pp. 24-25, for a detailed description of expectations for student facilitation).

The seminar should also serve as a support group on which all members can depend. Members have an important responsibility to each other; consequently, the active involvement of each member in responding to others verbally and non-verbally and regular attendance are taken very seriously.

Early in the course of the year, each student will be expected to share with the seminar a concise oral report about her/his placement agency. To assure thorough coverage of important agency characteristics, students may want to refer to guidelines used for agency reports completed for their previous social work courses.

On a weekly basis, seminar members will “check in” with reports on day-to-day joys and challenges in their placements. Students will also rotate responsibility to make case presentations to the group. These presentations will form the bases for discussions of the application of the generalist approach to specific case material from field settings.

When presenting “check ins” and cases, seminar members are encouraged to include ideas about the following topics:

- a. Social justice issues encountered
- b. Larger systems issues and projects
- c. Assertiveness
- d. Application of social work ethics
- e. Oppression: institutional, cultural, personal, how to identify and handle it
- f. Challenges of cross-cultural practice
- g. Specific cultural differences and similarities of client populations served
- h. Agency politics
- i. Development of professional and personal self-awareness
- j. Use of supervision, administration and support services
- k. Application of the generalist model in traditional settings
- l. Application of research to professional tasks
- m. Effects of social policies on clients and on service delivery

Seminar members are also likely to engage in discussion about personal planning, often connected with the Reflection Papers (discussed below), and sometimes shared in formal presentations by School faculty and administrators. These topics may include:

- a. Resume writing
- b. Future plans—the first professional job after Field Work
- c. Social Work Licensing
- d. Graduate education

C. Assignments

1. Participation

Each student is expected to participate fully in the seminar, both in terms of sharing one's own experiences and in responding to fellow seminar members with questions, reactions and ideas about the other seminar members' experiences. Good listening and other interpersonal skills are demanded in this critical aspect of the seminar's functioning.

2. Facilitation

Each week, one student is assigned to facilitate the seminar, assignments are made prior to that student's assigned week. In the role of facilitator, the student will guide and manage the flow of discussion. The facilitator should give each member of the seminar the opportunity and encouragement to participate and, on occasion, the facilitator must regulate the tendency of some seminar members to dominate the discussion. The facilitator should formally open and close the seminar session, and must be vigilant about the use of time throughout the meeting.

3. Weekly Logs:

Students are expected to submit a weekly summary of activities in field placement using the form provided by the School. Copies may be found in the bottom drawer of the file cabinet containing student mail folders, 1st floor, Academic Building. If you prefer to have a copy on Microsoft Word via your computer, please ask your faculty liaison or see Professor Mokoro to receive an e-mail attachment copy of this form. These logs involve description of the intern's activities, analysis of those activities including related theory and value issues and the feelings that the activities generated for the student. Another part of the log asks students to examine what happened in supervision and to reflect on the last seminar session. Logs are due each week in Field Seminar.

4. BSW Competency Exam

The Council on Social Work Education, our accrediting body, requires that all social work programs evaluate how well the program has met the objective of preparing students for beginning level practice. Therefore, as part of our effort to fulfill this standard, **students will be expected to sit for a BSW Competency Exam** at the end of Field Work. This exam will be administered during the 2 ½ hour exam period associated with Field Work Seminar and set by the BSW Field Education Coordinator. The exam times for students completing field in the summer will be negotiated by students, the faculty liaison and the BSW Field Education

Coordinator. The purpose of this exam is to evaluate the success of the program, not the performance of individual students. However, **a student will not receive a grade for Field Work II or Field Seminar II until he/she has taken this exam.**

5. Theoretical Analysis Paper (first semester)

The assignment is to examine in theoretical terms one or more situations encountered in your Field Work experience. You may organize your assignment in either of two ways:

- (a) You may begin from theory, explain the theory then relate it to the field situation(s), discussing the implications for practice.
- (b) You may begin from the field situation and analyze it theoretically and discuss the implication for practice.

The assignment is both written and oral. The written paper should be used as the basis of a discussion that you will be asked to lead in your seminar group. The discussion should move beyond the specifics of the situation you have encountered to consider how the theoretical material relates or might relate to practice more generally. The paper should be 5-7 pages in length, double-spaced, and should include a short bibliography on the subject to identify the sources from which you took the theory. The bibliography must be written in proper APA format. Appropriate citations must be used in the body of the written assignment, including the correct use of paraphrasing and quotations.

6. Reflection Paper (second semester)

To complete the assignment, the student is expected to report on his/her experiences working with individuals, groups and larger systems. These should be in-depth examinations of what the student learned and how it was learned. Conceptualization and ability to be both self-critical and able to critically examine agency and relevant public policy are important considerations in grading these papers. The paper should be 5-7 pages in length, double-spaced.

The assignment asks you to reflect on each of these ideas and challenges below, as you have experienced them in your Field Work placement:

- What problems are addressed (micro, mezzo, macro) at your placement agency (or in the specific program or unit in which you are placed)?
- How effective are the interventions used to serve your clients?
- What individual or individuals have challenged some preconception or prejudice of yours at your placement? How might this prejudice impact your practice? What are you doing (or might you do) to ameliorate that impact?
- What social justice and/or values and ethics issues arose most prominently in your work? Is change needed? If so, what sort of change and at what level? By whom? How have you personally addressed these issues?
- Which field work experiences were of greatest significance for your learning? What were their impact on you, and on your knowledge and skills? In what ways has this field work experience influenced your future career plans?

GRADING

The student should receive ongoing feedback from the faculty liaison regarding the student's performance in seminar and the student's grade. While a formal written evaluation is not required, the student may request one from the faculty liaison if desired at the midpoint or at the end of the placement period. The guidelines for submitting a formal written evaluation, if requested by the student, are on page 46 of this handbook.

The student will receive a letter grade for field seminar. The student's final field seminar grade will be weighted as follows:

Attendance	15%
Participation	15%
Weekly Logs	15%
Facilitation	25%
BSW Competency Exam	5%
Theoretical Analysis/ Reflection Paper	25%

D. Other Field Education Seminar Policies

1. Attendance

Attendance in the weekly field seminars is mandatory. The first seminar meeting takes place during BSW Field Orientation. As a BSW student engaging in professional practice you are expected to take your attendance, professional decorum, and participation seriously. As you are earning a letter grade for Field Seminar, attendance and participation are a part of your grade. As we are aware illnesses as well as other emergencies occur. As such, in field seminar you are granted 1 absence per semester without penalty. A 2nd absence will result in a flagging form being filed by the faculty liaison and will also require the student to meet with their liaison to discuss attendance. Any absence after the 2nd will result in the student receiving a zero for attendance and his or her participation grade will also be affected, guaranteeing that the student cannot earn above at least a grade of B- for field seminar.

Social work is a professional degree and as such you are expected to conduct yourself in a professional manner. Professional behavior is an integral part of your attendance and participation. Social work majors held to the Professional Standards of the School of Social Work outlined in the BSW Student Handbook. Your continuation in Field Work is dependent on adherence to these same standards.

2. Classroom Conduct

The classroom is a learning environment enhanced by the interactions of the students and instructor. It is a place where ideas and knowledge are shared through various learning modalities including lecture, role plays, videos, and discussion.

In order to maintain an environment conducive to this learning process, a certain decorum and professionalism must be agreed upon by both the students and the instructor. Examples include, but not limited to the following:

- a) Punctuality – It is important that classes begin and end on time. Faculty and students

- b) Cell Phones – Cell phones must be turned off or put into vibrate mode (if you are on-call). Under no circumstances are students allowed to *text message* or *IM* during the class.
- c) Computer use – The use of computers is strongly recommended. Computers can be used for note taking and Web searches associated with classroom discussion. E-mailing and random web searches are not permitted and can be disruptive to the class process.
- d) Cross talk – Everyone needs to be respectful of the person who is talking. Cross talk or talking over someone is disrespectful to your fellow student and the instructor. If you have a question or need clarification, please ask the instructor.
- e) Mutual respect – Everyone has an opinion and it’s important to respect each others’ opinions regardless of how much we may disagree. The classroom is a place where pluralistic ideas need to be presented and discussed.
- f) Food & drinks – If students bring in food or beverages you must thoroughly clean up after yourself. In addition, please be mindful of others around you who may not have the opportunity to obtain food before they arrive to class. Sharing is strongly encouraged, but not required.
- g) Posture – It’s not appropriate to sleep in class or lie across the desks. This behavior indicates that you are not prepared for class and need to make other arrangements.

III. ROLE OF THE FACILITATOR

Prepare

- Prior to the seminar session you will facilitate, get suggestions for agenda items
- Think about the agenda and make notes for yourself to help guide the session
- If appropriate, create and distribute written agenda to all members of the seminar
- Remember to bring any other written materials pertinent to the topic (s)

Organize and Communicate the Seminar’s Structure

- Welcome members and set the tone for the session
- Review agenda and invite input about topics that members feel they *must* address redo agenda, if appropriate, based on who needs “air time”
- Be flexible: important and timely issues and problems may supersede your planned agenda
- Communicate what the group will focus on/accomplish that day, based on the planned agenda plus the input on timely issues
- Keep track of time; move group forward as necessary
- If necessary, call for renegotiation of time or for tabling of items

Facilitate Discussion

- Pay close attention to group process and to content
- Encourage all members to participate; monitor the “monopolizers” and nudge the reticent participants to contribute

- Bring group back to the topic if it strays
- Suggest theoretical analysis of events, situations, issues, problems discussed
- Invite discussion of values and ethics involved in Field Work experiences
- Periodically summarize and feed back to the group what's been discussed
- If a process issue rises, point it out to the group and ask if they wish to address it

Handle the Emotional Components of the Discussion

- Reach for feelings from members as they report their experiences
- Actively listen to the reported feelings and reflect their meaning
- Handle any conflicts that arise between group members:
 - identify the conflict and put it “on the table”;
 - allow members on either side of conflict to fully explain their positions;
 - ask for help from the group for understanding and processing the conflict;
 - allow time for processing and resolution;
 - let members know that conflicts are normal and expected in a group;
 - summarize the results of processing the conflict.

Maintain Your Unique Role as Facilitator

- Remember that your primary role is to facilitate; your secondary role is to participate
- Contribute opinions and ideas only to the extent that they do not interfere with effective facilitation
- Let others speak first
- Do much more listening than talking
- If you have a strong feeling about an issue and feel compelled to talk about it relinquish the facilitator role to another member during this time
- Understand your power to reorder the priority of agenda items, to control who is speaking, and the length of time devoted to an issue; if you use your power to “break the rules” of the agreed-upon structure, be aware that you are raising a political and ethical question

Close the Seminar Session

- At the end of the session, summarize the discussions that took place
- Identify who will facilitate next session; allow next facilitator to establish the upcoming topic (s)
- Remind members of any action needed before next session
- Thank members for attending and for participating

IV. EVALUATION OF AGENCY AND FACULTY LIAISON BY STUDENT

The student will complete the Agency Evaluation form found in the back of this handbook and submit it at the end of the placement in the agency to his/her Faculty Liaison.

The student will complete the Evaluation of Faculty Liaison form in the back of this handbook and submit it to the Field Work Coordinator or Chairperson at the end of the placement. It will not be shared with the Faculty Liaison until grades are recorded.

V. BSW COMPETENCY EXAM

The Council on Social Work Education, our accrediting body, requires that all social work programs evaluate how well the program has met the objective of preparing students for beginning level practice. Therefore, as part of our effort to fulfill this standard, **students will be expected to sit for a BSW Competency Exam** at the end of Field Work. This exam will be administered during the 2 ½ hour exam period associated with Field Work Seminar and set by the BSW Field Education Coordinator. The exam times for students completing field in the summer will be negotiated by students, the faculty liaison and the BSW Field Education Coordinator. The purpose of this exam is to evaluate the success of the program, not the performance of individual students. However, **a student will not receive a grade for Field Work II or Field Seminar II until he/she has taken this exam.**

FIELD EDUCATION INSTRUCTOR

I. Role and Responsibilities

The Field Education Instructor (the supervisor within the field education agency) is an integral part of the School of Social Work Field Education Program and a member of the field educational team. He/she must hold a CSWE accredited baccalaureate or Master's in social work in order to supervise our students. He/she will provide a helpful and positive experience for the student in such ways as:

1. Involving the student in meaningful agency experiences.
2. Determining, in conjunction with the student, appropriate assignments.
3. Instructing the student as to the goals, scope, and operation of the agency as part of the student's orientation to the agency.
4. Holding weekly 1-2 hour individual supervisory sessions with the student.
5. Helping the student make accurate assessments, plan and evaluate appropriate interventions and apply relevant Social Work theory to practice.
6. Utilizing the formal assessment document and process recording assignments required by the School to advance student skill development.
7. Discussing and evaluating student reports and other written materials.
8. Being available for on-site visits with faculty liaison and students.
9. Attending on-campus field instructor meetings/workshops.
10. Providing ongoing evaluation of the student's performance and completing formal Field Work evaluations, prepared in conjunction with the student and submitted to the faculty liaison midway and at the end of the placement, to indicate the student's progress and contribute to determination of an academic grade for Field Work.
11. Fostering student application of the knowledge, values, processes and skills essential for ensuring the Social Work professional development.

It is expected that the agency will provide adequate space and facilities for professional utilization of students. In keeping with the generalist approach to Social Work, the Field Instructor will attempt to arrange a variety of activities for the student whereby he/she can develop the range of knowledge and skills needed for generalist practice. (Please refer to sections in "The Generalist Approach in Social Work" and "The Field Education Learning Contract" for greater detail.)

II. Relationship to the School of Social Work

A. Letter of Acceptance

Prior to a student beginning the field education placement, the Field Education Instructor will be asked to complete and return to the School a Letter of Acceptance of the student on a form provided by the School. The School also asks that the Field Education Instructor provide a resume for School records.

B. Contract

A written contract negotiated between the student and Field Education Instructor should be used to facilitate and specify the mutual responsibilities and activities of the student and Field Education Instructor. The completed form is due after the fourth day of placement. A copy should remain at the agency for reference. The Faculty Liaison will review the contract to determine that it fulfills the educational objectives of the program.

C. Evaluation of Student Performance

The student receives both a mid-way and a final grade for Field Work. Although the Faculty Liaison is responsible for determining these grades, Field Education Instructor's report of the student's performance is an important consideration in this determination. Consequently, the Field Education Instructor is expected to complete a formal evaluation instrument about the student's work at two points during the placement. (A copy of this instrument will be mailed to the field education instructor). Although we expect these evaluations to be part of the ongoing evaluation conducted by the Field Education Instructor in conjunction with the student, and the student must sign these instruments to indicate that they have read them, the instruments submitted to the School are understood to represent the Field Instructor's assessment of student performance.

D. Communication with Faculty Liaison

The Field Education Instructor should keep the Faculty Liaison informed about the student's activities and progress, as well as any changes in supervision or other agency developments that may affect student performance. Evolving problems should be called to the attention of the student and Faculty Liaison. Field Education Instructors are free to contact the Faculty Liaison at any time to discuss matters pertaining to student placement. All members of the educational team will endeavor to keep communication channels open and should feel free to share areas of concern. In some instances, a Faculty Liaison's on-site visit provides an opportunity for concerns to be discussed and resolved.

FIELD EDUCATION FACULTY LIAISON

I. Role and Responsibilities Relative to Students

1. Ensuring the educational integrity of the Field Education placement.
2. Ensuring that the student is receiving a beneficial learning experience.
3. Conferring with the student and the Field Education Instructor regarding the appropriateness of assignments.
4. Overseeing the progress of the student while in the Field Education placement and ascertaining that the placement is providing opportunities for the application of knowledge, values, process and skills essential for ensuring the generalist social work focus.
5. Providing additional professional consultation regarding accurate assessments, process recordings, planning and evaluating appropriate interventions and applying relevant social work theory to practice.
6. Providing support and counseling for the student during the Field Education placement.
7. Convening weekly seminars for the field education students for whom s/he is responsible and ensuring that professional standards be maintained in its functioning.
8. Reviewing and providing feedback on student's weekly logs and other assignments.
9. Meeting formally with the student on campus at least twice during the Field Education experience and on other occasions as needed.
10. Meeting formally with the student and the Field Education Instructor at the agency at least twice during the Field Education experience and on other occasions as needed.
11. Mediating between the student and the agency in situations in which difficulties have arisen and have not been resolved between the parties.
12. Assessing development and progress relative to the student's personal growth as a social worker.
13. Removing the student from the Field Education placement if the student's practice of social work is not professionally adequate, as specified in a Student Progression meeting.
14. Functioning as the student's academic advisor during the period of the student's Field Education placement and through the completion of his/her degree. (This applies only to full-time faculty members.)
15. Determining the Pass/Fail grade for the student in Field Education and the academic grade in the Field Education Seminar.

Because of the serious emphasis on which we are placing on field and field seminar for our students, it is important that every effort is made to meet on a weekly basis without fail. If the faculty liaison is ill she or he should contact the Department Chair as is usually required and in addition should contact the BSW Field Education Coordinator who will attempt to find coverage for the field seminar. Under no circumstances should a field seminar group be left to meet on

their own. If the faculty liaison or BSW Field Coordinator is unable to find coverage for a seminar, the faculty liaison must make arrangements to meet at some other point to make up for that missed meeting. Field seminars must meet 15 times per semester.

II. Role and Responsibilities Relative to Field Education Agencies

1. Maintaining an ongoing relationship with the Field Education Instructor.
2. Ensuring that the student provides the agency with adequate professional practice.
3. Assisting the Field Education Coordinator in providing Field Education meetings and workshops for Field Education Instructors.
4. Consulting with the Field Education Instructor and other agency personnel regarding application of the generalist social work model to agency practice.
5. Mediating between the student and the agency in situations in which difficulties have arisen and have not been resolved between the parties.
6. Removing the student from the Field Education placement if the student's practice of social work is not professionally adequate, as specified in a Student Progression meeting.

FIELD EDUCATION COORDINATOR

I. Role & Responsibilities Relative to Students

1. Preparing students to enter Field Education through the Field Education readiness process and Field Education Orientation.
2. Matching students with agencies in consultation with the BSW faculty and students' faculty advisors.
3. Placing students at an agency and ensuring that the agency agrees to give the student a professional social work educational experience.
4. Maintaining files of agencies, Field Instructors, and student and faculty evaluations.
5. Handling student complaints and concerns if they are not satisfactorily resolved by faculty member and Field Instructor.

II. Role & Responsibilities Relative to Field Work Agencies

1. Recruiting and approving new Field Education agencies.
2. Providing agencies information about the Field Education program.
3. Ensuring that the student and faculty work in harmony with the agency program and mandate.

4. Providing a professional setting for Field Education Instructors where they can discuss their supervisory experiences and understand the School's program and philosophy.

PROBLEMS IN THE FIELD EDUCATION SETTING

On rare occasions, circumstances or problems develop within a student's placement that are sufficiently intractable that a change of agency assignment is necessary. Such a decision and the choice of another placement site are the responsibility of the Faculty Liaison in consultation with the student, the Field Instructor, and the BSW Field Education Coordinator.

Even more rarely, a student withdraws from, is asked to withdraw from, or fails Field Work. In that event, s/he may apply to be admitted to Field Work again at a later date, however, students must be aware that they are not guaranteed readmission to Field Work. Students must repeat the application process in full, and may be required to meet with the School's Progression Committee. The new application will be reviewed by faculty with particular attention to the preparedness of the student to address and correct the problem(s) which lead to the previous termination.

Student problems related to Field Education are subject to the same student progression, conflict resolution and grievance procedures that apply to other aspects of the School's program. This includes referral to the Student Progression Committee of any situation in which the student is withdrawn from the field because of deficiencies in the student's performance. Procedural details are fully explained in the *Standards for Professional Behavior* (see pages 37-42 of this handbook).

Workplace issues related to Field Education, including discrimination and various forms of harassment, must be reported directly to the Salem State College Office of Human Resources/Equal Opportunity (978-542-6526) by the student. See the School of Social Work's current student handbook for policy on the specific issue.

CHANGE OF ADDRESS, PHONE NUMBER, and/or E-MAIL

Students and Field Education Instructors are asked to notify the Field Education Department as soon as possible of any change in name, address, phone number, or e-mail. Please contact the School's Field Education Office to submit any changes.

LETTER OF ACCEPTANCE

Professor Shannon Mokoro
BSW Field Education Coordinator
School of Social Work
Salem State College
Salem, MA 01970

Dear Professor Mokoro:

We have accepted _____
to have her/his field placement in this agency for the 20__ - 20__ academic year:

Agency _____

Address _____

City/Town _____ Zip _____

Telephone _____

E-Mail Address _____

Student's Field Instructor _____

Educational Background (please attach resume unless previously submitted)

Academic Degree _____

Number of Years of Experience in the Field _____

Sincerely,

(Name)

(Title)

(Date)

SALEM STATE COLLEGE
School of Social Work

BSW FIELD EDUCATION LEARNING CONTRACT

Between _____ and _____
Student Field Education Instructor

Representing _____ on _____
Agency Date

- I. The following assignments are agreed upon to develop knowledge and skills:
 - A. Direct services working with small systems (individuals, families, small groups):

- B. Indirect services working with larger systems (organizations, community, policy, research):

- II. The following particular learning needs/interests of the student will be taken into account:

III. The population groups served by the agency which can provide opportunity for the student to develop skills in working with a culturally diverse client population are:

IV. Plans for orientation of the student to the agency include:

In signing this contract, the Field Education Instructor agrees (a) to provide a minimum of 1 hour of individual supervision per week, (b) to attend, if at all possible, periodic Field Education Instructor meetings at Salem State College, and (c) to evaluate the student's performance - both as an on-going process and in completion of evaluation instruments mid-way and at the conclusion of the placement.

Signature of Field Education Instructor

In signing this contract, the student acknowledges agreement with the educational plan and willingness to participate in the assignments, orientation and supervisory arrangements as a means to its fulfillment. The student also agrees to engage in the planned activities in a professional and ethical manner to the best of his/her ability.

Signature of Field Education Student

Faculty Liaison acknowledges review and receipt of this Learning Contract between the student and the field agency.

Signature of Faculty Liaison

***ETHICAL PRINCIPLES OF NATIONAL ASSOCIATION OF SOCIAL WORKERS**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social Workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant to their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

*Copies of the entire Code of Ethics are available in the School of Social Work Office.

Professional Standards for Social Work Education

These standards are used to assess a student's readiness for field education and throughout the entire practicum experience. As indicated in the self-assessment guide above, students must address how they have achieved these standards thus far in their professional development.

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1. Introduction

2. Criteria for Evaluating Academic Performance in BSW & MSW Programs at The School of Social Work

2.1 Acquisition of Professional Skills

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2.1.2 Interpersonal Skills

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2.2 Emotional Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

2.2.2 Emotional Abilities

2.3 Professional Performance Skills Necessary for Work with Clients and Professional Practice

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2.3.2 Professional Behavior

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Criteria for Evaluating Academic Performance, Policies and Procedures for Review of Academic Performance, and Academic Grievances

1.0 Introduction

This document delineates *Salem State College Professional Standards for Social Work Education* – standards that apply to students enrolled at the School of Social Work at Salem State College effective Summer 2003.

Because of the nature of professional social work practice, the School of Social Work has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided to clarify expectations and procedures regarding concerns about academic performance. The ultimate goal of the *Standards* is to help students have a successful experience at the School of Social Work.

Because becoming a professional is a gradual process, it is not expected that all criteria will be met at all times. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. This assessment of performance and professional judgment occurs as the student progresses through academic and field education courses.

All social work students will be provided with the School's *Professional Standards for Social Work Education* and the *National Association of Social Workers (NASW) Code of Ethics* during their orientation meeting at the School. Students will be asked to sign an acknowledgment documenting that they have read, are aware of the contents of, and will abide by the *Standards*. When students enter field education, they will sign an additional document that states they have read the *NASW Code of Ethics* as well as the *MSW Field Education Curriculum Guide* or *BSW Fieldwork Manual* and that they understand and will abide by these documents. These acknowledgement forms will be kept in students' files.

2.0 Criteria for Evaluating Academic Performance in the School's BSW and MSW Programs

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the School of Social Work evaluates the academic performance of its students in four general areas: acquisition of professional skills; emotional abilities; professional performance in field; and scholastic performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. *Both professional behavior and scholastic performance* comprise academic standards in a professional social work program.

2.1 Acquisition of Professional Skills

The acquisition of each of the following skills is evaluated in accordance with undergraduate- and graduate-level educational standards.

2.1.1 Communication Skills

The student demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings. The following distinctions and similarities are made between written and oral communication skills:

a) *Evaluation of Written Communication Skills*: The student writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including referencing, appropriate source citation, and documentation in accordance with the latest edition of the *American Psychological Association Style Manual*. The student possesses sufficient skills in written English to demonstrate an understanding of content presented in the social work course or program in which the student is enrolled. The student is able to complete adequately all written assignments, as specified by classroom and field education faculty, and meets the College's established *Minimum Writing Standards* (see page 48).

b) *Evaluation of Oral Communication Skills*: The student communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. The student expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. The student possesses sufficient skills in spoken English to demonstrate understanding of content presented in the course or program in which the student is enrolled. The student is able to complete adequately all oral assignments, as specified by classroom and field education faculty.

2.1.2 Interpersonal Skills

The student demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These skills include demonstrated compassion, empathy, altruism, integrity, and respect for and consideration of others. The student takes appropriate responsibility for his or her actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

The student exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. The student demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. The student exhibits cognitive capacity sufficient to understand and execute the field education practicum.

2.1.4 Physical Skills

The student exhibits motor and sensory abilities to attend and participate in class, with or without reasonable accommodations. The student exhibits sufficient abilities to perform the essential functions of the field education practica, with or without reasonable accommodations. (See section 2.6 on *Accommodations for Disabilities* for clarification.)

2.2

Emotional Abilities Necessary for Performance in the BSW or MSW Program and Relevant Professional Practice

2.2.1 Stress Management

The student demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. The student handles stress effectively by developing appropriate self-care, and supportive relationships with colleagues, peers, and others.

2.2.2 Emotional Abilities

The student uses sound judgment and demonstrates relational abilities in work with clients and colleagues. The student takes responsibility to seek and effectively use help, including resources outside the College, for medical or emotional problems that interfere with scholastic and professional performance. The student engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties result in any of the following:

- compromise scholastic and other performance
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Commonwealth of Massachusetts Board of Registration for Social Work Licensure).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

The student exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Massachusetts. The student demonstrates commitment to the essential values of social work that includes respect for the dignity and worth of every individual and a strong sense of social and economic justice.

2.3.2 Professional Behavior

The student exhibits behaviors that are in compliance with societal laws, institutional policies, program policies, and professional ethical standards in classroom, field education placement, and community. The student's appearance, dress, and general demeanor reflect a professional manner. The student shows potential for responsible and accountable behavior by knowing and practicing within the scope of professional social work standards: respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing

deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner.

The student works effectively with others, regardless of level of authority. The student advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. The student shows a willingness to receive and accept feedback in supervision in a positive manner. The student evidences the ability to use such feedback to enhance professional development and appropriately provides feedback to others.

2.3.3 Self Awareness

The student exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. The student accurately assesses his/her own strengths, limitations, and suitability for professional practice. The student demonstrates an awareness of self and how others perceive him or her. The student is able to reflect on his or her own limitations as they relate to professional abilities and practice. The student is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

The student's current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional social work practice standards. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Standards for Social Work Licensure in Massachusetts;
- Proper and timely disclosure of any convictions or offenses that may have an impact on the ability to practice professionally as well as willingness to engage in responsible collaborative decision making regarding how this history may affect the appropriate field practicum;
- Systematic evaluation of clients and their situations in an unbiased, factual way;
- Sufficient suspension of personal biases during interactions with others;
- Empathic communication and support of the client as a basis for a productive professional relationship;
- Appreciation of the value of diversity, sensitivity and respect for another individual's lifestyle and values as well as effective and nonjudgmental intervention with others who are different from oneself;
- Willingness to provide appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system;
- The absence of the imposition of personal, religious, sexual, and/or cultural values on clients;

- Demonstration of respect for the rights of others as well as commitment to clients' rights to freedom of choice and self-determination;
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement;
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications as well as doing one's own work, giving credit for the ideas of others, and providing proper citation of source materials;
- Demonstration of clear, appropriate, and culturally sensitive personal and professional boundaries;
- Absence of sexual harassment of others, including absence of verbal or physical threats, becoming involved in sexual relationships with clients, supervisors, or faculty;
- Absence of physical, emotional, verbal, or sexual abuse of others as well as absence of participation in dual relationships where conflicts of interest may exist.

WEEKLY SUMMARY OF FIELD EDUCATION ACTIVITIES

Student: _____ Dates Included: _____

I. What Happened at Placement:

Description of Activities	Analysis of Activity: Assessment Thinking, Relevant Theory & Values:	Student's Feelings Engendered by Activity

II. What Happened In Supervision	Briefly Summarize
Case Management	
Client Systems (micro, mezzo, macro)	
Social Work Theory	
Person-in-Environment	
Planned Change Process <ul style="list-style-type: none"> • Engagement, assessment, planning, intervention, evaluation, termination 	
Agency Dynamics	
Macro Project	
Social Work Ethics & Values	
Personal Feelings	

III. Reflections on Seminar of _____ (date)

IV. Hours completed this week:

Days

Hours

GUIDELINES FOR FINAL EVALUATION WRITTEN BY FACULTY LIAISON

If the student requests a formal written evaluation of his/her performance in field education seminar, the faculty liaison should follow the guidelines provided below. The evaluation written by the faculty liaison summarizes the student's progress either at the midpoint or at the end of the placement period. The student receives a copy of the evaluation and it becomes a part of the student's record to serve as the School's formal evaluation of the student's field education performance.

A narrative format is used for the preparation of final evaluation, the content of which is left to the discretion of the Faculty Liaison. Commonly they will include some combination of the following:

- Brief description of placement assignments/activities as well as any unique aspects of the agency program which influenced the nature of the placement.
- Evaluative observations of student's performance relative to the assignments: strengths, areas of learning, use of supervision, weaknesses and directions for future learning.
- Identification of outstanding features of placement experience, including any problems. If problems are included, the student's contribution to their creation and/or solution should be addressed. Major differences in viewpoints among the student, Field Instructor and Faculty Liaison should also be identified.

This evaluative summary should be clearly headed in such a way as to include all of the following information:

<p>Salem State College School of Social Work BSW Program</p> <p>Final Field Work Evaluation (period of placement)</p> <p>Student: Jane Doe Placement Agency: Department of Social Services (address) Field Instructor: John Buck, MSW (Narrative of evaluation)</p> <p style="text-align: right;">Signed _____ Mary Smith, Associate Professor Faculty Liaison</p>
--

Please note that the original of this evaluation should be submitted to the BSW Field Education Coordinator and a copy sent to the student within 6 weeks of the placement's completion.

EVALUATION AND GRADING OF FIELD EDUCATION WORK AND FIELD EDUCATION SEMINAR

The evaluation of the student's progress in the field is a collaborative process including input from the student, the Field Education Instructor and the Faculty Liaison. However, the grading of the student's performance in Field Work (SWK 404, 405) and Field Work Seminar (SWK 406, 407) will be the prerogative and responsibility of the Faculty Liaison.

Grades in Field Work will be awarded on a Pass/Fail basis and grades in Field Work Seminar will be awarded on a letter grade basis. Each will be predicated on successful performance in the areas detailed in the appropriate Assignments section, under **Field Work Student: Role and Responsibilities** earlier in this Handbook.

The Field Education Instructor is expected to complete the Field Work Evaluation Instrument (which will be mailed to field education instructors) in its entirety, two times - midway and at the end of the placement. These are both formal evaluations in the sense that they contribute substantially to the student's Pass/Fail grade for SWK404 and SWK405

The evaluation instrument sets out the standards by which successful performance on in-agency field-related work is to be rated. Those using the form should realize that, while these ratings do not translate directly into Pass/Fail grades, the faculty will be interpreting these ratings with some pre-assumptions in mind. Specifically, the faculty assumes that:

- (A) The rating "1," "2," or "3" connotes unacceptable field performance. This would generally translate to a failing (F) grade. While a "1" in any one area of the evaluation is cause for concern, it would not itself indicate a failure in Field Work. However, a preponderance of "1"s would certainly indicate that the student had not met minimal requirements for field and could fail Field Work.
- (B) The rating "4," "5," or "6" connotes adequate field performance. Any single rating of "4" would indicate an area where significant improvement is necessary in order to reach acceptable and usual standards of performance and a preponderance of "4"s would suggest the need for a Student Progression in order to address deficits in the student's work.
- (C) The ratings "7," "8" and "9" should be used for good – very good field performance, and translate into a passing (P) grade.

Those persons evaluating students should also take into consideration that the standard against which one should compare a student is that of FIELD EDUCATION STUDENT, not a colleague with some years of experience. Thus, although one might say that no Field Work student has a complete knowledge of the agency procedures and policies (since many experienced workers in highly complex agencies themselves may not have a complete knowledge), that student could still receive a "9" rating in that area if, in the field instructor's judgment, the student has an outstanding understanding of agency policies and procedures for a Field Education Student. A "9" rating DOES NOT necessarily imply perfection, or that no further growth is possible, or that

only an experienced senior worker could achieve that ranking. Some Field Work students, even given their unfinished professional development, should be given the highest rating.

APPENDICES

1. Field Education Assignment Checklist
2. Evaluation of Faculty Liaison (by student)
3. Agency Evaluation (by student)
4. Generalist Practice Skills List

Appendix 1 Field Education Assignment Checklist

Progress on the following required (but ungraded) tasks: (check as appropriate):

1. Weekly Logs

week 1 week 2 week 3 week 4 week 5 week 6
 week 7 week 8 week 9 week 10 week 11 week 12
 week 13 week 14 week 15

2. Formal Assessment Document (at least one)

Subject identified and timing planned
 Completed and processed with field instructor
(Must be accomplished before end of placement)

3. Process Recordings (4 per semester)

Client(s) or client group(s) all identified and timing planned, but none yet processed with field instructor
 Underway, but all four not yet processed with field instructor
 All four completed and processed with Field Instructor

4. Theoretical Paper (fall semester)

5. Reflective Paper (spring semester)

6. Macro Project

Project identified and timing planned
 Currently underway
 Completed, and outcomes shared with field instructor

Appendix 2

**SALEM STATE COLLEGE
School of Social Work
BSW PROGRAM
EVALUATION OF FACULTY LIAISON**

(Student form which must be submitted to the Field Education Coordinator upon completion of field placement)

Faculty Advisor: _____

Agency: _____

Number of on-campus conferences with Faculty Liaison: _____

Number of times visited in agency by Faculty Liaison: _____

Faculty Liaison was available for conferences and support as needed:

Yes No

Comments:

Date

Student's Signature
(optional)

Appendix 3

SALEM STATE COLLEGE
School of Social Work
BSW PROGRAM
AGENCY EVALUATION
(To be filled out by student)

1. Name of Agency: _____
2. Address: _____

3. Type of Agency: _____
4. Services provided: _____

5. Supervision by: _____
6. Other supervision by: _____
7. Supervision regularly scheduled _____ Yes _____ No
Private Conferences _____ Yes _____ No
8. Agency's relationship with students:
Reimbursement for travel _____ Yes _____ No
Space provided for student _____ Yes _____ No
In-service training available _____ Yes _____ No
to student
Inclusion at staff meetings _____ Yes _____ No
Grievance process available _____ Yes _____ No
to student
9. Do you recommend this agency be used for field education placement next year?
_____ Yes _____ No

Comments:

Appendix 4

GENERALIST PRACTICE SKILLS LIST

I. Skills needed to intervene professionally in the transactions between people and their environments (individuals, families, small groups, organizations, and communities).

A	GENERIC SKILLS TO WORK AT ALL SUBSYSTEM LEVELS	1	2	3	4	5
1	Accepting clients unconditionally and non-judgmentally					
2	Maintaining objectivity within caring professional relationships					
3	Relating to clients with empathy necessary to establish rapport and trust					
4	Being attentive and responsive in all professional encounters					
5	Observing behavior, emotions and physical characteristics of people and systems					
6	Identifying, tolerating and working with client feelings					
7	Identifying and supporting clients' strengths					
8	Applying the problem-solving process					
9	Fostering client participation and decision making					
10	Working effectively in crisis situations					
11	Setting limits appropriately and when needed					
B	COMMUNICATION SKILLS AT ALL SYSTEMS LEVELS	1	2	3	4	5
1	Accepting clients unconditionally and non-judgmentally					
2	Using silence effectively					
3	Using non-verbal communication effectively					
4	Using oral skills to communicate emotional content					
5	Attending and listening effectively					
6	"Reading" accurately the feeling tone of verbal and non-verbal communication					
7	Communicating facts and opinions clearly, accurately and professionally in writing					
8	Communicating emotional content in writing					
9	Using correct grammar, spelling, and sentence structure in written materials					
10	Summarizing and documenting work in a correct and timely manner					
11	Preparing and learning from process recording					
12	Attending to presentation and appearance in preparation of written documents					
13	Accessing and attributing correctly information from a range of data sources					
14	Distinguishing accurately between facts and opinions in oral and written communications					
15	Using persuasion skillfully and ethically in oral and written communications					

C	ADDITIONAL SKILLS SPECIFIC TO WORK WITH INDIVIDUALS	1	2	3	4	5
1	Focusing and directing interviews purposefully					
2	Obtaining and giving relevant information purposefully and professionally while protecting clients' confidentiality					
3	Accurately identifying a client's need for assistance					
4	Restoring, maintaining or enhancing client functioning					
5	Promoting behavioral change					
6	Mediating between individuals and their environmental systems					
7	Working with clients' defenses and resistance					
8	Using case advocacy skills effectively					
9	Providing anticipatory guidance to persons to help them minimize stress and disabilities					
D	ADDITIONAL SKILLS SPECIFIC TO WORK WITH GROUPS	1	2	3	4	5
1	Making appropriate use of group interventions					
2	Focusing group discussions appropriately					
3	Assuming appropriately a variety of group roles, e.g. facilitator, counselor, teacher, organizer, chairperson, family worker, leader					
4	Helping clients to develop group skills					
5	Encouraging group task functions among group members					
6	Encouraging group maintenance functions among group members					
E	ADDITIONAL SKILLS SPECIFIC TO WORK WITH LARGER SYSTEMS	1	2	3	4	5
1	Recognition of cause advocacy issues					
2	Obtaining information and developing understanding about the political process and the particular issues involved in this process					
3	Using a variety of strategies to influence and intervene in the political process					
4	Developing skills in organizing groups of persons so that they can exert pressure on power structures, political structures, and social institutions					
5	Establishing and using coalitions and transitory federations of community persons and groups					
6	Using critical thinking to identify and analyze major social and economic problems					
7	Participating in the development of needed changes in new social and economic policy					

II. Skills in working within the professional context of a wide range of social agencies, programs and social institutions through case management.

		1	2	3	4	5
1	Developing an extensive knowledge of the major social service systems: e.g. income maintenance/transfer, education, employment, health, housing, and personal services					
2	Mobilizing and using effectively the resources necessary to benefit clients					
3	Enabling clients to negotiate and use effectively environmental systems, especially service delivery systems					
4	Recognizing symptoms or problems beyond the scope of one's agency mandate and making appropriate referrals					
5	Building effective linkages between and among elements of the service delivery system					
6	Contributing to efforts to enlarge or change the service delivery system					

III. Understanding and applying concepts and theories of human behavior and the social environment to assess systems at all levels.

		1	2	3	4	5
1	Identifying persons or groups experiencing difficulty (in crisis) or in danger of experiencing crisis (at risk)					
2	Gathering sufficient information to assess the social, economic, and emotional needs of people					
3	Identifying socio-economic, political cultural, and institutional conditions that contribute to problems or raise the level of risk for people					
4	Clarifying and interpreting information, in light of theoretical knowledge					
5	Identifying problems, setting goals, and developing service plans based on comprehensive assessments					
6	Articulating in written form comprehensive assessments of clients' situations					

IV. Skills needed to work effectively with diverse populations and address issues of inequality.

		1	2	3	4	5
1	Understanding the historical influences and impact of people's cultural heritage and socio-economic class history					
2	Understanding the significance of clients' contemporary ethnic, cultural, and socio-economic status					
3	Responding sensitively to persons who suffer from the consequences of oppression or discrimination of any kind					
4	Respecting diverse life styles and language use					
5	Recognizing different relationships to authority and power					
6	Recognizing different cultural attitudes toward asking for and receiving help					
7	Being sensitive to problems in intergroup relations					
8	Working actively with clients and colleagues to change oppressive and discriminatory conditions					

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