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**SCHOOL
OF
SOCIAL WORK
B.S.W PROGRAM**

**FIELD WORK HANDBOOK
2005-2006**

**“...WE UNDERSTAND THAT A PRIVATE
TROUBLE IS SIMPLY A SPECIFIC
EXAMPLE OF A PUBLIC ISSUE, AND
THAT A PUBLIC ISSUE IS MADE UP OF
MANY PRIVATE TROUBLES.”**

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BSW FIELD WORK HANDBOOK
2005 - 2006
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SCHOOL CALENDAR 2005-2006
for
BSW FIELD WORK STUDENTS

	<u>Date</u>	<u>Time</u>
Classes Begin	September 7, <u>2005</u>	
BSW Field Student Orientation	September 8	
New BSW Field Instructor Orientation	September 9	9:00-11:00 a.m.
1st Day of Field Work	September 13	
BSW Field Instructors' Meeting	September 27	9-11:30 a.m.
Mid-term Exams (approx. dates)	October 24-26	
BSW Field Instructors' Meeting	October 28	9-11:30 a.m.
Thanksgiving Recess	November 23-November 25	
Final Exams	December 15-22	
Winter Recess*	December 23-January 18	
Orientation of January Start Field Work Students	January 17, <u>2006</u>	
Classes Begin	January 19	
1st Day of Field Work	January 19	
BSW Field Instructors' Meeting	February 17	9-11:30 a.m.
Field Work Agency Day	February 21	
Mid-term Exams (approx. dates)	March 8-10	
Spring Recess*	March 13-17	
Field Instructors' Appreciation Brunch	April 25	
Last Day of Field Work - September Concurrent	May 4	
Final Exams	May 9-16	
Commencement	May 20	
Last Day of Field Work - January Starts	July 31	

* Winter and spring recesses apply to classes only--not to Field Work.

THE FIELD WORK CALENDAR

Students normally complete the Field Work component of their programs during the senior year, two days per week, September through April. In order to accommodate individual student programs, placements beginning in January and extending into the summer may be arranged with faculty approval.

The calendar for Field Work 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 Work 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.

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 FACULTY LIAISONS
2005-2006

Field Work Coordinator: Patricia Connolly, Ph.D., Assistant Professor, B.A., University of Delaware; M.C.P., University of Maryland; Ph.D., Boston College (*On Leave Fall, 2005*)

Field Liaisons:

Tamara Cadet, Adjunct Professor, B.A., Tufts University;
M.S.W., Boston University

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

Eve Noss, Adjunct Professor, B.S.S.W., Adelphi University;
M.S.W., State University of New York at Stony Brook

STUDENT ACTION RESOURCE TEAM

Student Action Resource Team (S.T.A.R.T.) is the Social Work student organization. S.T.A.R.T. began in the spring of 1976 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 BSW's.

2005-2006 Officers

President:	Julie Raposa
Vice President:	Lauren Reardon
Secretary:	Ashley Soltoski
Treasurer:	Daniel Williams
Assistant Treasurer:	Cathy Bibber
Public Relations:	Melissa Daly

MISSION OF THE SCHOOL OF SOCIAL WORK

The Salem State College School of Social Work, as part of a comprehensive publicly supported institution of higher learning, educates undergraduate (BSW) and graduate (MSW) students for generalist and advanced generalist practice. The School is committed to the advancement of knowledge through study, practice and research in selected areas of social work and social welfare. Its goal is the advancement of the highest standards of teaching, scholarship, and community service. The School provides programs of excellence to meet the multiple needs of professional social workers and to respond productively to changing labor market conditions.

The BSW and MSW Programs prepare students to work with all people in need of social services with particular emphasis on those seeking services from public sector, publicly funded, and community-based organizations. The School trains students to provide leadership in meeting the human services needs of the Commonwealth of Massachusetts and the regional, national and international communities. The core of this mission is a commitment to promote social and economic justice by working with vulnerable groups facing discrimination, poverty, and social marginalization. The School sensitizes students to widely varying perspectives and diverse groups within our multicultural society. The NASW Code of Ethics provides the overarching framework for the implementation of all programs and practices in the School.

FIELD 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 Masters' 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 placements for our students are developed with the generalist perspective in mind. We look for 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 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 instructors' meetings and the aid of faculty liaisons to help field instructors meet this request.

In addition, we look for field 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.

Insert Salem State College Catalog Page

REQUIREMENTS FOR FIELD WORK READINESS

A formal application process is required for students wishing to enter Field Work. Students who wish to be assigned to placement must demonstrate their readiness to undertake Field Work through fulfillment of both academic and non-academic criteria.

Academic Requirements

Students in the BSW Program are required to take five social service courses prior to beginning Field Work. These are Introduction to Social Welfare, Social Service Volunteer Practicum, Generalist Practice I, Generalist Practice II, and a fifth social work course (preferably Race, Class and Ethnicity) taken at SSC. 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 five Social Work courses prior to being considered for a Field Work agency assignment. In the case of students who have transferred to Salem State College from other colleges or universities, and who have been awarded transfer credit for some of the courses that are prerequisites for Field Work, the grades received in those prior courses will be considered on the same basis as those for courses taken at SSC. At the end of his/her Field Work experience, the student may not have more than 15 credits to complete his/her degree.

Non-Academic Requirements

In addition to the academic requirements and standards that must be maintained prior to field placement, the student must meet additional, non-academic standards established by the faculty. As the College Catalogue states, a "student's readiness for assignment to a Field Work 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 departmental advisor."

A. Maturity and Responsibility

The Social Work faculty assesses the student's maturity and responsibility through interactions with the student in the classroom, during the advising process, and through observations of the student's willingness and ability to follow through on assignments and procedures involved in applying for Field Work. 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 Work, as well as for academic advising purposes. Students should expect to receive ongoing feedback from their faculty advisors regarding their readiness for Field Work.

The Program 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 at least a level that 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, emotionally and behaviorally, that they are able to listen adequately, assess correctly, and intervene appropriately.

Maturity and Responsibility (Continued)

The faculty recognizes that each of us has areas of strength and vulnerability and is A. continually growing and maturing. The faculty 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 Work. In certain circumstances, participation in counseling may be held as a prerequisite for (or accompaniment to) Field Work.

B. Commitment to the Values & Ethics of the Field of Social Work

The Social Work faculty assesses the student's commitment to the field of social work primarily by evaluation of the student's understanding of the commitment to 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, ableism, anti-Semitism, homophobia, etc.) which are inimical to the values of the social work profession, the Program offers throughout the curriculum opportunities for students to become aware of their values and attitudes that could compromise their professional functioning. We do not contend that these can be readily eliminated, but we do maintain that students must demonstrate an awareness of their contradiction to social work values and a willingness or openness to making their behavior consistent with professional ethical standards. The faculty 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 their clients' rights.

Note: Assessment of the student's readiness for Field Work, in terms of both academic and non-academic requirements, is consistent with criteria specified in the School's Standards for Professional Behavior. This document is available in the <u>Salem State Social Work Student Handbook</u> .

THE EDUCATIONAL TEAM

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

FIELD WORK STUDENT

I. Field Work: Role and Responsibilities

A. Objective

The primary objective of the student in the field 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 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 Office and in the **BSW Field Work Readiness Handbook**. Each student must have documented evidence of insurance coverage by her/his first day of Field Work.

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 instructor, student and faculty liaison. To make this understanding clear and concrete, the student will complete a contract with the field instructor.

The Contract, negotiated between the student and the field 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 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 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 instructors.

The Contract also includes an agreement, to be signed by the student and field instructor that the student will abide by the School's Standards of Professional Behavior. Full text of those Standards is available in the School's Student Handbook.

We recognize that few job descriptions for agency staff encompass all of these features. Consequently, field 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 instructors.

3. On-Campus Conferences:

Students are required to arrange at least two on-campus conferences with their faculty liaison. The first conference usually takes place about one third of the way through the placement and the second about two thirds through. Additional conferences may be arranged at the discretion of the student and faculty liaison.

4. On-Site Visits:

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

The on-site visit permits all three members of the educational team (i.e., the student, field 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 educational team to clarify and resolve any issues that may have arisen.

D. Assignments:

1. 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. 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 prior to each Field Work seminar.

2. Process Recordings:

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

3. 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 be shared with the faculty liaison for comment and credit.

4. 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 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, or others. At the completion of the project, the student must submit written and/or other tangible evidence of the project's outcomes

to the field instructor. That outcome evidence will also be shared with the field liaison for comment and credit.

E. Evaluation and Grading:

Evaluation instruments completed by the field instructor and shared with the student are:

- a. a formal evaluation before the mid point of the placement.
- b. a formal evaluation near the end of the placement

A final 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 faculty liaison is responsible for grading student performance in Field Work. 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.

The grade will be weighted as follows:

In-agency performance	60%
Weekly logs	20%
Satisfactory completion of all other requirements and assignments	20%

II. Field Work Seminar: Role and Responsibilities

A. Objectives

1. To provide a peer support group for the purpose of sharing achievements, concerns and frustrations related to Field Work experiences.
2. To reinforce and synthesize student understanding of major social work values, concepts, principles and skills learned in the classroom.
3. To provide a venue for the students to analyze the behaviors and circumstances encountered in Field Work.
4. To give students opportunity to learn from each other about the functioning of different agencies in diverse socio-economic, cultural, and political environments.
5. To give students opportunity to practice and develop small group facilitation skills.
6. To foster and enhance the student's self-confidence and capacity for independent and interdependent functioning as a helping person.
7. To reinforce the student's self-perception as a developing professional in the field of social work.

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, p. 18, 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 the 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. A detailed description of the facilitator role can be found in the BSW Field Work Handbook.

3. 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 and 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 implications for practice.

The assignment is both written and oral. The written paper should be duplicated for distribution to all seminar members and 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 a minimum of 5 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.

4. 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 do the interventions used to serve your clients seem to be?
- 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?

D. Bases of Final Seminar Grade

Attendance	20%
Participation	25%
Facilitation	25%
Theoretical Analysis/ Reflection Paper	30%

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 Test (ACAT)

The Council on Social Work Education, our accrediting body, requires that all 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 2 ½ hour, standardized 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 Program Coordinator. The exam times for students completing field in the summer will be negotiated by students, the faculty liaison and the BSW Program Coordinator. Students are assured that their performance in this exam will not influence their actual grades in either Field Work or Field Work Seminar. 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 until he/she has taken this exam.**

FIELD INSTRUCTOR

I. Role and Responsibilities

The Field Instructor is an integral part of the School of Social Work Field Work Program and a member of the educational team. 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 Work Learning Contract" for greater detail.)

II. Relationship to the School of Social Work

A. Letter of Acceptance

Prior to a student beginning the field placement, the Field 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 Instructor provide a resume for School records.

B. Contract

A written contract negotiated between the student and Field Instructor should be used to facilitate and specify the mutual responsibilities and activities of the student and Field 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 Instructor's report of the student's performance is an important consideration in this determination. Consequently, the Field 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 is included among the forms at the end of this Handbook.) Although we expect these evaluations to be part of the ongoing evaluation conducted by the Field 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 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 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.

FACULTY LIAISON

I. Role and Responsibilities Relative to Students

1. Ensuring the educational integrity of the Field Work placement.
2. Ensuring that the student is receiving a beneficial learning experience.
3. Confering with the student and the Field Instructor regarding the appropriateness of assignments.
4. Overseeing the progress of the student while in the Field Work 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 Work placement.
7. Convening weekly seminars for the field work 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 Work experience and on other occasions as needed.
10. Meeting formally with the student and the Field Instructor at the agency at least twice during the Field Work 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 Work 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 Work placement and through the completion of his/her degree. (This applies only to full-time faculty members.)
15. Preparing written evaluations of the student's performance midway through the placement and a formal evaluation summary at the completion of the placement, the latter becoming part of the student's permanent file.
16. Determining the Pass/Fail grade for the student in Field Work and the academic grade in the Field Work Seminar.

II Role and Responsibilities Relative to Field Work Agencies

1. Maintaining an ongoing relationship with the Field Instructor.
2. Ensuring that the student provides the agency with adequate professional practice.
3. Assisting the Field Work Coordinator in providing Field Work meetings and workshops for Field Instructors.
4. Consulting with the Field 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 Work placement if the student's practice of social work is not professionally adequate, as specified in a Student Progression meeting.

FIELD WORK COORDINATOR

I. Role & Responsibilities Relative to Students

1. Preparing students to enter Field Work through the Field Work readiness process and Field Work 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 Work agencies.
2. Providing agencies information about the Field Work program.
3. Ensuring that the student and faculty work in harmony with the agency program and mandate.
4. Providing a professional setting for Field Work Instructors where they can discuss their supervisory experiences and understand the School's program and philosophy.

PROBLEMS IN THE FIELD WORK 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 Work 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. 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 Work 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 School of Social Work Student Handbook, under *Standards for Professional Behavior*.

Workplace issues related to Field Work, including discrimination and various forms of harrassment, 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

Students and Field Instructors are asked to notify the Field Education Department as soon as possible of any change in name, address or phone number. Please contact Cindy Girouard: e-mail: cynthia.girouard@salemstate.edu or call (978) 542-6698.

LETTER OF ACCEPTANCE

Professor Patricia Connolly
BSW Field Work Coordinator
School of Social Work
Salem State College
Salem, MA 01970

Dear Professor Connolly:

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)

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SALEM STATE COLLEGE
School of Social Work

BSW FIELD WORK LEARNING CONTRACT

Between _____ and _____
Student Field 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 Instructor agrees (a) to provide a minimum of 1 hour (2 hours for block placements) of individual supervision per week, (b) to attend, if at all possible, periodic Field 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 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 Student

SALEM STATE COLLEGE
School of Social Work

**RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD WORK
(Addendum to Learning Contract)**

- I. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in their placement’s mission and in the Learning Contract. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required days and hours, and performance of duties as contracted or amended.
- II. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Work experience, maintaining both a personal and professional integrity, and avoiding any actions or involvement in procedures not approved by qualified supervisors which would cause harm to others.
- III. Student interns shall respect the integrity and protect the welfare of the individuals and the groups with whom they work. They shall not misrepresent their roles or competencies to agency staff, clients, collaterals, or others. Professional concerns or problems with others shall be discussed with the agency Field Instructor or Faculty Field Liaison.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Work experience. They also shall be aware of agency policies or guidelines relating to research or training with human subjects.
- V. Student interns will avoid undertaking any activity in which competency, personal problems, or conflicts of understanding are likely to lead to inadequate performance. If, or when, such a situation arises, they shall seek Field Instructor or Faculty Field Liaison assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read and are mindful of the NASW Code of Ethics, the current BSW Field Work Handbook, and the current School of Social Work Student Handbook of Policies and Procedures.

I fully understand and agree to abide by these rules of professional conduct for students in Field Work.

Signed and witnessed on this date: _____
(Month) (Day) (Year)

Field Work Student

Field Instructor (witness)

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SALEM STATE COLLEGE
School of Social Work
BSW PROGRAM

WEEKLY SUMMARY

Student: _____

Dates Included: _____

I. What Happened at Placement:

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

II. What Happened In Supervision	Briefly Summarize
Case Management	
Client Dynamics	
Social Work/Social Science Theory	
Environmental Dynamics	
Interventive Strategies	
Agency/network Politics	
Personal Feelings	

III. Reflections On Seminar of _____ (date).

GUIDELINES FOR FINAL EVALUATION
WRITTEN BY FACULTY LIAISON

The final evaluation written by a student's faculty advisor summarizes the student's progress for the entire period of the placement. The student receives a copy and it becomes a part of the student's record to serve as the School's formal evaluation of the student's field performance. If an occasion arises that a former student requests that a report of his/her field work be sent for reference purposes, a copy of this document is sent.

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: Catholic Charities (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 Field Office and a copy sent to the student within 6 weeks of the placement's completion.

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EVALUATION AND GRADING OF FIELD WORK AND FIELD WORK SEMINAR

The evaluation of the student's progress in the field is a collaborative process including input from the student, the Field 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 Instructor is expected to complete the Field Work Evaluation Instrument (on the following pages) 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" 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 pre-ponderance of "1"s would certainly indicate that the student had not met minimal requirements for field and could fail Field Work.
- (B) The rating "2" connotes marginal but passing field performance. Any single rating of "2" would indicate an area where significant improvement is necessary in order to reach acceptable and usual standards of performance and a preponderance of "2"s would suggest the need for a Student Progression in order to address deficits in the student's work.
- (C) The ratings "3", "4" and "5" should be used for acceptable field performance, and translate into a passing (P) grade. Given the stringent prerequisites for Field Work and the assessment of Field Work readiness which students undergo, the faculty assumes that MOST students will receive ratings in between "3" and "5". These ratings translate roughly into:

- 3 = Acceptable
- 4 = Good
- 5 = Outstanding

If Field Instructors cannot choose between two numbers, the use of a ".5" is acceptable. Field instructors are encouraged to add elaborating comments to clarify their thinking behind any one rating.

Those persons evaluating students should also take into consideration that the standard against which one should compare a student is that of FIELD WORK 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 "5" 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 Work Student. A "5" 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.

SALEM STATE COLLEGE
SCHOOL OF SOCIAL WORK
BSW PROGRAM

FIELD WORK EVALUATION INSTRUMENT

NAME OF STUDENT: _____

AGENCY: _____

NAME OF EVALUATOR: _____

ADDRESS: _____

DATE: _____

I. ADJUSTMENT TO FIELD WORK:

(1) Entry into the agency:

- 5 The student is settled, comfortable and has already become an integral part of the agency.
- 4 The student is settled and comfortable in the agency.
- 3 The student has begun to feel comfortable in the agency but may still be somewhat tentative in entering the agency milieu.
- 2 The student is having difficulty feeling comfortable or settled in the agency.
- 1 The student's inability to feel comfortable in the agency is significantly interfering with the learning process.

COMMENTS:

(2) Work Habits:

- 5 The student has exemplary work habits with exceptional levels of responsibility and conscientiousness.
- 4 The student is consistently responsible and conscientious in work habits.
- 3 The student is responsible and conscientious but requires some monitoring of work habits.
- 2 The student, while generally responsible and conscientious, has demonstrated lapses in general work habits.
- 1 The student is deficient in general work habits such as being responsible and reliable.

COMMENTS:

(3) Familiarity with the Agency Mandate:

- 5 The student has a solid knowledge of the agency mandate, programs and procedures.
- 4 The student is familiar with the agency mandate, programs and procedures.
- 3 The student has a general knowledge of agency mandate, programs and procedures but may still be unclear in some areas.
- 2 The student has a rudimentary understanding of the agency, but is somewhat confused about agency mandate, and/or unclear about many of its programs and procedures.
- 1 The student is still completely unfamiliar with agency mandate, programs and procedures.

COMMENTS:

(4) Mastery of Anxiety:

- 5 The student is performing assigned tasks with confidence.
- 4 The student has overcome initial anxiety and has begun performing social work tasks.
- 3 Although experiencing some anxiety, the student nevertheless has begun to perform social work tasks.
- 2 The student is still experiencing initial anxiety to the extent that (s)he is sometimes not able to begin social work tasks.
- 1 The student's performance is significantly hampered by initial or on-going anxiety.

COMMENTS:

(5) Active Learning:

- 5 The student actively seeks out learning opportunities beyond those assigned as well as engages in active learning about assigned tasks.
- 4 The student has engaged actively in the learning process in terms of the tasks assigned.
- 3 The student performs those tasks assigned, but waits for others to initiate reflection or learning about those tasks.
- 2 The student approaches beginning social work tasks and the process of thoughtful reflection about those tasks with hesitancy and reluctance.
- 1 The student lacks willingness or ability to engage in a learning process.

COMMENTS:

(6) Supervision:

- 5 The student uses supervision as an interactive learning opportunity, initiates topics for social work supervision, comes prepared and is appropriately self-critical.
- 4 The student is comfortable with social work supervision and is using it appropriately, being open to feedback and suggestion, asking questions, etc.
- 3 The student is fairly comfortable in supervision but generally waits for the field instructor to initiate topics, give direction, and be completely in charge, etc. Alternatively, the student might not seek appropriate monitoring of activities.
- 2 The student finds supervision somewhat uncomfortable, finds it difficult to incorporate feedback from the supervisor, but is not actively resistant.
- 1 The student is seriously uncomfortable in supervision and resists the suggestions and feedback of the field instructor.

COMMENTS:

II. SKILL AREAS:**(1) Effectiveness of Oral Communications (See Skills List, Section IB)**

- 5 The student demonstrates exceptional listening and oral skills in professional communication of facts, opinions and emotions.
- 4 The student demonstrates mastery of listening and oral skills in professional communication of facts, opinions and emotions.
- 3 The student demonstrates at least average capability in listening and oral communication of facts, opinions and emotions, but needs to develop greater consistency in one or more requisite skill(s).
- 2 The student demonstrates some capacity in listening and oral communication, but must make major improvement in some requisite skills.
- 1 The student's listening and oral skills are limited to an extent that substantially interferes with necessary communication in a professional context.

COMMENTS:

(2) Effectiveness of Written Communications (See Skills List, Section IB)

- 5 The student demonstrates exceptional skills in written communication of facts, opinions and emotions in preparation of professional documents.
- 4 The student demonstrates mastery of skills necessary for written communication of facts, opinions and emotions in preparation of professional documents.
- 3 The student demonstrates generally good skills in written communication of facts, opinions and emotions, but has not fully mastered appropriate preparation of professional documents.
- 2 The student demonstrates some ability to communicate facts, opinions and emotions appropriately in writing, but must make major improvement in grammar or other skills necessary for preparation of adequate professional documents.
- 1 The student's consistent difficulties in written communication substantially limit his/her ability to produce appropriate, useful professional documents.

COMMENTS:

(3) Effectiveness in Working with Individuals & Families (See Skills List, Sections IA & C)

- 5 The student demonstrates outstanding relationship, problem-solving, advocacy and counseling skills with individuals and families.
- 4 The student demonstrates generally effective relationship, problem-solving, advocacy and counseling skills with individuals and families.
- 3 The student demonstrates generally adequate relationship, problem-solving, advocacy and counseling skills although the skills need work.
- 2 The student is either quite hesitant or, alternatively, overbearing in relationship, problem-solving, advocacy and counseling efforts to the extent that work with clients is somewhat hampered.
- 1 The student's difficulties in relationships, problem-solving, advocacy and counseling seriously limits work with clients.

COMMENTS:

(4) Effectiveness in Working with Groups (See Skills List, Sections IA & D)

- 5 The student demonstrates outstanding interpersonal and relationship skills, applied to independently facilitating and supporting group maintenance, task functions and problem-solving.
- 4 The student demonstrates adequate interpersonal and relationship skills, applied to independently facilitating and supporting group maintenance, task functions and problem-solving.

- 3 With guidance, the student demonstrates adequate interpersonal and relationship skills to co-facilitate and to help support group maintenance, task functions and problem-solving.
- 2 The student demonstrates few or inconsistent interpersonal and relationship skills for facilitating and supporting group processes.
- 1 The student's lack in interpersonal and relationship skills seriously limits work with groups.

COMMENTS:

(5) Effectiveness in Working with Larger Systems (See Skills List, Sections IA & E)

- 5 The student demonstrates unusual ability to identify public issues and take leadership on working with clients and/or staff to develop and implement appropriate change strategies such as cause advocacy, community organizing or program development.
- 4 The student demonstrates adequate ability to identify public issues and is able to assist with development of appropriate change strategies (as above).
- 3 With assistance the student is able to identify public issues and assist with development and implementation of appropriate change strategies (as above).
- 2 The student has demonstrated little ability to identify public issues or to develop and implement change strategies even with assistance.
- 1 The student shows no understanding of public issues and their relationship to social work intervention.

COMMENTS:

(6) Effectiveness of Linkage and Brokering Skills (See Skills List, Section II)

- 5 The student has a strong knowledge of service delivery systems and is creative in finding and linking clients with services in the community.
- 4 The student has good knowledge of service delivery systems and good skills in linking clients with services.
- 3 The student has a beginning knowledge of service delivery systems and adequate skills in linking clients with services.
- 2 The student has barely begun to develop familiarity with service delivery systems and has difficulty in linking clients with services.
- 1 The student has made no effort to become familiar with service delivery systems and is unable to link clients with services.

COMMENTS:

(7) Effectiveness of Assessment Skills (See Skills List, Section III)

- 5 The student has excellent skills in assessing client systems and in preparing assessment documents with a high degree of independence.
- 4 The student has good skills in assessing client systems and prepares good assessment documents with limited supervisory help.
- 3 The student is assessing client systems and preparing acceptable assessment documents with regular supervisory guidance.
- 2 The student frequently seems confused by client systems. Substantial supervisory help and revision is needed in the preparation of assessment documents.
- 1 The student shows little awareness in understanding and assessing client systems and prepares inadequate assessment documents.

COMMENTS:

(8) Effectiveness of Work with Diverse Clientele (See Skills List, Section IV)

- 5 The student demonstrates exceptional sensitivity with regard to client diversity, oppression and the conditions affecting "at risk" populations and ability to work in a culturally and socially sensitive manner.
- 4 The student recognizes diversity and oppression among populations served and makes a consistent effort to work in a culturally and socially sensitive manner.
- 3 The student recognizes to some extent the diversity and oppression among the populations served and is able to work actively and sensitively with some, but not all, clients or in some, but not all, situations.
- 2 The student's limited sensitivity with regard to client diversity, oppression and conditions affecting "at risk" populations impedes work with clients.
- 1 The student is generally insensitive to client diversity and oppression to the extent that work with clients is seriously jeopardized.

COMMENTS:

(9) Application of Social Work Values (See Skills List, Section V)

- 5 The student demonstrates exceptional knowledge of and adherence to social work values and the Code of Ethics, actively promoting change in the environment to foster greater justice.
- 4 The student consistently makes choices based on social work values and the Code of Ethics with only minimal supervisory assistance.
- 3 The student demonstrates a commitment to work in a manner consistent with professional ethics with supervisory guidance.

- 2 The student gives inconsistent attention to ethical considerations in his/her work necessitating consistent supervision and monitoring.
- 1 The student has acted in violation of the professional Code of Ethics and gives little or no attention to value issues in his/her work.

COMMENTS:

(10) Research Skills (See Skills List, Section VI)

- 5 The student has successfully used a wide range of research skills to systematically evaluate a service delivery system, or program, or his/her own practice, or contribute to knowledge development in the field.
- 4 The student has demonstrated good technical ability to systematically evaluate social work practice or participate in a research project.
- 3 The student has demonstrated a beginning level of technical ability to systematically evaluate social work practice, or participate in a research project.
- 2 The student has demonstrated a willingness to participate in a research project but has little technical ability to systematically evaluate social work practice.
- 1 The student is unable or has avoided engaging in a research activity or has demonstrated substantially deficient skills necessary to participate in a research project.

COMMENTS:

(11) Professionalism (See Skills List, Section VII)

- 5 The student consistently works with a high degree of professional autonomy but also develops, maintains and utilizes productivity and excellent working relationships with others.
- 4 The student generally takes appropriate initiative and works effectively on both an independent and cooperative basis.
- 3 With guidance, encouragement and support, the student is able to work well with others and is moving toward greater independence.
- 2 The student seems to be reluctant to take initiative or to work independently, needs help in working with others and much supervisory time is spent developing the student's professional social work skills.
- 1 The student is unable to conduct tasks or work without constant monitoring.

COMMENTS:

(12) Self-Awareness (See Skills List, Section VIII)

- 5 The student has excellent personal insights and understanding of self and environmental influences that shaped his/her life and work in the field placement, and successfully acts to modify his/her own behavior as a part of his/her professional growth.
- 4 The student is aware of his/her personality, abilities and limitations as they affect his/her work in field placement, and demonstrate ability to control and/or modify inappropriate behavior.
- 3 The student is becoming aware of the factors and influences in his/her life, both past and present, and their relationship to his/her professional behavior.
- 2 The student has minimal personal insights and understanding of self and the environmental factors that shaped his/her life and the relationship of these to Field Work.
- 1 The student is actively resistant to or not able to look at self or to evaluate his/her personality, abilities, environmental factors and limitations that affect his/her professional functioning.

COMMENTS:

(13) Theoretical Understanding (See Skills List, Sections III & IV)

- 5 The student displays an advanced ability to articulate the theoretical implications of her/his practice, and regularly analyzes practice choices theoretically
- 4 The student shows good understanding of theory related to her/his practice and sometimes articulates those connections.
- 3 The student is becoming aware of the ways in which theory informs her/his practice, and is willing to discuss these connections during supervision, mostly when prompted.
- 2 The student has a very limited understanding of theory as it relates to practice, and seems disinclined or unprepared to engage in theoretical thinking or discussion.
- 1 The student shows no understanding of theory related to practice and resists engaging in theoretical thinking or discussion.

COMMENTS:

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

Formal Assessment Document (at least one)

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

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

Macro Project

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

Notice to Student:

Signing this form does not necessarily mean that you agree with all the statements. In the event of disagreement, you are encouraged to state your concerns below and/or complete your own copy of this evaluation instrument.

Signature & Title of Field Instructor

Signature of Student

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SALEM STATE COLLEGE
School of Social Work
BSW PROGRAM

EVALUATION OF FACULTY LIAISON

(Student form which must be submitted to the Field Work Coordinator upon completion of senior 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)

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SALEM STATE COLLEGE
School of Social Work
BSW PROGRAM

AGENCY EVALUATION
(To be filled out by student)

Date: _____

1. Name of Agency: _____

2. Address: _____ Phone: _____

3. Type of Agency: _____

4. Services Provided: _____

5. Supervision by _____

Educational Background: _____

Work Experience: _____

6. Other Supervision by: _____

7. Supervision: Regularly Scheduled Yes _____ No _____
Private Conferences Yes _____ No _____

Additional comments on quality of supervision: _____

8. Agency's attitude towards student placement:

Reimbursement for travel	Yes	_____	No	_____
Space provided for student	Yes	_____	No	_____
In-service training programs available to student	Yes	_____	No	_____
Inclusion at staff meetings	Yes	_____	No	_____
Grievance process available to students	Yes	_____	No	_____

9. Do you recommend that this agency be used as a field placement again next year?
Yes _____ No _____

Comments: _____

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HOW TO USE THE SKILLS LIST

The skills in the Skills List are the educational objectives or learning goals for the BSW program. These have been developed to articulate the skill expectations of the Generalist Social Worker.

The Skills List is introduced to students in the Social Service Volunteer Practicum. This gives the student opportunity to become acquainted early in the Social Work studies with the expectations of the program. Required courses provide students with the social work principles, theories and methods. The Field Work placement provides students with the opportunity to apply this knowledge to accomplish their learning goals. The Skills List serves as a reference point all through the program to help students assess whether they are developing the skills that they will need.

Prior to negotiating the Field Work Contract with the Field Instructor, the student is expected to assess his/her level of development in each skill. This is to give the student an overview of which skill areas need to be enhanced and which need to be developed. The student is advised to use this skill assessment to negotiate with the Field Instructor learning opportunities to accomplish his/her learning goals. For instance, if a student recognizes that s/he is in need of group practice skills, s/he might make a particular effort to work with the Field Instructor to develop a project or certain assignments which will develop these skills.

Each student is asked to use his/her own best judgment to check the squares appropriate to his/her skill level according to the following:

1 = Never Tried

2 = Tried and Have Difficulty with It

3 = Can Do It Competently with Lots of Supervision

4 = Can Do It Competently with Only a Little Supervision

5 = Can Do It Competently by Myself

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 SYSTEMS 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 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 and 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. (Linkage & Brokering)

		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 social 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 the 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					

V. An understanding of and commitment to Social Work values:

		1	2	3	4	5
1	Having an intimate knowledge of and adhering strictly to Social Work values and Code of Ethics					
2	Working to give clients equal access to resources, services and opportunities for the accomplishment of life tasks					
3	Acting to ensure the protection of human rights and the promotion of social justice					
4	Dealing with clients and colleagues in ways which respect their human dignity and individuality					
5	Supporting the client's right to participation in the helping process and to self-determination					
6	Modeling confidentiality, honesty, and responsible handling of conflict					
7	Respecting the client's right to choose or refuse services					
8	Acting to make social institutions, service delivery systems and specific agencies more responsive and humane in meeting people's needs					

VI. Research skills needed to systematically evaluate research studies, theoretical models, service delivery systems and programs and one's own practice:

		1	2	3	4	5
1	Interpreting and evaluating research reports					
2	Using practice methods and techniques that are known to be most effective					
3	Evaluating the effectiveness of one's own practice					
4	Participating in the exploration, testing, and reporting of more effective ways of helping clients					
5	Developing and administering reliable and ethical research designs					
6	Analyzing and interpreting data competently and ethically					
7	Using un-validated practice methods cautiously and with adequate ongoing evaluation and supervision					
8	Evaluating Social Work programs regarding their effectiveness and adherence to Social Work principles and values					

VII. Development of professional identity:

		1	2	3	4	5
1	Maintaining professional working standards					
2	Having a reflective approach to one's own practice					
3	Taking initiative and developing autonomy in performing expected duties and tasks					
4	Preparing for and using supervision to secure knowledge and develop skills					
5	Effective participation in staff meetings and committees					
6	Working effectively with co-workers and using other professionals appropriately					
7	Giving input relative to improving agency practices, policies and/or programs					
8	Articulating one's professional role to professionals of other disciplines					

VIII. Self-awareness pertaining to one's professional practice:

		1	2	3	4	5
1	Evaluating one's own abilities, limitations, personality, values, philosophy, needs, motivations and reaction patterns					
2	Evaluating one's own practice on an ongoing basis					
3	Understanding the influence and impact of one's own ethnic, cultural and socio-economic class history on oneself					
4	Understanding the present influence and impact of one's own ethnicity, culture and socio-economic class on oneself					
5	Sensing the impact of oneself on clients and others					
6	Being sensitive to, and making efforts to minimize power differences between oneself and clients					

*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.