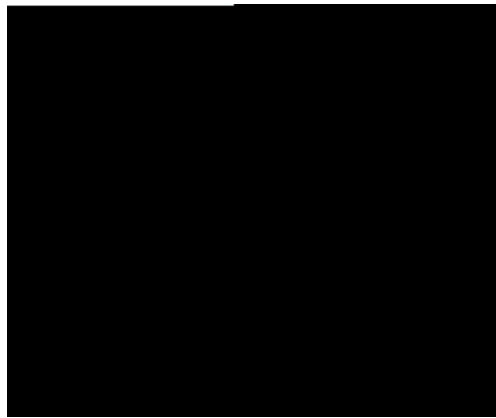


MASTER OF SOCIAL WORK PROGRAM
STUDENT HANDBOOK AND FIELD
EDUCATION PRACTICUM MANUAL



Bridgewater State University

Bridgewater, Massachusetts

Fall 2024

7 D ERO&HR Q W H Q W V

8 @ & 7 , 2 * 1 (1 (5 \$, 1) 2 5 0 \$ 7 , 2 1

: H O F H R P

\$ F U H G L W D W L R Q

6 F K R & @ F L D O) D R X @ W Δ U @ W Δ R U Δ ^ s " u

) L H30UG F WGE R X P2VE MRHF W L Y H V
' H I LLORCOWH Q H U B S H V W D H D U M G
' H I LLORCOWH U P V

) U H T O X \$ V O N W X G H V W L R Q V
, G H Q F W D L W) L L R H 3 0 U G F W G E R X P 6 W L W R H Q
3 U H C S D R U L S H H Q Q W H U Y L H Z

6 X J J G V 4 X H H W S P L R Q V W D H H 3 0 U G F W L F X P, Q 3 M O H D U F Y H L P H Z Q W
3 R O I R B W X G H Q W V Z, L O S W R H W H Y D H S C U D O W D D X F H P H Q W V
(P S O R O W D I V) H G O G (G X F D W L R Q 3 U D F W L F X P V

\$ J H C F X T L U H P H Q W V

R O L Q A - q R

* H Q H I U D E L Q V X M U D Q F H

3 R O R L Q U D Q V S R U W D W L R Q

6 D I B R V D L F \

\$ J H Q E S L D 3 0 U G F W K S X P U, Q I L R B P D W L R Q

5 R O S H M S R Q V L D E Q C S H W F L W D W L R Q V

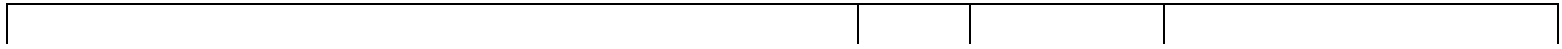
(Y L R B R D O W A ~ q E W E R # — ' 6 V A @ f A W A (

Sc B

(' Y @ @ X @ X @

SECTION GENERAL INFORMATION

Accreditation



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

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

Program Goals of the Master of Social Work Program

TheMSW014 Twwp4TL06grch

clinical social work practice, for assessing the effectiveness of current social work methods and for developing more effective practice procedures.

- 4) To develop in students the capacity and confidence to be leaders in public and private social service agencies in Southeastern Massachusetts, the Commonwealth and globally.
- 5) To promote and support research and the development of knowledge to improve the effectiveness of social work practice, policies and programs.
- 6) To promote social work practice based on the values and ethics which guide the social work profession.

Conceptual Framework of our Curriculum

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

1. Strengths based framework
2. Biopsychosocial framework
3. Systems framework
4. Social Justice framework

A brief overview of each is provided below.

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

however they define that term. It implies the need to change the system as well as individuals

helping to alleviate individual suffering and by creating the structural arrangements and social processes in which these fundamental rights are honored, and resources are obtained and distributed in an equitable manner.

Theorists and practitioners have increasingly addressed the role of social justice and human rights in socialwork d hu 3 uual

education and practice of cultural, political and social/historical context; skills in communication, reasoning, analysis and critical thinking and inquiry; human behavior knowledge; and scientific method;

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

Graduate education is ideally characterized by intellectual curiosity and the desire to contribute to human knowledge. It is much more than merely a continuation of undergraduate work. Bridgewater State University's master's degree program in social work is designed for students who have demonstrated in their earlier studies and professional experiences, outstanding academic ability and the capacity for independent thought and work. The graduate curriculum

emphasizes the enhancement of both cognitive and pragmatic abilities. As a result, students are required to operate in a manner that includes intentional reflection on their interactions at the level of both content and process. The course descriptions for courses at both the generalist and the specialized MSW curriculum can be found in the BSU Catalog.

Competencies and Practice Behaviors

Competency 2: Engage Diversity and Difference in Practice

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies

multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy to effect change within those settings. Social workers recognize and understand the historical, social, cultural,

evaluate and apply this knowledge in evaluating outcomes. So

—

—

—

—

PARTTIME(3 YEARS)

(FirstYear)

Fall

SCWK 500: Policy: Social Welfare Policy

SCWK 502: Dynamics of Diversity and Oppression

SCWK 510: Human Behavior in the Social Environment

SCWK 541: Research Evaluating Practice
SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths Based Practice with Families
SCWK 593: Field Practicum Education and Seminar IV

PARTTIME(4 YEARS)

(First Year)

Fall

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

Spring

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

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I
SCWK 590: Field Practicum Education and Seminar I

Spring

SCWK 531: Specialized Social Work Practice II: Group and Community Based Practice
SCWK 591: Field Practicum Education and Seminar II

(Third Year)

Fall

SCWK 541: Research Evaluating Practice
SCWK 572: Social Policy II: Mental and Physical Health Care Policy
SCWK 580: Special Topics (Elective)

Spring

SCWK 512: Human Behavior and the Social Environment III: DSM
SCWK 580: Special Topics (Elective)
SCWK 580: Special Topics (Elective)

(Fourth Year)

Fall

SCWK 551: Specialized Social Work Practice IV: Intergenerational Strengths based Practice with Individuals
SCWK 592: Field Practicum Education and Seminar III

Spring

SCWK 553: Specialized Social Work Practice III: Intergenerational Strengths Based Practice with Families

SCWK 593: Field Practicum Education and Seminar IV

ADVANCED STANDING (2 YEARS)

(First Year)

Fall

SCWK 502: Dynamics of Diversity and Oppression

SCWK 541: Research: Evaluating Practice

Spring

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

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

SCWK 580: Special Topics (Elective)

(Second Year)

Fall

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

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

SCWK 592: Field Practicum Education and Seminar III c i o n 0 3 T c 0 . 0 0 T

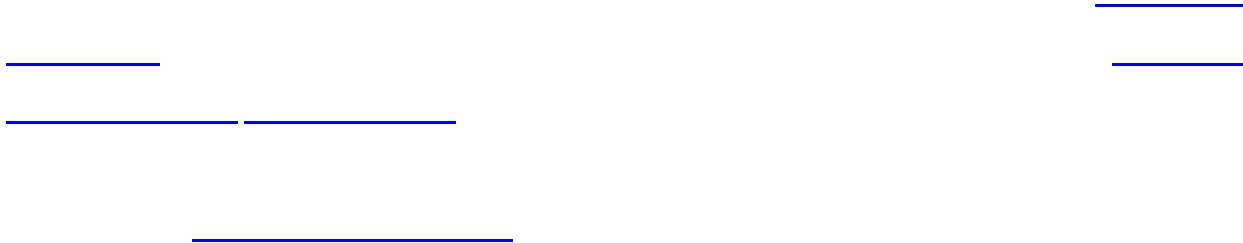
SECTION: ETHICAL CONDUCT, STUDENT AND BEHAVIORAL STANDARDS
MENTOR CODE

EthicalConduct

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

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

BridgewaterStateUniversity's



professional social workers at the master's level who knowingly exhibit the knowledge, values and skills of the profession of social work appropriate to their level of education.

The values of the profession are codified in the NASW Code of Ethics. Given this context, all students enrolled in the Master of Social Work courses will be expected to exhibit the standards of behavior outlined as follows:

The MSW Behavioral Standards of the Bridgewater State University School of Social Work are designed to ensure that those individuals who graduate from the MSW program meet the requirements of a master's level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by field instructors/liaisons/supervisors, faculty advisors, field staff, and by others with whom students interact within the School of Social Work community. Students are responsible for familiarizing themselves with all of the policies included in the Master of Social Work Student Handbook and

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

Academic: critical evaluation and application of knowledge and research findings to professional

Consequences: Failure to act in accordance with these standards may result in suspension or termination from the Bridgewater

SECTION: GENERAL POLICIES AND PROCEDURES

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

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

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

BSU is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, or disability. For more information, please contact the Office of Equity and Inclusion at 508-538-2000 or equity@bsu.edu.

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

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

Transfer Credit

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

Graduate Assistantships

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

Criteria for Student Evaluation

Criteria for evaluation of students' academic performance start with participation in an

Academic standards apply to class attendance and performance, field education performance and attendance, as well as ethical and professional conduct. Students are expected to adhere to the NASW Code of Ethics and BSU's general policies and procedures for academic standards including the MSW Behavioral Standards that students are required to follow.

14(ndapwS 0 Td [(dybl <</MCI2 1 >>BDC[10(S)t(du)1(ude)13(n ts)1wh(t)10.4(o)s g)6(e)6(g)r(m)4(a)1(ude)1 4(alited0(o)22(th)10(e-7((s)6(t)10(ude)13(()TJ 0 Tc 0 T)7()Tj 0.001 Tc 0.003 T[n t2o)gt2.rad -a 1(-o)i1(s)6()(av aov(dhe)10((- 0(udi)14.1 wr(l)4(i)tudi)14()61 by(r)TJ -0.011 T9.3898 0 Td (t)10th)10(e)3DGc.Ewehad ha3(8(1s)

1. Students who do not think the initial course grade assigned by the instructor is correct, will have seven days from the date on which university grades were posted to petition the instructor to reassess the initial grade. The instructor has seven days from receipt of the student's petition to respond to the student in writing.
2. If the student is not satisfied following receipt of the instructor's response to the student petition, the student may petition the DGCE chair who has seven days to provide the student with a written response.
3. If the student is not satisfied following the DGCE Chair's response to the student petition, the SSW Chair will make the final decision.

All Final Grade Appeal decisions rest with the SSW (see exception below).

Please note that should the student be facing dismissal as a consequence of an unsuccessful appeal, the student may appeal to the CoGS. This is only when dismissal is the consequence of the failed appeal.

INCOMPLETES (IN)

Existing Graduate and Undergraduate policy: An incomplete (IN/INC/IN.) may be given at the discretion of the instructor. The time by which missing work must be completed is also at the discretion of the instructor; however, the time should not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. Courses that are not successfully completed by this deadline will automatically be changed to a grade of "F" (Failure) or "N" (No Pass). Candidates for graduation should note that all work must be completed, and all incompletes must be changed to grades before degree conferral.

To request an extension of an incomplete, the student must contact their professor for their approval. If an extension is approved, the faculty member should contact the college dean of the course via email, who in turn notifies the Registrar's Office and the Dean of the College of Graduate Studies of the approval.

Incompletes for courses that are PREREQUISITES: In the case of an incomplete in a course that is a prerequisite for another course, including field seminar and placement (e.g., SCWK 530 is a prerequisite for SCWK 531 or), a change in grade (if a grade of "F" is posted, the student will retake the course before moving forward in the sequence) would need to be submitted in the following timeline:

Grade changes for "IN" grades posted for required Fall semester course(s) that are prerequisite for spring required course(s), must be made no less than one week prior to the start of spring semester classes.

Grade changes for "IN" grades posted for required Spring semester course(s) that are prerequisite for the following required course(s), must be made no less than one week prior to the start of fall semester classes, no later than June 15.

1. When an instructor assigns a grade of "IN" for a student, the instructor is to notify the BSW or MSW Coordinator of the student's enrollment status. The instructor will email the following information to the appropriate coordinator; the name and banner ID of the student, the course and section for which the IN was submitted, a brief description of the work for which the student is receiving the incomplete. The instructor will also include information regarding the new agreed upon due date for the course work, the consequences for missing the new due date.

2. The appropriate coordinator will inform the student's advisor, and if this is a student who is in the field or will be in the field in the following (upcoming) semester, the ADVISOR will forward notification to the Director of Field as well.

Please note: After multiple discussions with the College of Graduate Studies, the graduate policy in no way supports students having until the end of the following semester to complete work IF the agreement for a due date between student and the instructor was otherwise. The existing policy reads, "The time by which missing work must be completed is also at the discretion of the instructor; however, this time period should not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned." The discussions with the Graduate College were very clear in that due dates are at the discretion of the instructor. The instructor may extend the due date but is not required to do so. It is important for students to know when the date for submission of item(s) for which the IN was received and to know the consequences (e.g., a failing course grade or extension of the due date) for missing these dates.

Academic Concerns in the Classroom/Practicum

Students are advised to address concerns or problems as soon as they arise. When a student encounters academic difficulties or documented challenges in meeting or maintaining academic and/or behavioral standards, the student can seek consultation with the instructor(s) for the class(es) in which difficulties are present so that they may be addressed. There are multiple avenues for pursuing and achieving discussion between faculty, staff, and students.

Step 1: Step 1 does NOT require an alert form to be submitted, though is recommended. IF this is an egregious in

The AR chair will contact the student's advisor and will ask that the advisor gather (via email) relevant information from the student's other instructors, including from practicum liaisons/instructors and the Director of Field if the student is participating in a practicum at the time of the referral.

In cases in which the student is not yet in a practicum at the time of AR referral, information is still to be shared with the field department to ensure ongoing exchange of information between the "classroom" and current or future practicum placements.

The Academic Review

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

Academic Review Committee Composition

The Academic Review Committee (ARC) is a standing committee with two tenured faculty members (faculty may self-nominate) elected in the spring semester and one representative from the field education department appointed by the Director of Field Education, also during the academic year spring semester. Once the ARC is constituted, that committee will identify the AR Chair, communicating this to the DGCE chair and the SSW chair. Faculty on the ARC, including the chair, must be tenured. Membership on the committee begins in the fall of the academic year and runs for a two-year period. Membership will be staggered to maintain a well-learned and practiced committee.

Following the alert for an Academic Review, an Academic Review Committee (ARC) is constituted. There are occasions when the ARC may consider dismissal from the MSW program. For ARs that have the potential to result in dismissal, the ARC will make such a recommendation to the Dean of CoGS who will make all final decisions in cases of potential program dismissal.

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

Non-

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

Written referrals identifying specific concerns (including a APSC form) are sent to the DGCE chair, who forwards the request to the AR chair. To obtain a clear understanding of the issues for which the AR is recommended, the AR Chair will ask that the student's advisor gather information from all of the student's instructors and other relevant parties. The advisor will share this information in writing via email with the AR chair. The AR chair will share all information with the ARC and with the Director of field.

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

The AR chair will have 10 business days (17) from referral receipt to contact the student to schedule the AR and contact the academic review committee (ARC). Upon receipt of an AR referral the chair of the ARC will:

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

Convening an Academic Review

The DGCE chair, in receipt of an alert form completed by the referring individual will contact the AR chair to initiate a formal AR process. The DGCE chair will send the alert form to the AR chair who will be responsible for the next steps. All documentation of concerns must be shared with the chair of the ARC prior to a formal convening between the ARC and student. The AR process is intended to serve as a problem-solving capacity in support of student success.

Attendance and Sharing Information relevant to the Academic Review

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

- 1.

NOTE During the academic year, the AR chair will convene the ARC, within 10 business days of the request for an
During the summer months, FT faculty are not on contract, thus policies such as this for June, July, and August re
modification. During the months of June, July, and August, the SSW Chair and a member of the field education
department

Coordinator.

1. Within three classroom days of receipt of this request, the MSW Program Coordinator shall establish a Reinstatement Committee, which shall consist of a minimum of two MSW faculty members with principal assignment with the graduate program and additional faculty and staff as needed. The instructor of record, in a course whose grade results in termination, will not be eligible to serve on the Reinstatement Committee.
2. The Chair of the Committee will be appointed by the MSW Program Coordinator and will make every attempt to convene the Reinstatement Committee within a week of notification. The Committee will review the materials before it and may ask the student and/or others to appear before it at its discretion.
3. A student may request to appear before the Committee and may bring a "support" person with them. The person of choice can be another student who can serve as an advisor or advocate for the student. Students who wish to bring a support person must inform the MSW Program Coordinator no less than 24 hours prior to the committee meeting.
4. Documentation of request: The student shall submit in writing to the Reinstatement Committee his or her reasons to believe satisfactory performance can be achieved upon reinstatement and may submit in writing any relevant supporting data to help elucidate his/her belief that reinstatement is merited.
5. Additional documentation: The Committee may also request written data, opinions, recommendations and/or evaluations from appropriate sources that may assist it in reaching a decision.
6. The Committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the Coordinator promptly. The MSW Program Coordinator shall consider the committee's recommendation and notify the student and the Dean of the College of Graduate Studies of his decision within one week of receipt of the committee's report.
7. A graduate student shall be terminated following reinstatement if they receive any grade below "B" in class or "F" in fieldwork.

Students who do not request reinstatement within the time limits outlined above or who are not reinstated by the MSW Program Coordinator following termination and who subsequently wish to be considered for readmission following termination, must follow

Medical, Psychiatric and Eating Disorders Policy

BSU strongly urges students with severe health problems to seek help. A student may be required to seek professional help if physical or psychological health problems place that student's life in potential danger; impairs her or his ability to maintain an academic program; or when his or her behavior is a serious disruption to others. If a student does not agree to participate in medical or psychological treatment, his or her ability to continue in all University programs will be jeopardized.

Please see the [BSU Student Handbook](#)

T* [4Ha f0(am;)(b)14.1(S)et a.001 Tc -(nt) wotheM01 Tcdi(lo)-(c (lol c)4(w T* g)12(P)(

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

Student Accessibility

Students with documented disabilities may request reasonable accommodations for their classes and/or field practicum

SECTION

6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the development and behavior of families, groups and communities, in interaction with one another and in the context of the wider community.
7. Engage productively with “at risk” clients, understanding the principles of trauma and psychosocial stress.
- 8.

0.0 JT]) ek(6-)a(01-)M [dT 0 5.1 >8701-0- c5a
Competency1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

- x Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

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

- x Select and use appropriate methods for evaluation of outcomes;
- x apply knowledge of human behavior and the social environment, person

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

Specialized Year Primary Objective:

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

Specialized Year Secondary Objectives:

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 2: Engage Diversity and Difference in Practice

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

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

- x Actively promote education regarding social justice and equity and evaluate the impact of injustice on individuals, families, groups, organizations, and communities;
- x Actively engage in advocacy to _____ to _____ in _____ eo

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

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

Competency 9: Evaluate Practice [with] (9:)Tj -24m11(o -0.59t39(Inu Td16(i).Tw9 Tw 5.3(i)1(n)

Definition of Generalist & Specialized Years

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

Specialists who are

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

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

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

Learning Agreement A written contract between the student and the field placement agency that specifies what the student plans to learn and the activities or tasks the student will perform to achieve his or her learning objectives.

Frequently Asked Questions

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

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

2. How many hours are spent in field practicum placement?

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

Specialized year students spend a minimum of 20 hours per week in placement. Students must complete at least 600 practicum hours in the specialized year. It is not unusual for students to complete more placement hours than the minimum required. Some p

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

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

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

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

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

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

Since social work is a broad field with many opportunities, you are urged to keep an open mind about the competencies you will need to start your career and the challenges that might

in September and ending in May with approximately three weeks of vacation,

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

Changes in schedules can be disruptive to agencies and to clients. Students must adhere to the schedules they and their supervisors agreed on. If students need to modify their practicum schedule in a significant way, the student will need to fill out a Request for Modification of Practicum Schedule located on the SSW MSW website.

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

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

Stipends may be offered, although not guaranteed, for special skills or through a funding opportunity to train within a specialized area of social work. Paid practicum opportunities are available.

to community meetings. Each practicum is developed to provide increasing opportunities for experience and autonomy.

12. What are the requirements for supervision?

A field practicum supervisor should be on site and accessible within the agency where they are located and should establish a regular time each week for one hour face-to-face supervision. In situations in which the primary supervisor is approved by the field education department to not be on site, the student intern must have access to a "task" supervisor who is available on site to provide support, guidance, and oversight, and who can respond to and intervene in an emergency. The primary supervisor is responsible for responding to all field education practicum portfolio documents (process recordings, time sheets, supervisory verification forms, the learning agreement, meeting with the student at least weekly, completing the evaluation). The "task" supervisor is expected to share in the shaping of the student experience and be present at practicum site visits with the consent of the primary supervisor. The primary supervisor and task supervisor are required to meet with the students together, at minimum, once a month to ensure the supervisory team is collaborating on their communication with the student, and on their assessment and feedback of the student's performance at the field practicum. Students must inform their Field Practicum Liaisons if they are working with a task supervisor and their primary supervisor.

Supervisory meetings are expected to be weekly for at least one full hour. An additional one-half hour can be allotted to teaching conferences, staff meetings, team meetings or other forums that provide learning and an opportunity for discussion with the supervisor. It is important to be prepared for supervision with focused topics of discussion and written work as requested by supervisor. (k)-4(s)2(u)-41(p)-4(a)3(iaoaTc -0(us)6)-1

practice experience, and knowledge in the practice area.

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

Specialized Year Students

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

Identification of Field Practicum Education Site

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

Preparing for the Field Practicum Interview

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

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

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

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

EmploymentBasedFieldPracticums

The written proposal must include the following:

1. A description of the student's current job, including name of immediate supervisor and location of the student's current place of employment.
2. A detailed description of the proposed practicum with a clear focus and link to the social work competencies and their related behaviors. Identification of the new competencies that will be gained. We strongly encourage and request, when possible, that the internship is with a different population, unit, and/or location.
3. A description of new assignments designed to meet the defined learning objectives of the BSU SSW GY or SY practicum.
4. The name, degree and license of the supervisor.

year and specialized year field practicum will be required to submit a proposal for consideration and must meet the conditions outlined above.

6. The agency will support staff time for effective supervision and professional learning, including participation in the MSW program's orientation, fi0022(or)aed

4.

5. Use the relationship with the practicum supervisor in the (the).842 0 Td (in)Tj -0.latio4|fÑ WHaŽ !yp•(÷(

17.

modified learning plan will identify the presenting concerns, current learning objectives, problem-solving strategies, and measurable goals in efforts to support the student's success and sustain the student's practicum. Should a student on a modified learning plan fail to meet the competency-based learning objectives identified on the modified learning plan, they will fail the spring semester and their fall grade will default to a no pass.

2 4

The final grade is based on the following criteria:) a 19 Tw 5.2ly0(60yf 5.2Tw 5.II Tw w11 0i0 Td g2(

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

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

“Inco

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

1. Concerns should first be brought to the field practicum supervisor and faculty field practicum liaison for appropriate resolution. The first step in most cases involves the supervisor or liaison coaching the student on possible ways to resolve the problem. The MSW program believes problem solving on their own behalf is an important part of professional development.
 2. The field practicum liaison can intervene to support a resolution by initiating a meeting with the student and supervisor, outside of the scheduled site visit, or having
- 2 .

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

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

Appeal Process

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

Professional Behavior Standards

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

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

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

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

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

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

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

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

Inclement Weather

Mandatory Reporting

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

Confidentiality and Use of Client Information

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

BridgewaterStateUniversityCampusResources

Bridgewater StateUniversity

FieldForms

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

Index of Links

The Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (page 15)

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

The Code of Ethics in English (page 24)

Student
