

SPRINGFIELD COLLEGE
DEPARTMENT OF GRADUATE SOCIAL WORK
MSW Student's Field Workbook for Academic Year 2019-2020

Second Practicum

To be used in conjunction with the Field Practicum Manual, 28th Edition, 2019-2020.

This workbook contains the documents the student and field supervisor need to monitor progress through the Field Practicum. One workbook per practicum is used.
Evaluations are Online/Information will be provided

Student Name: _____	Field Supervisor: _____
Student Mobile Phone #: _____	Supervisor Phone #: _____
Faculty Advisor: _____	Supervisor Phone #: _____
Faculty Phone #: _____	Supervisor Email: _____

RETAIN ALL DOCUMENTS IN THE WORKBOOK

Due Dates:

1. Faculty Advisor will review and sign Learning Contract at time of *First Site Visit or through other means*. This should be completed well before this visit, if possible, and before the mid-point of the semester.
2. Students will submit entire Workbook to Faculty Advisors by December 13, 2019, with Mid-Year Evaluation completed online by Field Supervisor.
 - Faculty Advisor will review Workbook and online evaluation submissions and submit grade for Fall semester if all materials, including signatures in the workbook, are complete.
3. Students will submit entire Workbook to Faculty Advisors by May 3, 2020, with Final Evaluation completed online by Field Supervisor.
 - Faculty Advisor will review Workbook and online evaluation submission and submit grade for Spring semester if all materials, including signatures in the workbook, are complete. Workbook is then provided to Office of Field Education.

For Faculty Advisor Use:

Fall Semester: Signed: Graded Online: _____ Advisor Initials

Spring Semester: Signed: Graded Online: _____ Advisor Initials

Returned to Office of Field Education For Filing at Conclusion of Second Semester Hours:

- Please check () when you've signed off on the mid-year and final evaluations, ***verifying completion of evaluation(s) and that all Field Supervisor and student signatures are complete.***
- Please check () that you've entered the grade online, or have made arrangements to provide
- Please check () that you've provided the workbook to the Office of Field Education at the conclusion of the internship.

Note Mailing Address:

Springfield College Department of Graduate Social Work
263 Alden Street, Springfield, MA 01109-3797

FIELD PRACTICUM WORKBOOK

To students, field supervisors, and faculty advisors:

Use this field placement workbook to begin, plan for, and monitor the field placement experience, which is a required part of the course of study leading to a Master of Social Work. Evaluations of the students' field performance internship will now occur online. Look for information within this workbook and other relevant information sent via email to students and supervisors about the online evaluation process.

*All of the elements of this workbook should be reviewed and completed **fully**, including pages where student, Field Supervisor, and Faculty Advisor signatures are needed. It is important for **all** signatures to be present when the workbook is submitted to the Faculty Advisor as a record of the student's completion of the field placement.*

*All the elements of this workbook may also be found online at the Springfield College webpage under "Current Students." It is **strongly** recommended that any completed elements along the way be photocopied by students and field supervisors for their own files in the event the workbook is lost. Students and field supervisors should also photocopy the completed entire workbook for their records at the conclusion of the internship, as the workbook will be returned to the student after data entry has occurred at the conclusion of the summer semester; the student may wish to access its contents prior to this point. Physical copies of students' online evaluations can be made available.*

Please use the first page of this workbook to develop a beginning plan for the internship. Then move on to the Learning Contract. If you have questions about any of the elements of the workbook, please direct them to the student's Faculty Advisor or you may call Ms. Michele Mariani in the Office of Field Education at 413-748-3064, or contact her at mmariani@springfield.edu.

We wish you the best in the internship experience!

*Dr. William Fisher, Chair and Assistant Dean for Field Education
Professor Sharlene Kereleja, Assistant Director of Field Education*

Contents

Student and Field Supervisor Practicum Start-up Review Checklist	Page 7-9
Specialization Year Learning Contract	Pages 11-25
Worksheet for Administrative Project	Page 21
Suggested Faculty Advisor Agenda for Site Visit and Learning Contract Signatures	Page 25
Field Practicum Time Sheets	Pages 27-32
Mid-Point and Final Online Evaluation Instructions	Pages 33-35

For Student and Field Supervisor: Beginning Checklist

To Student and Field Supervisor: Use this Checklist as Part of First few Supervisory Sessions

Please use this checklist to assure that the field practicum starts effectively. Complete this checklist in the first few weeks of the internship, and address the expectations no later than October 1. Faculty Advisors will cover these topics at the first site visit, in addition to other expectations.

1. Student and Field Supervisor have developed a schedule for hours in each week for the full academic year, September to May. Yes _____ No _____
If "No", comments?: _____
2. Student and Field Supervisor have developed a weekly schedule for direct supervision by the MSW Supervisor, as found in the learning contract. Yes _____ No _____
If "No", comments?: _____
3. The Learning Contract has been completed and signed by all parties. Yes _____ No _____
(NOTE: Faculty Advisors will visit after October 1st; at that time they will sign the Learning Contract.)
If "No", comments?: _____
4. The Field Supervisor:
 - Meets with or will meet with the student for supervision regularly, as scheduled. Yes _____ No _____
If "No", comments?: _____
 - Uses or will use the student's own written agenda during weekly supervision. Yes _____ No _____
If "No", comments?: _____
 - Provides or will provide timely feedback on process recordings. Yes _____ No _____
If "No", comments?: _____
 - Assists or will assist the student in making connections with colleagues in the agency with whom the student needs to work to accomplish responsibilities. Yes _____ No _____
If "No", comments?: _____
 - Provides or will provide appropriate learning experiences (i.e., access to clients, groups).
Yes _____ No _____
If "No", comments?: _____
5. Other comments, questions, or concerns: _____

6. In addition to a general orientation to the agency, the student must be provided with orientations/trainings in Safety Policies and Protocols and Sexual Harassment Policies. **Please note other relevant policies or training, such as addressing Hazardous Materials:**

TRAINING/ORIENTATION :	DATE OF TRAINING:

Signatures:

Field Supervisor: _____

Date: _____

Student: _____

Date: _____

SPECIALIZATION YEAR LEARNING CONTRACT

Found in the Learning Contract:

- I. Introductory Information and Planning Sheet***
- II. Component #1A and #1B Direct Service with Individuals, Families, and Groups – Increased Complexity***
- III. Component #2 Administrative Skills and Project***
- IV. Component #3 Development Toward Advanced Generalist Social Work Practice Competence***
- V. Worksheet on Details for Discussion Related to Administrative Project***
- VI. Component #3 Development Towards Advanced Generalist Social Work Practice Competence***
- VII. Springfield College Required Rules of Professional Conduct***
- VIII. Learning Contract Supplement***
- IX. Preparing for the Faculty Advisor Site Visit: For Students and Supervisors***
- X. Learning Contract Signature Page***

The Learning Contract is developed and planned by the student and Field Supervisor in consultation with the Faculty Advisor as needed. The Learning Contract should be completed and signed by Field Supervisor and student no later than October 1.

- Staple-in additional pages if needed.
- Learning Contract is to be provided to Faculty Advisor for review and signature at Fall Site Visit.

Learning Contract Information

- The Learning Contract details the areas of skill development expected of the student in the field practicum experience. Please read the content carefully and note the learning activities that will be used to assure students have practiced and acquired the requisite skills and competencies.
- The Learning Contract should be made available to the Faculty Advisor for review and use during site visits to monitor learning and progress in skill development. An approval of the Learning Contract and signature verifying this approval from the Faculty Advisor is needed at the time of the first site visit.
- The completed and signed Learning Contract (retained in the Field Practicum Workbook) must be present in the workbook at the conclusion of each semester in order for the student to receive grades for the field practicum experience.
- Renegotiation of portions of the Learning Contract may be initiated by any party, but changes must be agreed upon by all parties. Changes must be in writing and signed by all parties prior to implementation. See Learning Contract Supplement/Amendment for guidelines (last page of Learning Contract). Additional information may be documented as needed.

DO NOT REMOVE
THE LEARNING CONTRACT FROM THE FIELD PRACTICUM WORKBOOK
However, it is strongly recommended that students and Field Supervisors make copies for their own use and records.

Learning Contract Period: Begin _____ End _____ (Dates practicum is expected to begin and end; typically September to May, but variations are possible)

PLANNED STANDARD SCHEDULE OF PRACTICUM HOURS:

	Monday	Tuesday	Wednesday	Thursday	Friday	Other
AM	_____	_____	_____	_____	_____	_____
PM	_____	_____	_____	_____	_____	_____

Weekly supervision session is scheduled for: _____

BRIEF DESCRIPTION OF FIELD PRACTICUM ACTIVITIES AND RESPONSIBILITIES:

Size of Direct Service Caseload: _____

(Typically expected to be four to five individual cases or families. Caseload size will vary, depending on agency mission, complexity of cases, type of service provided, number of groups student is assigned, and other factors. Depending on the agency, screening, assessment, and brief treatment or crisis services can qualify to meet these expectations)

COUNCIL ON SOCIAL WORK EDUCATION (CSWE) 2015 COMPETENCIES AND BEHAVIORS

The Council on Social Work Education (CSWE) has established standards for social work education. The Springfield College School of Social Work field education experience expectations reflect these standards, which were presented in the organization's 2015 Educational Policy and Accreditation Standards (EPAS)

These are consistent with the mission of the Springfield College School of Social Work program, which is:

Through the teaching of social work practice and knowledge, the Springfield College School of Social Work prepares individuals to meet universal human needs in order to engender mutually beneficial interaction between individuals and societal systems at all levels, based on principles of economic and social justice, dignity, and human rights.

CSWE's competencies and behaviors are expected to be integrated into field learning experiences assigned to students, and supervisors should consciously address these as assignments are developed and made. Upon completion of the Specialization Year field experience, students are expected to demonstrate mastery of the following Specialization Year competencies and behaviors through the performance of the expected learning components found in the Learning Contract that follows this section. For additional reference, please see the latest editions of the *Student Handbook of Policies and Procedures* and the *Field Practicum Manual*.

The nine CSWE Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the advanced generalist specialization level of practice, followed by a set of behaviors that integrate the competency. The behaviors represent observable components of the competencies, while the preceding narrative statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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

- Employ (model) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
- Model professional demeanor in behavior and *written and oral* communications
- Articulate the mission of social work to multiple constituencies
- Consistently adhere to and model professional roles and boundaries
- Articulate and advocate social work values and ethics among interdisciplinary situations and settings
- Conduct oneself ethically and engage in ethical decision-making using different approaches and strategies, e.g., moral reasoning, cultural perspective, professionalism in research and practice
- Apply appropriate social work values to resolve ethical issues
- Analyze and communicate professional judgments, reasoning, and process in practice

Competency 2: Engage Diversity and Difference in Practice

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

- Transform one's behavior in response to a recognition of one's biases based in difference and culture
- Apply an understanding of privilege and power within an anti-oppressive practice
- Consistently recognize and describe the impact of culture and diversity on one's personal and professional behavior
- Modify and adapt mainstream interventions to meet needs of diverse populations and that challenge oppression
- Actively promote opportunities for diverse perspectives and participation of diverse constituents

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

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

- Engage in practices that advance social, economic, and environmental justice in agencies and organizations
- Incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice
- Take action to redress mechanisms of oppression and discrimination
- Embrace the obligation to advance human rights and fosters social, economic, and environmental justice
- Engage in community collaborations that foster social, economic, and environmental justice and social change

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

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

- Use evidence-based research findings to improve practice
- Evaluate social policies and programs
- Integrate qualitative and quantitative research in all aspects of advanced generalist practice
- Work collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches

Competency 5: Engage in Policy Practice

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

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

- Articulate the impact of policies on service delivery
- Develop and promotes agency policies and professional behavior that affect change
- Identify gaps in policies at varied levels, e.g., agency policies, public policies, regulations

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

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

- Use empathy and other interpersonal skills
- Implement a mutually agreed upon focus of work and desired outcome

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

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

- Collect, organize, and interpret client data
- Develop mutually agreed upon intervention goals and objectives
- Assess complex problems with systems of all sizes and types
- Identify the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Select appropriate intervention strategies
- Implement prevention strategies that enhance client capacities
- Assist clients to resolve problems

- Intervene in complex problems with systems of all sizes and types
- Negotiate, mediate, and advocate for client systems
- Demonstrate one's ability to move a client system through the practice intervention process

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

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

Social workers:

- Facilitate transitions and endings
- Critically analyze, monitor, and evaluate interventions
- Evaluate complex problems with systems of all sizes and types
- Synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice

EXPECTED LEARNING COMPONENTS

Specialization Year Field Experience Component #1A and #1B:

Direct Service with Individuals, Families, and Client Groups – Increased Complexity:

The student demonstrates effective advanced generalist social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems.

Conditions for Learning/Mean of Assessment (student and supervisor must complete):

1A. Direct Service with Individuals and/or Families

Student will have the opportunity to engage in advanced direct social work services with individuals and/or families. The number of individuals and/or families with whom the student will be able to engage is four to five. More advanced/psycho-social assessments and development of appropriate interventions strategies are also expected in the Concentration Year.

1B. Direct Service with Client Helping Groups

Student will have the opportunity to engage in direct social work services with client helping groups. The student must facilitate or co-facilitate a minimum of one group.

To reflect the nature of agency services and the individual learning needs of the student, this number of individuals/families may be reached over the course of the first semester, then maintained at four to five cases for the remainder of the internship. Given the range of social work agencies, there are a variety of ways the student may engage in direct service with individuals and/or families at an advanced level.

Complex client needs may necessitate a lower number of cases being addressed by the student. (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the client population with whom the student will be engaged and the sample responsibilities expected of the student and describe the specific behaviors available in the agency by which the student will be able to identify and intervene in client systems (e.g., access to client files, consultation with agency colleagues, communication with professionals at related/referral agencies, etc.):

Estimated number of hours per week the student will be engaged in this field experience component: _____. Minimum expected by school for this component is: **160 hours** for total internship (for both Field Experience Components #1A and #1B) of the 600 hours.

CONTINUED ON NEXT PAGE

Specialization Year Field Education Expectations for Successful Completion of Component #1A and #1B. The student demonstrates effective advanced social work practice skills with clients with complex needs utilizing resources and interventions relevant to a range of client systems, as evidenced by:

1. Practice with four to five individuals and/or families, who are different from the student in race, background, personality, sexual orientation, socio economic status, or other ways.
2. Addressing a range of client circumstances and systems through engagement in challenging relationship-building and specialized counseling skills.
3. Engagement in autonomous professional judgment and decision making in:
 - a. Assessment
 - b. Treatment planning
 - c. Crisis intervention
 - d. Referrals
 - e. Client advocacy
4. Addressing complex situations and the needs of diverse clients.
5. Carrying out multi-level interventions using a strengths perspective.
6. Accessing and negotiating large systems.
7. Planning and facilitation or co-facilitation of a minimum of one client-helping group comprised of clients with complex needs.
8. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices.
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills.

If relevant, list other specific, direct practice behaviors, activities, and assignments related to working with clients with complex needs for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

Specialization Year Field Experience Component #2:

Administrative Skills and Project:

The student demonstrates an understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems by addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients.

Specialization for Learning/Mean of Assessment (student and supervisor must complete):

Student will have the opportunity to address an organizational administrative need that enhances the functioning of the host agency and services to clients. In recognition of the nature of agency services and the individual learning needs of the student, this project can be conducted and accomplished over the course of two semesters. (See End of Semester Evaluations for detailed outcome expectations.)

Please briefly describe the Administrative Project and/or activities in which the student will be engaged:

Please describe the practice behaviors, activities, and assignments that will provide evidence of movement towards mastery of expected competencies:

Estimated number of hours per week the student will be engaged in this field experience component: _____ . Minimum expected by school for total internship is: **160 hours of the 600 hours.**

Specialization Year Field Education Expectations for Successful Completion of Component #2.

The student demonstrates effective understanding of and ability to function at an advanced generalist level in agency, organizational, and larger service systems through addressing an organizational administrative need that will enhance the functioning of the host agency and services to clients, as evidenced by:

1. An understanding of the organization of the host agency.
2. An understanding of the position of the host agency in the larger social service system.
3. Negotiating the subsystems of the host agency and the larger social service system to bring about effective programs and services.
4. Participating in administrative and team groups as an effective contributor and group member, also using the contributions of others.
5. Recording administrative meetings and developing reports that reflect accurate group process and progress toward goals.
6. Applying theories of administration and supervision to selected agency functions (possibilities include program planning and education, staff development, client outcomes, and public outreach, among others relevant to the agency).
7. Promoting effective and humane operations in social work organizations and larger delivery systems for both clients and colleagues through effective use of self.
8. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices.
9. Production of and presentation to faculty advisor a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills.

If relevant, list other specific, direct practice behaviors and activities related to administrative skills for the student during this practicum that will provide evidence of mastery of expected competencies:

See next page for "Details for Discussion" Sheet Related to Community Project

Worksheet

Details for Discussion Related to Administrative Project

1. Summary of Project:
2. With whom in the agency will the student work in developing and carrying out this project?
3. What will be the "product" of the project?
4. How will the community or clients benefit from the project?
5. How will the organization benefit from the project?

Specialization Year Field Experience Component #3:

Development toward Advanced Generalist Social Work Practice Competence

The student integrates knowledge of micro, mezzo, and macro systems, social work ethics, and effective use of self to engage in autonomous professional advanced generalist social work practice with client and social systems of all sizes, using the ecological model, person-in-environment, and the strengths perspective.

Conditions for Learning/Means of Assessment (student and supervisor must complete):

Student will have the opportunity to engage in social work practice experiences that will encourage development of advanced generalist social work skills and autonomous practices.

In recognition of the nature of agency services and the individual learning needs of the student, this field experience component should be interwoven throughout student assignments (See End of Semester Evaluations for detailed outcome expectations.)

Please describe the autonomous practice behaviors, activities, and assignments in which the student will be engaged (some may be repeated from Field Concentration Year Field Experience Components #1 and #2) that will provide evidence of movement toward mastery of expected competencies:

Specialization Year Field Education Expectations for Successful Completion of Component #3.

The student demonstrates movement toward autonomous professional practice, as evidenced by:

1. Using supervision effectively and appropriately to enhance practice, develop greater self-awareness of practice, and move toward autonomous practices.
2. Basing social work practice interventions on social work values and the NASW Code of Ethics and an understanding of diverse client circumstances and situations and the multiple systems that comprise human experience, including social service systems and historical context.
3. Intervening and practicing using the ecological model, person-in-environment, and the strengths perspective in interactions with clients, colleagues, organizations, and larger systems.
4. Intervening and practicing at a variety of systems' levels, including individual, family, helping groups, administrative groups, organizational, inter organizational, community, social, and larger systems levels.
5. Seeking out opportunities for professional practice enhancement and advancement of advanced generalist skills.
6. Completion of process recordings presented to supervisor weekly using individual, family, group or administrative meeting formats found in Field Manual Appendices.
7. Production of, and presentation to the faculty advisor, a minimum of two process recordings per semester that illustrate development of advanced generalist practice skills, as defined above.

If relevant, list other specific, practice behaviors, activities, and assignments related to autonomous advanced generalist practice for the student during this practicum that will provide evidence of movement toward mastery of expected competencies:

Specific Means of Assessment for Field Experience Components #1-3:

As part of completing the Learning Contract consider carefully what will be used to assess student competence in the areas above. Check off sources that will be used:

- Supervision discussions**
- Discussion of coursework experiences**
- Review of process recordings**
- Observation of student in practice with clients**
- Observation of student interacting with colleagues**
- Observation of student in groups of colleagues, such as team meetings**
- Observation of student presentations in agency or community contexts**
- Review of paperwork and/or reports completed by the student**
- Reports from colleagues**
- Results from a project taken on by the student**
- Other possible sources of assessment of student competencies noted by supervisor and student:**

SPRINGFIELD COLLEGE REQUIRED RULES OF PROFESSIONAL CONDUCT FOR ALL STUDENTS IN FIELD PRACTICUM EXPERIENCES

- I. Student interns shall behave in a legal, ethical, and moral manner in the conduct of their Field Practicum 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.
- II. Student interns will understand their responsibilities and practice within the limits of their defined roles, training, and competencies as defined and approved in the Affiliation Agreement. They shall be expected to adhere to all agreed upon requirements with regard to attendance, required clock hours, and performance of duties as contracted or amended.
- 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, patients, or others. Professional concerns or problems with others shall be discussed with the agency or faculty advisor.
- IV. Student interns shall, at all times, respect the confidentiality of information about clients or patients in the course of their Field Practicum 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 Supervisor or Faculty Advisor assistance to determine the appropriate course of action.
- VI. Student interns acknowledge having read the NASW Code of Ethics, the current Field Practicum Manual, and the current Student Handbook of Policies and Procedures.

SPECIALIZATION YEAR LEARNING CONTRACT SUPPLEMENT/AMENDMENT TO LEARNING CONTRACT

(Optional or as needed)

Use this space to describe supplements to the contract. Staple-in additional sheets as necessary.

Component/Competency Supplemented (if relevant): _____

Additional Expectations: _____

Additional Conditions for Learning: _____

Additional Means of Assessment (Specific practice behaviors, activities, and assignments that will provide evidence of movement toward mastery of expected competencies): _____

Preparing for the Faculty Site Visit: Information for Students and Supervisors

1. An orientation to the agency has been provided, including safety policies and protocols, sexual harassment policies, and other relevant policies and training.
2. Learning Contract (contained in workbook) is completed, and signed by student and Field Supervisors and is provided to Faculty Advisor at first site visit and signed by him or her.
3. Learning Contract is guiding assignments.
4. Required learning opportunities are available.
5. One and a half hours of weekly supervision is taking place (or 1 hour of direct supervision if group supervision is also available).
6. Student is using his or her written agenda and presenting process recording weekly in supervision.
7. Two of the minimum of 12 process recordings completed per semester by the student and reviewed by the Field Supervisor have been or will be provided to the Faculty Advisor for review.
8. Community (first placement) or administrative (second placement) work and project are discussed.
9. Opportunities for discussion of student and Field Supervisor issues are provided during the site visit.
10. If relevant, opportunities for discussion of ideas, plans, or possibilities for next practicum are provided.
11. Other issues of concern are raised.

[Materials from the Schools of Social Work at Boston University, Smith College, and the University of Michigan were used in preparing this section, with appreciation. An additional resource for students, Field Supervisors and Faculty Advisors is the National Association of Social Workers Massachusetts Chapter's website, which included extensive materials related to safety for social workers and guidelines for agency safety policies (www.naswma.org)]

SIGNATURES FOR ENTIRE LEARNING CONTRACT, Pages 11-25

"I agree to/approve the provisions that are presented in this Learning Contract..."

Field Practicum Student

Date

Field Supervisor

Date

Faculty Advisor

Date (these must be provided)

END OF LEARNING CONTRACT

FIELD PRACTICUM TIME SHEETS

FIELD PRACTICUM TIME SHEETS

NOTE NUMBER OF HOURS WORKED IN RELATION TO THE PLACEMENT ONLY.

TO BE COMPLETED MONTHLY BY STUDENT AND SIGNED BY STUDENT AND FIELD SUPERVISOR.

FINAL HOURS FOR THE SEMESTER MAY BE ESTIMATED AND ENTERED WHEN COMPLETED, IF WORKBOOK MUST BE HANDED IN BEFORE HOURS ARE COMPLETE.

TOTAL HOURS FOR THE SEMESTER WILL BE SUBMITTED WITH THE WORKBOOK

by DECEMBER 14 AND MAY 3. SUPERVISION HOURS ARE CONSIDERED PART OF PLACEMENT HOURS.

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
<i>e.g., Sept. 4</i>	<i>1:00 - 5:00</i>	4			
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
Student
Field Supervisor
Date

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
Student
Field Supervisor
Date

FIELD PRACTICUM TIME SHEETS PAGE 3

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

FIELD PRACTICUM TIME SHEETS PAGE 4

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

MONTH _____ YEAR _____

DATE	TIMES	HOURS	DATE	TIMES	HOURS
	Column Total:			Column Total:	
				Total Hours:	

Signatures: _____
 Student _____ Field Supervisor _____ Date _____

***For Supervisors: Advanced
Generalist Year Mid-Point and Final
Online Evaluations***

Part I: Specialization Practice Expectations

***Part II: Council on Social Work Education
Expected Competencies***

(See next page for directions)

Springfield College-Department of Graduate Social Work
Online Student Evaluation Process

I.) Field supervisors and students must review all CSWE competencies and behaviors as presented in the Learning Contract found in the Practicum Workbook.

II.) Students and Field Supervisors will receive information via email about completing the midpoint and final evaluations online.

III.) The information will include a description of the two-part evaluation:

A.) Expectations related to “advanced generalist” practice based on the curriculum; and

B.) Specific expectations for the competencies and behaviors provided by the Council on Social Work Education.

IV.) Midpoint Evaluations are to be submitted online by Friday, December 13, 2019, along with the hard copy workbook with remaining documentation to the Faculty Advisor.

Final Evaluations are to be submitted online by Friday, May 1, 2020, along with the hard copy workbook with remaining documentation to the Faculty Advisor.

V.) During the course of the semester, students and Field Supervisors should review these evaluation expectations, along with the Learning Contract, frequently and as needed, to assist in guiding the internship.

VI.) Approximately one month before midpoint and final evaluations are due to the Faculty Advisor and the Office of Field Education, Field Supervisors and students will receive additional information about how to access online evaluations.

VII.) Also approximately one month before evaluations are due, Field Supervisors and students should carefully review how the student will be evaluated in all expected practice areas.

VIII.) Please submit online midpoint and final evaluations by the due date. If an incomplete is needed, Faculty Advisors should be notified and they will follow the procedures to issue an “I.”

IX.) If you have questions, please direct them to Donovan McCray or Sharlene Kerelejza:

Donovan McCray, Student Services Coordinator-(413) 748-3047 (dmccray@springfieldcollege.edu)

Sharlene Kerelejza, Assistant Director of Field Education-(413) 748-3027 (skerelejza@springfieldcollege.edu)

X.) Please also consult with the student’s Faculty Advisor about evaluations.

Thank you!

We look forward to receiving the mid-point and final evaluations online for this student.