

**SPRINGFIELD COLLEGE
SCHOOL OF SOCIAL WORK
SYLLABUS
FOUNDATION YEAR**

- I. COURSE TITLE: MSSW 684 AND 685
 FIELD PRACTICUM 1 (Fall and Spring)
 AND
 MSSW 674
 FIELD PRACTICUM 1 SEMINAR (Fall)**
- COURSE VALUE: 3.5 SEMESTER HOURS EACH SEMESTER
 .5 FOR SEMINAR**
- INSTRUCTORS: WEEKDAY SECTIONS AND WEEKEND SECTIONS
 Faculty Advisor in Collaboration with Field Supervisor**

II. COURSE TEXTS AND READINGS

Required Readings:

Springfield College School of Social Work Handbook of Policies and Procedures. [Latest Edition]. Springfield, MA: Springfield College.

Springfield College School of Social Work Field Practicum Manual. [Latest Edition]. Springfield, MA: Springfield College.

Roy, A. W. & Vecchiolla F. J. (Eds.) (2004). *Thoughts on an Advanced Generalist Education: Models, readings and essays.* Peosta, IA: Eddie Bowers Publishing Co., Inc. [ALSO USED IN: MSSW 613, MSSW 603, AND MSSW 634].

Recommended Readings:

Loewenberg, F. M., Dolgoff, R., & Harrington, D. (2011). (9th Ed). *Ethical Decisions for Social Work Practice.* Brooks Cole Publishers, Inc.

Reamer, R.G. (2013). *Social Work Values and Ethics* (Foundations of Social Work Knowledge Series). New York: Columbia University Press.

Royse, D., Dhooper S. S., & Rompf, E. L. (2011). (6th Ed). *Field Instruction: A Guide For Social Work Students.* Pearson Publishers.

Agency Field Supervisors and Faculty Advisors may assign additional book excerpts and articles at their discretion.

III. COURSE DESCRIPTION (This syllabus is to be used in conjunction with the current *Field Practicum Manual and 1st Year Field Practicum Workbook*).

Field education is an integral and vital part of the social work curriculum at Springfield College, which has a single curricular specialization in advanced generalist practice. Field education occurs through two academic years of field practica. Advanced standing students engage in one year of field practicum, the requirements for which are the second year of the field curriculum.

The field practicum sequence serves as the link between knowledge gained in the classroom and the practice of social work from an advanced generalist perspective. Within the field sequence, components of the Practice, Human Behavior in the Social Environment, Policy, and Research sequences of the curriculum are integrated and practiced by social work interns.

The overall purposes of the practica are: (a) to enhance the student's ability to apply social work values, theory, skills, and knowledge to a broad range of systems; (b) to provide opportunities for students to learn to foster empowerment among vulnerable populations; and (c) to provide a setting in which the mission and goals of the curriculum of the School of Social Work may be actualized.

Students have the opportunity to apply and refine values, knowledge, and skills under the guidance of experienced social work practitioners who serve as Field Supervisors. These field practicum experiences are brought back to the classroom where they are further examined within the context of the knowledge, values, and skills of the social work profession and the advanced generalist approach to social work practice.

The field practicum is an agency-based practice experience where students develop professional social work competence in the application of advanced generalist concepts that are presented and discussed throughout the academic curriculum. The practicum provides an opportunity for students to: perform, with supervision, a variety of planned multilevel social work interventions; to learn to work effectively in different social work settings; and to understand the everyday operations of community and social service systems.

The practicum requirements are structured within four areas of learning to ensure that students gain experience in developing a full range of advanced generalist social work practice skills. The four areas of learning are: (1) Direct service with individuals and families, required in both years; (2) Group work, required both years; (3) Community development and organization, required in the first or foundation year; and (4) Administration and organizational development, required in the second or specialization year.

The Springfield College School of Social Work places students in a variety of agencies throughout New England and New York State. Students are exposed to a wide range of practice opportunities with clients of diverse backgrounds in both urban and rural settings. Appropriate field settings include a range of human service, educational, health, and criminal justice settings where students work with individuals, families, groups, organizations, and communities.

Periodic field education information sessions serve as means for students to learn about the requirements of the field practicum experience. They provide the student with an additional opportunity to share with student colleagues and instructors their questions and practicum experiences, allowing enhanced understanding of the knowledge, values, and skills of the social work profession and how the field requirements are integrated into the overall curriculum.

Field Practicum Expectations and Policies and Procedures

- Students must read thoroughly the current *Field Practicum Manual* and *Practicum Workbook* relevant to the year of their field experience, and the current *Student Handbook of Policies and Procedures*.
- Field assignments must take place during typical agency hours of 8:00 AM to 5:00 PM to allow students to experience the full range of client services provided; other hours may be arranged at the agency's, Field Supervisor's, and Faculty Advisor's discretion if available, and if curricular learning competencies are assured of being met.
- Students must be available for the required fifteen (15) hours per week for the first placement and the required twenty (20) hours per week for the second placement.
- Students must arrange for flexible employment/personal schedules to accommodate the needs of the field assignment.
- Students must be prepared to travel up to 60 miles from their residences and/or up to one hour to field assignments.
- Students with disabilities should contact the Assistant Dean for Field Education or the Assistant Director of Field Education to be informed of the Springfield College protocol for establishing the need for accommodation in field assignments.
- Students must be aware that most placement assignment agencies conduct a review of "Criminal Offense Records Information" (CORI).
- Students must address any requirements of the internship site, such as immunizations and CORI checks.

IV. FOUNDATION YEAR COURSE COMPETENCIES AND BEHAVIORS

The Council on Social Work Education (CSWE) has established standards for social work education, which are described in the organization's 2015 Educational Policy and Accreditation Standards (EPAS). The Springfield College School of Social Work field education experience reflects these standards. Upon completion of the Foundation Year field experience, students are expected to demonstrate mastery of the following Foundation Year competencies and behaviors. For additional information, please see the most recent *Student Handbook of Policies and Procedures* and the *Second Practicum Workbook* which can be found online at <http://springfield.edu/springfield-college-school-of-social-work/resources/current-students>.

CSWE's nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding 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:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

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 practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- 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

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:

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

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

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

V. COURSE OUTLINE: FOUNDATION YEAR

A. Internship in the Field

In the first or foundation year, students spend a total of fifteen hours per week in the field for fifteen weeks each semester, fall and spring, for a total of 450 hours. Within the overall framework of generalist practice, field practicum during the foundation year focuses on direct service with individuals, families, small groups, and communities. Direct service with individuals and families involves assessment and intervention planning, case management, and counseling. Students are expected to lead, or co-lead, one or more groups, in which, when possible, they will have had a direct role in planning and organizing. The direct service component requires students to: (a) obtain experience with individuals and families conducting psychosocial assessments (see outline in Appendix B) and counseling, (b) facilitate interagency collaboration and referral on behalf of clients, and (c) obtain experience in leading or co-leading a wide range of groups (counseling, self-help, education, and support).

Community work involves a range of activities, including, where possible, opportunities to apply group skills to plan and conduct community-oriented meetings, conduct assessments, and work to promote the empowerment of communities (see Foundation Year Field Experience Components for details). The foundation year practicum helps students integrate an understanding of individuals and families within the context of particular communities, as well as the force communities can exert in making changes on their own behalf. Students are required to design and implement a community project where they apply and expand their conceptual understanding of community practice. The community may be the community of clients, potential clients, providers, the geographic community, or other constituent community. The project should achieve one or more of the following results: (1) enhance the agency's understanding of the community it serves through a process that involves the community, (2) enables the community to obtain information or resources it wants or needs, or (3) supports the community's capacity to act effectively on its own behalf.

B. Field Practicum Seminar (674): The Field Seminars are comprised of four components each semester:

1. Resources – Field education resources are posted on the school's website under "Current Students" and "Supervisor Resources"
2. Group Seminar and Advising - Students will meet with Faculty Advisors during these sessions. Meetings may be in small groups and/or individual sessions. There is one field seminar in the fall of each academic year, which typically field takes place on Advising Day at the Advisor's discretion. Students should consult with their advisor to determine the format that will be used for the field seminar. This field seminar component provides a context in which students and advisors fulfill competencies directly related to the field components and expectations for the appropriate year of the practicum. (See below for suggested discussion topics).

This second component of the seminars as noted above provides a context in which students and advisors address competencies that are directly related to the field competencies and experiences for the appropriate year of the practicum:

Field Practicum Seminar 674

Students will explore and problem-solve field situations, including but not limited to ethical dilemmas, supervision, client interventions, and community project development, with assistance from peers and Faculty Advisor.

- a. Discussions should enhance students' achievement of learning competencies for the field experience, as stated in the Learning Contract and this syllabus for first year field placements.
- b. Discussions should enhance students' understanding of the integration of practice skills, theoretical knowledge, public policy, and research.

Students will demonstrate an understanding of the agency and client services, including the environmental, political, and cultural context, funding sources and their expectations, the range of programs provided, reporting lines within the organization, and the organizational structure. A framework for discussions may be provided by questions such as:

- a. What are the major challenges you have encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision?
 - b. What ethical challenges have you encountered (or believe you will encounter) in this internship in this agency, with this population, or in this area of service provision? In an ethical challenge, to whom or to what is your first loyalty?
3. Field Practicum Information Session – One mandatory Field Practicum Information/Orientation Session each semester will be conducted by the Assistant Dean for Field Education and/or Assistant Directors of Field Education and Faculty
 4. Field Site visit – The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring site visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

With authorization from the Assistant Dean for Field Education, the Faculty Advisor may also make a second visit to the practicum site within the same semester, if necessary. Conditions that may require a second site visit within one semester include: (1) challenges in the placement that require further resolution, (2) student difficulties with performance of assignments, (3) changes in supervisor, and (4) other situations where a face-to-face meeting among student, supervisor, and faculty advisor is advisable.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review and/or collect selected samples of the student's process recording;
- c. Review at least one example of a written psychosocial assessment completed by the student;
- d. Discuss and evaluate the learning activities specified in the Learning Contract;
- e. Discuss size and qualities of a direct service caseload;
- f. Review evaluation components prior to their completion to be sure students and supervisors understand the content and process.
- g. Discuss and evaluate the agency's provision of appropriate learning opportunities; and
- h. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate.

- Fall Semester Site Visit – Faculty Advisors arrange with students and site supervisors the best time to meet with them at the internship site to discuss field expectations, student progress, and learning accomplishments and needs. A checklist for this site visit is provided in the Student Workbook. Site visits typically occur mid –semester, but may occur earlier or later in the semester as well. The Learning Contract should have been completed by the student and site supervisor **well before** the time of the site visit. The Faculty Advisor reviews and signs the Learning Contract, if completed (and this should be completed), found in the *Practicum Workbook*, at the time of his or her site visit.
- Spring Semester Site visit – In the spring semester, Faculty Advisors must, at a minimum, communicate with both students and site supervisors about progress in the internship. Prior to arranging for a site visit using the relevant criteria found in Section B, number 4 above, a determination can be made of the need for a site visit or not. While a spring semester site visit is the expectation, students and/or site supervisors may also explicitly request a site visit if they feel it would be useful.

C. ASSIGNMENT OF HOURS:

On average, a minimum of 70% of field hours should be devoted to the direct service and group work experiences and 20% to the community component of the first placement. It is expected that the actual amount of time per week used for each area (direct service with individuals, direct service with groups, and community project) will vary over the course of the placement based on agency focus and services provided.

D. CONCURRENT COURSEWORK:

In addition to the field seminar, students enrolled in MSSW 684 and 685 must take, concurrently MSSW 631: Practice 1 (fall semester), and MSSW 632: Practice 2 (spring semester). These foundation year, three-credit practice courses provide the theoretical knowledge and the skills to undergird the foundation year practicum experience with a framework appropriate to field education learning competencies. Students are also provided with opportunities to develop assessment and

policy and program development skills in MSSW 601: HBSE 1, MSSW 602: HBSE 2, MSSW 611: Social Policy 1, MSSW 612: Social Policy 2, MSSW 621: Research 1, and MSSW 622: Research 2.

**E. GOALS AND EXPECTATIONS RELATED TO THE COMMUNITY WORK/PROJECT:
*FURTHER INFORMATION ABOUT THE COMMUNITY COMPONENT OF THE FIELD EXPERIENCE:***

The student articulates and addresses the contextual and interactive role of community of various sorts for clients, colleagues, and/or the placement agency.

Conditions for Learning/Means of Assessment: Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to the Group Work Field Component #2 through engagement/participation in collegial/administrative group(s).

Expectations for Completion: The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

1. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
2. engages members of an identified community,
3. utilizes collegial/administrative group work skills to realize its goals (may be linked to group work component).

EXAMPLES OF COMMUNITY PROJECTS

SW intern worked with agency staff, consumers, representatives of other agencies, and the media to develop and implement an "anti-stigma" campaign related to the difficulties experienced by community residents with psychiatric disorders. The goals were to organize a collaborative effort that would make the larger community aware of the stereotypes of those with mental illness, with attention to the rejection, isolation, and other harm they often cause.

SW intern took a leadership role in an advocacy campaign on early childhood education/intervention issues to educate the public and legislators. As part of a statewide organizing effort for "Early Childhood Legislation Day," the intern worked with parents served by the field agency to organize local planning and action prior to the day of the event as well as participation at the state capitol during the event. The intern provided information and training to the parent participants and developed logistical supports (materials, transportation, etc.). SW intern worked with service providers in county to create a map of services available to women released from the local Correctional Center with a clear protocol for making the necessary linkages. Service gaps were also identified. SW intern developed a directory of local services for Latino residents (in Spanish) with essential information needed to access the services.

SW intern worked with the administrators and students in a university community to assess the need for a stress management program, and then designed and implemented the program in collaboration with community members.

VI. METHODS OF INSTRUCTION

The Field Practicum uses a variety of methods of instruction focused on the three levels/areas of advanced generalist practice: micro (direct service to individuals and families), groups (active participation and/or leading both helping and administrative groups), and macro (development of a community project in consultation with the Field Supervisor). Required means of instruction include:

1. A minimum of 12 process recordings completed by the student in each semester of the field experience reviewed by the Field Supervisor (a minimum of two of which are reviewed by the Faculty Advisor); 15 process recordings (one for each week of the semester's internship) are preferred, and Faculty Advisors or Field Supervisors may request additional process recordings beyond the 12 or 15 if they feel it is educationally called for;
2. A minimum of one hour and a half of direct one-to-one supervision with the Field Supervisor (use of group supervision may periodically decrease one-to-one supervision to one hour);
3. Student use of a written agenda at every individual supervision session; it is the student's responsibility to compile the written agenda prior to the supervision session. (Examples may be found in the Field Practicum Manual or the agency Field Supervisor may prefer a special format.)

See Student Learning Contract in 1st Practicum Workbook for more detailed information on expectations and assignments.

Field Supervisors may use shadowing, role play, participant-observer experiences, team and both group and additional individual supervision to assist students with engagement in the practicum and engagement with expectations for working with clients. The Faculty Advisor also consults with both the supervisor and the student about execution of assignments and means to acquire the expected outcomes. The Field Seminars also provide opportunities for in-depth exploration of agencies' policies and procedures, client work, and assigned projects.

VII. FIELD ASSIGNMENTS: FOUNDATION YEAR

Foundation Year Field Experience Component #1A: Direct Service with Individuals and/or Families – Client Engagement: The student demonstrates effective social work engagement with clients and client systems, including assessment, beginning counseling, and referral skills.

Conditions for Learning/Means of Assessment:

Student will have the opportunity to engage in 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 4 – 5.

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 4 – 5 cases for the remainder of the internship. (*See End of Semester Evaluations found in 1st Practicum Workbook for detailed outcome expectations.*)

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #1A. The student demonstrates effective social work engagement with clients and client systems as evidenced by:

1. Practice with 4 – 5 individuals and/or families; activities encompass, at minimum, engagement, assessment, and beginning counseling and referral activities.
2. Completion of a minimum of three comprehensive psychosocial assessments and development of appropriate intervention strategies each semester for a total of six clients or families.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Practicum Manual Appendices.
4. Production and presentation to Faculty Advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

Field Experience Component #1B: Direct Service with Individuals and/or Families – Multiple Systems: The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances, including pressures and influences that create unequal access to services and fulfillment of basic and culturally-relevant human needs.

Conditions for Learning/Means of Assessment:

Students will have the opportunity to identify the multiple systems that affect individuals and families. Students will have the opportunity to coordinate services, make referrals, and intervene at multiple levels in multiple systems for clients and/or families. Demonstrates effective practice knowledge of multiple systems as evidenced by successful completion of Component #1B. (*See End of Semester Evaluations found in 1st Practicum Workbook for detailed outcome expectations.*)

Foundation Year Field Education Expectations for Successful Completion of Field Experience in Component #1B. The student recognizes, articulates, and addresses the multi-systemic elements of clients’ conditions and circumstances as evidenced by:

1. Practicing counseling activities, client advocacy, case management, interagency collaboration, and referral and treatment planning reflective of the ecological model of social work practice, person-in-environment, and a strengths perspective.
2. Production of bio-psychosocial assessments that include comprehensive information consistent with the ecological model of social work practice, “person-in-environment”, and a strengths perspective.
3. Completion of process recordings presented to supervisor weekly using individual family, group or administrative meeting formats found in Field Practicum Manual Appendices.
4. Production and presentation to faculty advisor of a minimum of two process recordings per semester that illustrate development of interactive interviewing and communication skills, including empathy, beginning social work analysis, and self-awareness as a professional social worker.

Field Experience Component #2: Group Work: The student practices and demonstrates the skills necessary to conducting and, if possible, directly facilitating effective social work groups including both client helping groups and collegial administrative groups, using skills related to

conflict management, development of cohesion and consensus, and movement toward group goals, as appropriate for the group.

Conditions for Learning/Means of Assessment:

Student will have the opportunity to engage in one or more client helping groups (therapy, support, or psycho-education, etc.) as facilitator, co-facilitator, or agency intern/representative. (Student may move from intern/representative to co-facilitator to facilitator, if appropriate to agency setting and acquisition of individual skills, as appropriate, over the course of the internship.)

Student will have the opportunity to engage in one or more administrative groups comprised of colleagues (team meetings, committee work, etc.). Participation in these groups may link to the Community Work/Project in Field Experience Component #3. Student may facilitate or co-facilitate these groups or participate in them as a member. (*See End of Semester Evaluations found in 1st Practicum Workbook for detailed outcome expectations.*)

Foundation Year Field Education Expectations for Successful Completion of Field Experience Component #2. The student practices and demonstrates the skills necessary to conducting and facilitating effective social work groups, both client helping groups and in administrative groups of colleagues, as evidenced by:

1. Participation in a client-focused helping group (therapy, support, psycho- education, information provision, or other) as co-facilitator, facilitator, or agency intern representative.
2. Participation in a collegial/administrative group as co-facilitator, facilitator, or agency intern representative (this group may be linked to Component #3: Community Work/Project)

Field Experience Component #3: Community Work/Project: The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and/or the placement agency.

Conditions for Learning/Means of Assessment:

Students will have the opportunity to engage in community work or a project that promotes increased understanding of an area of practice, clients' needs, and/or community needs. The community work experience or project may link to Field Experience Component #2B, engagement/participation in administrative group(s) comprised of colleagues. (*See End of Semester Evaluations found in 1st Practicum Workbook for detailed outcome expectations.*)

Foundation Year Field Education Expectations for Completion of Field Experience Component #3. The student articulates and addresses the contextual and interactive role of community for clients, colleagues, and the placement agency as evidenced by acting in a leadership role in a community project that:

- a. promotes increased understanding of an area of practice, clients' needs, and/or community needs,
- b. engages members of an identified community,
- c. utilizes collegial/administrative group work skills to realize its goals (may be linked to group work component).

Field Experience Component #4: Professional Practice and Effective Use of Self:

Student demonstrates an understanding of professional social work practice, including effective use of supervision, development of effective relationships with colleagues, adherence to agency policies and procedures, and use of the NASW code of ethics, as evidenced by effective, day-to-day, ongoing practice as a professional member of the placement agency. Student demonstrates

an understanding of how his or her values and ethics influence work with diverse populations of clients, including ethnic and cultural, gay, lesbian, bisexual, transgendered, and ability-challenged populations.

Conditions for Learning/Means of Assessment:

Supervisor and agency agree to provide settings and experiences where the student will demonstrate an understanding of professional social work practice and effective use of self. Use of supervision, engagement with colleagues, knowledge of agency policies and procedures, and use of the NASW Code of Ethics will be evaluated (*See End of Semester Evaluations found in 1st Practicum Workbook for detailed outcome expectations.*)

VIII. ATTENDANCE POLICY

Students are expected to attend all hours as agreed-on in advance of the practicum and/or as the practicum progresses, on time and for the complete number of hours expected by the Field Supervisor, clients, and agency colleagues. If students must deviate from the agreed-on hours and/or responsibilities, he or she must notify the Field Supervisor, or the person designated by the Field Supervisor, as soon as he or she knows a change is needed. Please consult with the Field Supervisor, Faculty Advisor, and, if needed, the Assistant Dean for Field Education and/or Assistant Director of Field Education about any unusual personal circumstances.

IX. EXPECTED PRACTICUM BEHAVIOR (Also found in Student's *Field Practicum Workbook*)

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Student interns acknowledge having read the NASW Code of Ethics, the current *Field Practicum Manual*, and the current *Student Handbook of Policies and Procedures*.
7. Students will engage in the components of the Field Seminar as instructed by their Faculty Advisor and the Assistant Dean for Field Education.

X. COURSE ASSIGNMENTS AND CRITERIA FOR GRADING

This course is graded pass or fail in each semester. In the first weeks of the field practicum and in close consultation with their Field Supervisor, students complete the Learning Contract for First Practicum found in the *Field Practicum Workbook*; this is later reviewed and signed by the Faculty Advisor. There is opportunity for some individualization of Learning Contracts based on the needs and opportunities provided by the field practicum site and the interests of the student.

Students are required to complete one process recording per week of the internship (12 minimum are completed by the student in each semester and submitted to and reviewed by the Field Supervisor; a minimum of two each semester are submitted to the Faculty Advisor -- though it is at the Faculty Advisor's discretion to request additional process recordings). Models for process recordings are found in the current *Field Practicum Manual* for:

1. One-to-one encounters with clients;
2. Helping-oriented group experiences; and
3. Administrative groups.

Students are expected to develop and bring an agenda to each 1.5 hour, weekly meeting with their Field Supervisor. Two models for weekly agendas are found in the current *Field Manual*; Field Supervisors may also recommend their own model for a weekly student agenda.

Courses taken concurrent with the field practicum may include assignments that are based on the field practicum experience (for example, MSSW 631 Practice 1 requires a psychosocial assessment). Students should consult with the instructor of each course about how to use their field experience to maximum effectiveness for the relevant course.

Specific Evaluation Instruments used by the Field Supervisor and the Faculty Advisor to determine the student's grade are found in the Field Practicum Workbook for First Practicum. Students are evaluated at the conclusion of the fall semester and at the conclusion of the spring semester.

INTEGRATION OF FIELD PRACTICUM WITH THE ACADEMIC CURRICULUM

Field practicum experiences are integrated into the foundation and specialization year curriculum in a variety of ways. In the principal written assignment for MSSW 631: Social Work Practice 1, students draw directly on materials from an individual or family intervention from their practicum. MSSW 631 also requires a comprehensive psychosocial assessment for an individual client. MSSW 632: Social Work Practice 2, requires oral and written assignments that draw on group work in the field practicum, and may include analysis of the student's Community Project. In both foundation level practice courses, students maintain reflective journals related to learning in the classroom, readings, and from the field practicum. In the specialization year practice courses, MSSW 633: Social Work Practice 3 and MSSW 634: Social Work Practice 4, written and oral assignments require students to integrate learning from courses and from field practice experiences. For example, in MSSW 633 students identify a client from their field agencies and present a model interdisciplinary case conference that demonstrates a multi-systemic approach to assessment and intervention. In each of the four courses in the Practice sequence, role-plays and videotaped interviews may provide opportunities for integration of field and classroom learning.

The second assignment in MSSW 601: Human Behavior in the Social Environment 1 requires students to study a cultural or ethnic group. Many students choose to draw upon practicum cases to complete this assignment. MSSW 602: Human Behavior in the Social Environment 2 includes an assignment requiring students to explore connections between organizational structure and agencies'

responses to social needs; examples are drawn from students' field experiences. The Policy Sequence (MSSW 611, 612, 613) requires students to analyze policy using both rational and persuasion models, with an emphasis on complex social and political processes, culminating in a social action project that emerges directly or indirectly from the field experiences. Finally, in MSSW 622 (Research 2: Social Work Research and Evaluation), MSSW 624 (Research 2 Alternate: Program Evaluation), and MSSW 623 (Research 3: Qualitative Research), students conduct real-life inquiries using situations or cases that are typically derived from field experiences.

ACADEMIC COURSE INTEGRATION WITH FIELD PRACTICUM

The integration of course work from all sequences into the field practicum is achieved through course assignments. MSSW 631: Practice 1 provides the framework for students' ability to conduct psychosocial assessments and understand the elements of the helping process. MSSW 632: Practice 2 provides the theoretical rationale for developing, implementing, and leading a wide range of groups. This course includes an assignment that requires attention to clients' needs and/or agency purpose and goals and/or community needs in initiating and conducting groups.

The HBSE sequence provides a range of bio-psychosocial theories of development applicable to the many settings in which students are learning and practicing. Practice 3 applies theories of intervention to a variety of vulnerable populations, many of which are represented among the clients being served within practica. In addition, HBSE 2 and Practice 4 provide the theoretical and practice skills necessary for understanding, administering and changing human service organizations.

The policy-oriented sequence of courses challenges students to reflect upon their entire agency based experiences within the context of larger legislative mandates, and to intervene, when appropriate, in effecting change through policy analysis, development, and implementation.

Finally, the research courses provide the foundation for students to critically examine and evaluate their work with clients, communities, and programs. Research 2, in particular, with its focus on qualitative study of a subject that includes co-researchers, enables students to evaluate practice or some aspect of an organizational system in a holistic way in keeping with the advanced generalist approach and to consider relevant responses and interventions.

XI. RELEVANT COLLEGE POLICIES

ACADEMIC ASSISTANCE AND ACCOMMODATION PLANNING:

ACADEMIC ASSISTANCE: Academic Assistance:

A wide variety of academic assistance is offered through the **Academic Success Center:**

- **Writing & Reading Support Services** offers students help with all aspects of the writing and reading processes.
- **Math-Science Support Services** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The **Content Tutorial Program** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- The **Academic Coaching Program** is available to help students improve time management and learning strategies.
- The **Assistive Technology Program** provides training in a range of assistive technologies.
- The **MTEL Assistance Program** provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.
- The **Conversation Partners Program** provides support for non-native speaking students

wishing to improve conversation and comprehension skills.

- The **Academic Progress Program** provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

The **Academic Success Center** is located on the third floor of the **Harold C. Smith Learning Commons** and can be contacted at **413-748-3389** or ASC@springfieldcollege.edu. More detailed descriptions of its services can be found on its website: <http://springfield.edu/academic-success-center>

Accommodation Planning:

If you have a documented physical, learning, or psychological disability on record with the Academic Success Center's **Learning Support Services**, or the corresponding campus individual in the **School of Professional and Continuing Studies**, you may be eligible for reasonable academic accommodations to help you succeed in this course. It is your responsibility to request such accommodation in advance and to provide appropriate documentation. Students on the main campus should contact the **Director of Learning Support Services**, who is located on third floor of the **Harold C. Smith Learning Commons**, and can be contacted at **413-748-3768** or ddickens@springfieldcollege.edu. Please let your Faculty Advisor know of your request as soon as possible so that they can work with you and the Director of Learning Support Services to arrange for appropriate and reasonable accommodations.

ACADEMIC HONESTY: The School of Social Work's policy on academic honesty is consistent with the policy put forth by Springfield College. All work submitted must be students' own original work (see the School of Social Work's *Student Handbook of Policies and Procedures* for more information on this topic).

COLLEGIALITY AND COMMUNICATION ETHICS:

Lively discussions and full participation are important to the learning process in social work education and are encouraged in this practicum. Remember that you are a social work intern in your placement organization and that they are providing an educational service to you and the school. Be aware of appropriate presentation, appropriate dress, appropriate boundaries, appropriate sharing, and the overall organizational culture. Consult with your Field Supervisor and/or your Faculty Advisor if you have any concerns or questions. Appropriate humor, kindness and generosity of spirit are part of the art of social work and are required in all aspects of the experience. Students are expected to respect the opinions and feelings of other students, the instructor (Field Supervisor and Faculty Advisor) and clients, and colleagues, even when they differ from their own. Learning to air differences with honesty, consideration and intelligence (using the social work literature to support statements), is a hallmark of professional social work. Uncollegial behavior (sub-grouping, whispering while someone else is speaking, sleeping, calling out of turn, etc., for example, in administrative meetings) is unacceptable. A pattern of uncollegial and/or unprofessional behavior may result in a "Letter of Concern" and referral to the Educational Advisory Committee in accordance with the *Student Handbook*. Field Supervisors or Faculty Advisors may write "Letters of Concern" or other letters related to student behavior and performance that could result in a meeting of the Educational Advisory Committee (see *Handbook of Policies and Procedures*).

XII. SAFETY POLICIES AND PROCEDURES

A. CONCERN FOR SAFETY

The Springfield College School of Social Work is concerned for the safety of all students during field placement experiences. While serious threats to students' safety are rare, there is a need for care and vigilance when carrying out social work responsibilities in agencies and in communities, taking seriously the potential risks. Social work interns cannot be completely insulated from the realities of professional life, nor should they be. However, students may lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions, and should work toward developing such skills.

Role of the Agency in Promoting Safety

In order to prepare students, all field agencies must include as part of their internship orientation a review of all agency policies, practices, and protocols related to personal safety for those working there and for those receiving services, including safety policies, practices, and protocols for those students engaged in their internship in the community environment. The School also recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety information through this *Field Practicum Manual* as well as through classroom content on safety issues. **Students who have concerns about their safety in any field related situation are encouraged to discuss them promptly with their Field Supervisors, and, as appropriate, with their Faculty Advisors, to find satisfactory resolutions.**

Any students who experience direct threats or actual harm should immediately notify their Field Supervisor and Faculty Advisor (or Agency Director and Assistant Dean for Field Education, and/or Assistant Directors of Field Education and/or Dean of the School, if others are not available) to assure that appropriate services and supports are received. School representatives must be notified of any direct threats or harm to the student.

Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., the use of restraints, dispensing medications, and collecting urine samples are not allowed by the School of Social Work). If responsibilities are assigned that are outside the typical scope of practice of an MSW intern, the Field Supervisor should notify the student's Faculty Advisor of these assignments and explain how they fit into the student's social work education plan and how he or she has assessed the student's ability to perform such responsibilities. Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Supervisor and confer with their Faculty Advisor. At any point, the Assistant Dean for Field Education or Assistant Directors of Field Education may be contacted for inclusion in discussions.

B. EXPECTED AGENCY SAFETY GUIDELINES

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs have resulted in increased workloads in social work settings. As a result, nationwide, social workers have experienced a variety of challenging or even threatening situations, and some have been harmed.

The following guidelines inform the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's Learning Contract

with the explicit approval of the Faculty Advisor to the agency and the Assistant Dean for Field Education in consultation with the Dean of the School.

The School of Social Work recognizes that the implementation of comprehensive safety policies guidelines may take time. But placement agencies must demonstrate a strong baseline of concern for safety of students, employees, and clients, and, at least, progress toward instituting comprehensive policies and practices in order to be used as a placement agency for students.

1. An agency should have a policy and /or procedures on safety covering the following matters:
 - Building and office security.
 - How to contact the Field Supervisor or other relevant party if a client discloses risk or the possibility of harm to self or others.
 - Emergency procedures, including when and how to summon security or police assistance.
 - Staff responsibilities and procedures governing the management of violent clients.
 - Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how back-up is provided (see 4 and 5 below).
 - Alcohol and drug use policy formulated and posted.
 - Guns and other weapons policy formulated and posted.
 - Procedures for logging and communicating with staff and students all incidents or threats of violence.
 - Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault.
 - Relationship with police and a protocol set for their involvement if needed.
 - Disaster preparedness, response, and follow up.

2. The agency should provide each student with a copy of the above policies as part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients, violent situations outside the agency, and disaster preparedness and planning. The agency and each of its programs should have a well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. Plans of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, the Field Supervisor, and the Faculty Advisor, if at all possible, before the placement begins. The following types of activities should not be assigned to students:

- Physical restraint of clients.
- Transportation of clients in one's own vehicle.
- Transportation of clients accompanied by one agency employee driving agency vehicle.
- Use of agency vehicle.
- Treatment of a client with a history of violence.
- Handling of bodily fluids, including blood and urine samples.

Students should never work in the agency at times when and/or in areas where other staff is not present. The student's field supervisor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning with regard to safety.

Proper training for home visits must occur before students assume this responsibility. Thorough preparation should be made for student home visits with consideration given to the following elements:

- Selection of clients and home environments that are not assessed to be dangerous to the student.
- Discussion of neighborhoods, including any potentially dangerous areas.
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in clients' homes.
- Clarification of the purpose and development of a specific plan for a home visit.
- Discussion of what to do should the client or anyone else presents a threat to the student.
- Provision of appropriate support and back-up.

Depending on the situation and the student's experience with home visits, this may range from being accompanied by another worker or security person to immediate availability of telephone consultation. The student's Field Supervisor should know when a visit is to take place and, at a minimum, telephone consultation must be available. In some situations, the student should be given permission not to make home visits; that is, responsible parties should ascertain if a home visit is really necessary. Home visits accompanied by a seasoned employee are preferred by the School of Social Work.

Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrangement of office furniture for easy exit of client and worker.
- Minimization of unescorted traffic within the agency.

If a student is threatened or injured while in field instruction, or involved in an incident where her or his safety is, or could be, compromised, the incident should be reported immediately to the Faculty Advisor, to the agency, to the Assistant Dean for Field Education or Assistant Directors of Field Education, or to the Office of the Dean.

C. SAFETY GUIDELINES FOR STUDENTS IN THE FIELD

1. Security of Belongings

All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked, such as a desk drawer or file cabinet. Students are encouraged not to leave personal articles visible and unattended, even in an office with the door closed.

2. Safety Issues Related to Working with Clients

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control, and can raise issues of safety for the client, the social worker and others.

There may be times when students will work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling anger. While rare, some may be prone to violence and may possess weapons. Other clients may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. The School of Social Work

expects students to prepare with their Field supervisors for handling potentially difficult or threatening situations, such as medical or psychiatric emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students should not be assigned work with very high risk clients, though they may consult with supervisors on such clients in order to learn and enhance their social work skills. A student should never keep information about potentially dangerous clients or situations to themselves, even if they believe that they have a good relationship with their clients and can handle the situation. This information should be discussed as soon as possible with Field Supervisors in weekly supervision. Students must be made aware of the protocol for contacting their supervisor or other relevant party if they determine that a client is at risk, particularly of engaging in harm to self or others.

3. Safety for Office Meetings

If a student will be meeting with a client with whom the student does not feel entirely safe, it is important to discuss the situation fully with the Field Supervisor prior to the meeting. When considering the location of the meeting, it is helpful to think about what is in the room, availability and location of exits, and where each person should sit. It is helpful to consider whether to include someone else in the meeting and what to wear. When discussing the time of the appointment, consideration should be given to whether there will be the necessary backup and support available at the time being considered. The plan for assistance and backup should be arranged in the event the client becomes agitated. If a student is seeing a potentially dangerous client alone, someone should be on alert nearby to provide assistance if needed.

4. Safety When Traveling by Car

When students travel by car to an agency or to home visits, they should have a clear understanding of where they are going and consult a map before driving into unfamiliar areas. In general, students should stay alert, lock doors, and close windows. Students must tell someone at the agency where he or she is going and the anticipated time of return to the agency.

5. Safety During Home Visits

Students making home visits should be fully oriented by the agency as to the safety issues involved, including accompanying staff on visits, as appropriate, to learn good practices. It is important to know something about the client before making a home visit. If there is a question of safety, plan accordingly with the Field Supervisor. It might be decided that the meeting will take place in a public location that or another worker will go along for the initial meeting. Someone at the agency should know the student's itinerary and anticipated time of return.

It is helpful to consider what to wear, which room to meet in, where to sit (e.g., considering exits) and to stay alert. Students should not interact with animals in the home even if they appear friendly. Students who feel threatened at any point during an interview are encouraged to err on the side of caution and to politely terminate the visit and leave. If clients seem to feel threatened by the student entering their home, the student should desist and not force the issue. If a student feels uncomfortable with an assignment because of safety concerns, supervisors should address this concern, and if needed, eliminate this expectation from the student's assignments until, and if, the student is prepared to undertake it effectively.

[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 includes extensive materials related to safety for social workers and guidelines for agency safety policies (www.naswma.org)]

XIII. FIELD STAFF ROLES AND RESPONSIBILITIES

A. THE ASSISTANT DEAN FOR FIELD EDUCATION, ASSISTANT DIRECTORS, AND OFFICE OF FIELD EDUCATION STAFF

The Assistant Dean for Field Education provides overall direction and organization to the field education program. The Assistant Dean for Field Education is responsible for overseeing all field practicum components of the School of Social Work and ensures that students have the opportunity to engage in field practica that are consistent with the mission and expected competencies of the program. The Director's responsibilities include: developing field instruction sites, distinguishing between foundation and specialization year practica; negotiating contractual agreements with respective sites; assigning students to practicum placements; consulting with the Assistant Directors; consulting with the Field Education Committee on an ongoing basis and the Field Placement Advisory Committee as needed; organizing and implementing orientation and professional development sessions for Field Supervisors; consulting with Faculty Advisors as needed; consulting with the school Educational Advisory Committee as needed; consulting with the Dean of the School; evaluating outcomes of the field practicum; and providing overall assistance to all members of the Field Practicum Placement Team: Faculty Advisors, Field Supervisors, and students.

The Assistant Dean for Field Education works closely with the Assistant Directors of Field Education, the Field Office Administrative Assistant, Faculty Advisors, the Field Placement Advisory Committee, the Field Education Committee, and the Dean. Major tasks of the Office of Field Education include:

1. Developing and maintaining all field practicum agency affiliations;
2. Assigning Faculty Advisors to students in collaboration with Faculty, the Assistant Directors of Field Education, and the Dean and coordinating all field advising activities;
3. Assigning students to field practicum agencies in collaboration with Faculty Advisors;
4. Organizing and leading annual student orientation to field education and related policies;
5. Providing information and orientation to Field Supervisors about the field experience;
6. Planning and implementing the annual Seminar in Field Instruction (SIFI) for all new Field Supervisors;
7. Meeting with Faculty Advisor, and the Field Education Committee as needed, and the Educational Advisory Committee and/or the Educational Appeals Committee as needed, on field policy, on problems encountered by, or the progress of, specific students, and on possible improvements in the field advising program;
8. Consulting with Faculty Advisors who arrange the field seminars;
9. Consulting with Faculty Advisors and students regarding field practicum assignments and conferring with them regarding changes or problems should they arise (in consultation with the Field Placement Advisory Committee, the Educational Advisory Committee, the Assistant Directors of Field Education, the Dean, and/or the Educational Appeals Committee as appropriate);
10. Making decisions regarding changes in field placement in collaboration with Faculty Advisors, the Field Placement Advisory Committee, and/or the Educational Advisory Committee, and/or the Educational Appeals Committee, the Assistant Directors of Field Education and/or the Dean, as appropriate;

11. Organizing and chairing the Field Placement Advisory and Field Education Committees; and
12. Monitoring and enhancing integration of academic curriculum content and field expectations.

B. THE FACULTY ADVISOR

Every student is assigned to a Faculty Advisor by the Assistant Dean for Field Education, the Assistant Directors of Field Education, and the Dean of the School. Faculty advising assignments are made when the student enters the program, and may change as the student moves from first practicum to second practicum and, in the case of the weekend program, as the student moves from first year to second year. The student is notified of his or her Faculty Advisor at the beginning of the Fall semester. The Faculty Advisor provides both academic and field advising to the student. Students may have different Faculty Advisors for first and second field practica, though when it is in the interest of the student to retain the same faculty advisor for both years, the Office of Field Education makes every effort to do so. **(See the most recent *Student Handbook of Policies and Procedures* for a full outline of Faculty Advisors responsibilities).**

1. Field Advising

In addition to academic advising, the Faculty Advisor has a range of field advising responsibilities. He or she is the representative of the Springfield College School of Social Work in the field. The Faculty Advisor communicates, interprets, and reinforces the policies and standards related to required learning experiences and the criteria for assessing student performance in the field. Should a problem occur with the ability of a practicum agency to provide adequate supervision or acceptable learning experiences, the Faculty Advisor's expertise is essential in evaluating and addressing needs and problems.

The Faculty Advisor evaluates each student's progress in all areas of the educational experience and maintains close collaboration and consultation with the placement agency. Ongoing contacts among the Faculty Advisor, the Field Supervisor, and the student are crucial to the advising process.

Should problems occur with the student's field performance, the Faculty Advisor has a central role in evaluating the student's performance and helps to identify ways the student's performance can be improved, when necessary. The Faculty Advisor has an important oversight responsibility in determining when field performance problems require formal action, including the need for Educational Advisory Committee consultation, completion of letters of information, concern, or reservation (see *Student Handbook of Policies and Procedures*), referral to the Educational Advisory Committee, or, if appropriate, referral to the Field Placement Advisory Committee.

The Faculty Advisor is required to make one fall semester visit and one spring semester visit at a minimum. On occasion, the requirement to make a Spring visit may be waived if: (1) this is not the first year the agency has been a field site; (2) the Field Supervisor has engaged in field supervision for the Springfield College School of Social Work in previous years; (3) the Field Supervisor and Faculty Advisor agree that the student is completing internship hours on schedule, that information gathered from the site supervisor and the student indicates that the student is accomplishing the Competencies of the Learning Contract, and learning and skill development are proceeding as expected, and no other issues regarding the internship have appeared or remain unresolved; and (4) the student, and all relevant parties, agree a site visit is not needed. Any party, student, Field Supervisor or Faculty Advisor, may definitively request a spring site visit.

With authorization from the Assistant Dean for Field Education, the Faculty Advisor may also make a second visit to the practicum site within the same semester, if necessary. Conditions that may require a second site visit within one semester include: (1) challenges in the placement that require further resolution, (2) student difficulties with performance of assignments, (3) changes in supervisor, and (4) other situations where a face-to-face meeting among student, supervisor, and faculty advisor is advisable.

All Faculty Advisors are expected to maintain appropriate telephone and/or email consultation with the Field Supervisor and student throughout the student's field experience.

At each site visit, the Faculty Advisor will:

- a. Assure that an orientation to the agency has taken place, including safety policies and protocols, sexual harassment policies, and other relevant policies (first site visit)
- b. Review and/or collect selected samples of the student's process recording;
- c. Review at least one example of a written psychosocial assessment completed by the student;
- d. Discuss and evaluate the learning activities specified in the Learning Contract;
- e. Discuss size and qualities of a direct service caseload;
- f. Discuss and evaluate the agency's provision of appropriate learning opportunities; and
- g. Discuss and evaluate other issues and concerns which the Faculty Advisor, student, or Field Supervisor feel are appropriate

During the end of the Spring semester, the Faculty Advisor completes the "Evaluation of Field Agency by Faculty Advisor Form".

Additional faculty advising responsibilities include:

- a. Reviewing and signing of student evaluation provided by the Field Supervisor and issuing of field grade for the student in both semesters, fall and spring;
- b. Assisting the Office of Field Education in selecting and assigning practicum sites;
- c. Assisting students in defining learning goals and making self-assessments of professional growth and development;
- d. Providing ongoing interpretation of the School's academic and field components to Field Supervisors and field agencies;
- e. Providing support to students in coping with field-related problems and concerns;
- f. Maintaining regular communications with the Assistant Dean for Field Education concerning the quality of practicum training and supervision;
- g. Consulting with the agency, Field Supervisor, and student when necessary regarding any problems that might develop during the student's practicum experience;
- h. Consulting with the Field Placement Advisory Committee and/or the Educational Advisory Committee as needed;
- i. Providing evaluative information to the Office of Field Education on the quality of the practicum experience, including the quality of supervision and learning opportunities.

2. Academic Advising

The Faculty Advisor is also responsible for academic advising. This includes: providing information to students in their initial orientation to the educational environment; reviewing students' academic performance each semester; working closely with students in the event of academic difficulty or probation; and providing consultation concerning issues that may arise related to the

student's participation in the program. The Advisor also provides guidance about academic, professional, and career matters. This includes conferring with the student about selection of courses and reviewing and signing course registration forms.

Students are encouraged to meet with their Advisor at least **twice** per semester for academic planning, once at the beginning of the semester to plan the semester, and once in the middle of the semester to plan courses for the subsequent semester (including possible summer courses). It is the student's responsibility to seek out his or her advisor.

Full time faculty maintain regular office hours during which advising meetings may be scheduled. Adjunct Faculty Advisors are available by appointment. Scheduled Advising Days in each of the fall and spring semesters are meant to allow a time for advisors and advisees to meet.

Faculty Advisors also conduct Fall Field Seminars, in person, on line, or some combination of these, as another means to interact with students about field experiences and the curriculum. Typically, these seminars are held on Advising Days in the fall and spring semesters. Additional meetings and communications are encouraged as needed between Faculty Advisors and advisees.

3. Changing Faculty Advisor

All students are expected to remain with their assigned Faculty Advisor for the duration of hours of the practicum. Students who wish to change Faculty Advisors during the course of a practicum must first discuss their concerns with their Faculty Advisors. The Assistant Dean for Field Education, the Assistant Directors of Field Education, and/or the Dean will provide consultation to Faculty Advisors and students to assist in resolving concerns when appropriate. Students cannot continue in the Social Work Program without a Faculty Advisor. Different Faculty Advisors may be assigned to students in practicum year one and practicum year two, though every effort is made to maintain the advising assignment relationship for the duration of the student's time in the program.

C. THE FIELD SUPERVISOR

1. Criteria for the Selection of Field Supervisors

Established professional competence and three or more years of professional experience beyond the MSW degree are required for Field Supervisors. An LICSW or equivalent (e.g., LCSW in Connecticut) is preferred and, as of August 2006, licensure at a minimum level of LCSW is required by state statute in Massachusetts. Prior experience supervising staff or graduate level social work students and the ability to promote learning in others are also important considerations. Field Supervisors should have the following additional characteristics and qualities:

- a. The ability to transmit interest in social work to students;
- b. A commitment to further professional development as a Field Supervisor, including completion of the Seminar in Field Instruction (SIFI) by new Field Supervisors;
- c. A mature personality with an appreciation of the intellectual and emotional components of the professional educational process and developmental stages of students;
- d. Respect for individual learning patterns of students;
- e. An ability to balance the needs of clients and agency with the educational needs of the student;
- f. An understanding of and appreciation for a professional preparation program with a single specialization in Advanced Generalist Practice, and the ability to teach across the Advanced Generalist curriculum; and
- g. The capacity to advocate effectively for students within the practicum agency.

2. Orientation of Field Supervisors

Orientation of Field Supervisors is provided by the Assistant Dean for Field Education and Assistant Directors of Field Education during the summer months before the start of the Fall semester. The Springfield College School of Social Work's curriculum in advanced generalist practice and the expected competencies of the program are explained. Policies and procedures, supervisory expectations, and overall Competencies of the learning experience are reviewed. Field Supervisors are referred to the *Field Practicum Manual* and Learning Contracts, appropriate for the practicum year of the placed student, to assist them with designing learning experiences.

All new Field Supervisors who have agreed to provide field supervision for students enrolled in the School of Social Work are strongly encouraged to take the Seminar in Field Instruction (SIFI) offered annually by the School of Social Work. Field Supervisors who have taken (or plan to take during the current academic year) a similar course offered by another accredited School of Social Work meet the Springfield College expectation. Field Supervisors who cannot attend any SIFI course for various legitimate reasons, including distance, will be sent the core SIFI materials provided at the Springfield College School of Social Work for self-guided study.

3. Responsibilities of Educational Supervision

The responsibilities of agency Field Supervisors include:

- Meeting with each student for **1.5 hours** of direct supervision each week the student is in practicum, and making up any missed supervision hours;
- Direct one-to-one supervision hours may be reduced to one hour per week if group supervision of new employees and/or students is provided on a weekly basis throughout the duration of the internship.
- Providing the intern with a thorough orientation to the Agency, including organizational, personal, and safety training appropriate for that setting;
- Completing the Learning Contract with the student early in the first semester at the agency, including assuring that the curricular expectations found in the Learning Contract are available to the student in the placement agency;
- Developing specific student assignments (cases, groups, community or administrative projects) necessary to carry out the Learning Contract;
- Promoting the integration of classroom conceptual learning with field practice learning;
- Maintaining communication with the Faculty Advisor regarding student's progress, including taking part in the Faculty Advisor's Site Visits, as well as through telephone and written communication;
- Working with the student, and, as needed, with the Faculty Advisor (as well as with the Assistant Dean for Field Education and/or Assistant Directors of Field Education), to address any difficulties that may arise in the student's performance or the agency's capacity to meet the educational needs of the student;
- Preparing, reviewing, and submitting evaluations of the student's performance at the end of each semester;
- Participating in professional development activities related to field supervision, including Field Supervision Seminar (if needed) and orientation;
- Providing ongoing written feedback to the student on each of 12 process recordings per semester and providing concrete observations of the student's professional development; and
- Being a role model to the student on the professional use of self.

4. Supervisor Absence

If the supervisor misses one or more supervisory sessions, the supervisor is responsible for scheduling make-up hours. Field Supervisors also agree to arrange for back-up supervision if they are absent for more than one week and are unable to make up missed supervisory time. For absences of more than three weeks, supervisors must notify the student's Faculty Advisor and the Assistant Dean for Field Education or Assistant Directors of Field Education and arrange for a qualified MSW supervisor to take over primary supervisory responsibilities until the assigned supervisor returns. In the event that no qualified MSW supervisor is available, other supervisory arrangements must be made with the assistance of the Faculty Advisor and the Assistant Dean for Field Education or Assistant Directors of Field Education. Students in practicum receive no credit for practicum work that is not supervised, face-to-face, by a qualified MSW after three weeks. Students should inform Faculty Advisors as soon as possible if they are not receiving weekly supervision as required as outlined in this *Field Practicum Manual*.

5. Secondary Supervision

Field Supervisors may, when appropriate, arrange for a secondary supervisor who has specialized expertise to supervise the student on a specific project, or with particular types of clients, or in work on a particular area of learning. The secondary supervisor need not be an MSW or a social worker, though attainment of a master's level degree in the helping professions is strongly preferred. However, secondary supervision is not a substitute for the primary contracted MSW field supervision and is provided in addition to the required **1.5 hours** of primary supervision by the designated MSW supervisor. If group supervision is provided by the Field Supervisor or by the agency in another context, the direct, weekly, face-to-face supervision session with the MSW supervisor may be reduced to one hour (vs. the 1.5 hours without the group supervision component).

6. Field Supervisor Input to Program

Field Supervisors are encouraged to express their observations about the adequacy of student preparation for entering the field, the structure of the field component and the types of learning the agency can offer relevant to foundation and specialization practice. The formal mechanism for this is the Field Supervisor evaluation of the overall field experience that takes place near the end of the spring semester. Field Supervisors are strongly encouraged to provide feedback to the School by completing the Evaluation of Social Work Program by Field Supervisor form and returning it to the Assistant Dean for Field Education by the end of May. Another mechanism is feedback provided during the site visit by the Field Advisor. Although the primary purpose of the site visit meeting is to discuss student progress, the Faculty Advisor may also include conversation that elicits input from the Field Supervisor regarding the program. This information should be conveyed to the Assistant Dean for Field Education.

XV. BIBLIOGRAPHY

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XV. CSWE 2018 COMPETENCIES AND BEHAVIORS

The table below lists each Competency with the associated Behaviors for both Foundation and Specialization Years. All foundation year competencies and behaviors are required in the course (see pages 3 – 7 in this syllabus for further explanation)

FOUNDATION	SPECIALIZATION
Competency 1 – Demonstrate Ethical and Professional Behavior	
Makes ethical decisions by applying professional standards (i.e., the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes fo ethics) as appropriate to context	Employs (models) conscious use of self, self-reflection, self-monitoring, and self-correction in practice
Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Models professional demeanor in behavior and written and oral communications
Demonstrates professional demeanor in behavior	Articulates the mission of social work to multiple constituencies
Demonstrates professional demeanor in appearance	Consistently adheres to and models professional roles and boundaries
Demonstrates professional demeanor in oral communication	Articulates and advocates social work values and ethics among interdisciplinary situations and settings
Demonstrates professional demeanor in written communication	Conducts oneself ethically and engages in ethical decision-making using different approaches and strategies, e.g. moral reasoning, cultural perspective, professionalism in research and practice
Demonstrates professional demeanor in electronic communication	Applies appropriate social work values to resolve ethical issues
Uses technology ethically and appropriately to facilitate practice outcomes	Analyzes and communicates professional judgments, reasoning, and process in practice
Uses supervision and consultation to guide professional judgement and behavior	

FOUNDATION	SPECIALIZATION
Competency 2 – Engage Diversity and Difference in Practice	
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level	Transform one’s behavior in response to a recognition of one’s biases based in difference and culture
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level	Applies an understanding of privilege and power within an anti-oppressive practice
Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level	Recognizes and describes the impact of culture and diversity on one’s personal and professional behavior

Presents themselves as learners to clients and constituencies	Modifies and adapts mainstream interventions to meet needs of diverse populations and that challenge oppression
Engages clients and constituencies as experts of their own experiences	Promotes opportunities for diverse perspectives and participation of diverse constituents
Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	

FOUNDATION	SPECIALIZATION
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice	
Applies their understanding of social justice to advocate for human rights at the individual and system levels	Engages in practices that advance social, economic, and environmental justice in agencies and organizations
Applies their understanding of economic justice to advocate for human rights at the individual and system levels	Incorporates an understanding of regional and global interconnections of oppression and applies this understanding to social work practice
Applies their understanding of environmental justice to advocate for human rights at the individual and system levels	Takes action to redress mechanisms of oppression and discrimination
Engages in practices that advance social justice	Embraces the obligation to advance human rights and fosters social, economic, and environmental justice
Engages in practices that advance economic justice	Engages in community collaborations that foster social, economic, and environmental justice and social change
Engages in practices that advance environmental justice	

FOUNDATION	SPECIALIZATION
Competency 4 – Engage in Practice-informed Research and Research-informed Practice	
Uses theory to inform scientific inquiry and research	Uses evidence-based research findings to improve practice
Uses practice experience to inform scientific inquiry and research	Evaluates social policies and programs
Applies critical thinking to engage in analysis of quantitative research methods and research findings	Integrates qualitative and quantitative research in all aspects of advanced generalist practice
Applies critical thinking to engage in analysis of qualitative research methods and research findings	Works collaboratively across disciplines to assess intervention effectiveness, ways to engage in practice evaluation, and opportunities to build cross-discipline research approaches
Uses and translates research evidence to inform and improve practice, policy, and service delivery	

FOUNDATION	SPECIALIZATION
Competency 5 – Engage in Policy Practice	
Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Articulates the impact of policies on service delivery
Assesses how social welfare and economic policies impact the delivery of and access to social services	Develops and promotes agency policies and professional behavior that affect change
Applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	Identifies gaps in policies at varied levels, e.g., agency policies, public policies, regulations
Applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	
Applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	

FOUNDATION	SPECIALIZATION
Competency 6 – Engage with Individuals, Families, Groups, Organizations & Communities	
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Uses empathy and other interpersonal skills
Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Implements a mutually agreed upon focus of work and desired outcome

FOUNDATION	SPECIALIZATION
Competency 7 – Assess Individuals, Families, Groups, Organizations & Communities	
Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	Collects, organizes, and interprets client data
Applies 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	Develops mutually agreed upon intervention goals and objectives
Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Assesses complex problems with systems of all sizes and types
Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Identifies the range of legalities and/or legal risks that may exist for a client or client system that may be considering accessing social services

FOUNDATION	SPECIALIZATION
Competency 8 – Intervene with Individuals, Families, Groups, Organizations & Communities	
Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	Selects appropriate intervention strategies
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Implements prevention strategies that enhance client capacities
Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Assists clients to resolve problems
Neogiates, mediates, and advocates with and on behalf of diverse clients and constituencies	Intervenes in complex problems with systems of all sizes and types
Facilitates effective transitions and endings that advance mutually agreed-on goals	Negotiates, mediate, and advocate for client systems
	Demonstrates one’s ability to move a client system through the practice intervention process

FOUNDATION	SPECIALIZATION
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Selects and uses appropriate methods for evaluation of outcomes	Facilitates transitions and endings
Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Critically analyzes, monitors, and evaluates interventions
Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	Evaluates complex problems with systems of all sizes and types
Applies evaluation findings to improve practice effectiveness at the micro level	Synthesizes and applies a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice
Applies evaluation findings to improve practice effectiveness at the mezzo level	
Applies evaluation findings to improve practice effectiveness at the macro level	