

SIMMONS COLLEGE

SCHOOL OF SOCIAL WORK

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<http://www.simmons.edu/ssw/field>



FIELD EDUCATION MANUAL 2011-2012

FIELD EDUCATION MANUAL

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Field Education Manual

Field Information on the Internet

Students and Field Instructors can access the Field Education Manual, Year I and Year II Evaluation forms, Learning Plans, the Agency Fact Sheet and other field information at:

<http://www.simmons.edu/ssw/academics/field-education/index.shtml>

eLearning:

The Year I Field is course #446; Year II Field is #447; the OYO is #547 and the AS is #596.

Log in with your Simmons username and password at:

<http://my.simmons.edu/elearning/>

FORWARD

This manual has been prepared for students, field instructors, agency training directors, and faculty as a guide to field curriculum, policies and procedures. It is intended to give comprehensive information about the various roles and expectations of all parties in the school and agency partnership in the education of Simmons MSW students.

We encourage you to examine the contents of the manual. The Director of Field Education or your Faculty Advisor/Liaison will answer any questions you may have. Because we value the suggestions and input of students and clinical instructors, we welcome hearing from you.

The administration and faculty appreciate the ongoing commitment and investment of our affiliated training centers. We are grateful to all who participate in the field practicum component of the curriculum enabling and enhancing the integration of theory and social work practice and professional development.



Ellen Goodman, LICSW
Director, Field Education

MISSION OF THE SCHOOL OF SOCIAL WORK

The School of Social Work incorporates and builds on these key elements in developing its own mission by emphasizing professional development, critical thinking, integration of theory and practice, diversity, and leadership. In developing this statement, the faculty has insured that it reflects both who we are and who we want to become as a school of social work. We wanted the statement to be broad enough to capture the complexities and multiple demands of social work practice as we see it, and specific enough to clearly state the priorities which drive our curriculum. In the mission statement below, the concepts are reflected in the five program goals which follow.

The mission of the MSW program is to prepare masters level practitioners with the knowledge and skills for clinical social work practice in a multicultural world. The program is grounded in a values perspective that emphasizes client strengths and diversities and actively opposes all forms of oppression and injustice. The educational experience is designed to help students develop critical thinking and problem-solving abilities as well as ethical and cultural sensitivity, self-awareness, and a professional identity as a social worker.

Students will learn multiple social work roles and skills necessary to be effective within evolving fields of practice. Graduates will be able to work with a variety of populations and social issues, using a broad and flexible array of interventions at an advanced level. They will be able to work with individuals, families, groups, and communities to facilitate development and change in the service of social justice.

MSW PROGRAM

Simmons College School of Social Work Masters Degree program prepares women and men for practice in the profession of social work with particular competence in clinical social work practice. The curriculum emphasizes the profession's dual focus on the individual and the environment. Students are expected to learn theory and practice skills to serve clients in the context of the political, economic, and social systems that affect their lives and their access to resources.

MSW PROGRAM GOALS

1. Provide education for generalist practice and a concentration in clinical social work.
2. To infuse all activities of the School, and particularly the curriculum, with the values and ethics of the social work profession.
3. Prepare students for competent practice in a multicultural world.
4. Prepare students to practice in the context of a complex, constantly changing society and service delivery system, and to influence those contexts toward greater responsiveness and social justice.
5. Promote the development of professional knowledge and accountability through critical thinking, self-reflection and life-long learning.

DEFINITION OF CLINICAL SOCIAL WORK PRACTICE

A disciplined process for collaboration in service of social, emotional, and behavioral change for individuals, groups, families, organizations, and communities, clinical social work draws on knowledge of human development, relational and group process, cultural learning, and social policies and practices. It employs evidence informed methods which facilitate change through dialogue and collective action. It is grounded in a history of commitment to social justice and guided by a professional code of ethics.

SIMMONS COLLEGE DIVERSITY STATEMENT

As an academic community which integrates the pursuit of the life of the mind with the leadership and analytical skills needed by our graduates to make their own critical and constructive contributions as professionals, scholars and engaged citizens, Simmons College broadly defines diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. The College is committed to embracing diversity. We must:

- Ensure that the organization has inclusive leadership, policies and practices;
- Integrate diversity into the curriculum, co-curricular programming, admission, and other activities;
- Foster an open, dynamic and critical intellectual environment of respect, civil engagement, and dialogue about differences; *and*
- Increase representation of traditionally underrepresented groups of students, faculty and staff.

CODE OF ETHICS

The School supports the National Association of Social Workers' code of ethics and expects students, faculty, and field instructors to abide by its provisions. A copy of the Code is on reserve in the Simmons Social Work Library and on N.A.S.W. web site (www.naswdc.org).

Dual Relationships and Conflict of Interest

As noted in the revised NASW Code of Ethics, Field Instructors should not serve as a supervisor of any student with whom they have a dual relationship. Dual relationships occur when the student and field instructor have or initiate an additional relationship, for example, a close social or intimate relationship, therapist-client relationship, or business involvement. Likewise, social work students should not work with clients with whom they have a dual relationship.

If in any aspect of field education the potential of a dual relationship exists, the student or field instructor should notify the advisor/liason or the Director of Field Education. All involved parties will participate in efforts to resolve the issue or make other arrangements

STANDARDS FOR PROFESSIONAL PRACTICE EDUCATION

Introduction

Students are expected to have knowledge of and to adhere to the NASW Code of Ethics which outlines the behavior and responsibilities expected of professional social workers. Under the NASW Code of Ethics, students studying for their MSW degree are considered to be social work professionals and are subject to the NASW Code of Ethics.

Simmons students are also expected to adhere to the Simmons Honor Code which can be found at: <http://www.simmons.edu/handbook/conduct/index.php> and to uphold the SSW Standards for Professional Practice Education which are set forth below.

Every SSW student is obligated to be familiar with and abide by these internal and external standards which govern our school and our profession. Ignorance of these professional standards is not an excuse for non-compliance.

Self-Awareness, Self-Assessment and Self-Monitoring

You are expected to make a commitment to learning about self-awareness and to using self-reflection consistently and genuinely. Accepting supervision and incorporating feedback are critical to this process. As you progress through the SSW program, you are expected to accurately assess your own strengths and limitations and to display a willingness to examine and change behaviors that interfere with your work at a field placement or in the classroom. Included in this is a willingness to diligently examine and address your own biases.

Openness and Willingness to Learn - Flexibility and Adaptability

As an SSW student, you are expected to demonstrate openness to, and active engagement in learning new ideas and perspectives. You should actively seek to understand the worldview and values of others. As required by the demands of professional practice, you should be flexible and adaptable in new situations and as circumstances change.

Interpersonal Skills

You are expected to demonstrate the interpersonal skills and capacities needed to relate to clients, agency colleagues, fellow students, faculty, and staff. The capacity and skills to actively engage with others across difference and in situations of conflict should improve and deepen as you progress through the SSW program.

Communication Skills

In all oral, written and electronic communication you are expected to be respectful of others. In electronic communication you should adhere to professional boundaries. In the classroom, you are expected to take responsibility for your role in discussions. You should strive to use active listening skills and to express ideas clearly. You are expected to self-monitor and not dominate a discussion. Increasingly, as you progress through the program, you should be able to communicate effectively in writing, both in classroom assignments and in your field placement. As an SSW student, it is your responsibility to utilize resources to improve academic and field performance when problems in communication have been identified and brought to your attention for remediation.

Critical Thinking Skills

As you progress through the SSW program, you are expected to be able to frame and address problems in a disciplined way and engage at greater levels of independence in problem solving efforts. Increasingly, your problem-solving efforts should be well reasoned, examine multiple perspectives and worldviews, integrate evidence and knowledge, and lead to well-supported decisions and conclusions.

Presentation of Self

Upon entry to the program, you are expected to commit to learning what is required for professional behavior. Professional behavior includes the ability to evaluate and respond to the demands and expectations of classroom and field placement environments, and the larger college community. Professional behavior also includes being punctual, dependable, and accountable and being able to prioritize responsibilities. Appearance, dress, and general demeanor can reflect professional behavior.

Self-Care

You are expected to recognize your own current life stressors and to seek ways to mitigate the effect of these stressors on your academic and field performance. In accordance with the NASW Code of Ethics (sec 4.05), social work students should not allow their own personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their judgment and responsibilities should immediately seek consultation with a faculty advisor, faculty member, or supervisor who will determine and assist in the necessary steps and actions related to field placement and course work.

Acknowledgements: *School of Social Work University of Texas, Austin, Hunter College School of Social Work*

FIELD EDUCATION

Field education is an integral part of the School of Social Work curriculum. In the field, students integrate and apply the theories they learn in class with actual practice with individuals, families, groups, and larger systems. It provides practice learning in a wide range of excellent training agencies representing both traditional and evolving fields of practice. The goal is to produce professional social workers possessing the knowledge and skills to work with a range of clients and problem areas, to analyze and apply theory critically, and to utilize a variety of interventions according to client need. The field curriculum supports the mission and goals of the MSW program and the values of the social work profession, including social and economic justice and respect for diversity. It provides the opportunity to support and apply the School's definition of clinical social work which emphasizes training students to work with individuals, families, and groups, in order to help clients improve their psychological and social functioning, and gain access to social and economic resources.

- Field Education at Simmons is designed as a concurrent course of study with classroom curriculum throughout the academic year.
- The Field Education curriculum provides a foundation in *generalist social work practice* in the first year, and an advanced second year with a concentration in *clinical social work*.
- Students are in the field placement three days a week (twenty-four hours), in a different placement each year. With prior approval, some students will be in placement for sixteen hours per week over an extended period of time (eleven months).
- First year placements begin in late September, following orientation activities. Second year students begin field work in early September.
- The Field Education program carries a total of 18 credits.

Under social work supervision, students are expected to demonstrate skill in a range of roles:

- direct clinical practice;
- accessing, coordinating and developing services;
- formulating bio-psycho-social assessments and treatment plans;
- assisting clients in making plans for intervention;
- collaboration with staff and community providers;
- case management and advocacy.

Agencies are encouraged to teach students about the policies and organizational issues affecting service to clients, and to provide opportunities for students to learn about organizational dynamics and change. Students develop the ability to practice in a self-directed manner, and to use supervision to gain self-awareness. Finally, students are expected to critically evaluate their own practice learning and understanding of the change process.

In both years, the Field Education curriculum underscores social work values and ethics, including a commitment to social and economic justice, multicultural practice, promotion of diversity in organizations, the emancipation of oppressed people, and social action. Students learn skills in identifying and addressing oppression and injustice effecting client systems.

AGENCY AFFILIATION FOR FIELD PLACEMENTS

Introduction

To meet the objectives of field education, the School is affiliated with a broad spectrum of human service agencies and programs. These include a full range of mental health programs, health care settings, family services, home and community based systems, schools, college counseling centers, child welfare agencies, early intervention programs, prisons, court settings, elder services, substance abuse treatment services, violence treatment/prevention programs, HIV/AIDS prevention/treatment services, hospices, and more. Field faculty keep abreast of shifts in service needs and populations at-risk in order to keep the School's curriculum current with developments in social services and to identify fields of practice that need professional social workers. Affiliated placement agencies must demonstrate a commitment to training social work students and have programs that reflect the values and ethics of the profession, as well as the School's mission, goals, and objectives. The agency and field instructors provide the opportunity for interns to develop a social work identity and to gain knowledge and skill in social work practice with particular emphasis on direct clinical practice.

Field Placement Site Criteria

In order to qualify as a placement site, agencies must have demonstrated a social work program with standards and philosophy acceptable to the School, the Council on Social Work Education (CSWE) and the professional community. The setting must adhere to the National Association of Social Workers (NASW) Code of Ethics, and provide needed services to the community. The agency must be willing to follow School expectations delineated in the Field Education Manual.

It is expected that agency staff will offer an orientation to the setting, its services, its safety procedures and its policies for their students. The agency should provide a spectrum of learning experiences with attention to the educational value for the particular trainee along with agency service needs. Case assignments should facilitate student development of knowledge and practice skills.

In making a commitment to participating in the training of MSW students, administrators are expected to adjust the workload of field instructors to allow adequate time for student teaching. **A minimum of two hours per week is required for formal supervisory meetings with each student and her/his primary supervisor or one and a half hours plus secondary or group supervision.** In addition, time must be allotted for reading **process recordings** and other reports, planning informal conferences, and consulting with the Field Advisor and other school representatives as needed. If the field instructor is new to student supervision the agency should be willing to allow time for her/him to attend the **Seminar on Field Instruction for new supervisors.** In addition, the agency should assume responsibility for support and/or supervision of beginning field instructors and coverage of student cases at times when the student is in school or on vacation.

Each year, field agencies complete the Field Agency Fact Sheet to update SSW and to describe the learning opportunities for the upcoming academic year. Since each placement is assigned a field faculty advisor, this liaison plays a key role in the continuing assessment of the quality of the setting as a training site.

Expectations of agencies include:

- Field practicum training must be valued and supported in the agency.

- Field instructors should receive support and consultation on their supervision in the agency.
- In its commitment to overall quality of service to clients and training, it is expected that agencies will provide supervision, staff development, and other learning opportunities for staff and involve students in relevant offerings.
- The agency will recommend highly qualified staff to serve as field instructors (see *Criteria for Selection of Field Instructor*) and when possible a staff member will serve as overall liaison for the school, i.e., the training director.
- The agency will, to the best of its ability, provide an adequate caseload for learning.
- The agency will provide adequate office space, access to a telephone, and should reimburse for travel and other expenses incurred in carrying out the social work role.
- The agency will orient the student to agency practices and procedures, documentation requirements, safety issues, and provide needed specialized training for work with the agency's client population.

Criteria for Selection of Field Instructor/Supervisor

Field instructors/supervisors of Simmons students are fully qualified according to school standards and Council on Social Work Education standards. It is essential that field instructors be fully identified with the social work profession and committed to its values and ethics. The instructors in Massachusetts should be certified as licensed independent social workers (LICSW) or should be eligible for this license. All primary supervisors must have a Masters in Social Work (M.S.W.) degree, and two years of supervised post-masters experience. The field instructor should have worked for a year in the placement agency although exceptions can be made for some supervisors.

Interest and ability in supervising, in conceptualizing various theoretical perspectives and stimulating students' critical thinking skills are all essential qualities for field instructors. The field instructor is expected to keep abreast of current content and trends in social work practice. The field instructor must be objective in evaluating the student's performance and be able to collaborate with the assigned field faculty member, particularly when difficulties arise.

Field instructors should be grounded in a broad social work perspective and sensitive to issues of diversity in regard to race, ethnicity, culture, and sexual orientation. The School requests supervisors who have knowledge and skill in several methods or modalities such as family treatment, group work, and advocacy. In addition, field instructors should be able to refer students to other supervisors, readings, or consultants regarding modalities with which they are not familiar. Field instructors should be familiar with and able to teach the various roles utilized by clinical social workers. They should also be aware of the range of fields of social work practice to enhance the student's broader training and to help them develop skill in accessing other services for their clients.

Field instructors (and other agency staff as appropriate) are expected to teach direct (micro) service to individual clients, couples, families and groups, and to intervene on their behalf with larger systems and organizations. Depending on setting and client needs, students are expected to learn several of the following skills: advocacy, outreach, negotiating and coordinating services, administration, consultation, small program planning, and policy development.

The agency and field instructor are expected to provide an adequate and varied caseload for the 3 days per week (or in some cases 16 hours per week) field placement. The instructor ensures that the student be incorporated into the agency system and helped to learn its philosophy, mission, place in the

community, practices and procedures. The school relies upon field instructors to keep the faculty advisor informed about their own or student absences or any other possible disruption in the learning process.

- A minimum of two hours per week is required for formal supervisory meetings with each student and her/his primary supervisor or one and a half hours plus secondary or group supervision.
- In addition, time must be allotted for reading process recordings and other reports, planning informal conferences, and consulting with the Field Advisor and other school representatives as needed.
- The field instructor will complete a **Learning Plan** (Appendix C) detailing learning goals and responsibilities.
- The field instructor conducts one verbal evaluation in the fall and completes **two** written **Evaluation of Student Performance** (Appendix N) during the academic year. *Advanced Standing students receive three written evaluations, one for each of the three terms they are in Field.*

Attendance at the Seminar on Field Instruction is required for new supervisors. The school relies upon field instructors to keep the faculty advisor informed about their own or student absences or any other possible disruption in the learning process. Supervisors should assist interns in securing adequate office space and equipment to accommodate students, including privacy for interviewing clients.

Field instructors and directors of training receive faculty appointments as Clinical Instructors and Clinical Associates respectively. Each year field instructors submit the Field Instructor Profile form along with a copy of their Curriculum Vitae for our review and our files.

MUTUAL RESPONSIBILITIES OF THE SCHOOL, AGENCY, AND STUDENT

Providing high quality education of students for social work practice is the responsibility of the School, the affiliated training site, the field instructor and the student. It is essential that each party collaborate fully in achieving the goal of preparing graduates for the profession. The following statements are intended to clarify these responsibilities and expectations and enhance our mutual efforts to achieve these goals.

Responsibilities of the School to the Agency

- The School will affiliate with the training site following a mutual exploration of the School and agency missions, expectations and commitment to work together in the field preparation of students.
- The School will assign a faculty member to serve as advisor/liaison to the student and agency. The advisor will assist in planning field curriculum, provide consultation to the field instructor, and assign a grade for field education.
- The advisor/liaison will maintain good communication with the agency and field instructor and will visit the placement at least once each semester and more often if problems arise, except the final semester of the concentration year when a remote review will be conducted (unless there are complications with the internship).
- The Director of Field Education will be available to consult, plan, problem solve, and

discuss issues related to specific students or general training issues.

- The School will provide information to the agency on students prior to the beginning of placement: A resume for the Year I student; and for the Year II student, a resume and a copy of the final Yr I evaluation.
- The School will supply other materials, e.g. the Field Manual, academic calendar.
- Agency staff may interview the student as part of the selection process.
- The School in consultation with the agency will work together to problem solve student difficulties. The School may consider whether a student should be transferred to another setting.
- The School will endeavor to keep the agency informed about its policies, aims, curriculum content and administrative changes.
- The School will provide the agency with a copy of its standard affiliation agreement (read-only document in Appendix K) signed by the Associate Provost. *It is the responsibility of the agency to sign the affiliation agreement and return it to the School.* If the agency provides their own affiliation agreement, before being signed, it will be reviewed by the Director of Field Education, the General Counsel, and the Associate Provost.

Responsibilities of the Field Practicum Agency

Please refer to the section “*Field Placement Site Criteria*” (p. 6) and “*Criteria for Selection of Field Instructor/Supervisor*” (p. 7).

Safety Policy and Procedures

The Simmons School of Social Work Field Education Department has adopted the following policy and procedures regarding the safety of SSW student interns in the field. This policy has been created to recognize that violence in the lives of clients can create potential dangers to professional social workers and students engaged in the study of the profession. While social workers and interns may be more aware of these issues in urban areas, we believe issues of safety are relevant in all communities and settings. We urge SSW students to become familiar with this policy regardless of the location of your internship placement.

I. Policy

- a) The School of Social Work is responsible for providing all students and faculty advisors with general written information about safety in field placement.
- b) The SSW expects each agency to be responsible for orienting student interns to the safety policies and procedures of that agency and setting. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and about clients who may be sharing living quarters

with persons prone to violent behavior, to the extent that such information is known. Security of personal belongings of the SSW intern while at the agency should be also covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed at the beginning of the placement with ample opportunity for questions and discussion as needed.

- c) SSW Students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. SSW urges all agencies to make the same accommodations to ensure students' safety as they make for their own agency staff and in some situations the agency may need to make even greater accommodation for a student. If a student's concerns about safety interfere in whole or in part with the learning process, the faculty advisor should be contacted by the field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

II. Procedures

- a) If an incident occurs in which a student is personally threatened or hurt it is the student's responsibility to notify the field instructor immediately. The field instructor, agency contact person, or agency director should then contact the Director of Field Education immediately to discuss what actions the agency and Simmons SSW should take to ensure the student's physical and emotional well-being in the wake of the incident and on a going-forward basis.
- b) The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor to assess the student's readiness to return to the field, and any other issues relevant to the situation. The Director of Field Education may alert the Dean or Associate Dean of the SSW about incidents and concerns on an as-needed basis.

III. Safety Guidelines for Students in the Field

- a) Agency Protocol

It is important for students to know the Agency's safety and security protocol for office and home visits with clients prior to the start of the placement. If the agency does not have safety and security policies and/or procedures the field instructor and student should review and discuss any issues related to safety and security in the setting. SSW students are urged to bring their questions and concerns to the field instructor. Regular communication particularly about safety concerns is strongly encouraged.

The following are guidelines and suggestions that may be helpful to students, field instructors, and faculty advisors as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

- b) **Security of Belongings**

All students in the field are expected to have a secure place to keep coats, handbags, cell phones, laptops, and other belongings while at placement. It is preferable that the space be one that can be locked, and could be in a desk drawer or filing cabinet. Students should not

leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle. Neither the agency nor Simmons can be responsible for lost, stolen or damaged personal items.

c) 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, the student intern and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal, or may have other medical or neurological disorders. Again, we urge all SSW students to consult with your agency field instructors to prepare adequately for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

d) Safety Guidelines for Office Meetings

If a student will be meeting with a client with whom the student does not feel safe, it is important for the student to discuss the situation promptly and fully with the agency field instructor. Based on the outcome of this discussion, there may be a decision that a student will not see the client or see the client under specific circumstances or controls. However, if it is decided that a student will see the client, several points should be considered. A client's mental status should be assessed. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It may also be helpful to think about whether to include someone else in the meeting, and what to wear. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. It is also important to discuss the plan for backup and assistance in the event that the client becomes agitated. A student should never see a potentially dangerous client alone without someone else in the agency knowing about the client, the appointment time and the location of the appointment. Students should keep supervisors informed about their schedules at the agencies at all times.

e) Safety Guidelines for Travel by Car

When a student is traveling by car to an agency or to home visits, it is advisable to know where he or she is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert, and to lock doors and close windows. The student should tell someone where he or she is going and the expected amount of time she/he will be away from the office. The agency should have your cell phone number or other information on how to contact you in the event of an emergency.

f) Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, it is advisable that students know where they are going and the route by which they will travel. Students are encouraged to carry the least amount of valuables with them as possible. Money, license, keys, and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting, and to wear sturdy, flat walking shoes. It is also helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area.

g) Safety Guidelines for Home Visits

It is important to familiarize yourself with the clients' file prior to the home visit. If there is a question of safety, plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another worker is the appropriate plan. Someone at the agency should always know the student's itinerary. It is helpful to stay alert and to think about what to wear, which room to meet in, and where to sit. If a student ever feels threatened at any point during the interview, they are encouraged to err on the side of caution and appropriately terminate the visit. If clients seem to feel threatened by the student entering their dwelling, the student should desist and not force the issue. If a student hears a heated argument from inside the house or apartment, the student may decide to re-schedule the visit or call to assess the situation before entering the dwelling. A student should never see a potentially dangerous client alone without someone else in the agency knowing about it. In general, a cell phone is very useful for students doing home visits.

h) Health Safety

Students should be alerted to the existence of biohazards. They should receive training and information about how to protect themselves from infectious diseases.

IV. Post Incident Protocol

If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and School should take to ensure the student's physical and emotional well-being.

The Director of Field Education will document the incident and the steps taken to address it, and will meet with the student and faculty advisor. Together, they will assess the student's readiness to return to the field and any other issues relevant to the situation.

Simmons SSW thanks Boston University School of Social Work for sharing their safety policy which was used in developing the SSW safety policy.

Responsibilities of Student to the Agency

The student's dual role of trainee and staff member carries special privileges and responsibilities. Students, as professional representatives of the agency, are expected to identify with the goals and

values of the agency and to learn and carry out its policies and procedures. It is also the responsibility of the student to learn the community resources as well as the agency's function in the total service delivery. This School strongly supports the following position statement by the Massachusetts Chapter, National Association of Social Workers:

"In accordance with the Patient's Bill of Rights (Chapter 214), NASW recommends that social work students identify themselves as trainees/ students/interns to patients/clients either verbally or through use of name tags except in emergency situations where it is clinically contraindicated as determined by student and instructor. Student status should be clearly designated in signing notes in the record."

CORI Checks: Criminal Offense Record Investigation checks are required by many placement agencies. The School encourages agencies to initiate the process of requesting a CORI before placements start in the Fall. Students are urged to let field faculty know of anything that might be discovered in a background check so that an appropriate placement plan can be made

Supervision: Students are expected to prepare for and participate in supervisory conferences and to bring to the attention of the field instructor any obstacles they see as interfering with the learning process. Students and instructors are encouraged to consult with the faculty advisor as needed.

Record Keeping: In addition to completed required process recordings each week, students are responsible for meeting general agency documentation requirements (e.g., intake assessments, chart notes, periodic summaries, termination and transfer summaries). It must be remembered that, for agencies, recording is part of the accountability process. Student recordings should be kept up-to-date so that appropriate service may be provided to students' clients during absences because of vacation, illness, or school attendance.

Confidentiality: All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when disclosing, discussing, or writing about clients in the classroom or in assignments or process recordings.

Other Student Responsibilities

Students are expected to contact advisors at regular intervals during the academic year to discuss both field and academic course work. This includes:

- An introductory meeting in the Fall.
- An in-depth conversation prior to each field visit.
- Any concerns or problems in field placement or academic course work.
- A planning meeting for Year II placement [Year I students].
- Post-graduation plans [Year II students].
- Questions related to course planning and schedules.

Confidential Communication (Massachusetts Law for Licensed Social Workers):

The following is a statement from the section on confidential communication from the Massachusetts General Laws. The Massachusetts Board of Registration and the Massachusetts Chapter of NASW have

reviewed the confidentiality law but have come to different conclusions regarding protections for social work interns and their clients. Since there is no case law on this issue, NASW's lawyer recommends that interns use an informed consent form adapted for interns (See Appendix J). Simmons recommends that training directors review agency confidentiality and informed consent policies with social work staff and interns.

No person licensed under M.G.L. c. 112, pages 130 through 137, or an employee of such person may disclose any information he/she may have acquired from the person consulting him/her in his/her professional capacity, except:

- 1. With the written consent of the person or, in the case of death or disability, of his/her own personal representative, of any other person authorized to sue, or of the beneficiary of an insurance policy on that person's life, health, or physical condition.*
- 2. That a licensed certified social worker, including those engaged in independent clinical practice, and those practicing as licensed social workers or as licensed social work associates, shall not be required to treat as confidential a communication that reveals the contemplation or commission of a crime or a harmful act.*
- 3. When the person waives the requirement of confidentiality by bringing charges against the licensed certified social worker, the independent clinical practitioner, the licensed social worker, or the licensed social work associate.*
- 4. If the licensee has reasonable grounds to suspect that a child has been abused or neglected.*
- 5. Communications made in the course of a social work examination ordered by a court of competent jurisdiction when the client has been informed before the examination that any communications made during the communication would not be privileged.*

FIELD WORK HOURS

Regular attendance of **three days a week** (or 24 hours per week) in the field is required of both first and second year students. Some students with prior approval from the Field Department and placement site will be in field for **16 hours per week**. Students are expected to adhere to the same work day hours as professional staff unless individual arrangements have been made and approved by the agency and SSW. The School does not consider occasional overtime work as deductible from overall field hours, nor can overtime be accrued or taken as vacation days. However, if an agency has evening appointments or regular early morning hours that the student attends, the 24 hour schedule should be adjusted accordingly. When students work extra days, holidays, or school vacation days, it is expected that they be granted compensatory time. Arrangements for compensatory time should be made with the field supervisor

Students Placed in Schools and Child Focused Settings: Placement schedules in schools and child focused settings often differ from the standard placement calendar. Typically students in these settings follow the public school or agency calendar for vacation and end dates (*instead of the SSW calendar*). For instance, students who take time off for the February and/or April public school vacation would not take time off for the SSW March vacation. Students placed in schools should plan to modify their schedules to

accommodate agency hours and vacations. Generally, school placements extend into June and may begin before Labor Day.

Request for Change in Schedule: The expectation is that students will follow the schedule outlined in the Field Manual and Field Calendar. (As previously stated, students working with children may be following a public school calendar rather than the SSW placement calendar.) The placement schedule is a professional commitment to the agency. In special circumstances changes may be granted upon approval of a "Request for Change in Schedule Form" (Appendix O).

Absences: If an emergency arises necessitating absence from the field, the student is responsible for immediately notifying the field instructor and taking responsibility for postponing appointments or scheduled meetings. *In case of illness*, the student is expected to make up the time lost if it exceeds three (3) days. In the case of a death in a student's immediate family, a student may take up to three (3) days of placement off. In case of prolonged absence, the student and field instructor should notify the advisor so that a plan can be made to meet the needs of the agency, student's situation, and the School's educational requirements.

Conferences: Students are permitted to attend national and regional conferences *only* if the faculty and agency agree that this will not unduly interfere with learning or client service. Such requests should be limited to 3 days per year.

Legislative Clearing House: Students should be released to attend the one day Legislative Clearing House (usually held in March) unless serious consequences would result due to their absence.

SCHOOL RECESSES:

It is expected that the student will not be at field placement during the Simmons SSW recesses; however, legal holidays which occur on placement days will follow the agency schedule.

RELIGIOUS HOLIDAYS

Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151c, Section 2b. That law states:

"Any student in an educational or vocational training institution, other than a religious or a denominational education or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing himself of the provisions of the sections."

It has been the policy of the Simmons School of Social Work to respect the right of all students, faculty, and staff to celebrate those religious holidays that they deem important. This is in keeping with our commitment to the development of a diverse community. Plans to observe religious holidays not observed by the agencies should be discussed with the supervisor. Students will be expected to make up the missed time at a later date.

A student who plans to miss field placement as a consequence of religious observances must make arrangements for the absence from field placement, prior to the absence, with the agency and field instructor.

FIELD WORK SCHEDULES

Please refer to the academic year calendar for specific dates. Any variations in field schedules **must be approved by the Field Department**.

Year I Full-Time, September – May (3 days per week)

Fall: Late September to mid-December (approximately 12 weeks).

Spring: First week day after the New Year to early May (approximately 16 weeks).

Year II Full-Time September – May (3 days per week)

Fall: Early September to mid-December (approximately 14 weeks).

Spring: First week day after the New Year to early in May (approximately 16 weeks).

Sixteen Hour per Week Placements

Students doing a 2 day or 16 hour per week placement will observe the same start dates and holidays. Final week of placement is the end of the first week of August. Students are allowed to schedule one week of vacation between May and August. Time off must be approved by agency.

Advanced Standing Placements

Fall: Early September to mid-December (approximately 14 weeks).

Spring: First week day after the New Year to early in May (approximately 16 weeks).

Summer: Semester begins the week following the end of Spring field education term. Semester ends at the end of the first week of August (approximately 13 weeks). Students are allowed to schedule one week of vacation during Summer term. Time off must be approved by the agency.

One Year Option (OYO)

OYO placements begin and end on the same day as Year II placements. Placements are 4 days per week.

STUDENT LEARNING IN FIELD

The Council on Social Work Education (CSWE) has delineated ten core competencies for all social work students. Practice behaviors provide opportunity to demonstrate ability with each competency. Evaluation of field performance will be based on students' ability to achieve the practice behaviors. At the completion of the MSW program students are expected to achieve competence through their Field Education and coursework in the following areas.

Foundation Year Competencies and Practice Behaviors:

Competency I: Identify as a professional social worker and conduct oneself accordingly

- Practices personal reflection and self-correction to assure optimal client care.
- Understands the role of the professional social worker and functions effectively in that role within the agency and team structure.
- Demonstrates professional demeanor in behavior, appearance and communication.
- Demonstrates an awareness of the importance of boundaries and practices accordingly.
- Actively engages in supervision and incorporates supervisory feedback into practice.

Competency II: Apply social work ethical principles to guide professional practice

- Understands and adheres to the value base of the social work profession and its ethical standards.
- Identifies and manages personal values in a way that allows professional values to guide practice.
- Recognizes ethical dilemmas inherent to the practice setting and seeks out appropriate assistance in attending to them.

Competency III: Apply critical thinking to inform and communicate professional judgments

- Distinguishes, appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom.
- Identifies different models of assessment, prevention, intervention and evaluation.
- Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.
- Demonstrates an awareness of the importance of boundaries and practices accordingly.

Competency IV: Engage diversity and difference in practice

- Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.
- Identifies knowledge gaps and utilizes professional literature.
- Monitors and works toward elimination of influence of personal biases and values in working with diverse groups.
- Takes into account clients' and one's own race, ethnicity, religion, gender, sexual orientation and physical ability.
- Engages clients as a resource to further understand dimensions of difference.

Competency V: Advance human rights and social and economic justice

- Identifies oppression and injustice affecting clients and communities.

- In the context of human rights and social and economic injustice, demonstrates skill as an advocate.

Competency VI: Engage in research-informed practice and practice-informed research

- Generates questions for further inquiry from practice.
- Identifies evidence informed / based practices utilized in agency setting.

Competency VII: Apply knowledge of human behavior and the social environment

- Demonstrates and applies knowledge of human behavior across the life span.
- Identifies conceptual frameworks that guide assessment, intervention and evaluation.

Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Identifies and analyzes specific social / agency policies and understands their impact on service delivery and client well-being.
- Recognizes relationships between funding sources, public policies and client systems.

Competency IX: Respond to contexts that shape practice

- Is curious and informed about evolving and emerging trends and changes in populations, scientific and technological development and service delivery.
- Recognizes that the context of practice is dynamic and has knowledge and skills to respond proactively.

Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

- 1 a) Engagement: Uses empathy and other interpersonal skills to develop effective working relationships.
- 1 b) Engagement: Develops a mutually agreed-on focus of work and desired outcomes
- 2 a) Assessment: Collects, organizes and interprets client data for written / oral communication.
- 2 b) Assessment: Assesses client strengths and challenges.
- 2 c) Assessment: Develops mutually agreed-on intervention goals and indicators of successful outcome.
- 3 a) Intervention: Helps clients gain greater self awareness, facilitate growth and change and resolve problems.
- 3 b) Intervention: Implements prevention interventions that enhance client capacities.
- 3 c) Intervention: Facilitates transitions and endings.
- 4 a) Evaluation: Critically analyzes, monitors and evaluates intervention.

Year II/Advanced Standing Competencies and Practice Behaviors:

Year II / Advanced Standing students are expected to build on their knowledge and skills from their Foundation Year and demonstrate a skill level that reflects a more complex understanding and application of all of the Competencies and Practice Behaviors listed above. With a concentration in clinical social work advanced year students are expected to broaden and deepen the assessment and intervention skills learned in the first year. Students move towards greater integration and analysis of theory and practice, a more conscious use of self and increased autonomy. In addition to the Foundation Year Competencies and Practice Behaviors, the following Practice Behaviors are to be demonstrated in the Year II / Advanced Standing placement year:

Competency I: Identify as a professional social worker and conduct oneself accordingly

- Identifies professional strengths and challenges and makes plans for career learning.

Competency II: Apply social work ethical principles to guide professional practice

- Uses supervision and consultation to make ethical decisions, applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Principles; tolerates ambiguity in ethical conflicts.

Competency III: Apply critical thinking to inform and communicate professional judgments

- Identifies and evaluates different theoretical perspectives, assessment and intervention models; differentially apply to client situations.

Competency IV: Engage diversity and difference in practice

- Demonstrates efforts to address issues of difference with clients and colleagues to enhance effectiveness of working relationships.

Competency V: Advance human rights and social and economic justice

- Shows skills in practice at the individual or organizational level that address institutional and societal barriers. Applies knowledge to treatment planning and intervention.

Competency VI: Engage in research-informed practice and practice-informed research

- Uses an evidence informed process to identify best practices and to apply those practices differentially in clinical assessment and interventions with clients.

Competency VII: Apply knowledge of human behavior and the social environment

- Synthesizes and differentially applies theories of human behavior with multi axial diagnostic classification systems to guide assessment, formulation and clinical practice.

Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

- Demonstrates skills in communicating the impact of policies to clients / stakeholders. Works toward policy change.

Competency IX: Respond to contexts that shape practice

- Through various activities including leadership, influences and promotes changes in service delivery and practice to improve the quality of social services.

Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

- 1 c) Engagement: Develops a culturally informed therapeutic relationship attending to the interpersonal factors affecting the therapeutic alliance.
- 2 d) Assessment: Develops in depth assessments and complex formulations of the client / system that include an analysis of the presenting problem, the socio-cultural context and the issues related to economic and social justice.
- 2 e) Assessment: Utilizes differential and multi axial diagnostic tools to develop an accurate diagnostic statement.

- 3 d) Intervention: Designs and implements clinically appropriate interventions that consider the client's strengths, issues and resources and needs, and address the problems at a variety of systems levels.
- 3 e) Intervention: Uses advanced interviewing skills to explore emotionally charged content, work with resistance, interpret underlying themes and interactional behaviors.
- 4 b) Evaluation: Modifies intervention strategies based on continuous evaluation of the work.
- 4 c) Evaluation: Evaluates client progress and outcomes.

URBAN LEADERSHIP PROGRAM IN CLINICAL SOCIAL WORK

Certificate in Urban Leadership in Clinical Social Work

The goal of the Urban Leadership Program (ULP) in Clinical Social Work is to educate students about leadership roles in multicultural urban agencies and to prepare them with skills for promoting positive change for their clients, organizations, and the profession. In addition to core MSW courses completed by all Simmons School of Social Work students, those pursuing an Urban Leadership certificate take two required courses in leadership and four mini-courses covering topics such as oral presentation, grant writing and community politics. ULP students address clinical practice issues with multicultural populations in their field placements. Placement agencies are expected to provide an opportunity for leadership activity for foundation year students and to support a leadership project for concentration year students. Agencies that accept ULP students must be prepared to support students in fulfilling the ULP's specialized requirements at the school and in the field. Faculty Field Advisors work closely with agencies to help them promote students' leadership learning.

To learn more about the program or UL field placements you can access the Urban Leadership handbook at: <http://simmons.edu/ssw/academics/msw/urban.shtml>.

FIELD EDUCATION CURRICULUM

Curriculum Expectations of the Field Placement

The School expects that the student assignments will be as varied as the agency's service requirements permit. However, a main criterion for the selection of cases and other assignments will be their educational value for the individual trainee. An educational assessment of each student is the collaborative responsibility of the School (advisor/liason), and the field instructor, with the student. Through this process goals for the year and learning objectives are formulated and a learning contract is mutually agreed upon.

Field Instruction

Learning through supervision is central to the development of practice knowledge and skill. **The School expects two hours of individual supervision by a primary supervisor (an MSW who is an LICSW or plans to take the exam) or one-and-a-half-hours with the MSW if additional supervision by another professional or group supervision is given.** For students in 16 hour/week placements one-and-a-half hours of individual supervision weekly is expected.

The supervisor (field instructor) is expected to meet with the student in private, regularly scheduled, minimally interrupted conferences. Process recordings should be reviewed prior to the meeting. Supervision includes teaching content specific to the agency's field of practice, populations, and larger issues of social justice and oppression. Field instructors supervising their first MSW student are required to take the Seminar on Supervision.

The supervisor will ensure the student receives an orientation to agency programs, policies, procedures and social work role expectations. Additionally, an orientation to safety policies and procedures will be provided.

Caseload and other Assignments

Respectful of the wide variation in service requirements in the spectrum of Simmons affiliated placement agencies, the advisor/liaison works with individual agencies to set expectations for the number and types of field assignments.

In general the School expects that the students' education will address the broad needs of the agency's population with attention to diversity in race, ethnicity, age, gender, special needs, and issues of social justice and oppression. The agency should provide an introduction to the agency system, its place in the larger system of services, and the larger social context.

It is expected that two to three cases be available for immediate assignment to students on arrival at the agency. Cases and other assignments increase as the student and supervisor, in consultation with the advisor/liaison, continue to plan the year. The School expects that student work assignments will develop steadily to include between twenty-five to thirty-five hours of direct contact with individuals, groups or families per month. Community projects and social action efforts reduce these numbers. Case management and group work are major areas of learning in both years. In the Year II concentration year it is expected that the student will have a core of direct practice which can include individuals, dyads (parent-child, couples), families, groups, and larger systems.

The agency should include the student in staff meetings and in-service training. Appropriate space and materials should be provided. Students should be given time during placement hours to do required agency written work and when possible some time for process recordings.

The Learning Plan

In order to plan the learning for each individual student, the School requests that the field instructor and student work together to design a Learning Plan in which caseload and other assignments will be determined. The process for developing an educational plan should include a mutual assessment of the student's present level of knowledge and skill. The student's past experience, interests, learning needs, and special talents should be taken into consideration. The plan will of course reflect the learning opportunities the agency can offer, along with the School's expectations for field curriculum. The form is Appendix C in this manual and can be accessed on-line at:

<http://www.simmons.edu/ssw/academics/field-education/index.shtml>.

The written Learning Plan should be completed after four weeks of placement and the original copy returned to the advisor/liaison who will be available for consultation. The advisor will review the contract and approve or suggest changes or additions.

Process Recordings

In addition to agency record keeping requirements, the School requires Process Recordings and Psychosocial Assessments as major learning and teaching tools in a student's field instruction.

It is expected that Year I students will complete three process recordings a week in the Fall and may reduce to two (2) a week in the Spring if demonstrating significant progress in interview and reflection skills. Students in 16 hour/week placements will complete two process recordings weekly throughout the year. Year II students are expected to complete at least two process recordings a week and to develop and maintain a method of self-reflection and evaluation of practice. Students in 16 hour/week placements will complete two process recordings weekly until the end of the Spring term (beginning of May) and one weekly after the Spring semester. Process recordings enable the field instructor and advisor to more effectively perform their teaching roles and to evaluate the student's learning needs and progress.

Process Recordings help the student rethink the interview in preparation for supervision. They help the student integrate theory and knowledge; develop interviewing skills, as well as the capacity for self-reflection. The interview content is the basis on which the supervisor teaches the elements of social work practice. Attention should be paid to content, process, and technique, as well as self-reflection, and developing self-awareness, and a capacity for self-evaluation

In the beginning, on each process recording, Year I and Year II students should attempt to record all interactions, verbal and non-verbal. As the school year progresses, students should also learn to do briefer, more focused summary recordings on some individual cases, or for family or group meetings. (A suggested outline for a summary recording is in Appendix E; the headings can be modified to fit the type of case or the student's learning goals.) Summary recordings are also useful for practice with larger systems. For example a student planning and implementing a preventive educational program in the community might keep a log of the steps taken, people contacted, and the student's reactions to and evaluation of the program.

Many instructors and students also find value in audio taping interviews, with the client's permission, though it requires time to review the tapes. If agency resources allow, videotaping, or having interviews observed behind a one-way mirror, are also valuable learning tools.

Psychosocial Assessments

Psychosocial Assessments and Intervention Plans are recommended on each case. Many agencies have a good format for doing assessments and students should use it. However due to changing agency and practice demands some assessment outlines for permanent records are very brief. Students need to develop good skills in history taking, organizing both small and large amounts of data, and problem formulation as a basis for thoughtful interventions. Assessment material is often used to prepare for case conferences and as the basis for class assignments. See Appendix I for a sample outline for assessments for those agencies needing a model. It is required that students do several detailed,

narrative assessments on some clients each year even if the agency does not require formal assessment or uses abbreviated forms.

Faculty advisors/liaisons examine some of the student's process recordings and psychosocial assessments prior to each field visit. This facilitates an in depth discussion of student progress and overall performance by the field instructor, student, and advisor.

Care should be taken to disguise identifying information on process recordings and assessments seen by advisors or used in class assignments in accordance with HIPAA regulation (see page 35).

Student Evaluation of Practice

Students' evaluation of their own practice is a critical component of their learning in field education. Each student is expected, in collaboration with the client, to establish clear goals to be achieved during the course of their work together. Students and field instructors will be encouraged by the faculty of the Field Education Department to establish observable goals, and to devise measures by which progress can be evaluated. Students are encouraged to review progress periodically with their clients. At the end of the client contract, the student should evaluate the effectiveness of their interventions integrating learning from supervision and course materials. Advanced (Year II) students take a required course on *Evaluation of Social Work Practice*. Students are expected to apply concepts from that course to agency programs and outcome measurement policies. At the end of each year students are asked to provide faculty advisors with an evaluation of their field learning experience.

Field Education Report Form

Students are asked to submit a report on field activities to their faculty advisor periodically during the year. The report helps the student and his/her advisor track caseload, supervision issues, and identify potential problem areas (Appendix K). The form is meant to supplement, not replace, meetings between advisor and student.

Field Assignments

Once each semester, prior to the scheduled field visit, students will submit examples of recent process recordings that include supervision feedback to their advisor. The student will add an additional self-assessment section to each process recording. The assessment section asks the student to discuss client goals for the interview and whether they were achieved; and to self-reflect on her/his progress toward learning goals. Additionally, Year I students are asked to submit an example of a psychosocial assessment mid-year. Students are also asked to consider organizational issues that may impact role or treatment decisions (i.e., funding, policies, or agency mission).

The assignments help to facilitate an in-depth discussion of student progress and overall performance by the field instructor, student, and advisor during field visits, and help the student begin the process of critically evaluating practice interventions.

EVALUATION OF STUDENT PROGRESS IN FIELD

The School requires three student evaluations during the year. The first occurs by mid-November and is

an oral, informal, "stock-taking" between student and instructor, verbally shared with the School if indicated. It is designed to identify any problems or learning needs early in the year and should cover the same topics as the later written evaluations: progression of learning, new areas of mastery, identification of current learning needs together with ideas about how these may be met (see Appendix N for ***Evaluation of Student Performance Form***). The second and third evaluations are written, following the same format, and are due within two weeks of the **second Monday in December** and **third Monday in April**. The evaluations will be completed on-line; a link will be sent one month prior to the due date.

Evaluations are a mutual effort of student and instructor, with the instructor taking responsibility for the final version submitted to the School after the student has read it and points of difference have been noted. It is important that evaluations be balanced in presenting both strengths and weaknesses to enable both student and instructor to know which areas of learning need special attention. Ideally, the evaluation is an evolving process and nothing should appear in it that has not already been discussed with the student in regular supervisory conferences. The School recommends that prior to the completion of the evaluation, at least one supervisory conference be set aside for discussion of the student's overall performance. Instructors may request that students write self-appraisals for this purpose.

GRADES IN FIELD PLACEMENT

Field Education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement will receive a grade of Pass.

- **Pass:** Satisfactory to Excellent Performance
- **Marginal Pass:** Unsatisfactory to Marginal Performance
- **Fail:** Failing Performance

Consequences of Marginal Pass or Fail in Field Placement

- Students who receive a *Marginal Pass* at the end of any semester of field will have an Educational Planning Committee (EPC) review and will be placed *on academic probation*. Students may be asked to do additional time in the field at their own expense.
- A student who is asked to do extended time in the field for learning and performance needs may be required to register for an additional semester or year of placement at the student's expense. A passing grade will be required to move on in the program.
- Students who receive two marginal passes will have an EPC and **may be dismissed** from the program or may continue on probation and be asked to do additional time in field at their own expense.
- **Students will be given only one opportunity to extend a placement for performance reasons.**
- A grade of F in any semester, or three MPs, will result in dismissal from the program.

The decision to grant the student an extended or repeated year of placement is predicated on the ability of the field faculty to place the student with confidence in the student's ability to function in the professional requirements of a social worker.

Continuation in classes after a student receives a MP in the field should be carefully considered and discussed with the advisor. Continuation in classes is not an implicit promise of satisfactory performance or graduation from the program.

Examples of behaviors resulting in a MP or F include:

- A pattern of unprofessional/unethical behavior including excessive absences, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including the completion of process recordings as required), lateness with paper work, inadequate documentation, etc.
- Insufficient progress toward learning goals.
- Consistently problematic communication and interpersonal skills that negatively affect clinical work and/or relationships with other students, faculty, and staff.
- Consistent inability to make use of supervision, including repeated difficulty in following supervisory directions and failure to seek supervisory guidance when necessary.
- Non-adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, and appropriate workplace etiquette.
- Inability to demonstrate compassion, empathy, integrity, and respect for others.

Withdrawal from Field

To withdraw from field after the add/drop period the student must receive approval from her/his advisor and the Director or Field Education. Students who perform poorly and/or are not making sufficient progress and withdraw after the add/drop period may be given a grade that reflects their performance at the time of their withdrawal.

PROBLEM RESOLUTION

There may be occasions when students have concerns about aspects of their placement (e.g. amount of supervision, agency policies or number of cases). Alternately, agencies at times may identify concerns about a student's functioning or performance in the agency. When problems arise, it is always important for the student and/or field instructor to contact the field advisor early on. The field advisor is available to consult about the problem, helping to identify the issues and suggesting steps towards a resolution. If problems persist despite the efforts of the field instructor, student and advisor to resolve them, a variety of more formal steps may be taken.

Problems in the Field Placement Agency

If there are *problems in the agency* that affect student learning, for example an inadequate caseload, the advisor/liaison should be notified. The advisor discusses the difficulties with all involved parties, makes an assessment and collaboratively helps to develop a plan. The agency training director and/or director of field education may join in this process.

Plans to improve the situation are always the first step and the advisor will remain involved to monitor progress towards changes that are being initiated. If for example supervision time has not been adequate the School would work with the agency to address this problem. If for any reason the agency is unable to provide a sufficient level of training, the student will be replaced.

Student Problems in the Field Placement

The School requests that the field instructor notify the advisor/liaison promptly regarding any *concerns about the student's performance* in the agency. If needed, a meeting of advisor, student, field instructor and at times the agency director of training or director of field education, will be held to assess and locate areas of difficulty. Generally plans are made to alleviate or resolve problems by carefully designed and monitored strategies. The outcome of a meeting will include a plan of action, written by the advisor, with copies distributed to the student and field instructor. Goals set forth will be reviewed periodically. The advisor/liaison and field instructor remain in close communication with each other and the student throughout this process.

The advisor and Director of Field Education may decide, in consultation with the Associate Dean, to hold an Educational Planning Conference (EPC). This may also occur when there are concurrent problems with academic courses. An EPC for field related problems is led by the Director of Field Education and includes the student's advisor. The Field supervisor and academic instructor(s) are invited when appropriate. The advisor develops a revised learning plan as described above.

Termination of Field Placement

If attempts to resolve the problem fail, a student may be asked to leave the placement. In the case of this occurrence, at the discretion of the Director of Field Education, there are several possible outcomes:

- a) The student will be placed in a different agency and may ask to extend the required hours.
- b) The student may receive a Marginal Pass at the end of the semester and be required to complete an additional semester of field and obtain a passing grade to continue [see Grades in Field Placement].
- c) The student may be asked to take a leave of absence from Field Education or from the MSW program [see Student Handbook for LOA Policy].
- d) The student may receive an "F" and be dismissed from the program.

Student Guidelines for Change of Field Placement

On rare occasions, a student requests a change of placement. Such requests must be made to the advisor who will then consult with the Director of Field Education. **Students cannot leave an agency without first speaking with their advisor and engaging in a problem resolution process, which would include a meeting with all relevant school and agency representatives that leads to a workable plan.** The following steps must be followed:

- a) Contact your faculty advisor or, if necessary, the Director of Field Education.
- b) Advisor discusses, assesses, and evaluates the issues and recommends a plan after conferring with the Director of Field Education.

- c) Advisor discusses issues with field instructor and agency training administrators with the hope that the problem(s) can be resolved.
- d) If replacement then seems necessary, it is expected that an appropriate termination process will be planned for all clients and that a professional way of bringing closure with the agency will be followed.

Leave of Absence from Field Placement

Students who are on a leave from field (mandatory, conditional, voluntary) for performance or other reasons will be asked to meet with the Field Director and provide relevant documentation prior to approval for returning to a field placement.

FIELD & ACADEMIC ADVISING

The School of Social Work is committed to maintaining a large Field Education Department consisting of both full and part-time faculty. Field faculty play a dual role as both as liaisons between students and agencies, and advisors to students in field and extended program students not in field around academic/classroom difficulties and academic and professional goal setting. Additional assistance with course sequencing, program requirements, access to available supports, course registration, change in status, choice of specializations and routine dropping of a class is provided through the Academic Services Center.

The Director of Field Education administers the department. The Director, Assistant Director and three faculty members, all experienced social workers, are assigned to the Field Education Department full-time. A full-time workload includes advising students, being a liaison to field agencies, placement planning, teaching seminars for new field instructors, orientation for students entering field, development of new placement sites, program planning and other administrative responsibilities. Adjunct faculty members are usually assigned fifteen advisees and serve as both academic advisor and liaison to their field agencies.

Role of Field/Academic Advisor

The purpose of advising is to help the student optimize learning experiences in both class and field and to facilitate the mastery of social work practice. The advisor is responsible for collaborating with classroom faculty, the field instructor and the agency training director in evaluating student progress and learning, and when necessary serves as a mediator in problem situations.

In the role of liaison the field faculty member monitors and evaluates the educational process, supports and mentors students on their practice and professional development, and provides support to agencies in the form of consultation, mediation, advocacy, problem solving and negotiation.

The Agency Liaison role includes:

1. assessment of agency viability;
2. involvement in the placement process;
3. assurance of adequate caseload and other learning experiences in the practicum;
4. collaboration with the field instructor in the development of an individualized learning plan;

5. provision of liaison services between School and agency;
6. consultation around field related problems;
7. determining the student's field grade.

Academic/Faculty Advisor role includes:

1. general support;
2. help pertaining to academic difficulties;
3. collaboration with classroom instructors;
4. recommending and attending Educational Planning Meetings (EPCs);
5. academic and professional goal setting.

Early in the year, the advisor meets the student in order to get acquainted with the student's background experiences, learning style and learning needs, as well as to explain the advisor role and the ways the student can access advising resources. The advisor arranges individual and/or group meetings throughout the year in response to student needs and interests. *Students should initiate a meeting with their advisor around any questions or concerns and prior to each field visit or field review.*

In addition to individual advisory conferences, Year I Extended Program students will have group advising meetings with the Extended program Coordinator. Year I students in field placements are expected to attend the Orientation to Field (in late summer/early fall), which covers the topics of supervision, process recordings and safety in the field. In early December there will be workshops on Yr II placement planning. During the final year, a series of larger meetings focusing on professional and career development are held for the entire class, typically in the spring.

As far as possible the advisor/liaison remains assigned to the same agency from year to year in order to be knowledgeable about the agency and to maintain close working relationships with agency personnel. The director and field faculty establish strong partnerships with administrators and field instructors who work collaboratively on behalf of student learning and professional development. Students normally change advisors each year since advisors attempt to maintain an ongoing relationship with training agencies and supervisors. Extended Program students will potentially change advisors twice as they move from a part time advisor Year I and then have two advisors for the two internship agencies.

The academic advising relationship is a two-way street. Students are expected to initiate contact with their advisor when they need assistance and to respond to outreach from their advisor in a timely fashion.

- Students should let their advisor know immediately if problems arise. Sharing as much as one can about her/his circumstances will enable the advisor to be more helpful.
- Respond promptly to emails and phone calls from the advisor.
- Attend and come prepared for all scheduled advising meetings.

SUPPORTIVE EDUCATIONAL SERVICES

The Simmons College Academic Support Center provides a range of services to students experiencing academic difficulty in courses or in the field. Problems in the field placement are usually in the area of writing, which may appear in process recordings and in agency record keeping. Conceptual and synthesizing difficulties can affect psychosocial evaluations and conference presentations. Supportive

Instructional Services provides workshops and individual assessments of learning difficulties. Individual tutoring is available. The advisor can help the student arrange for these services if needed.

Students with Disabilities/Requests for Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact Timothy Rogers, Associate Director, Disability Services, Center for Academic Achievement, 617-521-2470. You may also contact him via email at timothy.rogers@simmons.edu. Student with disabilities receiving accommodations for Field Education should contact the Director of Field Education to discuss implementation of any accommodations. Students are encouraged to speak with their field instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

FIELD PLACEMENT SELECTION PROCESS

In our commitment to provide the best possible learning arrangements for students, the School is committed to affiliations with a broad spectrum of training sites serving a diverse population of clients and representing various fields of practice, problem areas, geographical regions and communities. A comprehensive and collaborative placement process aims to assure a good match between the student and field setting.

Foundation Year I: A field faculty member interviews full-time incoming students in the summer prior to admission. Extended Program students are interviewed in the Spring of their first year. Attempts are made to match student's prior experience and social work career goals with a broad-based first year experience. Interviews also include educating students about the range of social work roles as well as clarifying their interests.

Following the interview the student's resume is sent to a prospective agency; the faculty member discusses the student with the agency; and the student meets with the agency training director or field instructor. If the arrangement seems sound, the School finalizes the placement. If the match seems unpromising, another prospective agency is identified and the process begins again until a suitable match is made.

Advanced Year II: The process of placing students into second year placements begins with student/advisor collaborations. During the winter, students attend an information meeting with the Year II placement team in which the placement process is described in detail. Students are guided in how to assess their own learning needs and goals as a first step in selecting prospective placements. Students have access to a search program to assist in identifying examples of internships that would meet a variety of their needs and interests. Binders with agency descriptions are also available to help inform students about internship sites. The agency information and placement planning information is available on the Field eLearning site. Forms asking for field of practice interests and a listing of examples of possible choices of settings are distributed. Students complete these forms after meeting with their advisors. The team arranges the placements.

Each student's advisor meets with the team to discuss the advisee's learning needs, learning style, and issues that may have been encountered during the first year. Information from field visits and field

assignments will help to inform the advisor's discussion with the placement team.

Next, the placement team begins to match each student with an agency. Students receive notification of the proposed match and immediately contact the identified agency to schedule an interview. Following the interview, student and agency representatives report directly to the team as to whether the match will work. Placements may be settled at this point. If not the process continues until the entire class is placed.

Field Practicum in the Student's Place of Employment

In certain situations, usually due to the student's financial need, the School and Field Education Department permit students to use a paid social work position to fulfill the Field Education requirement for one field placement. Generally this arrangement is made for the first year placement. *A student cannot be in the same agency for two internships.*

Students who wish to use their place of paid employment as a field placement must complete an Application and Agency Agreement for Worksite-Based Field Placement by the stated deadline. The application includes a plan agreed upon by agency administration, the proposed supervisor, and the student. Each application will be carefully reviewed and decided upon within the framework of School standards and expectations. To be approved, the agency and student must agree to adhere to the criteria for such placements, which include the following:

In the hours (24 or 16) designated to receive field education credit, it is expected that the student will be *assigned to a different department or program area* and have the opportunity to gain knowledge and skill in new methods, modalities, and interventions. The student should have the opportunity to work with different client populations and problem areas.

The agency must assign a *new field instructor to supervise the school related fieldwork*, a person other than the student/employee's current job supervisor. The field instructor and agency must agree to collaborate with the School and follow educational expectations and objectives. The field instructor must be an MSW with an L.I.C.S.W. license.

The student/employee must be recognized as a social work student and thus be a part of the agency's social work training program for at least the portion of activity designated to receive field education credit. The agency must provide learning assignments that are different from the student's regular work.

All supervisors new to supervision of MSW interns are required to attend a half-day Orientation to Field Instruction in early August and to complete a seminar for field instructors, the School's "Supervision Seminar," a 9 session 18 CEU course (meeting 6 times in the fall/early winter, and 3 times in the winter/ spring for 2 hours/session), that is offered free to all new supervisors.

An application for a work place internship and agency agreement form must be submitted to the Field Education Department for approval. The application can be accessed at:
<http://simmons.edu/ssw/academics/field-education/options.shtml>.

As with all agencies, a field faculty member works with the student and agency staff to design a placement plan based on an assessment of learning needs, agency resources and School requirements. A written agreement confirms the School/Agency/Student agreement.

Failure to Secure a Field Placement

In the event of three or more unsuccessful field placement interviews, the Field Office reassesses the student's appropriateness for the field placement. Planning for another placement may not begin until an Educational Planning Committee Meeting is held or other steps are taken as determined by the Field Department. It is at the discretion of the Director of the Field Department, in consultation with the Assistant Dean, to recommend dismissal from the program if an appropriate graduate level clinical social work internship appears unobtainable.

If a student does not accept a qualified placement following an interview and refuses subsequent agencies that meet their criteria, an Educational Planning Committee will be held. Based on the committee's review, one of the following outcomes will be stipulated:

1. In consultation with the placement team, the student will be given one additional opportunity to secure a placement;
2. Student will postpone field placement until the following year (re-entry review required).

Failure to obtain a placement has implications for a student's progress toward completion of the MSW.

NOTICE OF NONDISCRIMINATION

Simmons College does not discriminate unlawfully on the basis of race, color, national origin, age, sex, sexual orientation, or disability in admission or access to, or treatment, or employment in, its programs or activities.

NONDISCRIMINATION POLICY CONCERNING DISABLED PERSONS

As part of the Graduate School of Social Work's general policy on discrimination, the School maintains a commitment to nondiscrimination concerning qualified disabled persons in employment, admissions, and access to and participation in programs, internships, and activities.

For students and other users of the School's services, the School's policy is to administer its programs and activities so that they are readily accessible to disabled persons. The School is flexible in making appropriate adjustments to class schedules and assignments. The following statement is included on all syllabi:

"It is the School's policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations. Students also are welcome to discuss their needs with the disabilities services staff in the Center for Academic Achievement, 3rd floor, Palace Road Building, room P-304."

This Policy is intended to be interpreted and administered consistent with the obligations of the School and the College under the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973.

SEXUAL HARASSMENT POLICY

Simmons College School of Social Work is committed to a policy that accords all members of the College community, including faculty, field instructors, students and staff, the right to be free from sex discrimination in the form of sexual harassment by any other member of the College community. "Sexual harassment" is defined as unwelcome sexual advances or other verbal or physical conduct of a sexual nature, when such behavior has the purpose or effect of creating an intimidating or offensive working or educational atmosphere.

In the educational context, such actions are prohibited when they have an impact on the educational process between students and academic or field faculty. Such actions, whether overt, implicit or misinterpreted, can cause great damage to those involved as well as to the College community as a whole. All members of the College community must be sensitive to the questions and difficulties that are inherent in any attempt to combine sexual relationships or sexual intimidation with professional and educational relationships.

The complete College Sexual Harassment Policy can be found at the following web address:
<http://my.simmons.edu/life/handbook/conduct/sexual-harrassment.shtml>.

It is unlawful and expressly against College policy to retaliate against a person for filing either an informal or formal complaint of sexual harassment, or other forms of discriminatory harassment, or for cooperating with an investigation of a complaint of such alleged harassment.

Any student, faculty member or staff person who has a complaint or concern about sexual harassment should immediately bring the matter to the attention of the Dean of the School of Social Work and/or the Director of Field Education. The College will take appropriate corrective and preventive action, including disciplinary action, when its investigation discloses the occurrence of sexual harassment.

STUDENT PROFESSIONAL LIABILITY INSURANCE

The College carries a blanket insurance policy with the United Educators. The policy covers each student in field placement. The limits of liability are \$1,000,000 for each claim and \$3,000,000 aggregate. If you wish to receive a copy of our policy please contact the Field Education Department at 617-521-3943.

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Simmons College School of Social Work
FIELD EDUCATION CALENDAR
2011-2012

September	1	Student Orientation to Field: 9:15a – 3:30p
	6	Year II Field placements begin*
	19	Year I Field placements begin*
September - October		Individual advisor meetings for all students
October	14	Field Education Report due for Year II students
	14	Year II Learning Plans due
	28	Year I Learning Plan due
October - Early November		Advanced Standing Fall field visits
November	4	Field Education Report due for Year I
	11	Field Education Report due for Year II
	28	Year I Learning Plan due
October - Early Nov.		Advanced Standing Fall field visits
November	23-26	Thanksgiving Recess *
	30	Placement Planning Workshop
November - December		Year I and II Fall Field Visits Field assignments due 1 week before field visits
December	2	Placement Planning Workshop
	12	Fall Field Evaluations due
	16	Field Placements end
December 26 - January 2		Winter Break *
December - January		Field assignments due 1 week before field visits
January	3	Field Placements resume
	13	Year I Field Education Psychosocial Assessment Due
	18	Classes resume

January		Planning meetings with Advisors for Year II field placements
February	12	Field Education Report due for Year I & Year II
March	5-10	Spring Recess *
	13	Field Placements resume
March – April		Year II Workshops on Career planning Spring Field Visits Field Assignments are due 1 week before Field Visits
April	16	Spring Field Evaluations due
May	4	Year I & Year II Field Placements end *
	13	Commencement
May 7 - August 3		Summer Field Evaluation for Advanced Standing students and for students in 16 hour/week placements
June	8	Field Education Report Form due from both AS and 16 hr/wk students
	18-29	Final Field visits
	25	Final Field Evaluation due for students completing 16/week placements
July	19	Final Field Evaluation due for Advanced Standing students
	13	Commencement

****Individual arrangements with agencies may be necessary to prevent interruption of client services during holidays and recesses.***

- *Public school and other school placements follow the agency calendar; please consult supervisor for variations in placement dates.*
- *For holidays that occur on field days students will follow the agency schedule.*
- *See Manual for policy on Jewish and other religious holidays*

*****Students should schedule individual advisor meetings during September (Yr II) or October (Yr I), before each field visit, and as needed throughout the year.***

Students are expected to adhere to the placement calendar. Any variations other than those required by an agency must be submitted for approval using the “Request for Placement Schedule Change Form”.

FIELD EDUCATION DUE DATE CHECKLIST

Field Education SSW 446 – 01 (Year I – 3 days/week placements)

<u>Assignment</u>	<u>Due Date</u>
<input type="checkbox"/> Process Recordings written by student due to agency field instructor.	Three (3) due each week to field instructor in Fall semester, and two (2) due each week Spring semester.
<input type="checkbox"/> Learning Plan (Appendix C) completed by student and agency field instructor and due to advisor.	Fourth Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	First Friday in November
<input type="checkbox"/> Field Education Assignment (Appendix L) with two (2) process recordings due to advisor.	One week prior to scheduled field visit Field visit scheduled between early November and mid-December.
<input type="checkbox"/> Fall Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Second Monday in December.
<input type="checkbox"/> Psycho-Social Assessment Assignment (Appendix I) written by student and due to advisor.	Second Friday in January.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in February.
<input type="checkbox"/> Spring Field Education Assignment with two (2) process recordings written by student due to advisor.	One week prior to the Field visit. Spring field visit is scheduled from mid-March through end of April.
<input type="checkbox"/> Final Field Evaluation (Appendix N) for placements ending in May due to Field Education Department	Third Monday in April

- Students are expected to be in contact with their advisors at regular intervals during the academic year.
- Please schedule an introductory meeting with your advisor in the Fall and have an in-depth conversation with your advisor prior to each field visit.
- Year I students should schedule an advising meeting to plan for Year II placements.
- Students should be in contact with their advisors with any questions or concerns about field or academic issues.
- Meetings with advisors may take place at Simmons or an off-site location.

FIELD EDUCATION DUE DATE CHECKLIST

Field Education 446 – 02 (Year I - 16 hour per week placements)

<u>Assignment</u>	<u>Due Date</u>
<input type="checkbox"/> Process Recordings written by student due to agency field instructor.	Two (2) due each week to field instructor until end of the Spring term. One (1) due each week after Spring semester.
<input type="checkbox"/> Learning Plan (Appendix C) completed by student and agency field instructor and due to advisor.	Fourth Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	First Friday in November
<input type="checkbox"/> Field Education Assignment (Appendix L) with two (2) process recordings due to advisor.	One week prior to scheduled field visit. Field visit scheduled between early November and mid-December.
<input type="checkbox"/> Fall Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Second Monday in December.
<input type="checkbox"/> Year I Psycho-Social Assessment Assignment (Appendix I) written by student and due to advisor.	Second Friday in January.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in February.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in June
<input type="checkbox"/> Spring Field Education Assignment with two (2) process recordings written by student due to advisor.	One week prior to the Field visit. Spring field visit is scheduled from mid-June through end of June.
<input type="checkbox"/> Final Field Evaluation (Appendix N) due to Field Education Department.	Fourth Monday in June.

- Students are expected to be in contact with their advisors at regular intervals during the academic year.
- Please plan an introductory meeting with your advisor in the Fall and have an in-depth conversation with your advisor prior to each field visit.
- Year I students should schedule an advising meeting to plan for Year II placements.
- Students should be in contact with their advisors with any questions or concerns about field or academic issues.
- Meetings with advisors may take place at Simmons or an off-site location.

FIELD EDUCATION DUE DATE CHECKLIST

Field Education SSW 447 – 01 (Year II – 3 days/week placements) and SSW 547 (One Year Placement Option)

<u>Assignment</u>	<u>Due Date</u>
<input type="checkbox"/> Process Recordings written by student due to agency field instructor.	Two (2) due each week to field instructor in Fall semester. Spring semester student can use summary format for one (1) with permission of field instructor and advisor.
<input type="checkbox"/> Learning Plan (Appendix C) completed by student and agency field instructor and due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in November.
<input type="checkbox"/> Fall Field Education Assignment (Appendix L) with two (2) process recordings due to advisor.	One week prior to scheduled field visit. Fall field visits are scheduled November through mid-December.
<input type="checkbox"/> Fall Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Second Monday in December.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in February.
<input type="checkbox"/> Spring Field Education Assignment (Appendix L) with one (1) process recording written by student and due to advisor.	One week prior to field review. Spring field review is scheduled from mid-March through end of April.
<input type="checkbox"/> Final Field Evaluation (Appendix N) for placements ending in May due to Field Education Department.	Third Monday in April.

- Students are expected to be in contact with their advisors at regular intervals during the academic year.
- Please plan an introductory meeting with your advisor in the Fall and have an in-depth conversation with your advisor prior to each field visit or final term field review.
- Students can plan advising meetings to discuss post graduation plans.
- Students should be in contact with their advisors with any questions or concerns about field or academic issues.
- Meetings with advisors may take place at Simmons or an off-site location.

FIELD EDUCATION DUE DATE CHECKLIST

Field Education SSW 447 – 02 (Year II - 16 hour per week placements)

<u>Assignment</u>	<u>Due Date</u>
<input type="checkbox"/> Process Recordings written by student due to agency field instructor.	Two (2) due each week to field instructor until end of Spring semester and one (1) due each week after Spring semester. During Spring semester, student can use summary format for one with permission of field instructor and advisor.
<input type="checkbox"/> Learning Plan (Appendix C) completed by student and agency field instructor and due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in November.
<input type="checkbox"/> Fall Field Education Assignment (Appendix L) with two (2) process recordings due to advisor.	One week prior to scheduled field visit. Fall field visits are scheduled November through mid-December.
<input type="checkbox"/> Fall Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Second Monday in December.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in February.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in June
<input type="checkbox"/> Spring Field Education Assignment with one (1) process recording written by student due to advisor.	One week prior to the Field review. Spring field review is scheduled from mid-June through end of June.
<input type="checkbox"/> Final Field Evaluation (Appendix N) Field Education Department.	Fourth Monday in June.

- In addition to these assignments students are expected to be in contact with their advisors at regular intervals during the academic year.
- You should plan an introductory meeting with your advisor in the Fall and have an in-depth conversation with your advisor prior to each field visit or final term field review.
- Students can plan advising meetings to discuss post graduation plans.
- Students should be in contact with their advisors with any questions or concerns about field or academic issues.
- Meetings with advisors may take place at Simmons or an off-site location.

Appendix B: Field Education Due Date Checklist

Appendices can also be found at: <http://simmons.edu/ssw/academics/field-education/index.shtml>

FIELD EDUCATION DUE DATE CHECKLIST

Field Education SSW 596 (Advanced Standing)

<u>Assignment</u>	<u>Due Date</u>
<input type="checkbox"/> Process Recordings written by student and due to agency field instructor.	Two (2) due each week to field instructor in Fall semester. In Spring and Summer semesters student can use summary format for one (1) with permission of field instructor and advisor.
<input type="checkbox"/> Learning Plan (Appendix C) completed by student and agency field instructor. Due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Report (Appendix K) completed by student and due to advisor.	Second Friday in October.
<input type="checkbox"/> Field Education Assignment (Appendix L) with two (2) process recordings due to advisor.	One week prior to scheduled field visit. Fall field visits are scheduled from October to early November.
<input type="checkbox"/> Field Education Report (Appendix L) completed by student and due to advisor.	Second Friday in November.
<input type="checkbox"/> Fall Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Second Monday in December.
<input type="checkbox"/> Field Education Report (Appendix L) completed by student and due to advisor.	Second Friday in February.
<input type="checkbox"/> Spring Field Education Assignment (Appendix L) with two (2) process recordings written by student and due to advisor.	One week prior to field visit. Spring field visit is scheduled during the month of March.
<input type="checkbox"/> Spring Field Evaluation (Appendix N) completed by agency field supervisor and due to Field Education Department.	Third Monday in April.
<input type="checkbox"/> Field Education Report (Appendix L) completed by student and due to advisor.	Second Friday in June.
<input type="checkbox"/> Summer Field Education Assignment (Appendix L) with one (1) process recording written by student and due to advisor. <i>(Please do not select the same learning goals you used in your Spring Assignment.)</i>	One week prior to field review. Summer field review is scheduled from mid to late June.
<input type="checkbox"/> Final Field Evaluation (Appendix N) due to Field Education Department.	Second Monday in July.

Students are expected to be in contact with their advisors at regular intervals during the academic year. Please plan an introductory meeting with your advisor in the Fall and have an in-depth conversation with your advisor prior to each field visit and final term field review. You may also schedule advising meetings to discuss post graduation plans. Students should be in contact with their advisors with any questions or concerns about field or academic issues. Meetings with advisors may take place at Simmons or an off-site location.

LEARNING PLAN
FOUNDATION YEAR I FIELD PLACEMENT

The learning plan is a joint effort of supervisor and supervisee to outline and specify the learning objectives, goals, and responsibilities of each during their year of working together. After reviewing the student's past experience, and discussing learning needs in the context of agency service needs, the supervisor and student need to complete the following approximately one month after placement begins.

Agency: _____

Student: _____ **Liaison:** _____

Field Instructor: _____

I. STUDENT RESPONSIBILITIES:

1. Students are expected to be in their field placement 24 hours per week unless a special schedule has been arranged between student, school, and agency *prior to commencement* of placement. Any schedule alteration after placement commences requires approval using the "Request for Change in Placement Schedule" form (<http://www.simmons.edu/ssw/academics/field-education/index.shtml>).

Placement days and hours per day: _____ (See page 14 in Field Manual for field hours)

Start date: _____ Ending date: _____

In case of absence, the student will: _____

2. Students are expected to have a minimum of 5 to 7 hours of direct client contact each week. In most settings students will spend half their time in direct client contact.

a) Expectations by mid-year (each week):

Approximate # of hours-direct client contact:	
Approximate # of individual clients:	
Approximate # of family cases:	
Approximate # of groups:	
Other direct service (e.g. milieu)	

b) Collaborative/interagency work (type, amount):

- c) Larger systems activities (e.g. committees, task forces, and social action projects):

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- d) Other administrative responsibilities:

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3. Supervision: Students are expected to participate in two (2) scheduled hours of structured supervision each week and to actively prepare for, and participate in, the supervisory process.

4. Weekly documentation expectations:

- a) Process recording: The School expects students to work toward completing **three** verbatim process recordings each week in the Fall as the caseload builds and decrease the number to two each week in the Spring if making good progress in developing interviewing skills and self-reflection. Students in 16 hour/week placements will complete two process recordings weekly. (*Process Recording outlines are included in the Field Education Manual*). Students may try the summary format during the second semester to shift learning focus and ability to conceptualize the interview process.

- b)

Process Recordings:	
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- c) Psychosocial assessments: students are expected to fulfill agency requirements for written evaluations and assessments. The School expects that interns will learn to do narrative psychosocial assessments on clients. If the agency does not require psychosocial assessments, or uses a brief format, at least two assessments should be completed by the student and reviewed by the supervisor each semester.

(please indicate if monthly or per semester)

Psychosocial Assessments:	
Treatment Plans:	
Progress Notes:	
Other Documentation:	

5. In-service/training and staff/team meetings (please describe):

--

- Students are expected to follow all agency policies and procedures while in the field program and adhere to HIPAA guidelines.

II. SUPERVISOR RESPONSIBILITIES:

- Orientation:** The supervisor is expected to orient the student to agency programs, policies, procedures and the social work role expectations.
- Safety Policies & Procedures:** The agency and supervisor are responsible for orienting the student to safety policies and procedures. An orientation should address safety guidelines for home visits, office visits, work with clients prone to violence. Student should also be alerted to biohazards and be trained in protection from infectious diseases as it relates to agency setting. Issues related to neighborhood or community violence should also be addressed. Please briefly describe the safety orientation provided to the student:

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- Supervision:** The supervisor is expected to provide two (2) regularly scheduled hours of individual supervision per week with the student or one-and-a-half hours individual and one-hour group supervision. For students in 16 hour/week placements one-and-a-half hours of individual supervision weekly is expected. The Supervisory Plan includes:

Weekly hours with primary LICSW supervisor:	
Hours with secondary supervisor:	
Name of secondary supervisor:	
Hours of group supervision:	
Other supervision:	

- Process Recordings:** The supervisor is expected to review process recordings and respond with appropriate comments and suggestions to encourage student self-reflection. Process recordings should provide a means for in-depth focus on practice and learning in supervisory sessions. Process recordings are to be returned to the student to help the student measure their progress in learning.
- Workload:** It is the supervisor's responsibility to advocate on behalf of the student within the larger agency system regarding case assignments, caseloads, space, in-service training.
- Coverage:** The primary Supervisor is responsible for assuring coverage for supervision and emergency consultation in their absence.

Coverage will be provided by:	
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- Oral Evaluation:** The supervisor is expected to have ongoing dialogue with the student about his/her performance throughout the year and formally review progress prior to each field visit.

Appendix C: Learning Plan

Appendices can also be found at: <http://simmons.edu/ssw/academics/field-education/index.shtml>

8. **Written Evaluations:** The supervisor is required to submit two written student evaluations to the School within two weeks of specified dates in December, April and June (and July if student has summer placement). These evaluations should be reviewed and signed by both supervisor and student.
9. **Field Visits:** The supervisor and student meet with the faculty advisor/liaison each semester at the agency, except for the final Year II visit for students in good standing. This visit will be conducted remotely. Any one of the three may request additional meetings if deemed necessary.
10. When students work extra hours, days, holidays, or school vacation days, it is expected that they be granted compensatory time. Holidays/vacations: please see policy statement in Field Education Manual, and the Field for actual dates.

III. LEARNING OBJECTIVES

1. **Year I Foundation Year: The following are general areas of focus for all Foundation Year students.** The learning plan should reflect the competencies and practice behaviors that form the basis of the field education curriculum for Foundation Year students. These can be found online at: <http://simmons.edu/ssw/academics/field-education/competencies.html>. Please provide specific examples of activities the student will engage in to promote mastery of the following competencies:

Competency I: Identify as a professional social worker and conduct oneself accordingly	
Competency II: Apply social work ethical principles to guide professional practice	
Competency III: Apply critical thinking to inform and communicate professional judgments	
Competency IV: Engage diversity and difference in practice	
Competency V: Advance human rights and social and economic justice	
Competency VI: Engage in research-informed practice and practice-informed research	
Competency VII: Apply knowledge of human behavior and the social environment Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
Competency IX: Respond to contexts that shape practice	

Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.	
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IV. LEARNING GOALS SPECIFICALLY FOR THIS STUDENT: This section should include any additional goals specific to the needs of this student and setting. Please include activities student will engage in.

1.
2.
3.
4.

We have discussed this plan and agree to follow its expectations (typing your name on the line below serves as your electronic signature):

SUPERVISOR signature	Date
STUDENT signature	Date
ADVISOR / LIASON signature [after review]	Date

*The Learning Plan should be completed one month after placement begins.
 The Foundation Year Learning Plan is also available to students and Field Instructors at:
http://www.simmons.edu/ssw/docs/A-Learning_Plan_Year_1.doc
 The student and Field Instructor should each keep a copy, and a copy should be emailed to the
 Advisor/Liaison.*

LEARNING PLAN

ADVANCED YEAR II FIELD PLACEMENT

The learning plan is a joint effort of supervisor and supervisee to outline and specify the learning objectives, goals, and responsibilities of each during their year of working together. After reviewing the student's past experience, and discussing learning needs in the context of agency service needs, the supervisor and student need to complete the following approximately one month after placement begins.

Agency: _____

Student: _____ Liaison: _____

Field Instructor: _____

I. STUDENT RESPONSIBILITIES:

1. Students are expected to be in their field placement 24 hours per week unless a special schedule has been arranged between student, school, and agency *prior to commencement* of placement. Any schedule alteration after placement commences requires approval using the "Request for Change in Placement Schedule" form (<http://www.simmons.edu/ssw/academics/field-education/index.shtml>).

Placement days and hours per day: _____ (See page 14 in Field Manual for field hours)

Start date: _____ Ending date: _____

In case of absence, the student will: _____

2. Students are expected to have a minimum of 5 to 7 hours of direct client contact each week. In most settings students will spend half their time in direct client contact.

a) Expectations by mid-year (each week):

Approximate # of hours-direct client contact:	
Approximate # of individual clients:	
Approximate # of family cases:	
Approximate # of groups:	
Other direct service (e.g. milieu) :	

b) Collaborative/interagency work (type, amount):

- c) Larger systems activities (e.g. committees, task forces, and social action projects):

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- d) Other administrative responsibilities:

--

3. Supervision: Students are expected to participate in two (2) scheduled hours of structured supervision each week and to actively prepare for, and participate in, the supervisory process.

4. Weekly documentation expectations:

- d) Process recording: The School expects students to work toward completing **three** verbatim process recordings each week in the Fall as the caseload builds and decrease the number to two each week in the Spring if making good progress in developing interviewing skills and self-reflection. Students in 16 hour/week placements will complete two process recordings weekly. (*Process Recording outlines are included in the Field Education Manual*). Students may try the summary format during the second semester to shift learning focus and ability to conceptualize the interview process.

- e)

Process Recordings:	
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- f) Psychosocial assessments: students are expected to fulfill agency requirements for written evaluations and assessments. The School expects that interns will learn to do narrative psychosocial assessments on clients. If the agency does not require psychosocial assessments, or uses a brief format, at least two assessments should be completed by the student and reviewed by the supervisor each semester.

(please indicate if monthly or per semester)

Psychosocial Assessments:	
Treatment Plans:	
Progress Notes:	
Other Documentation:	

5. In-service/training and staff/team meetings (please describe):

--

- Students are expected to follow all agency policies and procedures while in the field program and adhere to HIPAA guidelines.

III. SUPERVISOR RESPONSIBILITIES:

- Orientation:** The supervisor is expected to orient the student to agency programs, policies, procedures and the social work role expectations.
- Safety Policies & Procedures:** The agency and supervisor are responsible for orienting the student to safety policies and procedures. An orientation should address safety guidelines for home visits, office visits, work with clients prone to violence. Student should also be alerted to biohazards and be trained in protection from infectious diseases as it relates to agency setting. Issues related to neighborhood or community violence should also be addressed. Please briefly describe the safety orientation provided to the student:

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- Supervision:** The supervisor is expected to provide two (2) regularly scheduled hours of individual supervision per week with the student or one-and-a-half hours individual and one-hour group supervision. For students in 16 hour/week placements one-and-a-half hours of individual supervision weekly is expected.

Weekly hours with primary LICSW supervisor:	
Hours with secondary supervisor:	
Name of secondary supervisor:	
Hours of group supervision:	
Other supervision:	

- Process Recordings:** The supervisor is expected to review process recordings and respond with appropriate comments and suggestions to encourage student self-reflection. Process recordings should provide a means for in-depth focus on practice and learning in supervisory sessions. Process recordings are to be returned to the student to help the student measure their progress in learning.
- Workload:** It is the supervisor's responsibility to advocate on behalf of the student within the larger agency system regarding case assignments, caseloads, space, in-service training.
- Coverage:** The primary Supervisor is responsible for assuring coverage for supervision and emergency consultation in their absence.

Coverage will be provided by:	
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- Oral Evaluation:** The supervisor is expected to have ongoing dialogue with the student about his/her performance throughout the year and formally review progress prior to each field visit.

Appendix C: Learning Plan

Appendices can also be found at: <http://simmons.edu/ssw/academics/field-education/index.shtml>

8. **Written Evaluations:** The supervisor is required to submit two written student evaluations to the School within two weeks of specified dates in December, April and June (and July if student has summer placement). These evaluations should be reviewed and signed by both supervisor and student.
9. **Field Visits:** The supervisor and student meet with the faculty advisor/liaison each semester at the agency, except for the final Year II visit for students in good standing. This visit will be conducted remotely. Any one of the three may request additional meetings if deemed necessary.
10. When students work extra hours, days, holidays, or school vacation days, it is expected that they be granted compensatory time. Holidays/vacations: please see policy statement in Field Education Manual, and the Field for actual dates.

IV. LEARNING OBJECTIVES

1. **Advanced Year II: The following are general areas of focus for all Advanced Year II students.** The learning plan should reflect the competencies and practice behaviors that form the basis of the field education curriculum for Advanced Year students. These can be found online at: <http://simmons.edu/ssw/academics/field-education/competencies.html>. Please provide specific examples of activities the student will engage in to promote mastery of the following competencies:

Competency I: Identify as a professional social worker and conduct oneself accordingly	
Competency II: Apply social work ethical principles to guide professional practice	
Competency III: Apply critical thinking to inform and communicate professional judgments	
Competency IV: Engage diversity and difference in practice	
Competency V: Advance human rights and social and economic justice	
Competency VI: Engage in research-informed practice and practice-informed research	
Competency VII: Apply knowledge of human behavior and the social environment Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
Competency IX: Respond to contexts that shape practice	

Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.	
--	--

V. LEARNING GOALS SPECIFICALLY FOR THIS STUDENT: This section should include any additional goals specific to the needs of this student and setting. Please include activities student will engage in.

1.
2.
3.
4.

We have discussed this plan and agree to follow its expectations (typing your name on the line below serves as your electronic signature):

SUPERVISOR signature	Date
STUDENT signature	Date
ADVISOR / LIASON signature [after review]	Date

*The Learning Plan should be completed one month after placement begins.
 The Foundation Year Learning Plan is also available to students and Field Instructors at:
http://www.simmons.edu/ssw/docs/A-Learning_Plan_Year_II.doc.
 The student and Field Instructor should each keep a copy, and a copy should be emailed to the
 Advisor/Liaison.*

PROCESS RECORDING OUTLINE (SAMPLE FORMAT)

Please delete any identifying information.

Session#: _____, Worker's Name: _____

Introduction: (Should include who came, setting—office, home visit, phone, etc.—general impressions of client's appearance and behavior; purpose or agenda for the interview. Add own learning goals, i.e. explore affect, etc.). Please disguise client name and identifying information.

Worker – Client Interaction Dialogue	Self-Reflection/ Rationale for Intervention	Supervisor's Observations
<p>(Beginning students should record all interactions, verbal and non-verbal. As the first year progresses students will become more selective and develop better recall of the interview and key interactions and use of words. By the end of the first year and in second year, the recordings should take less time and will focus on learning goals like diagnostic assessments, sitting with or pursuing affect, beginnings or endings, listening skills, etc.)</p> <p><i>This section may be several pages.</i></p>	<p>(Worker shares his/her affective and intellectual reflections about the client, the interview, and worker's use of self. This is a place to critique one's work and progress in mastering interviewing skills, planned interventions, self-awareness of counter-transference feelings, and integration of theory with observations.)</p> <p>(Rationale for intervention: includes application of theory, reasons for choosing a particular intervention, use of evidence informed practice.)</p>	<p>(Supervisor's comments should be constructive and supportive. May include modeling of different ways to phrase questions or intervene.)</p>

Impressions and Plan: Impressions about the worker's handling of the interview, impressions of client's progress, understanding of own role and plan for future sessions, diagnostic thoughts, etc.

Questions for Supervision: What aspects of the interview would you like feedback on?

PROCESS RECORDING SUMMARY FORMAT

(For Year II students, Spring semester)

Please delete any identifying information.

Do a process recording on a portion of the interview. The process recording should be in the three column format. It should be a significant part of the interview but not the entire interview. Answer the following questions and attach the process recording to this page.

Date: _____ **Interviewer:** _____

Goals for the interview:

New information/history:

Major themes, affect, issues, content:

Application of theory, clinical interventions used, use of evidence informed practice.

End of interview:

Worker's role, use of self; intervention used:

Assessment of interview, future goals, questions for supervision:

PROCESS RECORDING OUTLINE FOR GROUP OR FAMILY SESSION

Do a process recording on a portion of the group or family meeting. Use the three column format. Attach the process recording to this page.

Date: _____ Group Name: _____ Session#: _____
Group Facilitator(s): _____

Purpose of the group:

Did the worker clearly articulate the sessional contract, including a statement of purpose?

Who was present in the group? If the seating arrangement was relevant to the group process, please diagram this, including facilitator/co-facilitators' positioning.

Who was present in the family meeting? Diagram the seating arrangement, including the workers. Create a key to diagram communication patterns (one way, two, way, conflictual, etc.) or describe interaction patterns.

Briefly describe what happened in the session (key issues, themes, flow of the session):

What were some of the themes of the session, and what kinds of issues or challenges emerged?

In the group that you observed/facilitated, in what ways did you attempt to include group members in the discussion? Were you most responsive to content (what was being said) or to process (affect, non-verbal communication, what seemed under the surface of the group)?

Describe the different roles that group members took on during the session.

What developmental phase do you think the group is in? As evidenced by what characteristics?

Discuss some of the interventions you and others used or you observed in the group/session?

What were you responding to internally and externally that prompted your intervention?

What internal/external stimuli do you think prompted the group worker/family therapist's interventions?

Additional observations you made during the session:

Plans for the next session:

What other questions, thoughts, concerns about facilitation/co-facilitation, did this group/session raise for supervision or class?

PROCESS RECORDING FORMAT FOR PLAY THERAPY

Since play includes non-verbal content this process recording format may be useful. Check with your supervisor for additional suggestions. Expand each section as needed - attach process for a part of the interview you would like feedback on.

Name: _____ Date: _____ Session #: _____

Beginnings (include waiting room conversations with parent and child, how session began):

Play Materials (what materials used, who picked them):

Themes/Pattern of Play (this is the process - track both child's behavior and verbal communication and your observation of themes of play during the session):

Observations of child's affect/behavior (did the affect /behavior change during the session - what were triggers):

My role/use of self (how active were you, what did you do, how planned were your interventions):

Ending (How did it end, picking up toys, returning to waiting room, any hallway/waiting room conversations):

Impressions:

Questions for Supervision:

PROCESS RECORDING FOR LARGER SYSTEMS INTERVENTIONS

Use this form for placement assignments with a focus on: 1) organizational or agency issues; 2) inter-agency issues; 3) community Issues.

Goal of project or activity:

Objectives of activity or task and relationship to overall goal:

Context for Activity (identify whether this is an agency, inter-agency, or community issue; identify key stake holders; include other relevant information about context):

Content (what interactions occurred, roles for participants, salient dynamics such as use of power and authority, use of leadership roles):

Analysis (were objectives achieved, what factors contributed to a positive outcome, what factors made it difficult to achieve objectives):

Plans – what needs to happen for continued success or forward movement of project:

PSYCHOSOCIAL ASSESSMENT OUTLINE

Identifying Data:

- Basic demographic information disguised for confidentiality
(Ex.: *S is a 28 yr. old Caucasian, single mother of 3 children – 2 in foster care. She has been living in a women’s residential program with her youngest child since _____. She has ongoing involvement with this agency and with DSS.*)
(Ex: *Josh is a 7 yr old 2nd grader at _____ Elementary School. He is the youngest of 3 children and lives with both parents in a middle class community. This is his first contact with social services.*)

Referral Source and Presenting Problem:

- How was the client referred? Who is requesting help and for what problem? Is the client voluntary or involuntary? Who provided this information (client, family, agency records?)
- Using the client’s or informant’s own words, what is the problem, or reason for seeking services?

Description of Presenting Problem:

- Clear description of issue, behavior or symptoms, length of time problem has been present.
- Why is the client seeking help or being referred now? Try to separate the current problem or episode from past history or problems.
- What events or stressors or losses have led to the current request for help? If no clear precipitant. If no clear precipitant, are the problems recent or long-term?
- For referrals geared toward developmental interventions or risk prevention (such as social skills groups or psycho-education for substance abuse) include which risk factors and/or developmental stages/vulnerabilities are being addressed by the referral for service.
- Make a brief statement about prior use of social services, length of treatment, hospitalizations, medications, etc.
- Current functioning, social supports: Access to, or lack of, family, other care givers; functioning level at work or school.

Relevant Past and Social History:

- Describe prior functioning (the baseline or period of best functioning) before the onset of current problems. Prior coping or areas of mastery (school, work history, friends).
- Summarize past problems or treatment history.
- Include history of trauma, losses.
- History of medical problems, substance use, legal issues.
- Relevant early family or developmental events.

Observational Assessment (What You Observe):

- Description of the client’s appearance and behavior during the assessment period. (Ex: observed behavior, level of cooperation. Ability to relate to interviewer. Any symptoms or unusual behavior during the initial assessment period.
- A formal mental status may be used in some agencies. (Describes mood and affect, level of coherent thinking or speech, delusional thinking, hallucinations, cognitive functioning, suicidal or homicidal thinking.)

Formulation – Your Impressions: (This will provide support for your intervention plan).

- Start with restating key identifying information, presenting problem and referral source.
- Present your understanding of the problem, the causes, and your analysis of the most important factors affecting the problem.
- Your impressions of the client’s ability to use help, move toward change – what are the client’s strengths, protective factors or risk factors affecting capacity for change.

Treatment or Intervention Plan:

- Describe in a brief narrative format your intervention

FOR EXAMPLE ONLY

Model form for use by unlicensed social work students – prepared by Barry Mintzer, Esq. NASW lawyer, 1/97.

INFORMED CONSENT REGARDING LIMITATIONS ON CONFIDENTIAL COMMUNICATIONS

I understand that information about my treatment and communications with my therapist, who is a social work intern, will not be released without my written authorization. However, these communications or this information may have to be revealed without my permission, as explained below:

1. If necessary to protect my safety or the safety of others.
 - A. If I am clearly dangerous to myself, my therapist may take steps to seek involuntary hospitalization and may also contact members of my family or others.
 - B. If I threaten to kill or seriously hurt someone and the therapist believes I may carry out my threat, or if the therapist believes I will attempt to kill or seriously hurt someone, my therapist may: tell any reasonably identified victim; notify the police; or arrange for me to be hospitalized.
2. If necessary for me to be hospitalized for psychiatric care.
3. If a judge thinks the therapist has evidence about my ability to provide care or custody in a child custody or adoption case.
4. In court proceedings involving the care and protection of children or to dispense with the need for parental consent to adoption.
5. If the therapist believes a child, a disabled person, or an elderly person in my care is suffering abuse or neglect.
6. To provide information regarding my diagnosis, prognosis, and course of treatment to payers for these services.
7. In a legal proceeding where I introduce my mental or emotional condition.
8. If I bring an action against the therapist and disclosure is necessary or relevant to a defense.
9. If necessary to use a collection agency or other process to collect amounts i owe for services.
10. If a court orders access to my records in a sexual assault or other criminal case.

I additionally authorize my therapist to consult professional colleagues if needed to enhance the clinical services I receive.

I have had the opportunity to discuss this informed consent statement with my therapist. I understand its meaning and consent to receiving services based on this understanding.

Client

Therapist

__/__/_____
Date

**SIMMONS COLLEGE SCHOOL OF SOCIAL WORK
FIELD EDUCATION REPORT FORM**

DUE DATES: Year I: 1st Friday in November, 2nd Friday in February ; Year II: 2nd Friday in October, 2nd Friday in November, 2nd Friday in February; Summer Placements: 2nd Friday in June.

Name: _____ Agency: _____ Date: _____

Please describe your caseload this month (number of cases, type of problems, etc.):

Number of Psychosocial Assessments completed in past month: _____
(2 psychosocial assessments are required per semester.)

Briefly describe current Individual or Family cases (indicate ongoing or continuing):

Describe current number and type of Groups:

Please describe other assignments, responsibilities, or projects:

Amount of supervision time per week: Individual: Group or joint supervision:

Are you getting enough supervision: Yes No If no, please explain:

What is your biggest challenge at this time?

Are your learning needs being addressed by your supervisor? Yes: No:

Please comment:

Do you have enough cases? Yes: No: . If you are not busy what plans are being made for additional learning experiences? Please describe:

How many process recordings do you do a week? . Are you getting helpful feedback? Yes: No: .

Please Comment:

Other learning experiences you have participated in this month:

Team Meetings: _____; Case Conferences: _____; Student Seminars: _____

In Service Training: _____; Other: _____

Are you finding any of your classroom readings, assignments or discussions helpful in your placement?

Yes No

Please describe:

Are you having any difficulty managing your agency or class workload or assignments? Yes No . If Yes, describe

***Year II Urban Leader students:** Briefly describe the current status of your leadership project, what obstacles are you encountering in carrying out your project?

Would you like me to intervene now at your agency or in the classroom? Yes: No: . If yes, how can I help? Please arrange a meeting.

YEAR I PROCESS RECORDING/REFLECTION ASSIGNMENT – FALL

(Due one week prior to field visit)

First Semester Learning Goals Include: Adaptation to the social work role in your agency; the development of self-awareness - of your own feelings, strengths, and learning needs; the ability to conceptualize and articulate both the client's and your own issues; the ability to use supervision; and beginning assessment, interviewing, and intervention skills. Process recordings are an important tool to track learning needs and progress toward learning goals.

Assignment: Please submit two process recordings (copies, not originals) to your faculty/field advisor due at least one week prior to your scheduled Fall field visit. Try to use process recordings your supervisor has already read and responded to since it's helpful to see the feedback you are receiving. The recordings should be of direct contact with a client, family or group. If your caseload to date does not include these opportunities then you may include an indirect contact (phone call to client, family member or outside agency), an observation of another clinician, or a milieu or an agency meeting. Please use the three-column format discussed in the Field Manual. Please be sure to maintain confidentiality by using initials or crossing out identifying information. Please choose legible recordings!

Both recordings need to include:

1. The context: Add a paragraph which describes the date, the setting, the client/s, whether this is the first or a later session, and the purpose of the meeting. Then list one or more goals you hoped to achieve that are in line with your learning/supervision goals at this point in the year.
2. Reflection: At the end of the process recording please reflect on your interventions using these guidelines:
 - a) To what extent was the purpose of the interview achieved - how do you measure this - what outcomes occurred
 - b) Identify your progress toward your *own* learning goals: Examples: trying or mastering a new skill; a change in the way you intervened as a result of supervision or class reading; using more open ended questions; becoming clearer in your role; staying focused; using more self reflection; trying not to set the agenda; challenging your own assumptions; or maybe finding you are now focusing more on the client rather than your own anxiety.)
3. Diversity: Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. There are many areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients. Using the client described above please discuss: areas of difference between you and this client/group; possible ways these differences might impact your work together; questions you will raise (or have raised) in supervision; your efforts to address this with client or concerns about doing so.

The process recordings will be returned to you at the scheduled field visit with you and your supervisor. The process recordings are not graded by the advisor but are used to evaluate your progress in both beginning practice skills and your beginning ability to reflect on and assess your own beginning professional development.

This assignment will contribute to Yr II Placement planning decisions for you.

A grade of incomplete in SW 446 will be assigned if a student doesn't complete this assignment.

"All social workers are required to adhere to HIPAA regulations regarding client information outside the agency setting. Please delete identifying information."

YEAR I PSYCHOSOCIAL ASSESSMENT ASSIGNMENT - WINTER

(Due 2nd Friday in January)

Psychosocial Assessment: *Writing a narrative assessment is a skill you will use throughout your social work career. It is important to communicate the information in an organized, brief but thorough format, with clear, concise language. This assignment is used by your advisor to evaluate your ability to gather and organize pertinent information, to write a formulation, and to design a plan of intervention.*

Assignment: Please complete a 2 page typed, double-spaced psychosocial assessment for a current or recent client. **Do not turn in a copy of a psychosocial assessment completed for practice class since it includes material that would not be appropriate in an agency record. Do not Xerox an agency record since it is unethical to take a confidential record out of the agency.** If, as part of agency requirements, you routinely do psychosocial assessments, you may use your agency's format. If the agency uses a brief "checklist" format, please provide the additional information in narrative format (paragraph style) using the outline in the Field Manual or one suggested by your supervisor. If your agency does not require psychosocial assessments use this opportunity to complete one and discuss it with your supervisor. You should plan to complete at least four in-depth assessments during the year to build practice knowledge and as preparation for your advanced placement.

Because the type of information gathered will reflect your agency's service mandate and your social work role, we expect there will be variations in the details. For example, in some agencies, like public schools, you may have a limited family history compared to adult or family oriented agencies. In hospital settings the client may be seen briefly and therefore the assessment is focused on current functioning. The assessment should end with your formulation of the presenting issue and your intervention plan. See Appendix I in Field Education Manual for a Psychosocial Assessment Outline.

DO NOT include references to classroom readings. This should follow an agency documentation format.

A grade of incomplete in SW 446 will be assigned if a student doesn't complete this assignment.

"All social workers are required to adhere to HIPAA regulations regarding client information outside the agency setting. Please delete identifying information."

YEAR I PROCESS RECORDING/REFLECTION ASSIGNMENT – SPRING

(Due one week prior to field visit.)

Second Semester Learning Goals: During the second semester students should be fully adapted to the agency procedures and policies and be more confident in the social work role. Progress in conceptualizing client issues, intervention strategies, and learning needs should be evident. Students should be more knowledgeable about the needs and issues of a particular client population and the agency's ability to meet those needs. Goals should also include specific second semester plans outlined in your mid-year evaluation.

Assignment:

Please give **two process recordings** to your Faculty/Field Advisor due to advisor one week prior to Spring Field Visit. Please keep a copy for yourself and your supervisor. Take care to disguise case material to ensure confidentiality.

Process Recording: Please submit 2 process recordings to your faculty advisor. Disguise all case material and retain a copy. Select recordings which include comments from your supervisor. On a separate page, submit a professional quality document that addresses the following for each process recording:

1. **Context:** Describe agency setting, brief identify data, frequency of contact.
2. List one goal you hoped to achieve based on your current learning objectives (i.e., forming an alliance, working from a strengths perspective, assessing a client problem.)
3. **Reflection:** At the end of the process recording briefly assess your interventions using these guidelines
 - a) Did you meet the interview goals (client outcomes) identified at the beginning? What changes occurred? If your goals were not met, how do you understand why not?
 - b) Reflect on your progress in this interview toward your current learning goals: (Ex: using more open ended questions, staying focused, a more conscious use of a practice skill, using more self-reflection, recognition of transference or counter-transference issues, attention to affect, ability to confront or set limits, etc.)
 - c) Describe your efforts in understanding and addressing issues of difference within the client/worker relationship (i.e., differences in class, age, race, sexual orientation, disability status.)
 - d) Identify any changes or growth in your work at this point compared to first semester.
4. **Evidence Based Practice:** Discuss with your supervisor and one other agency staff member the array of services provided by your agency. In discussion with them, identify which models of service delivery are evidence informed practices. What types of evidence supports the models used (i.e. research, practice experience)? If your agency does not use evidence based practices, how do they decide on service delivery models?

This assignment will be returned to you at the field visit. It is not graded but is used by your advisor to evaluate your progress in both beginning practice skills and your own ability to reflect on and assess your progress this year. It may also help you reflect on which skills you want to work on in your next internship.

A grade of incomplete in SW 446 will be assigned if a student doesn't complete this assignment.

“All social workers are required to adhere to HIPAA regulations regarding client information outside the agency setting. Please delete identifying information.”

YEAR II PROCESS RECORDING/REFLECTION ASSIGNMENT – FALL

(Due one week prior to field visit.)

First Semester Learning Goals: Demonstrate a differential use of self and an ability to think critically about practice decisions and interventions. Begin to articulate and conceptualize theoretical perspectives informing your practice. Develop in-depth assessments and formulations. Develop advanced interviewing skills. Utilize an understanding of the agency's mission, policies and procedures in service to clients.

Assignment: Please give two process recordings (copies, not originals) to your field advisor due at least one week prior to the scheduled field visit. Please use process recordings your supervisor has already read and responded to since it's helpful to see the feedback you are receiving. Save a copy for yourself and one for your supervisor. As always, please delete identifying information. Use the 3-column format described in the Field Manual. Using the following questions as a guide please describe:

1. **The context:** Add a section which briefly describes the date, setting, the client/s, whether this is the first or a later session, and the purpose of the meeting. Then list one or more goals you hoped to achieve in this session based on your assessment of the client.
2. **Reflection:** At the end of each recording briefly reflect on and assess your interventions using these guidelines:
 - a) Did you meet the interview goals (client outcomes) identified at the beginning? If your goals were not met, how do you understand why not? How does this interview help you to reassess the client or your use of self?
 - b) Assess your progress in this interview toward your Year II learning goals: (Ex: a more skilled use of a practice technique, integrating a theoretical perspective, a more conscious use of self, working with transference or counter-transference issues, ability to stay with intense affect or confront resistance or set limits, etc.)
 - c) Using this process recording as an example, identify the changes or growth in your practice knowledge and skills at this point in your development compared to Year I Field.
3. **Organizational Context:** You worked in a different organizational setting last year. How has the organizational context of your new agency affected your role? Using one of the clients described above, discuss how the agency funding sources, policies, or mission affect this client and your treatment intervention plan. Identify how issues of difference (race, class background, sexual orientation, disability status, age) may impact delivery of services to this client.

The process recordings will be returned to you at the field visit with you and your supervisor. The process recordings are not graded but are used by your advisor to evaluate your progress in both advanced practice skills and your advanced ability to reflect on and assess your own practice.

A grade of incomplete in SW 447 will be assigned if a student doesn't complete this assignment.

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YEAR II PROCESS RECORDING/REFLECTION ASSIGNMENT – SPRING

(Due one week prior to field visit/review.)

Second Semester Learning Goals: As you approach graduation your learning objectives should include: skill in conceptualizing and articulating your practice decisions, skill in analyzing your interventions and outcomes, and your skills in integrating theory with practice.

At this point in your training you may be using a summary format for process recordings. If you have not used this format you may want to try it on one or two clients after discussing it with your supervisor. A summary asks for a different approach to conceptualizing your interventions and use of self. There is an outline for a summary process recording in the Field Education Manual (page 52).

Assignment: due to advisor at least one week prior to the scheduled field visit/review. Please use one recent process recording to anchor your discussion and assessment. Add a section that briefly describes the context of the interview: the date, the setting, the client/s, whether this is the first or a later session, and the purpose/goals of the meeting.

1. **Choose any two (2)** of the following Year II Learning Goals, and using a client or the process recording as an example, discuss your current progress toward these learning goals. *You must also include a section identifying areas of difference between you and your client(s).* There are many areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients. Describe your efforts to address issues of difference within the working relationship. If you did not address areas of difference please indicate what informed this choice. In what ways did you use supervision (or not) to discuss and explore this content area? What would you identify as the benefits and challenges in exploring this content with your client(s)?
 - a) Develop a complex formulation of the client's problem or treatment issue
 - b) Conceptualize your intervention plan, and your use-of-self, integrating practice theory
 - c) Demonstrate your ability to apply a specific practice theory, skill or technique from the classroom (ex: narrative, cognitive-behavioral courses)
 - d) Describe your attempts to resolve an ethical dilemma
 - e) Describe how you integrated an evidence informed practice approach in either your choice of intervention or assessment of outcomes.

Please be original - **do not duplicate an assignment you used for another class.** It may also be helpful to you to practice how to summarize a case and how to articulate your knowledge and practice skills for a future job interview, as well as identifying areas for continued professional development.

This assignment is not graded but will be used by your advisor to evaluate your progress toward achieving Year II learning goals.

A grade of incomplete in SW 447 will be assigned if a student doesn't complete this assignment.

“All social workers are required to adhere to HIPAA regulations regarding client information outside the agency setting. Please delete identifying information.”

CLINICAL AFFILIATION AGREEMENT WITH SIMMONS COLLEGE

Revised July 2011

This Agreement is entered into by and between _____ (the “Facility”) and Simmons College (the “College”) to cooperate in the planning, implementation, administration, and evaluation of a program of clinical education and training in social work for graduate students of the College who are enrolled in its School of Social Work (“Students”).

WHEREAS, the College is engaged in the higher education and training of Students and utilizes community facilities to provide clinical experience for such Students; and

WHEREAS, the Facility has available facilities well suited for providing training and experience for in social work; and

WHEREAS, the College and the Facility desire a cooperative relationship that will promote the clinical training and education of Students by allowing them to gain practical experience in the field of social work;

NOW, THEREFORE, the College and the Facility, in consideration of the mutual benefits to be attained by both and the mutual promises herein, hereby agree to participate in a cooperative program of instruction (“Program”) whereby the Facility and the College will jointly conduct and supervise clinical training for the Students in the treatment of Facility’s clients as follows:

A. Mutual Obligations and Agreements

1. The Facility and College will each designate a person as the “Facility Coordinator” and “College Coordinator,” respectively, who shall be jointly responsible for overseeing administration of the Program and coordination of the clinical experiences of the Students, and will advise each other of any changes of personnel in the Coordinator position.
2. The Facility and College shall agree upon the number of Students to be assigned to the Facility each year, their schedules, the learning resources to be utilized, and the dates of clinical experiences.
3. The Facility and the College agree that the Students who participate in the Program shall have the status of trainees and shall not replace Facility staff or otherwise render patient care, except to the extent directed by Facility staff and under the supervision of such staff. Unless designated as stipend students, the Students are not employees of the Facility, will receive no remuneration under this Agreement, and are not entitled to

any workers compensation benefits for any accident, illness, or injury arising out of the Program.

4. The Facility and the College will comply with all applicable laws regarding the privacy, confidentiality, and security of personal information, including but not limited to the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), the Massachusetts Data Security Regulations (201 CMR 17 et seq), and the Family Educational Rights and Privacy Act (“FERPA”). For the purposes of the FERPA, the Facility may be considered as a College official with a legitimate educational interest in the disclosure of personally identifiable information from the College’s educational records for Students who participate in the Program.
5. The Facility and the College each has the right to suspend or terminate a Student from the Program for reasons of health, unsatisfactory performance or other reasonable cause. Wherever possible, such suspension or termination shall be planned cooperatively by the Facility and the College, and the reasons for such action shall be discussed with the effected Student and the College’s Director of Field Education. The Facility and the College agree that the College shall be responsible for notifying the Student and effectuating the suspension or termination, whether such suspension or termination is initiated by the College or the Facility.
6. The Facility and the College will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, military service, veteran status, gender identity or expression, sexual orientation, or any other class protected by law or regulation in either the selection of Students applying for participation in the Program or as to any aspect of the provision of educational training program to Students enrolled in the Program.

B. Obligations of the College

1. The College shall provide the Facility with current information about its curriculum and clinical education goals.
2. The College shall ensure that each Student participating in the Program meets academic and other qualifications as are consistent with the objectives and requirements of the Program, including the capability of meeting objectives for the first or second year clinical placement experience.
3. The College will provide the Facility with all necessary details regarding student assignments no less than four (4) weeks prior to the beginning date of each clinical affiliation.
4. The Colleges agrees to provide authorized representatives of the Facility limited personally identifiable information about Students from the College’s educational

records that is reasonably necessary for the Student's participation in the Program. No additional information from Student's educational record at the College will be provided to the Facility unless: (a) the Facility provides a written consent from the Student to the release of such additional information; or (b) the College reasonably concludes that the need for such information is related to the educational internship experience or the release of such information is in compliance with FERPA.

5. The College shall instruct the Students and any faculty of the College assigned to the Facility that they are obligated: (a) to abide by all applicable policies, rules and regulations of the Facility; (b) to comply with HIPAA privacy standards; and (c) to maintain as confidential all patient records and information to which they may have access while at the Facility.
6. The College shall instruct each Student who participates in the Program that the Student is responsible for obtaining health insurance coverage.
7. The College represents that each Student participating in the Program is covered by professional liability insurance with limits of at least \$1,000,000 per claim and at least \$3,000,000 in the aggregate, and each faculty member while acting within the scope of his/her required duties is covered by general comprehensive liability insurance with limits of at least \$1,000,000 per claim and \$3,000,000 in the aggregate.
8. The College shall notify Students participating in the Program that they must obtain prior written approval from the College and from the Facility before publishing any material relative to the clinical experience.

C. Obligations of the Facility

1. The Facility shall provide a planned, supervised program of clinical education and training based on objectives compatible with those of the College. The Facility shall provide qualified personnel to supervise Students during their clinical experience at the Facility.
2. The Facility agrees to inform the College of any changes in staffing or in its service program that will affect the clinical experience of the Program. In the event that such changes affect the number of Students that it can accept during any one time period, the Facility will make every effort to inform the College of such changes at least six (6) weeks in advance of that time period.
3. The Facility shall provide information to the College regarding facilities, transportation, policies, and such other information as might be necessary for the Students participating in the Program. The Facility shall also ensure that the Students are informed of all applicable policies, rules and regulations of the Facility.

4. The Facility shall provide emergency health care or first aid care for any illness or injury to a Student while on the Facility's premises in the same manner as that extended to Facility's employees for injury or illness while fulfilling activities of the Facility, provided, however, that the Student shall be responsible for his or her medical expenses, whether incurred at the Facility or elsewhere.
5. In consideration for the Facility's receipt of personally identifiable information from the College's educational records, the Facility expressly warrants and represents that it will not use the information provided by the College with respect to any Student for any purpose other than to comply with the terms of its Agreement with College. The Facility agrees that it will not further disclose personally identifiable information about any Student that it receives from College pursuant to this Agreement, unless the Student consents in writing to such disclosure or unless Facility can otherwise legally disclose the information under FERPA.
6. The Facility shall cooperate with the College with respect to the accreditation of the College's curriculum or program. The Facility shall, upon reasonable request made by the College at any time during or after the Program, permit inspection of its facilities, evaluations of the Students, or other data or items which pertain in any way to the Program or the College's students, by the College and appropriate agencies charged with responsibility for accreditation of the College's School of Social Work, curriculum or program. The Facility agrees not to dispose of or destroy any records relating to the Program or to any students' participation in the Program for a period of at least three years after the termination of this Agreement.
7. The Facility shall allow the College to list the name of the Facility as an affiliated institution in catalogs, brochures and correspondence, subject to prior approval by the Facility of such use.

D. Term and Termination

This Agreement shall commence on the Effective Date and continue for a term of one year. This Agreement shall automatically renew for one year upon each anniversary of the Effective Date unless earlier terminated. This Agreement may be terminated at any time with or without cause by either party upon sixty (60) days' written notice; *provided, however*, that such notice shall not impair the activities of the Interns then at the Agency and participating in the Program. In the event of a material breach of this Agreement by either party, the other party may terminate this Agreement immediately upon written notice.

E. Notice

Notice under this Agreement shall be in writing and will be hand-delivered or sent by registered or certified mail, postage prepaid, or by facsimile addressed as follows:

If to the Facility to: _____

If to the College to: Ellen Goodman
Assistant Professor and Director of Field Education
Simmons College
School of Social Work
300 The Fenway
Boston, MA 02115

IN WITNESS WHEREOF, Simmons College and the Facility have caused the Agreement to be executed by their duly authorized officers.

Simmons College ("College") _____ ("Facility")

By: Gerald P. Koocher, Ph.D.

Title: Associate Provost

Date: _____

By: _____

Title: _____

Date: _____



Evaluation of Student Performance in Field Education Foundation Year I

Fall: Spring:

Student Name:

Agency:

Instructor(s):

Faculty Advisor:

Student Evaluation of the Field Learning Experience *(The following three questions are filled out by the student):*

Brief description of setting and student role:

Outline of student's assignments: number and types of cases and other components of the practicum such as consultation, intake, program planning, and special community or social action projects.

Scheduled supervision and other learning opportunities:

Evaluation due dates are:

Fall Semester: 2nd Monday in December

Spring Semester: 3rd Monday in April

For 16 hr/wk placements: 4th Monday in June

THIS IS A READ ONLY COPY. IN LATE FALL, THE FIELD DEPARTMENT WILL SEND YOU A LINK VIA EMAIL TO COMPLETE THE EVALUATION ONLINE (IN TASKSTREAM).

DIRECTIONS FOR COMPLETING EVALUATION TOOL

The following categories are based on a multidimensional framework for assessing the student's competence which takes into account the following dimensions of performance: consistency; quality; level of Independence; time needed to accomplish tasks; steady progress; integration of knowledge, value and skills; ability to transfer learning from one activity to another. Using the following rating scale, please evaluate the practice behaviors for each competency. Additionally, for each competency, please provide one or two examples of the information used to arrive at the rating (process recordings, agency documentation, direct observation, client and/or colleague feedback, supervision, and additional assignments). For items where the student receives a rating of UP, PC, or NYA, the concerns must be noted in the narrative sections with a plan to facilitate development of competence. General comments can be added under any competency if desired.

UP Unacceptable Progress

Never demonstrates awareness, knowledge and skills as a graduate social work intern

PC Pre Competence

Rarely demonstrates and integrates values, knowledge and skills; needs constant supervision; quality of work uneven; tasks not completed in reasonable time; knowledge/skills not transferred from one assignment to another; progress uncertain

EC Emerging Competence

Beginning to demonstrate or inconsistently demonstrates values, knowledge and skills; integrates and applies learning from one activity to another inconsistently or inappropriately some of the time; progressing towards effective use of supervision; learning is becoming more efficient; progress is evident and moving in a positive direction

C Competence

Consistently demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately, appropriately applies learning from one activity to another; uses time well to accomplish tasks and assignments; ready to move to advanced placement or beginning practitioner level

AC Advanced Competence

Always demonstrates, integrates and applies values, knowledge and skills in all activities independently and exceptionally well. Uses consultation appropriately; performs activities in a timely and efficient manner; able to teach others.

NYA There has not yet been an opportunity to demonstrate or practice this skill

FIRST YEAR EXPECTATIONS

The level of "competence" may not be achieved for every practice behavior by the end of the first semester. However, it is expected that by the end of the final semester "competence" will be achieved in most practice behaviors. Areas of "emerging competence" and below should be identified as a priority to address in the Year II placement.

If you have any questions, please contact your school liaison.

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency I: Identify as a professional social worker and conduct oneself accordingly

By the end of the semester the student:

Practices personal reflection and self-correction to assure optimal client care.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of the professional social worker and functions effectively in that role within the agency and team structure.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior, appearance and communication.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the importance of boundaries and practices accordingly.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively engages in supervision and incorporates supervisory feedback into practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency I: Information used to support overall rating. Please provide one or two examples.

Competency I: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency I: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency II: Apply social work ethical principles to guide professional practice

By the end of the semester the student:

Understands and adheres to the value base of the social work profession and its ethical standards.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identifies and manages personal values in a way that allows professional values to guide practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes ethical dilemmas inherent to the practice setting and seeks out appropriate assistance in attending to them.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency II: Information used to support overall rating. Please provide one or two examples.						
Competency II: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency II: Narrative (optional).						

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency III: Apply critical thinking to inform and communicate professional judgments

By the end of the semester the student:

Distinguishes, appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies different models of assessment, prevention, intervention and evaluation.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the importance of boundaries and practices accordingly.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency III: Information used to support overall rating. Please provide one or two examples.

Competency III: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency III: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency IV: Engage diversity and difference in practice

By the end of the semester the student:

	UP	PC	EC	C	AC	NYA
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies knowledge gaps and utilizes professional literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors and works toward elimination of influence of personal biases and values in working with diverse groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes into account clients' and one's own race, ethnicity, religion, gender, sexual orientation and physical ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages clients as a resource to further understand dimensions of difference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency IV: Information used to support overall rating. Please provide one or two examples.

Competency IV: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency IV: Narrative (optional).

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency V: Advance human rights and social and economic justice						
<i>By the end of the semester the student:</i>						
Identifies oppression and injustice affecting clients and communities.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the context of human rights and social and economic injustice, demonstrates skill as an advocate.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency V: Information used to support overall rating. Please provide one or two examples.						
Competency V: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency V: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency VI: Engage in research-informed practice and practice-informed research						
<i>By the end of the semester the student:</i>						
Generates questions for further inquiry from practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies evidence informed / based practices utilized in agency setting.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency VI: Information used to support overall rating. Please provide one or two examples.						

Competency VI: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency VI: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency VII: Apply knowledge of human behavior and the social environment

By the end of the semester the student:

Demonstrates and applies knowledge of human behavior across the life span.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies conceptual frameworks that guide assessment, intervention and evaluation.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency VII: Information used to support overall rating. Please provide one or two examples.

Competency VII: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency VII: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

By the end of the semester the student:

Identifies and analyzes specific social / agency policies and understands their impact on service delivery and client well-being.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes relationships between funding sources, public policies and client systems.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency VIII: Information used to support overall rating. Please provide one or two examples.

Competency VIII: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency VIII: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency IX: Respond to contexts that shape practice
By the end of the semester the student:

Is curious and informed about evolving and emerging trends and changes in populations, scientific and technological development and service delivery.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes that the context of practice is dynamic and has knowledge and skills to respond proactively.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency IX: Information used to support overall rating. Please provide one or two examples.

Competency IX: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency XI: Narrative (optional).

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.						
<i>By the end of the semester the student:</i>						
1 a) Engagement: Uses empathy and other interpersonal skills to develop effective working relationships.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 b) Engagement: Develops a mutually agreed-on focus of work and desired outcomes.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 a) Assessment: Collects, organizes and interprets client data for written / oral communication.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 b) Assessment: Assesses client strengths and challenges.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 c) Assessment: Develops mutually agreed-on intervention goals and indicators of successful outcome.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 a) Intervention: Helps clients gain greater self awareness, facilitate growth and change and resolve problems.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 b) Intervention: Implements prevention interventions that enhance client capacities.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 c) Intervention: Facilitates transitions and endings.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 a) Evaluation: Critically analyzes, monitors and evaluates intervention.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency X: Information used to support overall rating. Please provide one or two examples.						
Competency X: Strategies to increase competence (required for UP, PC or NYA ratings).						

Competency X: Narrative (optional).

Summary and Recommendations

Summary of Progress and Assessment to date:

Major Strengths:

Learning goals that need continued work:

Student Self Evaluation of the Field Learning Experience

Please include comments addressing your strengths, challenges, growth and suggestions for future learning and professional development.

PLEASE NOTE: The Spring Evaluation will be included in a Field Education Department letter sent to the Year II Field instructor

Your typed signature below will serve as your electronic signature:

Supervisor: _____

Date: _____

Student: _____

Date: _____

(I reviewed the evaluation with my supervisor)

I would like to add an addendum of my comments and it is attached: Yes: No:

THIS IS A READ ONLY COPY. IN LATE FALL, THE FIELD DEPARTMENT WILL SEND YOU A LINK VIA EMAIL TO COMPLETE THE EVALUATION ONLINE (IN TASKSTREAM).

Please be sure to **keep a copy for yourself and give a copy to your student.**

Evaluation due dates are:

Fall Semester: 2nd Monday in December

Spring Semester: 3rd Monday in April

For 16 hr/wk placements: 4th Monday in June



Evaluation of Student Performance in Field Education Advanced Year II

Fall: Spring: Summer (Advanced Standing):

Student Name:

Agency:

Instructor(s):

Faculty Advisor:

Student Evaluation of the Field Learning Experience *(The following three questions are filled out by the student):*

Brief description of setting and student role:

Outline of student's assignments: number and types of cases and other components of the practicum such as consultation, intake, program planning, and special community or social action projects.

Scheduled supervision and other learning opportunities:

Evaluation due dates are:

Fall Semester: 2nd Monday in December

Spring Semester: 3rd Monday in April

For 16 hr/wk placements: 4th Monday in June

Summer Semester (Advanced Standing only): 3rd Monday in July

THIS IS A READ ONLY COPY. IN LATE FALL, THE FIELD DEPARTMENT WILL SEND YOU A LINK VIA EMAIL TO COMPLETE THE EVALUATION ONLINE (IN TASKSTREAM).

DIRECTIONS FOR COMPLETING EVALUATION TOOL

The following categories are based on a multidimensional framework for assessing the student's competence which takes into account the following dimensions of performance: consistency; quality; level of Independence; time needed to accomplish tasks; steady progress; integration of knowledge, value and skills; ability to transfer learning from one activity to another. Using the following rating scale, please evaluate the practice behaviors for each competency. Additionally, for each competency, please provide one or two examples of the information used to arrive at the rating (process recordings, agency documentation, direct observation, client and/or colleague feedback, supervision, and additional assignments). For items where the student receives a rating of UP, PC, or NYA, the concerns must be noted in the narrative sections with a plan to facilitate development of competence. General comments can be added under any competency if desired.

UP Unacceptable Progress

Never demonstrates awareness, knowledge and skills as a graduate social work intern

PC Pre Competence

Rarely demonstrates and integrates values, knowledge and skills; needs constant supervision; quality of work uneven; tasks not completed in reasonable time; knowledge/skills not transferred from one assignment to another; progress uncertain

EC Emerging Competence

Beginning to demonstrate or inconsistently demonstrates values, knowledge and skills; integrates and applies learning from one activity to another inconsistently or inappropriately some of the time; progressing towards effective use of supervision; learning is becoming more efficient; progress is evident and moving in a positive direction

C Competence

Consistently demonstrates and integrates values, knowledge and skills with sufficient mastery and independence; uses supervision for consultation appropriately, appropriately applies learning from one activity to another; uses time well to accomplish tasks and assignments; ready to move to advanced placement or beginning practitioner level

AC Advanced Competence

Always demonstrates, integrates and applies values, knowledge and skills in all activities independently and exceptionally well. Uses consultation appropriately; performs activities in a timely and efficient manner; able to teach others.

NYA There has not yet been an opportunity to demonstrate or practice this skill

ADVANCED YEAR II EXPECTATIONS

The level of "competence" may not be achieved for every practice behavior by the end of the first semester. However, in the final semester students are expected to achieve "competence" in all areas. If a student, in the final semester, is not evaluated at the level of "competence" in the majority of practice behaviors for any one competency, the supervisor should contact the field liaison. In most cases the student's performance will be reviewed by the Field Director.

If you have any questions, please contact your school liaison.

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency I: Identify as a professional social worker and conduct oneself accordingly						
<i>By the end of the semester the student:</i>						
Practices personal reflection and self-correction to assure optimal client care.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the role of the professional social worker and functions effectively in that role within the agency and team structure.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional demeanor in behavior, appearance and communication.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the importance of boundaries and practices accordingly.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively engages in supervision and incorporates supervisory feedback into practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies professional strengths and challenges and makes plans for career learning.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency I: Information used to support overall rating. Please provide one or two examples.						
Competency I: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency I: Narrative (optional).						

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency II: Apply social work ethical principles to guide professional practice

By the end of the semester the student:

Understands and adheres to the value base of the social work profession and its ethical standards	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and manages personal values in a way that allows professional values to guide practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes ethical dilemmas inherent to the practice setting and seeks out appropriate assistance in attending to them.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses supervision and consultation to make ethical decisions, applying standards of the NASW Code of Ethics and, as applicable, the IFSW/IASSW Principles; tolerates ambiguity in ethical conflicts.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency II: Information used to support overall rating. Please provide one or two examples.						
Competency II: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency II: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency III: Apply critical thinking to inform and communicate professional judgments						
By the end of the semester the student:						
Distinguishes, appraises and integrates multiple sources of knowledge, including research-based knowledge and practice wisdom.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies different models of assessment, prevention, intervention and evaluation.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates effective oral and written	UP	PC	EC	C	AC	NYA

communication in working with individuals, families, groups, organizations, communities and Colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an awareness of the importance of boundaries and practices accordingly.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Identifies and evaluates different theoretical perspectives, assessment and intervention models; differentially apply to client situations.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Competency III: Information used to support overall rating. Please provide one or two examples.						
Competency III: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency III: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency IV: Engage diversity and difference in practice						
<i>By the end of the semester the student:</i>						
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Identifies knowledge gaps and utilizes professional literature.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Monitors and works toward elimination of influence of personal biases and values in working with diverse groups.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Takes into account clients' and one's own race, ethnicity, religion, gender, sexual orientation and physical ability.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Engages clients as a resource to further understand dimensions of difference.	UP <input type="checkbox"/>	PC <input type="checkbox"/>	EC <input type="checkbox"/>	C <input type="checkbox"/>	AC <input type="checkbox"/>	NYA <input type="checkbox"/>
Demonstrates efforts to address issues of	UP	PC	EC	C	AC	NYA

difference with clients and colleagues to enhance effectiveness of working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency IV: Information used to support overall rating. Please provide one or two examples.						
Competency IV: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency IV: Narrative (optional).						

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency V: Advance human rights and social and economic justice
By the end of the semester the student:

Identifies oppression and injustice affecting clients and communities.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the context of human rights and social and economic injustice, demonstrates skill as an advocate.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows skills in practice at the individual or organizational level that address institutional and societal barriers. Applies knowledge to treatment planning and intervention.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency V: Information used to support overall rating. Please provide one or two examples.						
Competency V: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency V: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency VI: Engage in research-informed practice and practice-informed research						
<i>By the end of the semester the student:</i>						
Generates questions for further inquiry from practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies evidence informed / based practices utilized in agency setting.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses an evidence informed process to identify best practices and to apply those practices differentially in clinical assessment and interventions with clients.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency VI: Information used to support overall rating. Please provide one or two examples.						
Competency VI: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency VI: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency VII: Apply knowledge of human behavior and the social environment						
<i>By the end of the semester the student:</i>						
Demonstrates and applies knowledge of human behavior across the life span.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies conceptual frameworks that guide assessment, intervention and evaluation.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Synthesizes and differentially applies theories of human behavior with multi axial diagnostic classification systems to guide assessment, formulation and clinical practice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency VII: Information used to support overall rating. Please provide one or two examples.						
Competency VII: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency VII: Narrative (optional).						

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency VIII: Engage in policy practice to advance social and economic well-being and to deliver effective social work services						
<i>By the end of the semester the student:</i>						
Identifies and analyzes specific social / agency policies and understands their impact on service delivery and client well-being.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes relationships between funding sources, public policies and client systems.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates skills in communicating the impact of policies to clients / stakeholders. Works toward policy change.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency VIII: Information used to support overall rating. Please provide one or two examples.						
Competency VIII: Strategies to increase competence (required for UP, PC or NYA ratings).						

Competency VIII: Narrative (optional).

UP	PC	EC	C	AC	NYA
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill

Competency IX: Respond to contexts that shape practice
By the end of the semester the student:

Is curious and informed about evolving and emerging trends and changes in populations, scientific and technological development and service delivery.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes that the context of practice is dynamic and has the knowledge and skills to respond proactively.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Through various activities including leadership, influences and promotes changes in service delivery and practice to improve the quality of social services.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Competency IX: Information used to support overall rating. Please provide one or two examples.

Competency IX: Strategies to increase competence (required for UP, PC or NYA ratings).

Competency XI: Narrative (optional).

UP	PC	EC	C	AC	NYA	
Unacceptable Progress	Pre Competence	Emerging Competence	Meets expectations	Advanced Competence	No opportunity to demonstrate or practice skill	
Competency X: Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.						
<i>By the end of the semester the student:</i>						
1 a) Engagement: Uses empathy and other interpersonal skills to develop effective working relationships.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 b) Engagement: Develops a mutually agreed-on focus of work and desired outcomes	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 c) Engagement: Develops a culturally informed therapeutic relationship attending to the interpersonal factors affecting the therapeutic alliance.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 a) Assessment: Collects, organizes and interprets client data for written / oral communication.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 b) Assessment: Assesses client strengths and challenges.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 c) Assessment: Develops mutually agreed-on intervention goals and indicators of successful outcome.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 d) Assessment: Develops in depth assessments and complex formulations of the client / system that include an analysis of the presenting problem, the socio-cultural context and the issues related to economic and social justice.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 e) Assessment: Utilizes differential and multi axial diagnostic tools to develop an accurate diagnostic statement.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 a) Intervention: Helps clients gain greater self awareness, facilitate growth and change and resolve problems.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 b) Intervention: Implements prevention interventions that enhance client capacities.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 c) Intervention: Facilitates transitions and endings.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 d) Intervention: Designs and implements clinically appropriate interventions that consider the client's strengths, issues and resources and needs, and address the problems at a variety of systems levels.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 e) Intervention: Uses advanced interviewing skills to explore emotionally charged content, work with resistance, interpret underlying themes and interactional behaviors.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 a) Evaluation: Critically analyzes, monitors and evaluates intervention.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 b) Evaluation: Modifies intervention strategies based on continuous evaluation of the work.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 c) Evaluation: Evaluates client progress and outcomes.	UP	PC	EC	C	AC	NYA
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency X: Information used to support overall rating. Please provide one or two examples.						
Competency X: Strategies to increase competence (required for UP, PC or NYA ratings).						
Competency X: Narrative (optional).						

Summary and Recommendations

Foundation Practice Skills -Narrative:

Summary of Progress and Assessment to date:

Learning goals that need continued work:

Student Self Evaluation of the Field Learning Experience

Please include comments addressing your strengths, challenges, growth and suggestions for future learning and professional development.

Your typed signature below will serve as your electronic signature:

Supervisor: _____

Date: _____

Student: _____

Date: _____

(I reviewed the evaluation with my supervisor)

I would like to add an addendum of my comments and it is attached: Yes: No:

THIS IS A READ ONLY COPY. IN LATE FALL, THE FIELD DEPARTMENT WILL SEND YOU A LINK VIA EMAIL TO COMPLETE THE EVALUATION ONLINE (IN TASKSTREAM).

Please be sure to **keep a copy for yourself and give a copy to your student.**

Evaluation due dates are:

Fall Semester: 2nd Monday in December

Spring Semester: 3rd Monday in April

For 16 hr/wk placements: 4th Monday in June

Summer Semester (Advanced Standing only): 3rd Monday in July

REQUEST FOR CHANGE IN PLACEMENT SCHEDULE FORM

Any student requesting a change in their placement schedule (numbers of hours per week, extension of vacation days, end date, prolonged absences due to illness, religious holidays and bereavement) must complete this form (please print neatly or type), obtain required signatures and submit to the Director of the Field Education for approval. Client/agency needs should always be a consideration when requesting a change in schedule.

Student Name: _____ **Date:** _____

Field Placement (agency/program name): _____

Field Instructor Name: _____

Email: _____

Phone Number: _____

Current placement schedule (include actual hours in placement per week; start and end date of placement):

Proposed placement schedule (how will this schedule differ from your current one; list all requested changes; specify proposed days/hours in placement; include new end date when appropriate):

Reason for proposed schedule change:

Approval Signatures:

Student Signature/date:

Field Instructor Signature/Date: _____

Advisor Signature/Date: _____

Field Director Signature/Date: _____

Approved: _____ Not Approved: _____ Approved with Modifications: _____

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Simmons College School of Social Work
SEMINAR IN FIELD INSTRUCTION SYLLABUS - SW 400
2011 - 2012

TUESDAY: 09/13, 09/20, 10/04, 10/18, 11/01, 12/06, 01/10, 02/07, 03/13
Ellen Goodman, ellen.goodman@simmons.edu, 617/521-3051

WEDNESDAY: 09/14, 09/21 10/05, 10/19, 11/02, 12/07, 01/11, 02/08, 03/14
Thom Harrigan, thomas.harrigan@simmons.edu, 617/521-3947

Materials for the Course

Readings for the course are available to you via the Simmons College Library webpage. To access the course reserve list:

- Go to the library's website - <http://my.simmons.edu/library/>
- Click on "Course Reserves"
- Where the screen asks for "username", insert: **sww400**
- Where the screen asks for "password", insert: **sww400**
- SSW 400 will then be available to you automatically
- The list is in alphabetical order by title. To access a reading, click on the title.

Course Description

This course is designed to prepare new field instructors to provide educational supervision to social work students. Using readings, class discussion, case examples, and experiential exercises, participants will learn how to create and apply an educational framework to student supervision. The focus will be on learning styles, stages of development, use of learning tools, and the dynamics of supervision. Attention will be paid throughout the seminar to issues of diversity and ethical dilemmas in the field.

Course Outcomes

At the completion of this course participants will be able to:

1. Understand the essential elements of an effective supervisory relationship.
2. Use learning tools based on an assessment of the students' learning needs and the context of the agency setting.
3. Understand and demonstrate supervisory skills such as giving feedback, addressing conflict, and identifying learning problems.
4. Understand, identify and address issues related to racism and oppression within the supervisory relationship and learning environment.
5. Demonstrate knowledge of the student's growth and incorporate that knowledge in the evaluation process.

HIPAA Guidelines

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recordings.

1. Course Orientation and Supervision: The supervisory relationship, approaches to supervision T 09/13, W 09/14

- Adult learner model
- Supervision styles
- Student anxiety

Readings:

Barnett, J., Youngstrom, J.K., and Smook, R. G. (2001). Clinical supervision, teaching, and mentoring: Personal perspectives and guiding principles. *The Clinical Supervisor, 20(2)*, 217-229.

Gelman, Caroilne. (2011). Field instructors' perspectives on foundation year MSW students' preplacement anxiety. *Journal of Teaching in Social Work, 31(3)*, 295-312.

2. Stages of Learning and Learning Styles T 9/20, W 9/21

- Developmental stages and attachment traits
- Frameworks for understanding learning styles: Kolb's Learning Style Inventory
- Core competencies and practice behaviors

Readings:

Bennett, S. & Deal K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*, pp. 101-117.

Everett, J. E., Miehl, D., DuBois, C., & Garran, A. M. (2011). The developmental model of supervision as reflected in the experiences of field supervisors and graduate students. *Journal of Teaching in Social Work, 31*, 255-264.

3. Process Recordings and Other Educational Tools T 10/04, W 10/05

- Promoting critical thinking
- School requirement: Year I, Year II, different models
- Effective use of process recordings
- Individualized learning plan and field evaluation

Readings:

Deal, Kathleen (2003). The relationship between critical thinking and interpersonal social skills. *Guidelines for Clinical Supervision, 22(2)*, 3-19.

Urdang, Esther (2010). Awareness of self- a critical tool. *Social Work Education, 29(5)*, 523-538.

Optional: Carroll, Michael (2010). Supervision: Critical reflection for transformative learning (Part 2). *The Clinical Supervisor, 29*, 1-19.

4. Incorporating Diversity & Anti-racist Practice in Field Instruction T 10/18, W 10/19

- Addressing bias, stereotypes, and assumptions: our own, our students', and within the agency
- Engaging in difficult conversations in supervision

Readings:

Chang, C. and Haye, D. (2003). Cross racial supervision: A developmental approach for white supervisors working with supervisees of color. *The Clinical Supervisor*, 22(2), 121-137.

Messinger, L. (2007). Supervision of Lesbian, Gay and bisexual Social Work Students by Heterosexual Field Instructors: A Qualitative Dya Analysis. *The Clinical Supervisor*, 26(1/2), 195-220.

5. Feedback, Evaluation, and Addressing Problems T 11/01, W 11/02

- Guidelines
- Preparing for evaluation and field visits (use of advisor)
- Gate Keeping: Field Instructor's Role

Readings:

Birkenmaier, J. & Timm, T. (2003). Feedback in practicum: Givin' it and takin' it. *The New Social Worker*, 10(1), 13-15.

Homonoff, E. (2008). The heart of social work: Best practitioners rise to challenges in field education. *The Clinical Supervisor*, 27(2), 135-168.

6. Ethical issues T 12/06, W 12/07

- Ethical and legal issues relevant to supervision: boundaries, dual relationships, and confidentiality
- Teaching about ethical practice

Readings:

Ringel, S., Mishna, F. (2007). Beyond avoidance and secrecy: Using students' practice to teach ethics. *Journal of Teaching in Social Work*, 27(1/2), 251-269.

Zur, O., Williams, M. H., Lehavot, K., Knapp, S. (2009). Psychotherapist self-disclosure and transparency in the Internet age. *Professional Psychology: Research and Practice*, 40(1), 22-30.

Optional:

Goldstein, E. G. (1997). To tell or not to tell: The disclosure of events in the therapist's life to the patient. *Clinical Social Work Journal*, 25(1), 41-58.

7. Teaching Clinical Skills and Attending to the Supervisory Relationship T 1/10, W 1/11

Use of theory and an evidence informed practice approach.

- Integrating theory and practice
- Using evidence in practice interventions
- Assessing use of supervision and understanding the supervisory relationship

Readings:

Ornstein, E. and Moses, H. (2010). Goodness of Fit: A Relational Approach to Field Instruction. *Journal of Teaching in Social Work*, 30(1), pp. 101-114.

Rozas, L. W. and Grady, M. D., (2011). Making room for dynamics in evidence-based practice: The role of psychodynamic theory in client-centered approaches. *Journal of Teaching in Social Work*, 31(2), 210-223.

8. Termination T 02/07, W 02/08

- Understanding essential elements of termination
- Terminating with clients and from supervision

Readings:

Gelman, C. R. (2009). MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *Journal of Teaching in Social Work, 29*, 169-197.

Gelman, C., Fernandez, P. Hausman, N., Miller, S., Weiner, M. (2007). Challenging endings: First Year MSW interns' experiences with forced interventions and discussion points for supervisory guidelines. *Clinical Social Work Journal, 35*, 79-90.

9. Assessing Growth and Development T 03/14, W 03/15

- Reflecting on shifts in supervisory style
- Assessing student progress over the course of the year

Readings:

Grady, Melissa D. and S, Mr. (2009). Gatekeeping: Perspectives from Both Sides of the Fence. *Smith College Studies in Social Work, 79*(1), 51-64.

FIELD INSTRUCTOR SEMINAR SERIES 2011-2012

The seminar will be held at the Simmons College School of Social Work, 300 The Fenway, Boston, 8:30 – 10:30 a.m. and will be held at the 1 Palace Road building, room P-106F (*ground floor, in Social Work Administrative suite to the left of entryway*). This location may change – confirmation letter will be sent a month prior with location and other information.

TUESDAY: 09/13, 09/20, 10/04, 10/18, 11/01, 12/06, 01/10, 02/07, 03/13

Ellen Goodman, Ellen.goodman@simmons.edu, 617/521-3051

WEDNESDAY: 09/14, 09/21 10/05, 10/19, 11/02, 12/07, 01/11, 02/08, 03/14

Thom Harrigan, thomas.harrigan@simmons.edu, 617/521-3947

The Seminar is free-of-charge and carries 13.5 CECs (participants must attend 80% of the sessions in order to meet the CEU requirement). A certificate of completion is also awarded.

All beginning supervisors of Simmons students (who have not taken a seminar at another school of social work) are required to attend. If geographical distance or the seminar schedule makes it impossible for you to attend at Simmons you may take a seminar at another social work program (space permitting). The New England Consortium of Graduate Program Field Directors (NECON) is collaborating to make this exchange possible. Please visit <http://neconsortium.com/workshops.shtml> for the listings. The site will be updated beginning June 2011 with each school adding their information as it becomes available.

The **Field Instructor Seminar** is required for new supervisors. The online registration form can be completed at <http://bit.ly/simmonssifi>. There will also be an **Orientation to Field Instruction and to Simmons SSW** required for all supervisors new to field instruction. All supervisors are welcome to attend the Orientation, which will provide a brief overview of the Simmons curriculum and helpful strategies for the beginning stages of your student's year long learning. The **Orientation is August 3rd** and the registration form can be completed at <http://bit.ly/suporient>.

Thank you for your interest and commitment to the education of our students.

Sincerely,



Ellen Goodman
Director, Field Education
Thank you.

FIELD INSTRUCTOR PROFILE

THIS DOCUMENT IS READ ONLY. PLEASE COMPLETE THE PROFILE ONLINE AT:

<http://simmons.edu/ssw/academics/field-agencies/index.shtml>

Name: _____ Agency: _____

Agency Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-Mail Address: _____

Please list your title and responsibilities:

Social Work License #: _____ Expiration Date: _____

Certifications (ACSW, Diplomate, Other): _____

Do you have previous experience as a primary MSW student supervisor? Yes: No:

Have you previously attended a seminar/course on MSW supervision? Yes: No:

If you answered "no" to the previous two questions, are you planning on attending the Seminar in Field Instruction at Simmons? Yes: No:

Please describe your previous experience supervising students (or write "not applicable"):

Please describe your previous experience supervising staff (or write "not applicable"):

I am aware of the criteria for supervisor selection and the School's expectations. Yes: No: