

Simmons UNIVERSITY

School of Social Work

SocialWork@Simmons

Field Education Manual

2018-2019



Revised September 2018

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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.

We encourage you to examine the contents of the manual. The Director of Field Education or your faculty field liaison will answer any questions you may have. We value the suggestions of our students and affiliated clinical instructors, and welcome any input you may have.

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, social work practice, and professional development.



A handwritten signature in cursive script, appearing to read 'Castañeda', written in dark ink.

Silvana Castañeda
Director of Field Education
SocialWork@Simmons

**Updates to the Field Manual regarding policy and procedure changes are made biannually.
Interim changes will be posted in Foundations on the LMS.**

MSW PROGRAM

The Simmons University School of Social Work Master's 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.

MISSION

The mission of the MSW program is to prepare masters level professional practitioners with skills for clinical social work practice in a complex, multicultural world using knowledge based on evidence-informed and field-informed practice, in which clinical practice is defined, in part, as a disciplined process for collaboration, in service of social, emotional and behavioral change for individuals, groups, families, organizations and communities. This educational experience, consistent with the history and philosophy of the social work profession, is grounded in a values perspective that emphasizes client strengths, actively opposes all forms of oppression and supports social, economic and environmental justice. The curriculum is designed to help students develop competence, critical thinking and the ability to attend to clients' presenting concerns and build on their strengths, as well as cultural responsiveness and self-awareness

MSW PROGRAM GOALS

Students 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 evidence-informed interventions at an advanced level. They will have the ability to work with individuals, families, groups and communities to facilitate development and change in the service of social, economic and environmental justice. Graduates will be prepared to practice with an appreciation for the dignity and worth of the person and the importance of human relationships; with a sense of integrity and a commitment to supporting human rights and actively opposing structures and practices that oppress and marginalize individuals, groups and communities. The MSW program goals are directly linked to our mission statement.

1. Provide high quality education for generalist practice and a concentration in clinical social work.
2. Create and sustain a learning environment that encourages critical thinking and problem-solving, promotes cultural responsiveness and self-awareness, and values the contributions of all stakeholders to the educational experience.
3. Enact a program culture that creates and sustains a learning environment in which we critically self-reflect on issues of human rights, race, gender identity, sexual orientation, age, disability, ethnicity, class, national origin, immigration status, religion, the intersection among these factors and the roles they play in education and the practice of social work.
4. Infuse all activities of the MSW program including the implicit and explicit curricula, with the values and ethics of the social work profession.
5. Prepare students for competent ethical practice in a complex, multicultural world and a rapidly

changing global environment.

6. Promote the development of professional knowledge and skills and accountability through the use of use of evidence-informed practice and a commitment to lifelong learning.

DEFINITION OF 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 that 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.

FIELD ADVISORY BOARD

The Field Department convenes a Field Advisory Board that meets twice each year with field partners from a diverse group of community partnership agencies for the purpose of seeking consultation from, and collaborating with our colleagues to: communicate current trends in social work education; elicit feedback about our department and our students; seek input from partners about ways in which the School can better support our agencies and our students; exchange ideas about ways in which our training relationships can be strengthened for the benefit of all parties; seek creative solutions to common dilemmas; and gather information about current clinical practices that the School needs to support in the curriculum.

SIMMONS UNIVERSITY POLICY ON VALUING DIVERSITY

Simmons University is first and foremost an academic community that prepares students to be well informed, open minded, and sensitive to values. We strive to foster an atmosphere within which students may develop the resources to become actively engaged members of society and to lead rich personal lives. We hope to achieve these goals through an active and continual exchange of ideas among students and faculty and the general University community. To ensure that these goals are attained, Simmons has committed itself to the following principles.

Simmons University supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. It is the University's policy to administer its employment and personnel policies without regard to race, color, religion, national origin, gender, sexual orientation, legally recognized handicap, or veteran status.

In accordance with applicable law, admission to the University's undergraduate baccalaureate program is reserved to women. The University is committed to admitting students of any race, color, or national and ethnic origin to all programs and activities made generally available to students at the University, including scholarship and loan programs, athletic programs, and other University-administered social, educational, recreational programs, and student services.

Simmons University subscribes to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified handicapped persons in educational programs

and activities. Simmons University strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational progress of its students, are based on considerations appropriate to an academic institution and not on factors such as race, color, gender, sexual orientation, religion, age, national origin, handicap, or veteran status. Furthermore, Simmons University is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The University does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to the applicable dean for appropriate action (see University Policy on Nondiscrimination)

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 the NASW website:

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

Dual Relationships and Conflict of Interest

As noted in the revised NASW Code of Ethics, field instructors and field liaisons should not work with 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 field liaison 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

These standards are presented in a social work framework that values diversity of perspective and experience, understands there is diversity between and within cultures, and respects difference. Achieving professionalism in social work requires a commitment to and demonstration of the values of the social work profession.

The Simmons School of Social Work (SSW) is committed to preparing its graduates to be highly competent and ethical social work practitioners. Faculty make a commitment to provide students with a curriculum that supports their educational and professional development and that assists them in adherence to these standards. Additionally, the SSW is mandated by the Council on Social Work Education (CSWE) to promote and evaluate professional development for students in Social Work

programs (BSW, MSW). Likewise, the SSW is responsible to the community at large for graduating knowledgeable, ethical, and skilled social work professionals whose practice reflects the competencies, skills, and values of the social work profession.

This document outlines eight professional performance standards:

1. Self-Awareness
2. Communication
3. Electronic Communication
4. Openness and Willingness to Learn
5. Physical and Cognitive Ability
6. Emotional Stability and Stress Management
7. Professional Values and Ethics
8. Respect for Diversity and Social Justice

Each professional standard is accompanied by descriptions of behavioral expectations. Students must satisfy the professional standards to enroll in, progress through, and graduate from the SSW.

Specifically, students are expected to act in a manner that is consistent with the values, ethics, and conduct required for professional social work practice in the classroom, in field placements, and in the broader school community. Becoming a professional is a gradual process; as a result, the SSW faculty, field instructors, and administrators will continually assess students in accordance with these standards, which constitute the criteria for professional performance.

In addition to the standards outlined in this document, SSW students are expected to abide by the *NASW Code of Ethics (NASW, 2017)*, the Simmons University Honor Code, and the policies outlined in the Field Education Manual, the SSW Student Handbook and in the Simmons University Handbook. Procedures for addressing a violation of the Standards for Professional Practice or any of the ethics, codes, or policies identified above are outlined in the SSW Student Handbook. The ultimate goal of the SSW Standards for Professional Practice is to help you have a successful experience at the SSW and to be prepared for post-graduate practice. This document does not include the complete NASW Code of Ethics or the CSWE Educational Policies, however it highlights particular ethics and competencies to serve as a framework for professional and ethical behaviors to abide by while a student at the SSW. As an SSW student, you will be informed of the Standards for Professional Practice at the time of application to the SSW and at new student orientation. The standards are on the SSW web site and also in the SSW Student Handbook. Additionally, students and field instructors are expected to read and sign in agreement of the Standards on the student's learning plan.

To participate in a degree program, you are expected to satisfy program requirements, including these Professional Standards, with or without accommodations. If you seek reasonable accommodations for disabilities, you must contact the Simmons Office of Disability Services. This office will determine your eligibility for accommodations and recommend accommodations and/or services.

Professional Standards

1. Self-Awareness

Expectations to meet the standard:

- a. Accurately assess your own strengths and limitations and display a willingness to examine and change behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community
- b. Actively examine your own biases
- c. Seek supervision and use constructive feedback to inform practice
- d. Take responsibility for your own actions and consider the impact of these actions on others
- e. Demonstrate a willingness to examine and assess the relationship between your own personal values/socialization and their alignment with expected professional ethics
- f. Reconcile conflicts between your personal values and those of the profession, as required by the *NASW Code of Ethics*

2. Communication

Expectations to meet the standard:

- a. Express ideas, thoughts, and feelings clearly in the classroom and in field placement
- b. In written work, communicate clearly and at a level that reflects the academic standards of SSW programs
- c. Demonstrate a willingness and ability to actively listen to others with objectivity and openness
- d. Communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, field instructors, staff, and clients
- e. Advocate for yourself in an ethical, direct, respectful, and responsible manner using SSW agency-specific channels for conflict management

3. Electronic Communication and Use of Social Media

Expectations to meet the standard:

- a. Demonstrate respect for the privacy of your clients; refrain from gathering information about clients from online sources without the client's consent (i.e., googling client history, accessing client social media); photographing clients; or publishing client information on social media
- b. Communicate about and with colleagues and peers with respect and accuracy, avoiding cyberbullying, harassment, or making derogatory or defamatory comments, or disclosing personal information without consent
- c. Follow relevant laws, field education agency policy, NASW Code of Ethics (1.07) pertaining to social media and in use of technology in all aspects of service delivery
- d. Maintain awareness of how personal communications using social media could affect professional relationships with clients, colleagues, and agencies

4. Openness and Willingness to Learn; Flexibility and Adaptability

Expectations to meet the standard:

- a. Demonstrate openness learning to new ideas and perspectives
- b. As required by the demands of professional practice, be flexible and adaptable in new

- situations and as circumstances change
- c. Assume the stance of a learner with humility; avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom
 - d. Demonstrate a willingness to effectively communicate your learning needs and request clarification to understand requirement

5. Physical and Cognitive Ability, Critical Thinking

Expectations to meet the standard:

- a. Attend and participate in classes and field placement as scheduled, demonstrating punctuality, dependability, accountability, and the ability to prioritize responsibilities
- b. Navigate transportation needed to attend field and classroom requirements
- c. Use the technology required to engage in scholarship and effective practice including, but not limited to, use of computers, telephones, and agency electronic records and databases
- d. Demonstrate the ability to acquire knowledge and reflect on experiences to inform practice
- e. Demonstrate the capacity to think critically and to apply effective problem solving skills that are well reasoned, examine multiple perspectives and worldviews, integrate evidence and knowledge, and lead to well-supported decisions and conclusions

6. Emotional and Mental Stability, and Stress Management

Expectations to meet the standard:

- a. In accordance with the NASW Code of Ethics (4.05), demonstrate the ability to honor the best interests of people for whom you have professional responsibility by keeping personal life circumstances or problems from interfering with judgment or performance
- b. Recognize current life stressors that may interfere with scholastic or professional performance; seek and effectively use help for medical or emotional problems such as those problems stemming from psychosocial distress, substance misuse and mental health difficulties
- c. Demonstrate professional boundaries, including ethical use of self-disclosure
- d. Maintain respectful relationships with all colleagues, faculty, field instructors, staff and clients consistent with NASW Code of Ethics (2.01)

7. Professional Values and Ethics

Expectations to meet the standard:

- a. Exhibit judgment and conduct that is consistent with the values and ethics of the profession as stated in the NASW Code of Ethics, as well as with established laws, policies and professional standards
- b. In accordance with NASW Code of Ethics section on: Dishonesty, Fraud, and Deception (4.04), you should not participate in, condone, or be associated with dishonesty, fraud, or deception
- c. Demonstrate professional and academic integrity, including exhibiting truthfulness in fulfilling program requirements. Students should remain aware of, and abide by, the

Simmons Honor Code

- d. Follow Federal and State laws and agency policies regarding confidentiality and mandatory reporting

8. **Respect for Diversity and Social Justice**

Expectations to meet the standard:

- a. Exhibit a willingness to relate and work nonjudgmentally across difference with others
- b. Demonstrate knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression

Meeting the academic degree requirements is not sufficient to successfully complete the program. If you meet the academic requirements, but fail to adhere to the NASW Code of Ethics and/or the Standards for Professional Practice, you are at risk for dismissal or other disciplinary action.

Acknowledgements to UNC Chapel Hill School of Social Work Technical Standards Document

Approved by SSW faculty 5/10/18

FIELD EDUCATION

Field education is an integral part of the School of Social Work curriculum. Four terms of field education must be successfully completed in order to satisfy degree requirements. Admission to the program does not guarantee acceptance to a field internship. For further information please see the section titled Field Placement Selection Process.

In the field, students integrate and apply the theories they learn in class with actual practice with individuals, families, groups and larger systems. Field education provides practice learning in a wide range of 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, groups, organizations and communities, 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.
- The field education curriculum provides a foundation in generalist social work practice in the first placement, and an advanced second placement with a concentration in clinical social work.
- Students are in the field placement two days a week (16 hours) during the generalist/foundation placement, and three days a week (24 hours) during the specialized/advanced placement, in a

different setting for each.

- Students in each of the SW@S program options begin fieldwork as follows:
 - Extended (8 terms): 4th term
 - Full-time (6 terms): 2nd term
 - Accelerated (4 terms): 1st term
- The field education program carries a total of 17 credits.
- Under social work supervision, students are to demonstrate skills in a range of roles:
 - Direct clinical practice
 - Accessing, coordinating, and developing services
 - Formulating bio-psycho-social assessments and treatment plans
 - Collaborating with clients in making plans for intervention
 - Collaborating with staff and community providers
 - Care coordination and referrals (case management) and advocacy

Agencies are asked 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 placements, 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 affecting client systems.

AGENCY AFFILIATION FOR FIELD PLACEMENTS

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, integrated 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 at-risk populations in order to keep the School's curriculum current with emerging trends and developments in social services and also 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. (see Appendices for affiliation agreement).

Field Placement Site Criteria

In order to qualify as a placement site, agencies must have 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 this 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. Client assignments should facilitate student development of knowledge and practice skills.

A minimum of one hour per week is required for formal supervisory meetings with each student and her/his primary supervisor. In addition, time must be allotted for reading process recordings and other reports, planning informal meetings, and consulting with the field liaison 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. Since each placement is assigned a faculty field liaison, this liaison plays a key role in the continuing assessment of the quality of the setting as a training site. (See Appendices for process recording template.)

Expectations of agencies include:

- An ability to engage students in learning across the nine competencies, outlined in the Student Learning section in the Field Education section of this manual.
- 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,” below) 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 amount of direct clinical service for learning.
- The agency will provide adequate office space and 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, and safety issues, and provide needed specialized training for work with the agency's client population.

Specialized/Advanced-placement agencies are selected based on their capacity to provide practice opportunities where students can learn and demonstrate specialized/advanced practice behaviors. It is expected that the core of the student’s work will be direct practice, which can include individuals, dyads (parent-child, couples), families, groups and larger systems. Settings include: outpatient mental health clinics and programs, general hospitals, community health centers, integrated care settings, correctional facilities, courts, residential treatment centers and schools, hospices and child/family home based

programs. Learning experiences should offer students the opportunity to broaden and deepen knowledge and skills in these areas: working with complex bio-psycho-social issues, managing effective multi-systems communication and interventions and working increasingly autonomously while working with a substantial number of clients. Agency selection criteria is based on a site's capacity to provide these learning experiences and to also facilitate the development of various skills, including:

- Integration and analysis of theory and practice
- Intentional, multi-faceted differential use of self
- Awareness of the complex nature of persons and systems
- Application of a variety of intervention approaches
- Application of critical thinking to practice
- Multilevel bio-psycho-social assessments
- Effective use of therapeutic relationships
- Interdisciplinary collaboration and teamwork
- Integration of larger systems perspectives
- Evaluation of practice outcomes
- Evaluation and differential application of knowledge, theory, practice skills, research and advocacy

Criteria for Selection of Field Instructor

It is essential that field instructors be fully identified with the social work profession and committed to its values and ethics. All primary field instructors must have a Masters in Social Work degree from a CSWE-accredited program and two years of supervised post-masters experience. It is preferable that field instructors are licensed at the highest level for the state in which they practice.

The School requires all field instructors and task managers submit a resume and licensure information for verification of credentials.

Criteria for Selection of Field Instructor

Supervisors of Simmons students are fully qualified according to school standards and Council on Social Work Education standards. At the discretion of the Director of Field Education, there are occasional situations in which supervisors representing other disciplines are utilized. If a supervisor from a related discipline is approved, Simmons assures that the social work perspective is integrated in the supervisory experience for the student in the following ways: The field instructor agrees to complete the Virtual Guide, and when necessary the field liaison will consult with their department contact to enhance the field instructor's exposure to the social work discipline.

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 faculty field liaison, 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 teach skills 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 client load for the 2 days per week for generalist/foundation students and 3 days per week for specialized/advanced field placements. 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 field liaison informed about their own or student absences or any other possible disruption in the learning process.

Expectations for field instructors can be summarized as follows:

- Generalist/Foundation students are to receive one hour of individual supervision per week with their primary field instructor.
- Specialized/Advanced students are required to receive one hour of individual supervision per week with their primary field instructor. Students are encouraged to participate in additional group or other supplemental supervision available to clinical trainees at the site.
- Field instructors should allot additional time to read and comment on process recordings and other reports, plan informal meetings and consult with the field liaison and other School representatives as needed.
- New field instructors who have not previously supervised an MSW intern are required to complete the Virtual Guide to Field Education for Students and Field Instructors. This course is located on 2SW, the Simmons Learning Management System (<https://2sw.socialwork.simmons.edu/local/login>). This is optional for field instructors with previous supervisory experience. Those who complete the course and obtain a score of at least 80% on the accompanying quiz will receive five free CEUs. Unit 2 (on process recordings) and unit 4 (on completing the learning plan and evaluation) of the Virtual Guide are recommended for all field instructors.
- The primary field instructor, in collaboration with the student, will complete a learning plan detailing learning goals and responsibilities. (See Appendices for sample generalist/foundation and specialized/advanced learning plan.)
- Field instructors must collaborate with students to complete one written evaluation of student performance for each placement term. (See Appendices for sample generalist/foundation and specialized/advanced evaluation)
- Field instructors should assist interns in securing adequate office space and equipment to

accommodate students, including privacy for interviewing clients.

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 field liaison to the student and agency. The field liaison will assist in planning field curriculum, provide consultation to the field instructor and assign a grade for field education.
- The field liaison will maintain good communication with the agency and field instructor and will visit (virtually) the placement at least once each semester and more often if concerns arise.
- The Director/Assistant Directors 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 the student's resume prior to the interview for placement.
- Agency staff will interview the student as part of the selection process.
- The School, in consultation with the agency, will work together to problem solve students' 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 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" and "Criteria for Selection of Field Instructor/Supervisor."

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.

Health Insurance Policy

All students are expected to have health insurance and are responsible for obtaining their own health insurance coverage. Many affiliated agencies in which Simmons students are assigned to complete field placements expect students to maintain health insurance coverage throughout their placement. At this time, Simmons University does not offer a student health insurance plan.

Background Checks

Background checks, including drug screens, are required by many placement agencies. The School encourages agencies to initiate the process of requesting a background check as soon as possible. Students are urged to include anything that might be discovered in a background check on their intake form so that an appropriate placement plan can be made. Students may incur additional costs including background checks, immunizations or other agency requirements.

Supervision

Students are expected to prepare for and participate in supervisory meetings 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 field liaison as needed.

Record Keeping

In addition to completing 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). For agencies, documentation is crucial and mandatory part of the accountability process. Student documentation should be kept up-to-date so that appropriate service may be provided to clients when circumstances such as illness or vacations take students away from their placements temporarily. (See Appendices for process recording template.)

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. Care should be taken to disguise identifying information on process recordings and assessments seen by

field liaisons or used in class assignments in accordance with HIPAA regulations. Simmons recommends that a designated agency contact review agency confidentiality and informed consent policies with social work interns.

Other Student Responsibilities and Rights

Students and field liaisons are expected to be in contact at regular intervals during the two placement terms to discuss both field and academic course work. This includes:

- A virtual or phone introductory meeting.
- Discussions, as needed, about concerns or problems in field placement or academic course work as it pertains to field education.
- Assessing student learning needs for specialized/advanced placement (for generalist/foundation students).
- An optional meeting to review post-graduation plans (for specialist/advanced students).

SAFETY POLICIES AND PROCEDURES

The SW@Simmons Field Education Department has adopted the following policy and procedures regarding the safety of SW@Simmons 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. We believe issues of safety are relevant in all communities and settings. We urge SW@Simmons students to become familiar with this policy regardless of the location of their internship placement.

Policy

- The School of Social Work is responsible for providing all students and field liaisons with general written information about safety in field placement.
- SW@Simmons 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 SW@Simmons intern while at the agency should also be 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. SW@Simmons students should not be required to engage or to remain in assignments or at placements in which they feel physically at risk. SW@Simmons 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 field liaison should be contacted by the field instructor to facilitate prompt exploration of the concerns and to seek a mutually satisfying resolution.

Safety Guidelines for Students in the Field

Agency Protocol

It is important for students to know the agency's safety and security protocol for office and home visits with clients at 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.

SW@Simmons 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 field liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously be determined by the individual situation, the nature of the setting, etc.

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.

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 behavioral control, and can raise issues of safety for the client, the social worker, the student intern and others. We urge all SW@Simmons students to consult with their 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.

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 will 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. 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 field instructors informed about their schedules at the agencies at all times.

Safety Guidelines for Travel by Car

When interns are traveling by car to an agency or to home visits, it is advisable for the agency to know the students' destination and the approximate time they will return to the office. Students should remain alert, lock doors, and close windows. Students should carry a fully charged cell phone in the event of an emergency.

Safety Guidelines for Travel by Foot or Public Transportation

When traveling by foot or public transportation, students are encouraged not to carry valuables, to the extent 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.

Safety Guidelines for Home Visits

It is important for students to familiarize themselves with the client's file prior to a home visit. If there is a question about safety concerns, 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. Students may ask clients to place pets in a separate room if there is a perceived safety risk. If a student feels threatened at any point during the interview, it is advised to err on the side of caution and terminate the visit. If a student is unwelcome in a client's home, the student should respond accordingly and leave the area. If a student hears an argument from inside the house or apartment, the student may decide to reschedule the visit or call to assess the situation before entering. A student should never see a potentially dangerous client alone. A cell phone is essential for students conducting home visits.

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 and other potential health hazards.

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 field liaison. 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 that was used in developing the SSW safety policy.

Policy Regarding Intern Use of Vehicles for Agency Business

Field placement agencies occasionally require or request that student interns use vehicles in the performance of their internship activities, which may include transporting clients. This may involve student interns driving their own vehicles or agency vehicles; or student interns as passengers in an agency vehicle or vehicle owned by an agency staff member. The use of a vehicle for purposes of carrying out internship activities is acceptable in some internship situations, provided that adequate safeguards are in place to manage the potential risks. Documentation outlining each party's responsibilities should also be in place. This policy is intended to assist in identifying the safeguards that are minimally necessary; and to allocate responsibilities among the parties appropriately.

Responsibilities of the School of Social Work Field Education Department

Inform students that they should inquire prior to the placement about agency expectations regarding use of agency and/or personal vehicles for placement purposes. They should address vehicle use and related issues of safety, insurance coverage and liability in the field education agreement.

Responsibilities of Field Placement Agencies

Have a vehicle safety policy that addresses the use of agency and student personal vehicles to conduct agency business (including transporting clients) with specific attention to:

- Driver eligibility (including driving record checks)
- Liability insurance coverage, including the type of insurance coverage students are expected to have on their own vehicles
- Evidence of agency insurance coverage for use of agency vehicles
- Safe driving tips
- Procedure for reporting to designated agency personnel any incidents including, but not limited to, accidents, moving violations, disruptive or concerning client behavior while being transported
- Procedures for assessing, always in consultation with an agency supervisor or other qualified staff person, appropriateness of clients to be transported (including an assessment procedure to determine if an additional staff person should be in the vehicle)
- Steps to take in the event that a client evidences concerning behavior during transport
- Provision of the agency vehicle safety policy and evidence of liability insurance to the Field Education Department
- Student interns should receive a copy of the agency's vehicle safety policy, availability of appropriate safety training, and supervision with regard to safely transporting clients

Responsibilities of Student

- Have automobile insurance coverage for their personal vehicle as required by the agency and provide evidence of this to the agency

- Agree to a driving record check by agency or School if required by agency
- Report to designated agency personnel any incidents, including but not limited to accidents, moving violations, concerning client behavior, that occurred during transport

Simmons SSW thanks Boston University School of Social Work for sharing their vehicular safety policy that was used in developing this policy.

SOCIAL MEDIA GUIDELINES

Social media communities and tools, such as Facebook, Twitter, LinkedIn, YouTube, Google +, Pinterest and various blog sites are just a few examples of exciting ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users. Social Work professionals, including students, are expected to adhere to social work values and ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether they are using a personal site or an agency site.

Common issues that social workers need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

Professional vs. Personal Use of Social Media

As a social work professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity versus using these sites to maintain contact with friends and family. We must be cognizant that the legal, ethical and clinical responsibilities we have as professionals do not cease when we leave the agency nor are they confined to the physical setting of an office. Our ethical obligations extend to the virtual world of the Internet and include the use of social media communication tools whether we use them professionally or personally.

According to the 2017 NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice, “social workers should be careful in determining what information or opinions they post, where they post the information or opinions, what language they use, and who might access the information or opinions they post. Social workers should consider how members of their organizations and communities may react to information that social workers decide to share electronically. Social workers should apply the principles of honesty, respect, and social justice, whether their electronic communications are for personal or work-related purposes.” (Standard 2.19)

Dual And Multiple Relationships

The NASW Code of Ethics states, “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that

“dual or multiple relationships can occur simultaneously or consecutively” (1.06c). Our ethical obligations to clients, colleagues and other professionals are no different when using social media channels.

Privacy Settings and Interpersonal Interaction via Social Media

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others, such as supervisors (and field instructors) in your professional circle to cross into your personal life may complicate and blur your professional boundaries. As a professional, for all social media accounts, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure and how you will monitor wall posts or other interactions. Be aware that if you do not employ any privacy settings on your social media accounts, your profiles are public.

All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

Maintaining Confidentiality and Privacy

There is a huge potential for unintentionally sharing protected information when using social media so always use good ethical judgment. Be cautious when you post information about your agency (field placement and classroom work, if you are a student) or agency staff. Do not post confidential or private information about clients or colleagues. Be aware of agency policies regarding the use of social media and scrupulously follow agency policies. Do not discuss a client, patient or situation on a social media site even if you are disguising the information.

Respect Time and Property

Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval. If you have personal sites, maintain them on your own time using your own computer. (If you are a student, your time in field and the resources provided to you in your field placement are to be used for field related matters.)

Be Accurate and Authentic

Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner and be aware of legal liability issues such as copyright infringement, defamation and posting proprietary information.

Think Before You Post

When social workers post information on blogs, Web sites, and social networking sites, they should be aware that others may use, share, and adapt their messages. For instance, if a social worker posts a written article, photo, or video online, others may edit the posting and share it with others. Postings and other electronic messages may be misinterpreted, misrepresented, or taken out of context. Although it would be unreasonable to expect social workers to keep track of all uses of their postings, when feasible social workers should try to correct misuses of their postings when such misuses come to their attention. (Standards for Technology in Social Work Practice, Standard 2.24)

Do No Harm

Social media channels provide an excellent means to build our community, however, as you navigate these channels, do no harm to yourself, your field site, your clients, the School of Social Work or to the social work profession in the process.

Failure of students to adhere to these standards, or failure to maintain a client's confidentiality in any form, including the use of social media, will result in a disciplinary process, which may include dismissal from the MSW program. Please refer to the Student Policy Handbook for more information on this topic.

FIELD PLACEMENT HOURS

The MSW degree requirements cannot be met without the successful completion of two internships. During the two terms of the generalist/ foundation placement, students complete a minimum of 448 hours in the field. During the two specialized/advanced placement terms, students complete a minimum of 672 hours in their field placements. MSW program students are required to complete, in total, a minimum of 1120 hours of field education in their internships. Regular attendance of two days a week (or 16 hours per week) in the field is required of students during the two generalist/foundation terms, and three days a week (24 hours per week) during the two advanced placement terms. If students exceed the hours required for one placement term they may not be used towards completion of hours in a future term. There is some flexibility in planning the structure of field placements (starting and ending dates, hours per day) based on student and/or agency needs as long as the time requirement is met. Students are expected to adhere to the same workday hours as professional staff unless individual arrangements have been made and approved by the agency and SW@Simmons Field Education Department. 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 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 instructor.

Scheduling

Students must be available to complete 16 hours a week for the generalist/foundation placement and 24

hours a week for the specialized/advanced placement to successfully complete field practicum. Students may need to add hours to their weekly schedule to make up for missed time due to late start or absences. Generalist/Foundation year students can complete no more than 24 hours per week; specialized/advanced year students can be in placement up to 32 hours per week. Students are required to adjust their schedule to be in accordance with the field instructor's schedule in order to complete these field practicum hours. Additionally, students must be available for placement Monday through Friday 8 am to 8 pm to align with agency activities. If a student wants to adjust their schedule after the start of the placement, they must complete a change in hours form and gain approval from their field instructor and field liaison. Students who are absent for 20% of the total required hours without approval may fail the course.

Students Placed in Schools and Child-Focused Settings

Placement schedules in schools and child-focused settings often differ from the standard placement calendar. Students placed in schools should plan to modify their schedules to accommodate agency hours and vacations. This may require students to remain in placement beyond the end of the term in order to accommodate the school calendar.

Absences

Generalist/foundation and specialized/advanced year students may use up to five excused absences (40 hours) due to agency closings, holidays, illnesses or inclement weather without being required to make up this time. Any days beyond the permitted five days must be made up. 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. Students are to record their absences on the field log. In case of prolonged absence, the student and field instructor should notify the field liaison so that a plan can be made to meet the needs of the agency, the student's situation and the School's educational requirements.

Students are generally expected to attend each of their field placements for 28 weeks so there is an opportunity to integrate learning from their clinical practice course throughout the placement experience. In rare circumstances where students are required to be out of field for more than the allowed five days, students must receive approval from the Field Education Department and their placement agency. All permitted absences beyond the 40 hours allotted to students in generalist/foundation and specialized/advanced placements must be made up. Students are not permitted to be absent for more than six weeks as this compromises the educational value of the course. In such cases students will need to adjust their plan of study and may be required to withdraw from the field education course and corresponding clinical practice class. In some cases, this may necessitate taking a leave of absence from the program.

Conferences

Students are permitted to attend training events and conferences if the faculty and agency agree that attendance is directly related to or will enhance learning or client service. Such requests should be limited to 3 days per year.

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. 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. A student who plans to miss field placement as a consequence of religious observances must make prior arrangements for the absence from field placement with the agency and field instructor. Students may use excused absence days to cover days missed for religious observance as long as these days have not been used up. Students who have exceeded the allotted excused absence days, will be expected to make up the missed time as negotiated with their field instructor.

STUDENT LEARNING IN FIELD EDUCATION

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

Generalist/Foundation Year Competencies and Observable Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic

communication

- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups,

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

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

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

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

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to

advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specialized/Advanced Year Competencies and Observable Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Clinical social workers consistently demonstrate the key values of the social work profession; they have knowledge of, and critically apply to practice, the laws, policies, and regulations that are pertinent to clinical practice. Clinical social workers recognize ethical dilemmas and apply ethical decision-making frameworks to reach reasoned and principled decisions. They manage their emotional reactions, communication, behavior, and boundaries in all professional interactions. Clinical social workers understand the importance of interprofessional practice and are able to establish effective collaboration with others. They apply ethical and legal frameworks to evaluate the effective use of social media and emerging technology in clinical practice. Social workers:

- Seek and utilize feedback in supervision to identify and deepen areas of growth and guide professional development in clinical practice (including the use of technology)
- Anticipate, identify, and attend to ethical tensions and apply a framework rooted in the NASW Code of Ethics to guide decisions in clinical practice
- Understand and manage one's own emotional responses in the best interest of the client system
- Consistently demonstrate integrity and professional behavior in: appearance, communication (oral and written), and reliability in accordance with standards identified by the SSW, field agency, and professional codes
- Use values and frameworks of the profession to effectively engage in interprofessional partnerships and collaborations

Competency 2: Engage Diversity and Difference in Practice

Clinical social workers apply knowledge of the dimensions of diversity, difference, discrimination, marginalization, social and economic exclusion, and oppression to the engagement, assessment, intervention and evaluation phases of clinical practice. Clinical social workers understand the link between social factors and well-being and how pervasive inequities associated with gender, sexual orientation, disability, race, ethnicity, immigration status, poverty, exposure to violence, inadequate housing, and transportation impact overall well-being and access to effective services. Clinical social workers utilize intersectional analysis across multiple practice settings, paying particular attention to

racism and its historical context in this country. They initiate and engage in professional interactions with cultural humility, and address oppression at the individual, community, and policy levels. Clinical social workers use and apply research knowledge of diverse populations to enhance client well-being and to work effectively with diverse populations. Social workers:

- Consistently identify the impact of inequities, diversity, difference, and oppression upon life Experiences and the provision of services
- Apply the skills associated with cultural humility, and the knowledge of social inequality to engagement, assessment, intervention, and evaluation at all levels of clinical practice
- Use process recordings and supervision to examine and enhance self-awareness of one's own attitudes and beliefs regarding stereotyping, bias and power-imbalances in practice client systems
- Commit to raising their social consciousness in the interest of challenging the structures of racism and other forms of oppression

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

Using knowledge and frameworks of the dynamics of institutional racism, oppression, and discrimination, and their intersections, clinical social workers develop and design strategies to promote human rights, and social, economic, and environmental justice. Clinical social workers understand the critical use of theories and evidence in designing and developing social action strategies. Utilizing the National Association of Social Workers Code of Ethics and the United Nations Universal Declaration of Human Rights, students analyze how these dynamics manifest on the local, state, national, and global level and violate basic human rights of fairness, equity, equality, and social justice. Clinical social workers take action to advance human rights and social, economic, and environmental justice individually, collaboratively, and in coalitions. They develop their capacities to move into political arenas in a way that develops their own self-empowerment as change agents and allies of client systems. Of significant importance is the development of capacities to help others to empower themselves. Their practice is bolstered by mastery of advocacy and social action strategies that can then be incorporated into practice behaviors and skills, and applied at the micro, mezzo, and/or macro level of practice to effect change. Social workers:

- Identify and analyze social justice issues impacting the provision of client services
- Participate in agency or community level policy practice or social action strategies to promote human rights and social, economic, and environmental justice policies and services
- Consistently identify and practice targeted advocacy strategies and serve to improve client outcomes at applicable levels

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

Clinical social workers integrate research into practice and consider how to evaluate issues drawn from their current practice. They critically review the empirical evidence for clinical interventions. They acquire skills to perform evidence-informed interventions. Clinical social workers assess ethical implications of practicing and implementing evidence-informed practices. They critically assess, identify, and work to address gaps in evidence-informed practice, policy and service delivery to improve client outcomes, the service delivery process, and program outcomes. Social workers:

- Locate, identify, and select evidence-informed practices

- Demonstrate evidence-informed practice in one's own direct clinical practice and system of service delivery
- Critically consider practice and organizational context to identify priority for process, outcome evaluation and/or needs assessment in supervision and discussion with field agency staff
- Formulate an evaluation plan designed to improve client outcomes, and/or programmatic efforts, with attention to potential areas for social action

Competency 5: Engage in Policy Practice

Clinical social workers develop specialized knowledge about social welfare and economic policies at the agency, organizational, community, local, state, national, or international levels that have impacts on the clients they serve, and on the larger society or global community in terms of availability of resources, service delivery, legal protections, and income supports. They understand the steps of policy practice necessary to improve the delivery of and access to social welfare services and benefits for individuals and families. They analyze the effects of policies on marginalized and oppressed groups within a social, economic, and environmental justice context. They understand and utilize research to inform and evaluate social policy. They articulate outcomes they would like to achieve that would be congruent with developing and implementing new policies, blocking harmful policies, modifying existing policies, to do so, they must draw from specific strategies for policy change, such as advocating, educating, testifying, mobilizing, monitoring, collaborating, and becoming active in coalitions. These activities can have an impact on the client, agency, organization, community, larger society, and/or the global community.

Social workers:

- Evaluate social welfare or economic policies that are relevant to clinical social work practice and assess the impact on individuals or families
- Analyze advocacy needs within a clinical setting and propose a plan for implementation.
- Articulate a deeper understanding of how social welfare policies can either improve or negatively impact client well-being
- Develop a plan to apply skills in policy practice with aim of achieving policy change

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

Clinical social workers have the ability to demonstrate genuineness, empathy, and respect in order to form trustworthy and collaborative alliances with client systems, as the helping relationship evolves over time. Furthermore, clinical social workers use these skills to engage with client systems that have been disenfranchised and marginalized as a result of racism, sexism, heterosexism, ableism, classism, homophobia, poverty, and other forms of structural and institutional oppression. Clinical social workers develop an awareness of professional use of self and an ability to critically self-reflect in order to form more client-centered relationships. They demonstrate an appreciation for the unique roles, cultures, and interpersonal dynamics of individuals, families and groups and use this awareness to inform the creation of client-centered relationships. They use psychodynamic, behavioral, social constructionist, and trans-theoretical theories to inform the engagement process over the course of the helping relationship with diverse client systems. This approach is commensurate the core values of the profession. Social workers:

- Consistently demonstrate active listening, attending, and reflecting skills

- Consistently demonstrate the patience that is required to build trust
- Create a collaborative working alliance before moving into problem solving
- Identify and utilize one's own social identity to enhance the engagement process
- Seek supervision and mentorship to enhance effective use of self in practice
- Use the six core values (social justice, importance of human relationships, dignity and worth of the person, integrity, competence and service) of the social work profession to guide decision-making regarding approaches to engagement

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

Clinical social workers use genuineness, empathy, and respect throughout the assessment process. They demonstrate attention to matters of safety and the immediate well-being of client systems. They use an ecologically informed approach to consider the impact of disenfranchisement and marginalization on client systems and their current functioning. They demonstrate an awareness of the ways in which personal bias and social identities may influence the assessment process. They demonstrate a commitment to social work ethics and values when examining the nature of problems. Clinical social workers demonstrate an enhanced ability to use psychodynamic, behavioral, social constructionist and reciprocal interactionist theories to inform the assessment process over the course of the helping relationship with diverse client systems. This approach is commensurate with the core values of the profession. Social workers:

- Demonstrate the effective use of a mental status exam in the appropriate context
- Demonstrate the use of evidence-based assessment tools to assess for safety and well-being
- Demonstrate confidence in the ability to explore all domains of client systems' life and functioning
- Demonstrate the capacity to develop an evidence-informed hypothesis of client functioning based on social work paradigms
- Consistently practice the skills of empathy, attending, and affective exploration to elicit a client-centered picture of the strengths and challenges with which the client system interacts
- Demonstrate an ability to identify the ways in which their own biases and social identities impact the assessment process
- Assess client systems from a client-centered perspective, which honors life experiences, personal beliefs, current functioning, strengths and challenges, and barriers related to oppression and marginalization
- Demonstrate knowledge of distinct practice approaches in formulations
- Write a clear and concise assessment that reflects multi-dimensional understanding of the client/client system

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

Clinical social workers use empathy, genuineness, and respect throughout the intervention process. They have the ability to attend to matters of safety and immediate well-being among client systems throughout the intervention process. They use an ecologically informed approach that considers the impact of disenfranchisement and marginalization on client systems and their current functioning when co-creating interventions with client systems. They demonstrate an awareness of the impact of personal bias and

social identities and the ways they influence the intervention process. They demonstrate a commitment to social work ethics and values by considering the ever-changing nature of assessment of client risks and protective factors throughout the intervention process. They demonstrate an enhanced ability to use distinct, client-centered interventions from various practice approaches that are consistent with the values of the profession. They understand the theoretical perspectives, empirical foundations, and treatment strategies associated with intervention methods they employ and can describe the strengths and limitations of those methods. Social workers:

- Demonstrate the effective use of a mental status exam in the appropriate context throughout the intervention process
- Demonstrate the skills necessary to effectively manage and attend to crises
- Use evidence-informed practices for interventions that are consistent with client systems' needs, strengths, and challenges
- Use information established during the engagement phase, and learned in the assessment phase, to inform interventions
- Determine ongoing treatment needs, access resources, and facilitate referrals as needed
- Remain attentive to eco-systemic factors that influence the treatment planning process
- Consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment
- Engage client systems in a process that honors their thoughts, values, and beliefs with regard to developing mutually agreed upon approaches to treatment
- Collaboratively create treatment plans with client systems that accurately reflect needs, challenges, strengths and eco-system factors
- Demonstrate awareness of the ways in which use of self, biases, and one's own social identities create a lens through which client systems are interpreted
- Demonstrate an understanding of the ways in which oppression, structural and systemic challenges pose barriers to treatment planning
- Use supervision to explore challenges in the intervention and treatment planning process

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

Clinical social workers understand that evaluation practice is an essential and ongoing component of all social work practice with, and on behalf of diverse individuals, groups, families, and organizations. Clinical social workers recognize the importance of critically evaluating evidence-informed clinical practice and programs while considering research evidence, practice wisdom and client values and preferences. Clinical social workers apply qualitative and quantitative methods of evaluation to understand clinical needs, clients' experience of service, outcomes and practice effectiveness. Clinical social workers critically analyze the effectiveness and limitations of outcome measures, including standardized assessments and client feedback. Social workers:

- Create client-driven service plans that include evidence-informed, measurable outcomes
- Use the evaluation process to enhance practice in the agency setting
- Use evaluation findings to modify client interventions or improve program level effectiveness

FIELD EDUCATION CURRICULUM

Curriculum Expectations of the Field Placement

At SW@Simmons the field education courses and clinical practice classes were designed to be completed concurrently so that students have the opportunity to draw from their direct practice experience in the practice course and integrate practice course material in direct practice. The School expects that the student assignments will be as varied as the agency's service requirements permit. The selection of clients and other assignments will be determined primarily by their educational value for the student. At the beginning of the internship the student and field instructor identify goals and objectives and formulate a mutually agreed upon learning plan based on the CSWE competencies (see Appendices for learning plan template). Students will be contacted by their field liaison periodically throughout the placement. This helps the student and field liaison to review clinical work and supervision requirements, and to identify potential problem areas. Students should not wait for their liaison to initiate contact if they have a concern.

Field Orientation

The Virtual Guide for Students and Field Instructors is a practical, six-session orientation to field education that is designed for students entering their first semester of field placement and field instructors to take simultaneously, but not together. For students, asynchronous sessions are accompanied by live sessions led by the field liaison assigned to the students in the course section. Students are expected to attend and participate in all live sessions. If a student misses a session, they will be asked to review the asynchronous material and complete a related reflection assignment. This orientation is a part of the coursework for SWO 446a. For field instructors, the orientation is required only for those who are supervising interns for the first time; experienced field instructors are encouraged to take all or part of the seminar to become familiar with SocialWork@Simmons requirements and approach. Field instructors participate in the asynchronous sessions at their convenience; however, it is recommended that they view the first three sessions in the first month students are in field, because the content corresponds to the beginning phase of placement.

Field Instruction

Learning through supervision is central to the development of practice knowledge and skill. The School expects one hour per week of individual supervision by a primary MSW field instructor. The field instructor must hold an MSW degree. If possible, the MSW should be licensed at the highest level for that state. At the minimum, the MSW must have practiced full-time for at least two years after graduating.

The field instructor is expected to meet with the student in private, regularly scheduled, minimally interrupted meetings. 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 complete the Virtual Guide to Field Education for Students and Field Instructors (located at

<https://2sw.socialwork.simmons.edu/local/login>).

The field instructor 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.

Clinical Experience and other Assignments

Respectful of the wide variation in service requirements in the spectrum of Simmons-affiliated placement agencies, the field 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 clients be available for assignment to students once they complete initial training. Clinical experience and other assignments should increase as the placement progresses. The School expects that student field work assignments will develop steadily to the point where 50 percent of the students' hours in the placement be devoted to direct contact with individuals, groups or families. Community projects and social action efforts reduce these numbers.

Case management and group work are major areas of learning in both placements. In the specialized/advanced placement, 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.

Larger Systems Learning

Social work practice with individuals, families and groups is embedded in an organizational and community context, thus students are expected to have practice opportunities with organizations and communities through a wide array of agency-based experiences. Within the field placement agency these practice opportunities should include: accessing agency services and resources, making referrals, identifying gaps in services and collaboration with other workers and other agency units. Students should also have the opportunity to work on behalf of clients across agencies, that is, with other community agencies, institutions and organizations. Depending on a student's field placement this could include collaborative work with a school, court, public defender office, child welfare agency, nursing home, mental health clinic or health clinic.

As determined by each agency setting, students should be active participants on treatment teams, interprofessional teams, committees and task forces. In addition, students are expected to learn about their field placement agency's organizational structure, policies, documentation requirements and confidentiality practices. Students should also be provided opportunities to learn about the community

served by the agency and/or the communities where clients reside.

Practice learning related to organizations and communities is reinforced in the learning plan, which delineates the student's learning activities regarding larger systems and interagency work and supervisory responsibility for orienting the student to the agency and community context. Practice learning related to organizations and communities is also amplified in the standard weekly process recording format and the special process recording format for larger systems interventions. In addition, all specialized/advanced students complete a required assignment on the organizational context of agency practice, due to the field liaison.

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 direct client work 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 written learning plan should be completed after six weeks of placement and turned into the field liaison on ALCEA. The field liaison will review the plan and approve or suggest changes or additions.

(See Appendices for Evaluation and Learning Plan template.)

Process Recordings and Portfolio

In addition to agency recordkeeping requirements, the School requires process recordings as a major learning and teaching tool in a student's field instruction. All students are expected to complete one process recording each week throughout both the generalist/foundation and the specialized/advanced placements, and to develop and maintain a method of self-reflection and evaluation of practice. (See Appendices for process recording template.)

Process recordings enable the field instructor and field liaison 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, and the capacity for self-reflection. The interview content is the basis on which the field instructor 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. Field liaisons examine some of the student's process recordings prior to each virtual field visit. This facilitates an in depth discussion of student progress and overall performance by field instructor, student, and field liaison.

All students are required to complete one process recording each week. Each process recording should include a segment of interactions with client(s) (verbal and nonverbal) that has a beginning, middle and end. It should be no fewer than five pages in length.

Once each semester, prior to the scheduled virtual field visit, students will submit two process recordings as well as a reflection paper, as outlined in the syllabus, to their field liaison that include the field

instructor's feedback. During the field visit, students reflect on learning goals as outlined in each syllabus. A portfolio is due near the end of the term containing a specified number of process recordings. See the course syllabus for the due date and number of process recordings that should be submitted for each term. Failure to submit a complete portfolio by the due date will impact the student's grade in field.

Psychosocial Assessments

During the second term of the generalist/foundation placement, students are required to complete a biopsychosocial assessment assignment for their field course. The purpose of this assignment is to allow students to practice the essential skill of strengths-based assessment and to explore how using a strengths lens impacts their understanding of a client and their work with clients. Students are encouraged to engage in strengths-based assessments, in consultation with agency clinical staff, as a regular part of their practice. It is also expected that field instructors will discuss intervention plans for each client, family or group with their interns regardless of whether a formal plan is required by the agency.

Field Education Check-In

Students will be contacted by their field liaison to review their field activities periodically during their placements. This check-in helps the student and his/her liaison to discuss details related to field learning activities and use of supervision, and to identify potential problem areas. This meeting is intended to support student learning in field placement.

EVALUATION OF STUDENT PROGRESS IN FIELD

The School requires two student evaluations during each placement. Both evaluations are written, following the same format. The evaluations will be completed electronically and will be available on ALCEA. See Appendices for a copy of the Evaluation and Learning Plan template.

Evaluations are a collaborative effort of student and field instructor, with the field instructor taking responsibility for the final version submitted to the School after the student has read it and points of difference have been addressed. It is important that evaluations be balanced in presenting strengths, areas for growth and any challenges to enable the student, field instructor and field liaison 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 meetings. The School recommends that prior to the completion of the evaluation, at least one supervisory meeting be set aside for discussion of the student's overall performance. Field instructors may request that students write self-appraisals for this purpose.

GRADES IN FIELD PLACEMENT

Field Education will be graded each term with Pass, Marginal Pass, Fail, or Incomplete. Term grades are based on performance in field and written assignments. Performance in field is assessed by the end of term evaluation and includes demonstrated learning in each competency area, consistent attendance, and adherence to the NASW Code of Ethics and the Simmons SSW Standards of Professional Practice.

Pass: Students who receive passing grades in field are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including consistent attendance, no tardiness, clear and thorough communication with supervisors about clinical work, timely completion of agency documentation, and timely communication when extensions are needed
- Progress toward learning goals
- Communication and interpersonal skills that enhance clinical work and/or relationships with other students, faculty, and staff
- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the Standards of Professional Practice.
- Adherence to the NASW Code of Ethics Sufficient field education hours/attendance
- Assignments that consistently meet expectations as outlined in the course syllabus. (See Appendices for field courses syllabi.)
- Ability to demonstrate compassion, empathy, integrity, respect for others and cultural humility

Marginal Pass or Fail*: Examples of behaviors resulting in a Marginal Pass or Fail include:

- Unprofessional/unethical behavior including excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, 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
- Non-adherence to the Standards of Professional Practice.
- Insufficient field education hours/attendance
- A pattern of incomplete and/or late assignments without prior approval, or assignments of poor quality
- Inability to demonstrate compassion, empathy, integrity, respect for others or cultural humility

Incomplete: Field placements may be extended beyond the standard deadline with Field Director or Program Director approval.

***A Marginal Pass or Fail is assigned at the discretion of the Director of Field Education according to the specific nature of circumstances and the capacity of the student to reflect on, and correct, the situation.**

Consequences of Marginal Pass or Fail in Field Placement

- Students who receive a **Marginal Pass** at the end of any term of field will have a Level 2 Review, engage in a corrective planning meeting, and will be placed on academic probation. This **may** result in the student being asked to complete additional time in the field at their own expense.
- A student who is asked to complete 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 in field **will be dismissed** from the program.
- **Students will be given only one opportunity to extend a placement for performance reasons.**
- Specialized/Advanced and Advanced Standing students should anticipate that a grade of marginal pass in field would impact their graduation date.
- A grade of F in any semester, or two MPs in field, will result in dismissal from the program.

The decision to grant the student an extended or repeated year of placement is predicated on: 1) the Field Department's confidence in the student's ability to function in the professional role and; 2) a performance evaluation that demonstrates the student's ability to make progress towards the required competencies.

Continuation in classes after a student receives a MP in the field should be carefully considered and discussed with the field liaison (**continuation in classes is not an implicit guarantee that a student will graduate from the MSW program**).

Withdrawal from Field

To withdraw from field after the add/drop period students must receive approval from the field liaison and the Director of Field Education. Withdrawal from field may necessitate withdrawal from the accompanying practice class (SW421 or SW424) as it is required that they be taken simultaneously. Students who withdraw during the semester will be required to repeat the entire semester. Students' transcripts will show a "W" grade (for "withdrawn") if a student withdraws from field after the 4th week, and up to the end of the tenth week. No withdrawals are permitted after week ten; the liaison will then record the grade earned until that point.

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 clients). 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 liaison as early as possible. The field liaison is available to consult with the student and field instructor, helping to identify the issues and steps towards resolution.

Problems in the Field Placement Agency

If there are problems in the agency that affect student learning (e.g. inadequate clinical opportunities, field instructor availability), the field liaison should be notified. The field liaison should conduct a Level 1

Review. The field liaison will discuss the difficulties with involved parties, make an assessment, and collaboratively help to develop a plan. Plans to improve the situation are always the first step and the liaison will remain involved to monitor progress towards change. If these efforts are unsuccessful, a Level 2 Review will be convened.

Student Problems in the Field Placement

The School requests that the field instructor notify the field liaison promptly regarding any concerns about the student's performance in the agency. The field liaison should conduct a Level 1 Review. The field liaison will discuss the difficulties with involved parties, make an assessment and collaboratively help to develop a plan. Plans to improve the situation are always the first step and the liaison will remain involved to monitor progress towards change. If these efforts are unsuccessful, or the concerns are such that the agency is contemplating dismissal, a Level 2 Review will be convened immediately.

Level 2 Reviews for Problems in Field

If there are concerns related to student performance in the field or related to a placement agency's ability to meet Simmons requirements that cannot be resolved through a Level 1 Review, a Level 2 Review meeting will be convened. The Level 2 Review is facilitated by a Field Department contact and attended by the student, field instructor, and field liaison. The purpose of the meeting is to gain a clear understanding of the concerns in order to develop a corrective action plan. (See Appendices for corrective action plan template.) The corrective action plan is approved and made final by the Field Department contact who facilitates the meeting. The following are possible outcomes:

- The student may remain in their current placement and the field liaison will monitor the experience to ensure the corrective action plan is being followed.
- When an internship site is determined to be unable to meet Simmons program requirements, efforts to replace the student will be initiated immediately.
 - Please note: the ability to secure an alternate placement is impacted by many factors, most importantly the availability of an appropriate site for the student. Therefore, this process may take some time and in some situations may necessitate a leave from field or the program.
 - During the replacement process, students will be permitted to remain in their clinical practice course.
 - Students should expect to complete a minimum of 3 additional weeks in the field to account for time needed to orient to a new placement setting, develop a new learning plan and engage new clients. This is in addition to time owed to complete the total number of field hours (see Field Work Hours). There may be circumstances that necessitate a student add more time, either to address the student's learning needs or to meet agency needs.

Students who are terminated from their placement due to a violation of the Standards for Professional Practice Education, field placement agency policy, Simmons policy, or the NASW Code of Ethics will participate in a Level 2 Review meeting with the following possible outcomes:

- **In the field education course:**

- The student may be required to immediately withdraw from the field education course
- The student may receive a marginal pass or failing grade
- **In the clinical practice course:**
 - If the student is required to withdraw from the field education course, they will also be required to withdraw from the clinical practice course if the termination occurs prior to the end of the tenth academic week.
 - If the termination occurs after the end of the tenth academic week, students will be permitted to remain in their clinical practice course as long as they are in good standing in the course. Their academic standing will be assessed through their current grade, which includes the quality and timeliness of their async completion, live session participation, and grades on required written assignments.

Additional actions for students who are terminated from field placement may include:

- The student may be required to complete an additional semester of field and obtain a passing grade to continue (see Grades in Field Placement).
- The student may be asked to take a leave of absence from field education or from the MSW program (see Student Policy Handbook for LOA Policy).
- If the nature of the concern necessitates a Level 3 Review, the SSW Program Director or Associate Program Director will be consulted. Please consult the Student Policy Handbook for further information about the review process. The field department will follow recommendations from the Academic Standards Committee or the Honor Board, which may include dismissal from the program.
- If the student is required to retake field education or practice course, this will be at the student's expense.

In all circumstances that involve a disruption in placement (replacement and termination), students should consult academic advising as such changes may necessitate a change in their plan of study.

Please see the *SW@Simmons Student Policy Handbook* for additional information.

Guidelines for Change of Field Placement

On rare occasions, a student requests a change of placement. Such requests must be made to the field liaison who will then consult with the SW@Simmons Field Department. Students cannot leave an agency without first speaking with their field liaison and engaging in a problem resolution process, which would include a meeting with all relevant School and field placement agency representatives to develop a plan.

The following replacement process must be followed:

- Contact your field liaison.
- The liaison will assess the situation and recommend a plan after conferring with their department contact with the goal of resolving the problem.
- The field liaison may arrange to meet with the student's field instructor and the student as a way to further assess the student's situation and attempt to problem solve to allow the student to stay in their current placement.

- If placement in a different setting is deemed necessary, it is expected that an appropriate termination process will be planned for all clients and that students will follow a professional process for bringing closure with the agency.
- The process of identifying and securing an alternative placement agency for the student may take several weeks. Students are expected to adhere to all placement policies during the replacement process. During this time, students are permitted to remain in their clinical practice classes.
- Students should expect to complete a minimum of 3 additional weeks in the field to account for time needed to orient to a new placement setting, develop a new learning plan and engage new clients. This is in addition to time owed to complete the total number of field hours (see Field Work Hours). There may be circumstances that necessitate a student add more time, either to address the student's learning needs or to meet agency needs

A student who prematurely ends a field placement, without approval of the Field Department, risks receiving a failing grade or being referred to the Academic Standards Committee (see SW@S Student Policy Handbook).

Students should be aware that any placement disruption or replacement could have the effect of delaying their graduation date. Alternate degree conferral dates include January, March, May, July, August, and October.

Leave of Absence from Field Placement

Students who are on leave from the program are required to complete an intent to return form at least 14 weeks before the start of the term they plan to return to the program. This form can be obtained from student support or academic advising.

Please see the *SW@Simmons Student Policy Handbook* for additional information pertaining to leave of absence policies.

FIELD AND ACADEMIC ADVISING

SocialWork@Simmons is committed to maintaining a Field Education Department consisting of both full and part-time faculty and staff, as well as field liaisons dedicated to assisting online students. The Director of Field Education in collaboration with Assistant Directors, administers the Field Education Department, which comprises the field placement team and field liaisons.

Field Liaisons

The purpose of field education advising is to help the student integrate and optimize learning experiences in both class and field and to facilitate the mastery of social work practice. The field liaison is responsible for collaborating with Academic Advising and the field instructor in evaluating student progress and learning, and when necessary, serves as a mediator in problem situations.

The field liaison 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 field liaison's role includes:

- Communicating regularly with students, including facilitating the field seminar
- Assuring adequate clinical activities and other learning experiences in the placement
- Collaborating with the field instructor in the development of an individualized learning plan
- Acting as a liaison between school and agency
- Consulting around field-related problems
- Determining the student's field grade
- Assisting students in preparing for specialized/advanced placements

Field Placement Team

The field placement team assigns each student a placement specialist who identifies and secures internship sites in students' home communities. The placement specialist's role includes:

- Verifying agency documents
- Ensuring agency documents and Affiliation Agreements are complete
- Submitting placements to faculty for review
- Sending placement details and instructions to student and field instructor

Academic Advisors

The academic advisor provides guidance in regards to concerns or conflicts that might arise with course progression, plans of study and leave(s) of absence. In addition, the academic advisor might assist with clarification of learning styles and needs, along with guidance with materials found in any of the student handbooks.

The academic advisor serves as an advocate during the student's tenure in graduate school and helps connect the student with academic and other support. The academic advisor arranges individual and/or group meetings throughout the year in response to student needs and interests.

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 academic advisor know immediately if problems arise. Sharing as much as one can about her/his circumstances will enable the academic advisor to be more helpful.
- Students should respond promptly to emails and phone calls from the academic advisor.
- Students should prepare for and attend all scheduled advising meetings.

Students with Disabilities/Requests for Accommodations

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, or psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in the field, it is important that you contact Tim Rogers, Assistant Dean/Director of Disability Services, *Center for Academic Achievement* at 617-521-2470 or timothy.rogers@simmons.edu early in the term. Students with disabilities receiving accommodations are also encouraged to contact their Simmons field liaison within the first two weeks of the semester to

discuss their individual needs for accommodations.

FIELD PLACEMENT SELECTION AND POLICIES

In our commitment to provide the best possible learning experiences 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. In developing and vetting new field sites, the School requires agencies to complete a qualification form that describes the potential learning opportunities. The goal is to ensure that the site will provide opportunities for students to engage in comprehensive learning that enables them to gain mastery in all nine CSWE competencies. Simmons faculty reviews each placement that is secured and qualified by the placement team. (See Appendices for Agency Qualification Form.)

The placement team works individually with students to secure a field education placement with a qualified field instructor for both the generalist/foundation and the specialized/advanced placements. Students begin working with their assigned placement specialist 120 days before the start of the field placement term. Placement specialists engage students through an initial welcome call where they discuss their past work experiences and their educational goals. Students are encouraged to use their field education experience to explore varied social work roles and settings and to gain an understanding of how social work approaches can be applied across the spectrum of services and service environments. Generalist/foundation year students are additionally encouraged to speak with their field liaisons about advanced practice skills and knowledge they would benefit from learning in their specialized/advanced year placement. Field liaisons will share this information with the placement team. Throughout the field education experience and at the end of each student's internship, the placement setting and field instructor are reviewed by the assigned field liaison and concerns are assessed by The Field Department to determine future viability for student learning. Agencies and field instructors that are deemed unsuitable are identified and will not be used again.

Placement Forms

Student Support will email each student a link to their generalist/foundation placement form upon admission to the program. All students are required to complete this form within five days of receiving it. This form is for students to share their previous work experience, interests in the field and for the SW@Simmons Field Department to share important policies and procedures. If a student does not complete this form or agree with the field placement policies at least 120 days before the start of the student's placement term, the placement team will not be able to begin the student's placement search. This may result in a required leave of absence from the program or delay graduation.

Travel Distance Policy

The placement team values field placement as a core component of the MSW program and makes every attempt to place students as close to their preferred placement address as possible. Students may be placed up to 60 miles away if a closer approved placement is not available. It is expected that students will plan for and arrange their own transportation to and from their assigned field placement sites.

Interviews

Before a placement can be made final, an interview must occur between the student and the agency. Once a student is notified of a potential placement interview, the student must contact this agency within 48 hours of notification to set up an interview. After the interview, students are expected to notify their placement specialist regarding the outcome of the interview.

Placement opportunities that are lost as a result of students delaying responses to invitations to interview at prospective placement sites will count as "failed" interviews.

Placement searches for students who are not offered an internship after one interview will be interrupted until the student meets with a field department administrator who will provide interview coaching. These students may also be asked to participate in additional interview coaching through the Career Center. The placement search can resume once these requirements are met.

Placement searches for student who are not offered placements after 3 consecutive interviews will cease. See: Failure to Secure a Field Placement section.

On-Time Placement

On-time placement is not guaranteed. Simmons School of Social Work will make every effort possible to obtain a field placement prior to the term start date; however, placement efforts may continue beyond the start date. Any delay in a student's placement start date will result in the need for being in field for additional hours each week, attending field during the term break and/or adding time at the end of the term. If a placement is not secured by academic week 5, the student will need to move to the next cohort and may be required to take a leave of absence. Students for whom placements have not been secured by academic week 5, and who have followed all placement policies, will be eligible to withdraw from their courses with no financial penalty.

Placement Notification

Once students are notified of their secured placement site, they must contact the site within 48 hours of notification to set up a schedule, confirm their placement start date and confirm that all documents and/or extra requirements (e.g., extra immunizations, background check, etc.) are complete.

Field Placement Agency Assignment

The placement search takes into account many factors to ensure that field education agencies are able to meet SW@Simmons program expectations and students' learning needs. At times, this results in limited availability of suitable agencies. For this reason, students are required to interview at assigned faculty approved placement agencies. If students have significant concerns about the placement experience after an interview, they should immediately contact their field placement specialist to discuss them. If a student declines a faculty approved placement this may delay their placement start and graduation and may require a leave of absence. The placement team will not be able to continue a placement search for students who decline an agency placement based on their inability to adhere to the placement policies, including the distance policy, relocation policy or scheduling policy. If a student declines a placement

agency for these reasons, they will be required to submit a placement referral. See the Referral policy section.

Scheduling Policy

To satisfy degree requirements, students are required to complete 16 hours/week in their generalist/foundation year field placement and 24 hours/week in their specialized/advanced year field placement. Students must be available to complete their placement hours Monday through Friday between 8am and 8pm to align with agency activities and ensure substantive client interaction. Students should not expect to complete field placement hours on the weekend. Students are additionally required to adjust their schedule to be in accordance with the field instructor's schedule to ensure appropriate supervision is available.

Relocation Policy

Students who relocate during the program must complete a relocation form at least 8 weeks prior to the start of their placement term. This requirement is to ensure there is sufficient time to secure an appropriate field education experience near the student's new address. Students can obtain the relocation form from their Placement Specialist or Student Support Specialist. Notifying the University in other ways is not sufficient and on time placement cannot be guaranteed for students who do not submit this form. Students who plan to relocate during their field placement should contact their academic advisor to discuss course sequencing options.

Referral Policy

Students are encouraged to play an active role in the placement process and submitting referrals is one way to do this. Students can submit placement referrals via a personal referral link provided by their student support specialist or placement specialist, up to six weeks prior to the start of the placement term. Referrals must include the name of a specific field instructor or an agency with an identified contact person who has expressed interest in hosting the student. The placement team will update the student on the status of the referral within 10 business days. All referred agencies are subject to approval by the SW@Simmons Field Education Department.

Massachusetts Referral Policy

Students living in the following Massachusetts counties: Suffolk, Essex, Plymouth, Norfolk, Middlesex, Bristol and the following cities in Worcester County: Berlin, Blackstone, Boylston, Clinton, Fitchburg, Grafton, Harvard, Hopedale, Lancaster, Lunenburg, Mendon, Milford, Millville, Northborough, Northbridge, Shrewsbury, Southborough, Sterling, Upton, Uxbridge, West Boylston, Westborough are not permitted to submit referrals and should not contact sites and field instructors directly unless instructed by the Field Placement Team. Most sites in these locations that are referred by students are already in the Simmons network and Simmons field staff have established relationships with these agencies and field instructors. Placements at these sites must be arranged through the collaboration of the on-campus and online placement teams.

Some sites follow specific processes for interviewing and accepting students for placement. Many placement site coordinators will expect to hear from a Simmons University representative rather than from a student directly. Direct contacts by students can damage these long standing partnerships. If a connection is made through a cold call by a student, this may prohibit students from being placed at that agency. Place of employment referrals are accepted but are subject to faculty review by the Field Education Department.

International Policy

Students cannot complete field placement outside of the continental United States and Hawaii. Students will not be placed internationally, including U.S. military bases, or in U.S. territories. Students living abroad with an upcoming placement term will need to relocate to the continental United States or Hawaii in order to be assigned a placement. Students are required to provide written notice of a new address at least 8 weeks prior to the first placement term so the placement team can work to secure a placement site. Placement is not guaranteed for students who do not adhere to the foregoing requirements and not following the requirements may necessitate a leave of absence from the program.

Field Practicum in the Student's Place of Employment

The SW@Simmons Field Education Department permits students to complete one placement in an employer-based placement. Generally, a student should not be in the same agency for two internships.

Students who wish to use their place of paid employment as a field placement must complete a worksite-based field placement application which can be obtained from the student's placement specialist. Each application will be carefully reviewed by the Field Department and decided upon within the framework of Council on Social Work Education (CSWE) and 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 weekly hours (16 or 24) 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 clinical needs in order to offer the student continued growth in the complexity in their educational experience.
- 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 hold an MSW degree. If possible, the MSW must be licensed at the highest level for that state. If not possible, the MSW must have practiced full-time for at least two years after graduation.
- 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.

Repeating Specialized/Advanced Placement at the Generalist/Foundation Site

The SW@Simmons Field Education Department permits students to repeat the specialized/advanced internship in the same setting provided the setting meets the required criteria. It is preferable for students to be in different agencies for their two internships because of the educational benefit associated with broadening the learning experience. Students who wish to complete their advanced placement in the same setting as their first must complete the “Application to Repeat the Specialized/Advanced Placement at the Generalist/Foundation Placement Site” at least 6 weeks prior to the placement start. The setting cannot be or have been a place of employment. To be approved, the agency and student must agree to adhere to the criteria for such placements, which include the following:

Site requirements

The site must offer different learning opportunities that align with specialized/advanced learning goals in a different unit or program from the generalist/foundation placement. A different social work field instructor and task manager from the generalist/foundation placement must provide supervision. Repeating a field placement in the same setting as the generalist/foundation placement is the exception rather than the norm.

Approval process for repeated placements

Placements are approved following determination by faculty that specialized/advanced level knowledge and skills can be achieved at the site, and that the site meets the requirements indicated above. Arrangement and approval of repeated placement sites require the participation of the student/ potential field instructor, agency administrator, and the field education department. Extra attention is necessary to assure that the planned placement meets all of the school’s requirements and learning objectives.

Requirements of field instructor in repeated placements

The field instructor must have a Masters in Social Work degree from a CSWE-accredited program and two years of supervised post-masters experience. It is preferable that field instructors are licensed at the highest level for the state in which they practice.

Failure to Secure a Field Placement

In the event of three unsuccessful field placement interviews, the field department reassesses the student’s appropriateness for field placement. Planning for another field placement may not begin until a Level 2 Review is held or other steps are taken as determined by the field department. It is at the discretion of the Director of Field Education, in consultation with the Associate Director, to recommend dismissal from the program if an appropriate graduate level clinical internship does not appear to be obtainable.

If a student does not accept a qualified placement following an interview and refuses subsequent agencies that meet their criteria, a Level 2 Review 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. The 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 University 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:

If you have a disability and anticipate that you will need a reasonable accommodation in this class, or merely have questions regarding any disability or related accommodations, please contact Tim Rogers in the Disability Services Office at 617-521-2470, timothy.rogers@simmons.edu, or by going to the Disability Services Office in person in MCB-E108. You can also learn more about the Disability Services Office and the process to receive accommodations by consulting your Student Handbook or by accessing the resources and forms available at <http://www.simmons.edu/student-life/student-services/disability-services>. Students receiving accommodations are also encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

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 University 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 University 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 University community as a whole. All members of the University 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 University sexual harassment policy can be found at the following web address: <http://www.simmons.edu/about-simmons/title-ix>

It is unlawful and expressly against University 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 University will take appropriate corrective and preventive action, including disciplinary action, when its investigation discloses the occurrence of sexual harassment.

Bias Response Protocol

Simmons is committed to inclusive excellence in all aspects of an individual's community experience. Our values vision and mission mandate that we strive to create an environment that is free of bias, prejudice, discrimination and hurtful acts. Individuals who believe they have experienced or encountered bias, harassment or discrimination can utilize the Simmons bias response protocol to have their concern addressed. Information about protocol can be accessed here:

<http://www.simmons.edu/about-simmons/why-simmons/diversity-and-inclusion/bias-response-protocol/>

STUDENT PROFESSIONAL LIABILITY INSURANCE

The University 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 617-521-3910 or sswonlinefielded@simmons.edu

APPENDICES

Appendix 1: Affiliation Agreement

Appendix 2: Process Recording Template

Appendix 3A: Foundation Year Evaluation and Learning Plan

Appendix 3B: Advanced Year Evaluation and Learning Plan

Appendix 4A: Syllabus--SWO 446A Foundation Year Field I

Appendix 4B: Syllabus--SWO 446B Foundation Year Field II

Appendix 4C: Syllabus--SWO 447A Advanced Year Field I

Appendix 4D: Syllabus--SWO 447B Advanced Year Field II

Appendix 5: Corrective Plan

Appendix 6: Agency Qualification Form

Appendix 1

CLINICAL AFFILIATION AGREEMENT WITH SIMMONS UNIVERSITY

Revised June 2015

This Agreement is entered into as of _____ (the "Effective Date") by and between _____ (the "Facility") and Simmons College (the "College"), a not-for-profit educational corporation, 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 SocialWork@Simmons ("Students"), the online School of Social Work MSW program.

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 Students 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 "Field Instructor" and "Field Liaison," 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.
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 FERPA, authorized representatives of the Facility may be considered College officials 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 unsatisfactory performance, or other reasonable causes. 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 affected Student and the College's Director of the Online Field Program. 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, 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 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 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.
4. 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.
5. The College shall instruct each Student who participates in the Program that the Student is responsible for obtaining health insurance coverage.
6. 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 \$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.

7. 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.
8. The College shall indemnify and hold harmless the Facility, its officers, directors, agents, and employees from any and all liability, loss, damage, claims, causes of action, and expenses (including without limitation reasonable attorneys' fees), caused or asserted to have been caused, directly or indirectly, in connection with the performance of this Agreement and/or any act or omission of a Student or employee of the College, to the extent that such liability or damage is caused in whole or in part, by such party's negligence or intentional misconduct. The provisions of this section shall survive termination of this Agreement as to acts or omissions occurring prior to the effective date of termination.

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.
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.
8. The Facility shall indemnify and hold harmless the College, its officers, directors, agents, and employees from any and all liability, loss, damage, claims, causes of action, and expenses (including without limitation reasonable attorneys' fees), caused or asserted to have been caused, directly or indirectly, in connection with the performance of this Agreement and/or any act or omission of the Facility or employee of the Facility, to the extent that such liability or damage is caused, in whole or in part, by such party's negligence or intentional misconduct. The provisions of this section shall survive termination of this Agreement as to acts or omissions occurring prior to the effective date of termination.

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 Students then at the Facility 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 email addressed as follows:

If to the College to:

Simmons College
School of Social Work
Silvana Castaneda, MSW, LICSW
Director of Field Education and Associate Professor of Practice
300 The Fenway
Boston, MA 02115

Simmons College
Office of the General Counsel
300 The Fenway, E – 200
Boston, MA 02115

If to the Facility to:

Name: _____
Title: _____

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

SIMMONS COLLEGE

AGENCY

SIGNATURE
Name: _____
Title: _____
Date: _____

SIGNATURE
Name: _____
Title: _____
Date: _____

READ

ONLY

PROCESS RECORDING OUTLINE

Session#: _____ Student's Name: _____ Date: _____

Introduction:

Include who participated in the session, the setting (office, home visit, phone, etc.), general impressions of client's appearance and behavior, and purpose for the meeting. Please disguise client name and identifying information.

Student Learning Goals:

Identify 1-2 learning goals for the session, for example, explore affect, ask open-ended questions, intervene using a cognitive behavioral approach, etc.

Recording of Interview:

Text in gray below is there to guide you as your fill in your process recording. You may delete that information after you know what is expected in each area. This section should be at least 4 pages.

Student – Client Interaction Dialogue	Self-Reflection/ Rationale for Intervention	Supervisor's Observations
<p><i>(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.)</i></p>	<p><i>(Worker shares their affective and cognitive 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, reflections about areas of diversity- i.e. race/ethnicity, class, religion/spirituality, sexual orientation, etc.), and integration of theory with observations.</i></p> <p><i>(Rationale for intervention: includes application of theory, reasons for choosing a particular intervention, use of evidence informed practice.)</i></p>	<p><i>(Supervisor's comments should be constructive and supportive. May include modeling of different ways to phrase questions or intervene.)</i></p>

Impressions:

What are your impressions about how you handled the interview? What are your thoughts about your client's progress? How do you understand your role?

Plan:

What is the plan for future sessions?

Questions for Supervision:

Which aspects of the interview would you like feedback on? What questions do you have for your field instructor?

Reflection on Policy, Research, or Social Identity:

Choose one of the following topics to reflect on for this session. Over the course of the semester, please reflect on each of the topics.

- 1. How do aspects of social identity impact your work with this client?*
- 2. What thoughts do you have about how public policies impact your client? How do they affect your work with the client?*
- 3. Is there a question you have about this client, or your work with the client, that research might help you to address?*
- 4. What ethical dilemmas have arisen in this clinical encounter and what questions do you have?*



Simmons School of Social Work
SW@Simmons Foundation Year Learning Plan and Evaluation
MSW Foundation Year

Student Name:
Agency and Program:
Field Instructor(s):
Field Education Liaison:

INSTRUCTIONS FOR COMPLETION

For the **Teaching-Learning Agreement**: Complete sections 1, 2, and 3. In section 4, complete the learning plan portion **only (section 4a)**, for all nine competency areas. Please also review the Standards for Professional Practice Education, at the end of the document. **Before signing your learning plan, please request your field liaison review your learning plan.** After he/she reviews your plan, then sign both the learning plan section and after the Standards for Professional Practice Education.

For each of the **End of Term Evaluations**: At the end of all terms of placement, students and field instructors review the observable behaviors in section 4b. Both the student and field instructor rate the student's performance for each of the observable behaviors, for all nine competency areas and add comments to support the rating. Then, field instructors complete section 5 with overall comments on the student's performance, and students complete section 6. To verify the document is complete, both the field instructor and student sign in the signature section.

1. Orientation to the Agency: *Please briefly describe the orientation activities in which the student will participate, including orientation to agency safety procedures.*

2. Educational Structure

A. Assignments: *Please describe student's assignments (Example: cases, groups, committees).*

B. Hours and Days at Agency:

C. Beginning Date of Placement: / /

Ending Date of Placement: / /

Additional Hours: *If student will be doing more than the required number of hours (Example: students in school settings must follow school calendar).*

Please specify:

D. Meetings:

1. Required (days and times):
2. Optional (days and times):

E. Other Learning Resources Available *(Example: case presentations, in-services, seminars, rounds):*

3. Supervisory Structure and Process:

Students must receive at least one hour of individual supervision each week.

A. Primary MSW Supervision:

1. Name of Field Instructor (with Credentials):
2. Day and Time:
3. Amount of Time Weekly:
4. Format: Individual Group

B. Secondary Supervision (If applicable; supervisor must have a minimum of a Masters in related field):

1. Name of Secondary Supervisor/Task Manager (with Credentials):
2. Day and Time:
3. Amount of Time Weekly:
4. Format Individual Group

C. Backup/Emergency Supervision: When primary field instructor is absent, emergency consultation and supervision will be provided by:

D. In Case of Student Absence, S/He Should:

E. Process Recordings: One process recording is due each week for students in their foundation placement.

1. Process recordings will be passed in on:

2. Process recordings will be returned to the student on:

F. Please Address any Requirements Specific to the Agency *(For example, extended school year expectations):*

G. Agreements to Promote Clear Communication Between the Student and the Field Instructor: *(For example, a plan for approaching difficult conversations should the need arise):*

H. Student's Personal Learning Goals for the Placement:

I. Evaluation: The school suggests that the evaluation process be initiated at least two weeks prior to the due date to allow adequate time for discussion and reflection. Both the student and the field instructor(s) should participate in the evaluation, with the expectation that the student become competent in objective self-assessment skills.

1. Field Instructor(s) responsible for completing evaluation at end of each term:

4. Learning Objectives/Competencies, Observable Behaviors and Evaluation

The following categories are based on the Competencies and Observable Behaviors outlined by the Council on Social Work Education.

Instructions for the Learning Plan:

Early in the internship placement, students and field instructors discuss and develop assignments/learning activities that will be utilized for students to gain competency in the listed observable behaviors below. In section 4a, please review the nine competency areas and list 2-3 activities or learning assignments that the student will have the opportunity to complete during his/her internship experience. These activities should be related to the overall competency area and the corresponding observable behaviors. For examples of learning activities, please refer to unit 4 of the Virtual Guide to Field Education for Students.

Instructions for the Evaluation:

At the end of the first and second term, field instructors and students review student performance in each of the following observable behaviors (section 4b), using the guide below. This evaluation instrument addresses the minimum objectives and observable behaviors required for MSW

students in their foundation placement. Evaluation is a critical component of professional development. Therefore, the student must participate in self-evaluation throughout the term, and particularly at the midterm and ending phases of field education.

Discrepancies in ratings by students and field instructors are not uncommon. A few differences in ratings are acceptable. If half or more ratings differ greatly, it is recommended that the field instructor and student review the instructions regarding appropriate ratings according to the student's educational level. Following this review, converse about the assessment of the student's skill level and progress to bring the ratings closer together.

If a student's performance is inadequate by mid-term, the field liaison must be contacted and included in a performance improvement plan.

- 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.

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

The field liaison reviews the written final evaluation prepared by the field instructor in collaboration with the student. Emphasis is placed upon quality and consistency of work, acknowledging that quantity and opportunities can vary across educational practice sites.

Competencies and Observable Behaviors

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency I: Demonstrate Ethical and Professional Behavior

4a. Learning Plan
 Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

<u>4b. Evaluation</u> Observable Behaviors <i>Using the key above, rate the observable behaviors associated with the learning plan activities above.</i>	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term

OB 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context				
OB 2: Use reflection and self-regulation to manage personal values and maintain professionalism in observable situations				
OB 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication				
OB 4: Use technology ethically and appropriately to facilitate observable outcomes				
OB 5: Use supervision and consultation to guide professional judgment and behavior				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency II: Engage Diversity and Difference In Practice

4a. Learning Plan

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
OB 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels				
OB 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences				
OB 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies				

First Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

First Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice**4a. Learning Plan**

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation**Observable Behaviors**

Using the key above, rate the observable behaviors associated with the learning plan activities above.

	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
OB 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels				
OB 10: Engage in practices that advance social, economic, and environmental justice				

First Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

First Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency IV: Engage In Practice-informed Research and Research-informed Practice**4a. Learning Plan**

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation**Observable Behaviors**

Using the key above, rate the observable behaviors associated with the learning plan activities above.

Student End of Term Self Evaluations**Field Instructor End of Term Evaluations****First Term****Second Term****First Term****Second Term**

OB 11: Use observable experience and theory to inform scientific inquiry and research				
OB 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings				
OB 13: Use and translate research evidence to inform and improve practice, policy, and service delivery				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency V: Engage in Policy Practice

4a. Learning Plan

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

organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
Observable Behaviors <i>Using the key above, rate the observable behaviors associated with the learning plan activities above.</i>				
OB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services				
OB 15: Assess how social welfare and economic policies impact the delivery of and access to social services				
OB 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

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

4a. Learning Plan

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance observable effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

List 2-3 activities or assignments that will allow for the measuring of this competency and its observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

OB 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

OB 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Student End of Term Self Evaluations

Field Instructor End of Term Evaluations

First Term

Second Term

First Term

Second Term

First Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

First Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency VII: Assess Individuals, Families, Groups, Organizations, and Communities**4a. Learning Plan**

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation**Observable Behaviors**

Using the key above, rate the observable behaviors associated with the learning plan activities above.

OB 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

OB 20: Apply knowledge of human behavior and the social environment, person-in-

Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
First Term	Second Term	First Term	Second Term

environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies				
OB 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies				
OB 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

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

4a. Learning Plan

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
OB 23: Critically choose and implement interventions to achieve observable goals and enhance capacities of clients and constituencies				
OB 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies				
OB 25: Use inter-professional collaboration as appropriate to achieve beneficial observable outcomes				
OB 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies				
OB 27: Facilitate effective transitions and endings that advance mutually agreed-on goals				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

Second Term Evaluation Student Comments:*Comments to support rating. If needed, add suggestions to encourage further learning.***Second Term Evaluation Field Instructor Comments:***Comments to support rating. If needed, add suggestions to encourage further learning.*

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**4a. Learning Plan**

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

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation**Observable Behaviors**

Using the key above, rate the observable behaviors associated with the learning plan activities above.

	Student End of Term Self Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
OB 28: Select and use appropriate methods for evaluation of outcomes				
OB 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of				

outcomes				
OB 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes				
OB 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

5. Field Instructor: please address each of the following at the end of the term:

1. Student's Outstanding Abilities:

First Term:

Second Term:

2. Areas where growth was most obvious:

First Term:

Second Term:

3. Areas for continued growth:

First Term:

Second Term:

6. Students: Please address each of the following at the end of the term:

1. Describe some of your biggest points of learning this term in field:

First Term:

Second Term:

2. What are your plans to strengthen areas that need work?

First Term:

Second Term:

Signatures for the Teaching / Learning Agreement

A. Student:

B. Field Instructor(s):

C. Faculty Field Liaison:

Please be sure to also read and sign the Standards for Professional Practice below.

Signatures for the evaluation – First Term:

A. Student:

B. Field Instructor(s):

C. Faculty Field Liaison:

Signatures for the evaluation – Second Term:

A. Student:

B. Field Instructor(s):

C. Faculty Field Liaison:

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.

Professional Standards

1. Self-Awareness

Expectations to meet the standard:

- a. Accurately assess your own strengths and limitations and display a willingness to examine and change behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community

- b. Actively examine your own biases
- c. Seek supervision and use constructive feedback to inform practice
- d. Take responsibility for your own actions and consider the impact of these actions on others
- e. Demonstrate a willingness to examine and assess the relationship between your own personal values/socialization and their alignment with expected professional ethics
- f. Reconcile conflicts between your personal values and those of the profession, as required by the *NASW Code of Ethics*

2. Communication

Expectations to meet the standard:

- a. Express ideas, thoughts, and feelings clearly in the classroom and in field placement
- b. In written work, communicate clearly and at a level that reflects the academic standards of SSW programs
- c. Demonstrate a willingness and ability to actively listen to others with objectivity and openness
- d. Communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, field instructors, staff, and clients
- e. Advocate for yourself in an ethical, direct, respectful, and responsible manner using SSW agency-specific channels for conflict management

3. Electronic Communication and Use of Social Media

Expectations to meet the standard:

- a. Demonstrate respect for the privacy of your clients; refrain from gathering information about clients from online sources without the client's consent (i.e., googling client history, accessing client social media); photographing clients; or publishing client information on social media
- b. Communicate about and with colleagues and peers with respect and accuracy, avoiding cyberbullying, harassment, or making derogatory or defamatory comments, or disclosing personal information without consent
- c. Follow relevant laws, field education agency policy, NASW Code of Ethics (1.07) pertaining to social media and in use of technology in all aspects of service delivery
- d. Maintain awareness of how personal communications using social media could affect professional relationships with clients, colleagues, and agencies

4. Openness and Willingness to Learn; Flexibility and Adaptability

Expectations to meet the standard:

- a. Demonstrate openness learning to new ideas and perspectives
- b. As required by the demands of professional practice, be flexible and adaptable in new situations and as circumstances change

- c. Assume the stance of a learner with humility; avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom
- d. Demonstrate a willingness to effectively communicate your learning needs and request clarification to understand requirement

5. Physical and Cognitive Ability, Critical Thinking

Expectations to meet the standard:

- a. Attend and participate in classes and field placement as scheduled, demonstrating punctuality, dependability, accountability, and the ability to prioritize responsibilities
- b. Navigate transportation needed to attend field and classroom requirements
- c. Use the technology required to engage in scholarship and effective practice including, but not limited to, use of computers, telephones, and agency electronic records and databases
- d. Demonstrate the ability to acquire knowledge and reflect on experiences to inform practice
- e. Demonstrate the capacity to think critically and to apply effective problem solving skills that are well reasoned, examine multiple perspectives and worldviews, integrate evidence and knowledge, and lead to well-supported decisions and conclusions

6. Emotional and Mental Stability, and Stress Management

Expectations to meet the standard:

- a. In accordance with the NASW Code of Ethics (4.05), demonstrate the ability to honor the best interests of people for whom you have professional responsibility by keeping personal life circumstances or problems from interfering with judgment or performance
- b. Recognize current life stressors that may interfere with scholastic or professional performance; seek and effectively use help for medical or emotional problems such as those problems stemming from psychosocial distress, substance misuse and mental health difficulties
- c. Demonstrate professional boundaries, including ethical use of self-disclosure
- d. Maintain respectful relationships with all colleagues, faculty, field instructors, staff and clients consistent with NASW Code of Ethics (2.01)

7. Professional Values and Ethics

Expectations to meet the standard:

- a. Exhibit judgment and conduct that is consistent with the values and ethics of the profession as stated in the NASW Code of Ethics, as well as with established laws, policies and professional standards
- b. In accordance with NASW Code of Ethics section on: Dishonesty, Fraud, and Deception (4.04), you should not participate in, condone, or be associated with dishonesty, fraud, or deception

- c. Demonstrate professional and academic integrity, including exhibiting truthfulness in fulfilling program requirements. Students should remain aware of, and abide by, the Simmons Honor Code
- d. Follow Federal and State laws and agency policies regarding confidentiality and mandatory reporting

8. Respect for Diversity and Social Justice

Expectations to meet the standard:

- a. Exhibit a willingness to relate and work nonjudgmentally across difference with others
- b. Demonstrate knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression

Signed and witnessed:

Student:

Field Instructor(s):

Faculty Field Liaison:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

READ ONLY



Simmons School of Social Work
SW@Simmons Advanced Year Learning Plan and Evaluation
MSW Advanced Year

Student Name:
Agency and Program:
Field Instructor(s):
Field Education Liaison:

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For the **Teaching-Learning Agreement**: Complete sections 1, 2, and 3. In section 4, complete the learning plan portion **only (section 4a)**, for all nine competency areas. Please also review the Standards for Professional Practice Education, at the end of the document. **Before signing your learning plan, please request your field liaison review your learning plan.** After he/she reviews your plan, then sign both the learning plan section and after the Standards for Professional Practice Education.

For each of the **End of Term Evaluations**: At the end of all terms of placement, students and field instructors review the observable behaviors in section 4b. Both the student and field instructor rate the student's performance for each of the observable behaviors, for all nine competency areas and add comments to support the rating. Then, field instructors complete section 5 with overall comments on the student's performance, and students complete section 6. To verify the document is complete, both the field instructor and student sign in the signature section

1. Orientation to the Agency:

Please briefly describe the orientation activities in which the student will participate, including orientation to agency safety procedures.

2. Educational Structure

A. Assignments:

Please describe student's assignments (Example: cases, groups, committees).

B. Hours and Days at Agency:

C. Beginning Date of Placement: / /

Ending Date of Placement: / /

Additional Hours:

If student will be doing more than the required number of hours (Example: students in school settings must follow school calendar).

Please specify:

D. Meetings:

1. Required (days and times):
2. Optional (days and times):

E. Other Learning Resources Available *(Example: case presentations, in-services, seminars, rounds):*

3. Supervisory Structure and Process:

Students must receive at least one hour of individual supervision each week.

A. Primary MSW Supervision:

1. Name of Field Instructor (with Credentials):
2. Day and Time:
3. Amount of Time Weekly:
4. Format: Individual Group

B. Secondary Supervision (if applicable; supervisor must have a minimum of a Masters in related field):

1. Name of Secondary Supervisor/Task Manager (with Credentials):
2. Day and Time:
3. Amount of Time Weekly:
4. Format: Individual Group

C. Backup/Emergency Supervision: When primary field instructor is absent, emergency consultation and supervision will be provided by:

D. In Case of Student Absence, S/He Should:

E. Process Recordings: One process recording is due each week for students in their advanced placement.

1. Process recordings will be passed in on:
2. Process recordings will be returned to the student on:

F. Please Address any Requirements Specific to the Agency *(For example, extended school year expectations):*

G. Agreements to Promote Clear Communication Between the Student and the Field Instructor: *(For example, a plan for approaching difficult conversations should the need arise):*

H. Student's Personal Learning Goals for the Placement:

I. Evaluation: The school suggests that the evaluation process be initiated at least two weeks prior to the due date to allow adequate time for discussion and reflection. Both the student and the Field Instructor(s) should participate in the evaluation, with the expectation that the student become competent in objective self-assessment skills.

1. Field Instructor(s) responsible for completing evaluation at end of each term:

4. Learning Objectives/Competencies, Practice Behaviors and Evaluation

The following categories are based on the Competencies and Observable Behaviors outlined by the Council on Social Work Education.

Instructions for the Learning Plan:

Early in the internship placement, students and field instructors discuss and develop assignments/learning activities that will be utilized for students to gain competency in the listed practice behaviors below. In section 4, please review the nine competency areas and list 2-3 activities or

learning assignments that the student will have the opportunity to complete during his/her internship experience. These activities should be related to the overall competency area and the corresponding observable behaviors. For examples of learning activities, please refer to unit 4 of the Virtual Guide to Field Education for Students.

Instructions for the Evaluation:

At the end of the first and second term, field instructors and students review student performance in each of the following observable behaviors (section 4b), using the guide below. This evaluation instrument addresses the minimum objectives and observable behaviors required for MSW students in their advanced placement. Evaluation is a critical component of professional development. Therefore, the student must participate in self-evaluation throughout the term, and particularly at the midterm and ending phases of field education.

Discrepancies in ratings by students and field instructors are not uncommon. A few differences in ratings are acceptable. If half or more ratings differ greatly, it is recommended that the field instructor and student review the instructions regarding appropriate ratings according to the student's educational level. Following this review, converse about the assessment of the student's skill level and progress to bring the ratings closer together.

If a student's performance is inadequate by mid-term, the field liaison must be contacted and included in a performance improvement plan.

- 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.

The level of “competence may not be achieved for every observable behavior by the end of the first term. However, it is expected that by the end of the second term “competence” will be achieved in most observable behaviors. If students in the final term are not evaluated as “competent” in most areas for any one competency the field liaison should be notified.

The field liaison reviews the written final evaluation prepared by the field instructor in collaboration with the student. Emphasis is placed upon quality and consistency of work, acknowledging that quantity and opportunities can vary across educational practice sites.

Competencies and Observable Behaviors

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency I: Demonstrate Ethical and Professional Behavior

4a. Learning Plan

Clinical social workers consistently demonstrate the key values of the social work profession; they have knowledge of, and critically apply to practice, the laws, policies, and regulations that are pertinent to clinical practice. Clinical social workers recognize ethical dilemmas and apply ethical decision-making frameworks to reach reasoned and principled decisions. They manage their emotional reactions, communication, behavior, and boundaries in all professional interactions. Clinical social workers understand the importance of inter-professional practice and are able to establish effective collaboration with others. They apply ethical and legal frameworks to evaluate the effective use of social media and emerging technology in clinical practice.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation	Student End of Term Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
Observable Behaviors <i>Using the key above, rate the observable behaviors associated with the learning plan activities above.</i>				
OB 1: Seek and utilize feedback in supervision to identify and deepen areas of growth and guide professional development in clinical practice (including the use of technology)				
OB 2: Anticipate, identify, and attend to ethical tensions and apply a framework rooted in the NASW Code of Ethics to guide decisions in clinical practice				
OB 3: Understand and manage one's own emotional responses in the best interest of the client system				
OB 4: Consistently demonstrate integrity and professional behavior in: appearance, communication (oral and written), and reliability in accordance with standards identified by the SSW, field agency, and professional codes				
OB 5: Use values and frameworks of the profession to effectively engage in inter-professional partnerships and collaborations				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Third Term Evaluation Student Comments (Advanced Standing Students Only): <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

Third Term Evaluation Field Instructor Comments (Advanced Standing Students Only):

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency II: Engage Diversity and Difference in Practice

4a. Learning Plan

Clinical social workers apply knowledge of the dimensions of diversity, difference, discrimination, marginalization, social and economic exclusion, and oppression to the engagement, assessment, intervention and evaluation phases of clinical practice. Clinical social workers understand the link between social factors and well-being and how pervasive inequities associated with gender, sexual orientation, disability, race, ethnicity, immigration status, poverty, exposure to violence, inadequate housing, and transportation impact overall well-being and access to effective services. Clinical social workers utilize intersectional analysis across multiple practice settings, paying particular attention to racism and its historical context in this country. They initiate and engage in professional interactions with cultural humility, and address oppression at the individual, community, and policy levels. Clinical social workers use and apply research knowledge of diverse populations to enhance client well-being and to work effectively with diverse populations.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

OB 6: Consistently identify the impact of inequities, diversity, difference, and oppression upon life experiences and the provision of services

	Student End of Term Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term

OB 7: Apply the skills associated with cultural humility, and the knowledge of social inequality to engagement, assessment, intervention, and evaluation at all levels of clinical practice				
OB 8: Use process recordings and supervision to examine and enhance self-awareness of one's own attitudes and beliefs regarding stereotyping, bias and power-imbalances in practice client systems				
OB 9: Commit to raising their social consciousness in the interest of challenging the structures of racism and other forms of oppression				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

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

4a. Learning Plan

Using knowledge and frameworks of the dynamics of institutional racism, oppression, and discrimination, and their intersections, clinical social workers develop and design strategies to promote human rights, and social, economic, and environmental justice. Clinical social workers understand the critical use of theories and evidence in designing and developing social action strategies. Utilizing the National Association of Social Workers Code of Ethics and the United Nations Universal Declaration of Human Rights, students analyze how these dynamics manifest on the local, state, national, and global level and violate basic human rights of fairness, equity, equality, and social justice. Clinical social workers take action to advance human rights and social, economic, and environmental justice individually, collaboratively, and in coalitions. They develop their capacities to move into political arenas in a way that develops their own self-empowerment as change agents and allies of client systems. Of significant importance is the development of capacities to help others to empower themselves. Their practice is bolstered by mastery of advocacy and social action strategies that can then be incorporated into practice behaviors and skills, and applied at the micro, mezzo, and/or macro level of practice to effect change.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

OB 10: Identify and analyze social justice issues impacting the provision of client services

OB 11: Participate in agency or community level policy practice or social action strategies to promote human rights and social, economic, and environmental justice policies and services

OB 12: Consistently identify and practice targeted advocacy strategies and serve to improve client outcomes at applicable levels

First Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Student End of Term Evaluations

Field Instructor End of Term Evaluations

First Term

Second Term

First Term

Second Term

First Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency IV: Engage in Practice-informed Research and Research-informed Practice**4a. Learning Plan**

Clinical social workers integrate research into practice and consider how to evaluate issues drawn from their current practice. They critically review the empirical evidence for clinical interventions. They acquire skills to perform evidence-informed interventions. Clinical social workers assess ethical implications of practicing and implementing evidence-informed practices. They critically assess, identify, and work to address gaps in evidence-informed practice, policy and service delivery to improve client outcomes, the service delivery process, and program outcomes.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation**Observable Behaviors**

Using the key above, rate the observable behaviors associated with the learning plan activities above.

Student End of Term Evaluations**Field Instructor End of Term Evaluations****First Term****Second Term****First Term****Second Term**

OB 13: Locate, identify, and select evidence-informed practices				
OB 14: Demonstrate evidence-informed practice in one's own direct clinical practice and system of service delivery				
OB 15: Critically consider practice and organizational context to identify priority for process, outcome evaluation and/or needs assessment in supervision and discussion with field agency staff				
OB 16: Formulate an evaluation plan designed to improve client outcomes, and/or programmatic efforts, with attention to potential areas for social action				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency V: Engage in Policy Practice

4a. Learning Plan

Clinical social workers develop specialized knowledge about social welfare and economic policies at the agency, organizational, community, local, state, national, or international levels that have impacts on the clients they serve, and on the larger society or global community in terms of availability of resources, service delivery, legal protections, and income supports. They understand the steps of policy practice necessary to improve the delivery of and access to social welfare services and benefits for individuals and families. They analyze the effects of policies on marginalized and oppressed groups within a social, economic, and environmental justice context. They understand and utilize research to inform and evaluate social policy. They articulate outcomes they would like to achieve that would be congruent with developing and implementing new policies, blocking harmful policies, modifying existing policies, To do so, they must draw from specific strategies for policy change, such as advocating, educating, testifying, mobilizing, monitoring, collaborating, and becoming active in coalitions. These activities can have an impact on the client, agency, organization, community, larger society, and/or the global community.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

OB 17: Evaluate social welfare or economic policies that are relevant to clinical social work practice and assess the impact on individuals or families

OB 18: Analyze advocacy needs within a clinical setting and propose a plan for implementation.

OB 19: Articulate a deeper understanding of how social welfare policies can either improve or negatively impact client well-being

OB 20: Develop a plan to apply skills in policy practice with aim of achieving policy change

Student End of Term Evaluations

Field Instructor End of Term Evaluations

First Term

Second Term

First Term

Second Term

First Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning

First Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Student Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

Second Term Evaluation Field Instructor Comments:

Comments to support rating. If needed, add suggestions to encourage further learning.

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency VI: Engage with Individuals, Families, Groups, Organizations, and Communities**4a. Learning Plan**

Clinical social workers have the ability to demonstrate genuineness, empathy, and respect in order to form trustworthy and collaborative alliances with client systems, as the helping relationship evolves over time. Furthermore, clinical social workers use these skills to engage with client systems that have been disenfranchised and marginalized as a result of racism, sexism, heterosexism, ableism, classism, homophobia, poverty, and other forms of structural and institutional oppression. Clinical social workers develop an awareness of professional use of self and an ability to critically self-reflect in order to form more client-centered relationships. They demonstrate an appreciation for the unique roles, cultures, and interpersonal dynamics of individuals, families, and groups and use this awareness to inform the creation of client-centered relationships. They use psychodynamic, behavioral, social constructionist, and trans-theoretical theories to inform the engagement process over the course of the helping relationship with diverse client systems. This approach is commensurate the core values of the profession.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

**Student End of Term
Evaluations**

**Field Instructor End of Term
Evaluations**

Observable Behaviors <i>Using the key above, rate the observable behaviors associated with the learning plan activities above.</i>	First Term	Second Term	First Term	Second Term
OB 21: Consistently demonstrate active listening, attending, and reflecting skills				
OB 22: Consistently demonstrate the patience that is required to build trust				
OB 23: Create a collaborative working alliance before moving into problem solving				
OB 24: Identify and utilize one's own social identity to enhance the engagement process				
OB 25: Seek supervision and mentorship to enhance effective use of self in practice				
OB 26: Use the six core values (social justice, importance of human relationships, dignity and worth of the person, integrity, competence and service) of the social work profession to guide decision- making regarding approaches to engagement				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

Competency VII: Assess Individuals, Families, Groups, and Communities

4a. Learning Plan

Clinical social workers use genuineness, empathy, and respect throughout the assessment process. They demonstrate attention to matters of safety and the immediate well-being of client systems. They use an ecologically informed approach to consider the impact of disenfranchisement and marginalization on client systems and their current functioning. They demonstrate an awareness of the ways in which personal bias and social identities may influence the assessment process. They demonstrate a commitment to social work ethics and values when examining the nature of problems. Clinical social workers demonstrate an enhanced ability to use psychodynamic, behavioral, social constructionist and reciprocal interactionist theories to inform the assessment process over the course of the helping relationship with diverse client systems. This approach is commensurate with the core values of the profession.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation

Observable Behaviors

Using the key above, rate the observable behaviors associated with the learning plan activities above.

	Student End of Term Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
OB 27: Demonstrate the effective use of a mental status exam in the appropriate context				
OB 28: Demonstrate the use of evidence-based assessment tools to assess for safety and well-being				
OB 29: Demonstrate confidence in the ability to explore all domains of client systems' life and functioning				
OB 30: Demonstrate the capacity to develop an evidence-informed hypothesis of client functioning based on social work paradigms				
OB 31: Consistently practice the skills of empathy, attending, and affective exploration to elicit a client-centered picture of the strengths and challenges with which the client system interacts				
OB 32: Demonstrate an ability to identify the ways in which their own biases and social identities impact the assessment process				
OB 33: Assess client systems from a client-centered perspective, which honors life experiences, personal beliefs, current functioning, strengths and challenges, and barriers related to oppression and marginalization				
OB 34: Demonstrate knowledge of distinct practice approaches in				

formulations				
OB 35: Write a clear and concise assessment that reflects multi-dimensional understanding of the client/client system				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

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

4a. Learning Plan

Clinical social workers use empathy, genuineness, and respect throughout the intervention process. They have the ability to attend to matters of safety and immediate well-being among client systems throughout the intervention process. They use an ecologically informed approach that considers the impact of disenfranchisement and marginalization on client systems and their current functioning when co-creating interventions with client systems. They demonstrate an awareness of the impact of personal bias and social identities and the ways they influence the intervention process. They demonstrate a commitment to social work ethics and values by considering the ever-changing nature of assessment of client risks and protective factors throughout the intervention process. They demonstrate an enhanced ability to use distinct, client-centered

interventions from various practice approaches that are consistent with the values of the profession. They understand the theoretical perspectives, empirical foundations, and treatment strategies associated with intervention methods they employ and can describe the strengths and limitations of those methods.

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation	Student End of Term Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
Observable Behaviors <i>Using the key above, rate the observable behaviors associated with the learning plan activities above.</i>				
OB 36: Demonstrate the effective use of a mental status exam in the appropriate context throughout the intervention process				
OB 37: Demonstrate the skills necessary to effectively manage and attend to crises				
OB 38: Use evidence-informed practices for interventions that are consistent with client systems' needs, strengths, and challenges				
OB 40: Use information established during the engagement phase, and learned in the assessment phase, to inform interventions				
OB 41: Determine ongoing treatment needs, access resources, and facilitate referrals as needed				
OB 42: Remain attentive to eco-systemic factors that influence the treatment planning process				
OB 43: Consistently re-evaluate engagement, assessment, and treatment planning over the course of treatment				
OB 44: Engage client systems in a process that honors their thoughts, values, and beliefs with regard to developing mutually agreed upon approaches to treatment				
OB 45: Collaboratively create treatment plans with client systems that accurately reflect needs, challenges, strengths and eco-system factors				
OB 46: Demonstrate awareness of the ways in which use of self, biases, and one's own social identities create a lens through which client systems are interpreted				

OB 47: Demonstrate an understanding of the ways in which oppression, structural and systemic challenges pose barriers to treatment planning				
OB 48: Use supervision to explore challenges in the intervention and treatment planning process				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

UP	PC	EC	C	AC
Unacceptable Progress	Pre Competence	Emerging Competence	Competence	Advanced Competence

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

4a. Learning Plan

Clinical social workers understand that evaluation practice is an essential and ongoing component of all social work practice with, and on behalf of diverse individuals, groups, families, and organizations. Clinical social workers recognize the importance of critically evaluating evidence-informed clinical practice and programs while considering research evidence, practice wisdom and client values and preferences. Clinical social workers apply qualitative and quantitative methods of evaluation to understand clinical needs, clients' experience of service, outcomes and practice effectiveness. Clinical social workers critically analyze the effectiveness and limitations of outcome measures, including standardized assessments and client feedback

List 2-3 activities or assignments that will allow for the measuring of this competency and its accompanying observable behaviors.

4b. Evaluation	Student End of Term Evaluations		Field Instructor End of Term Evaluations	
	First Term	Second Term	First Term	Second Term
Observable Behaviors <i>Using the key above, rate the practice behaviors associated with the learning plan activities above.</i>				
OB 49: Create client-driven service plans that include evidence-informed, measurable outcomes				
OB 50: Use the evaluation process to enhance practice in the agency setting				
OB 51: Use evaluation findings to modify client interventions or improve program level effectiveness				
First Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
First Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Student Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				
Second Term Evaluation Field Instructor Comments: <i>Comments to support rating. If needed, add suggestions to encourage further learning.</i>				

5. Field Instructor: Please address each of the following at the end of the term:

1. Student's Outstanding Abilities:

First Term:

Second Term:

2. Areas where growth was most obvious:

First Term:

Second Term:

3. Areas for continued growth:

First Term:

Second Term:

6. Students: Please address each of the following at the end of the first term:

1. Describe some of your biggest points of learning this term in field:

First Term:

Second Term:

2. What are your plans to strengthen areas that need work?

First Term:

Second Term:

Signatures for the Teaching / Learning Agreement

Student:

Field Instructor(s):

Faculty Field Liaison:

Please be sure to also read and sign the Standards for Professional Practice below

Signatures for the evaluation – First Term:

Student:

Field Instructor(s):

Faculty Field Liaison:

Signatures for the evaluation – Second Term:

Student:

Field Instructor(s):

Faculty Field Liaison:

READ ONLY

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.

Professional Standards

1. Self-Awareness

Expectations to meet the standard:

- a. Accurately assess your own strengths and limitations and display a willingness to examine and change behaviors that interfere with your work in field placement, in the classroom, on campus, and in the larger community
- b. Actively examine your own biases
- c. Seek supervision and use constructive feedback to inform practice
- d. Take responsibility for your own actions and consider the impact of these actions on others
- e. Demonstrate a willingness to examine and assess the relationship between your own personal values/socialization and their alignment with expected professional ethics
- f. Reconcile conflicts between your personal values and those of the profession, as required by the *NASW Code of Ethics*

2. Communication

Expectations to meet the standard:

- a. Express ideas, thoughts, and feelings clearly in the classroom and in field placement
- b. In written work, communicate clearly and at a level that reflects the academic standards of SSW programs
- c. Demonstrate a willingness and ability to actively listen to others with objectivity and openness
- d. Communicate responsibly and respectfully, with speech that is free of bias, discriminatory language, or stereotyping in all interactions with colleagues, faculty, field instructors, staff, and clients

- e. Advocate for yourself in an ethical, direct, respectful, and responsible manner using SSW agency-specific channels for conflict management

3. Electronic Communication and Use of Social Media

Expectations to meet the standard:

- a. Demonstrate respect for the privacy of your clients; refrain from gathering information about clients from online sources without the client's consent (i.e., googling client history, accessing client social media); photographing clients; or publishing client information on social media
- b. Communicate about and with colleagues and peers with respect and accuracy, avoiding cyberbullying, harassment, or making derogatory or defamatory comments, or disclosing personal information without consent
- c. Follow relevant laws, field education agency policy, NASW Code of Ethics (1.07) pertaining to social media and in use of technology in all aspects of service delivery
- d. Maintain awareness of how personal communications using social media could affect professional relationships with clients, colleagues, and agencies

4. Openness and Willingness to Learn; Flexibility and Adaptability

Expectations to meet the standard:

- a. Demonstrate openness learning to new ideas and perspectives
- b. As required by the demands of professional practice, be flexible and adaptable in new situations and as circumstances change
- c. Assume the stance of a learner with humility; avoid solely relying on current or past professional experiences to inform your judgment or decision-making in the field and in the classroom
- d. Demonstrate a willingness to effectively communicate your learning needs and request clarification to understand requirement

5. Physical and Cognitive Ability, Critical Thinking

Expectations to meet the standard:

- a. Attend and participate in classes and field placement as scheduled, demonstrating punctuality, dependability, accountability, and the ability to prioritize responsibilities
- b. Navigate transportation needed to attend field and classroom requirements
- c. Use the technology required to engage in scholarship and effective practice including, but not limited to, use of computers, telephones, and agency electronic records and databases
- d. Demonstrate the ability to acquire knowledge and reflect on experiences to inform practice
- e. Demonstrate the capacity to think critically and to apply effective problem solving skills that are well reasoned, examine multiple perspectives and worldviews, integrate evidence and knowledge, and lead to well-supported decisions and conclusions

6. Emotional and Mental Stability, and Stress Management

Expectations to meet the standard:

- a. In accordance with the NASW Code of Ethics (4.05), demonstrate the ability to honor the best interests of people for whom you have professional responsibility by keeping personal life circumstances or problems from interfering with judgment or performance
- b. Recognize current life stressors that may interfere with scholastic or professional performance; seek and effectively use help for medical or emotional problems such as those problems stemming from psychosocial distress, substance misuse and mental health difficulties
- c. Demonstrate professional boundaries, including ethical use of self-disclosure
- d. Maintain respectful relationships with all colleagues, faculty, field instructors, staff and clients consistent with NASW Code of Ethics (2.01)

7. Professional Values and Ethics

Expectations to meet the standard:

- a. Exhibit judgment and conduct that is consistent with the values and ethics of the profession as stated in the NASW Code of Ethics, as well as with established laws, policies and professional standards
- b. In accordance with NASW Code of Ethics section on: Dishonesty, Fraud, and Deception (4.04), you should not participate in, condone, or be associated with dishonesty, fraud, or deception
- c. Demonstrate professional and academic integrity, including exhibiting truthfulness in fulfilling program requirements. Students should remain aware of, and abide by, the Simmons Honor Code
- d. Follow Federal and State laws and agency policies regarding confidentiality and mandatory reporting

8. Respect for Diversity and Social Justice

Expectations to meet the standard:

- a. Exhibit a willingness to relate and work nonjudgmentally across difference with others
- b. Demonstrate knowledge of, and sensitivity to: diversity, oppression, and privilege, including a willingness to examine personal beliefs, values and assumptions that perpetuate oppression

Signed and witnessed:

Student:

Field Instructor(s):

Faculty Field Liaison:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

READ ONLY

Appendix 4A

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

SW446A Foundation Field Education I

Course Designer(s): Silvana Castañeda, MSW

COURSE DESCRIPTION

Foundation Field Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in the classroom. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. The course also includes asynchronous content to be reviewed on the LMS, and six live-session classes held during the term. Students are required to complete a total of 448 hours in the foundation field placement, 192 hours in the first term and 256 hours in the second term. Placements are 16 hours/week beginning the third week of the academic term.

First-term 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; awareness of social identity and the dynamics of power and privilege; and beginning assessment, interviewing, and intervention skills.

COURSE MATERIALS

The Field Education Manual is available online here:

<http://socialwork.simmons.edu/field-ed-manual/>

ALCEA, the website in which the learning plan and end-of-term evaluation will be completed, can be found here: <https://www.alceasoftware.com/web/login.php?site>. Logins and passwords for ALCEA will be emailed to students and field instructors when placement begins.

COUNCIL ON SOCIAL WORK AND EDUCATION (CSWE) CORE COMPETENCIES AND OBSERVABLE BEHAVIORS

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. A description of the nine core competencies and associated foundation and advanced observable behaviors can be found within the downloadable Field Education Manual:

<http://socialwork.simmons.edu/field-ed-manual/>. This course will address and assess the attainment of all foundation competencies and observable behaviors.

COURSE ORGANIZATION

This course is scheduled for 14 weeks and includes both academic coursework and field placement hours. During the first term of placement, students typically begin in placement

during the third week of the academic term. Students should expect to be present in field placement during a portion of the Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule. Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of students' performance is based on:

Field Performance: Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students additionally are expected to meet the required hours in field each term, as outlined in the course syllabus and field education calendar.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned field liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned field liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

ATTENDANCE, ATTENTIVENESS, AND PUNCTUALITY

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement. Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is not, the student is expected to report to their field placement. Students also follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and field liaison.
- Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.
- Students are expected to be present at field placement during a portion of Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule.
- Foundation and advanced year students may use up to five excused absences (40 hours) due to agency closings, holidays, illnesses or inclement weather without being required to

make up this time. Any absences beyond the permitted days must be made up. Students are expected to alert their field instructors when they are unable to attend placement and record the absence on their field log.

- If students are absent from field for more than 20% of their required field hours, this may result in a failing grade. For foundation year students, students may receive a failing grade if they complete fewer than 104 hours by the end of the first term and fewer than 360 hours by the end of the second term. For advanced year students, students may receive a failing grade if they complete fewer than 176 hours by the end of the first term and fewer than 560 hours by the end of the second term.
- In rare circumstances where students need to be out of placement for more than the allowed five days, they must receive approval from the Field Education Department and their placement agency, and make plans to make up the time missed. Students are not permitted to be absent for more than six weeks as this compromises the integrity of the course. In such cases, students will be required to withdraw from the course and adjust their plan of study.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

GRADING POLICY

See below for the SW@Simmons Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the Student Handbook. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

Pass (P)	Satisfactory to excellent performance
Marginal Pass (MP)	Unsatisfactory to marginal performance
Fail (F)	Failing performance

Please refer to the SW@Simmons Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the SW@Simmons policy on grade grievances of final grades.

CRITERIA FOR GRADING

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students who receive passing grades in field are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including consistent attendance, no tardiness, clear and thorough communication with supervisors about clinical work, timely completion of agency documentation, and timely communication when extensions are needed
- Progress toward learning goals
- Communication and interpersonal skills that enhance clinical work and/or relationships

- with other students, faculty, and staff
- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the Standards of Professional Practice.
- Adherence to the NASW Code of Ethics Sufficient field education hours/attendance
- Assignments that consistently meet expectations as outlined in the course syllabus.
- Ability to demonstrate compassion, empathy, integrity, respect for others and cultural humility

Examples of behaviors that may result in a marginal pass or fail include:

- Unprofessional/unethical behavior including excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, 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
- Non-adherence to the Standards of Professional Practice.
- Insufficient field education hours/attendance
- A pattern of incomplete and/or late assignments without prior approval, or assignments of poor quality
- Inability to demonstrate compassion, empathy, integrity, respect for others or cultural humility

HONOR POLICY and ACADEMIC INTEGRITY

A vital part of the collegiate experience at Simmons College, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the College community has based the Simmons Standards of Conduct. The Simmons College Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

HONOR CODE OF RESPONSIBILITY

The students, faculty, and administrators of Simmons College agree to accept the following responsibilities:

- Each member of the Simmons College community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official College publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the College.

ACADEMIC INTEGRITY

Each student is expected to read, understand, and observe the policies outlined in the Simmons College Statement on Cheating and Plagiarism.

Each student is expected to read, understand, and observe the policies outlined in this handbook, in her/his specific room-and-board license agreement, and in any residence hall or floor community-established guidelines and all other policies that govern students enrolled at Simmons College.

Each student is expected to assume guardianship for the Honor System. To remind students of their personal responsibility under the Honor System you will be asked to sign the honor code on all major examinations before testing begins.

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.

INTELLECTUAL PROPERTY

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons College courses through online services– which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the College; and (2) lectures by instructors and/or notes based on those lectures. Such online services include but are not limited to Coursehero, Luvu and OneClass.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the College. Only the instructor and/or the College has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructor's lectures.

Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the College, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

STATEMENT ON PLAGIARISM

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and

explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Gretchen Groggel Ralston (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinators (for student concerns):

Nancy Nienhuis, Associate Dean

Office Location: Office of Student Life, C-115/ Phone Number: 617-521-2125

Catherine Paden, Associate Provost and Dean of the UG Program

Office Location: Provost's Office, C-219/ Phone number: 617-521-2501

Associate Dean of Student Life and Title IX Representative: Gretchen Groggel Ralston

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

STATEMENT ON DISABILITIES

If you have a disability and anticipate that you will need a reasonable accommodation in this class, or merely have questions regarding any disability or related accommodations, please contact Tim Rogers in the Disability Services Office at 617-521-2470, Timothy.Rogers@simmons.edu, or by going to the Disability Services Office in person in MCB-E108. You can also learn more about the Disability Services Office and the process to receive accommodations by consulting your Student Handbook or by accessing the resources and forms available at <http://www.simmons.edu/student-life/student-services/disability-services>. Students receiving accommodations are also encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

WRITING CENTER

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online at <http://my.simmons.edu/academics/writing-center/> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

LIBRARY RESOURCES

Anastasia Collins (anastasia.collins@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the College Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

CITATIONS FOR REFERENCES USED IN WRITTEN WORK

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

HIPAA GUIDELINES/CLIENT 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 of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

SIMMONS SCHOOL OF SOCIAL WORK POLICY ON OBSERVANCE OF RELIGIOUS HOLIDAYS

If the College is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you to make up missed work. Please refer to the *SW@S Student Policy Handbook* and Program Information for further clarification of school policies regarding observance of religious holidays.

ONLINE ETIQUETTE

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as “netiquette.” Netiquette is addressed in Foundations, and there are a wide variety of resources available on the Internet. Some general guidelines:

- Respect confidentiality. To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
- Make yourself look good online. Proof for grammatical and spelling errors. Format e-mails for easy responses. Refrain from including content of e-mail in the subject line. Portray the image of an advanced degree student. Avoid sending flaming messages (“Flaming,” means to send an angry, hostile or abusive electronic message).
- Cite properly. Attribute the materials and ideas of others, whether spoken or written.
- Be careful when expressing with emotion. When using bold typeface or capital letters, be mindful of how this may be received.
- Read messages prior to sending (e-mail or chat). Consider their overall reception and impact.
- Help keep “flames” under control. Use appropriate language online. If others “flame,” refrain from making inappropriate comments.
- Show respect for your colleagues and for dialogue among classmates.
- Share expert knowledge. Be willing to share your expertise.

ASSIGNMENTS

Process Recordings

Due: Each week of placement, to the agency field instructor

Students are to complete one process recording each week of their field education placement, starting their second week. Process recordings may begin later if, in consultation with the field liaison, the field instructor determines there has not yet been enough client interaction. Please reference *The Virtual Guide to Field Education, Unit 2: Process Recordings* for instructions on how to complete this assignment. Templates can be downloaded directly from 2SW. Process recordings are required as they help increase students' awareness of self, critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their field instructors. All process recordings are to be a minimum of five pages in length.

Paper: The Impact of Social Identity on Clinical Practice

Due: Monday of Academic Week 4

Awareness of difference and an understanding of the complexities of working across difference are integral to effective social work practice. Particular attention must be paid to social identity, intersectionality and the dynamics of power and privilege. While there are areas of similarity, there are also areas of difference, both visible and invisible, that impact our work with colleagues, supervisors and clients.

Consider your own experience with social identity and answer the following questions in a two page, double spaced paper:

1. Which parts of your social identity are most important to you and why? Which are seen by others and which are more hidden? Which do you consciously choose and which are imposed on you?
2. Which parts of your social identity confer privilege?
3. What similarities and differences in social identity, intersectionality, power and privilege exist between you and your clients?
4. How will you attend to areas of social identity, intersectionality, power and privilege both with clients and in supervision?

Process Recording Assignment 1

Due: Monday of Academic Week 5

Upload one completed process recordings to 2SW in the coursework, assignment upload section. Use a process recording your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. If possible, the recording should be of direct contact with a client, family or group. If your clinical experience to date does not include these opportunities, then you may include 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 reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

The purpose of this assignment is to receive feedback from your field liaison early in the term, to ensure that you are completing process recordings in a way that best supports your learning. The expectation is that you will use the feedback received from your liaison on this assignment to model how process recordings are to be completed for the remainder of your field placement.

The Learning Plan

Due: Monday of Academic Week 8

Please reference *The Virtual Guide to Field Education, Unit 4: Learning Plans and Evaluations* on 2SW for instructions on how to complete the learning plan. The learning plan outlines expectations, learning goals and objectives set by the Council on Social Work Education (CSWE), the school, student and field instructor regarding the acquisition of knowledge and skills offered in the field placement. The learning plan is completed collaboratively by students and their field instructors, on the Alcea website. Students are responsible to ensure this assignment is submitted. The learning plan is used as the basis for evaluation of progress at the end of each term.

Process Recording Assignment 2

Due: Monday of Academic Week 8

This assignment will be discussed during your virtual field visit.

Please upload two completed process recordings to 2SW in the coursework, assignment upload section. If the process recordings are hand-written, ensure that they are legible. Use process recordings your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. The recordings should be of direct contact with a client, family or group. If your clinical experience 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 reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

If your field visits occur earlier in the term, this assignment must be submitted on 2SW at least one week prior to the scheduled field visit. Failure to submit the assignment on time may result in the cancellation of the field visit. If field visits cannot be rescheduled because process recordings have not been submitted, field grades for the term may be impacted.

Virtual Field Visits

Due: Visits typically occur between Academic Week 10-14

Virtual field visits, with the student, field instructor, and field liaison typically take place between week ten and week fourteen of the term. The field visit is to review student progress and growth and to plan for future learning. Students should be prepared to discuss their learning goals and give specific examples of their work that provide evidence of their growth. Students should also be prepared to reflect on diversity at the organizational level. Students will be asked

to discuss the work their agency does to address social and economic justice issues as it relates to diverse populations. Additionally, students will be asked to comment on advocacy that their agency engages in at the state, local, and federal levels to address inequity, and how this advocacy impacts client well-being and service delivery.

Process Recording Portfolio

Due: Monday of Academic Week 12

Please submit four completed process recordings, including your field instructor's comments, on 2SW, in the coursework, assignment upload section. You may choose to combine all process recordings into one document, or you can upload individual recordings. These process recordings should not include the two submitted as part of the process recording assignment due on academic week eight.

End of Term Field Evaluation

Due: Monday of Academic Week 12

The end of term evaluation is completed collaboratively by the student and their field instructor and submitted on the Alcea website. The evaluation measures progress students make in the CSWE competency areas. Students are required to complete a self-evaluation and the field instructor will independently assess the student's growth and learning. Evaluations should be discussed between field instructors and students before submission. This evaluation is to be completed and submitted on Alcea.

Field Placement Hours, Supervision, and Process Recordings Log

Due Monday of Academic Week 14

Throughout the semester, you are responsible for tracking and recording your field education hours, the number of process recordings you have completed, and your individual supervision hours with your field instructor. Each week, enter this information in your field log on the Alcea website. Field liaisons and field instructors will periodically review your hours throughout the term. By the due date, you and your field instructor are required to sign off on your entries.

Failure to complete these assignments will impact the student's grade for the term.

This syllabus is not a contract. The Field Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.

COURSE OUTLINE

Note: Some placements may require students to be present on alternate dates

Academic Week 1

- Asynchronous material:
 - Virtual Guide to Field Education for Students and Field Instructors: Course

<p>Overview and Unit 1, The Supervisory Relationship</p> <ul style="list-style-type: none"> ● Live Session 1 ● Field liaison will contact students between week 1 and 3 to schedule an initial meeting
Academic Week 2
<ul style="list-style-type: none"> ● Asynchronous material: <ul style="list-style-type: none"> ○ Virtual Guide to Field Education for Students and Field Instructors: Unit 1, Safety Training ● Live Session 2
Academic Week 3
<ul style="list-style-type: none"> ● Asynchronous material: <ul style="list-style-type: none"> ○ Virtual Guide to Field Education for Students and Field Instructors: Unit 2, Process Recordings ● Live Session 3 ● 16 Field Placement Hours
Academic Week 4
<ul style="list-style-type: none"> ● Asynchronous material: <ul style="list-style-type: none"> ○ Virtual Guide to Field Education for Students and Field Instructors: Unit 3, Working across Difference ● Live Session 4 ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor</u>: One Process Recording ○ <u>Due to Simmons Field Liaison</u>: Paper: The Impact of Social Identity on Clinical Practice
Academic Week 5
<ul style="list-style-type: none"> ● Asynchronous material: <ul style="list-style-type: none"> ○ Virtual Guide to Field Education for Students and Field Instructors: Unit 4, Learning Plan and Evaluations ● Live Session 5 ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor</u>: One Process Recording ○ <u>Due to Simmons Field Liaison</u>: Process Recording Assignment 1 (One Complete Process Recording)
Academic Week 6
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor</u>: One Process Recording

Academic Week 7
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 8
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ <u>Due to Simmons Field Liaison:</u> Learning Plan ○ <u>Due to Simmons Field Liaison:</u> Process Recording Assignment 2 (Two Complete Process Recordings)
Academic Week 9
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 10
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ Field visits, with Simmons Field Liaison, Agency Field Instructor and student begin this week and may be scheduled through academic week 14.
Academic Week 11
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 12
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ <u>Due to Simmons Field Liaison:</u> Process Recording Portfolio (Four Complete Process Recordings) ○ <u>Due to Field Liaison:</u> End of Term Field Evaluation
Academic Week 13
<ul style="list-style-type: none"> ● Asynchronous material: <ul style="list-style-type: none"> ○ Virtual Guide to Field Education for Students and Field Instructors, Unit 5: Termination ● Live Session 6 <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording

Academic Week 14

- 16 Field Placement Hours
- Assignments
 - Due to Agency Field Instructor: One Process Recording
 - Due to Simmons Field Liaison: Field Placement Hours and Supervision Log on Alcea

REVISION DATE: 08/29/2018

READ ONLY

Appendix 4B

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

SW446B Foundation Field Education II

Course Designer(s): Silvana Castañeda, MSW

COURSE DESCRIPTION

Foundation Field Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in the classroom. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. Students are required to complete a total of 448 hours in the foundation field placement, 192 hours in the first term and 256 hours in the second term. Placements are 16 hours/week beginning the third week of the academic term.

Second-term learning goals: 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 your individual 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.

COURSE MATERIALS

The Field Education Manual is available online here:

<http://socialwork.simmons.edu/field-ed-manual/>

ALCEA, the website in which the learning plan and end-of-term evaluation will be completed, can be found here: <https://www.alceasoftware.com/web/login.php?site>. Logins and passwords for ALCEA will be emailed to students and field instructors when placement begins.

COUNCIL ON SOCIAL WORK AND EDUCATION (CSWE) CORE COMPETENCIES AND OBSERVABLE BEHAVIORS

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. A description of the nine core competencies and associated foundation and advanced observable behaviors can be found within the downloadable Field Education Manual:

<http://socialwork.simmons.edu/field-ed-manual/>. This course will address and assess the attainment of all foundation competencies and observable behaviors.

COURSE ORGANIZATION

This course is scheduled for 14 weeks and includes both academic coursework and field placement hours. During the first term of placement, students typically begin in placement during the third week of the academic term. Students should expect to be present in field

placement during a portion of the Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule. Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of students' performance is based on:

Field Performance: Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students additionally are expected to meet the required hours in field each term, as outlined in the course syllabus and field education calendar.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned field liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned field liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

ATTENDANCE, ATTENTIVENESS, AND PUNCTUALITY

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement. Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is not, the student is expected to report to their field placement. Students also follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and field liaison.
- Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.
- Students are expected to be present at field placement during a portion of Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule.
- Foundation and advanced year students may use up to five excused absences (40 hours) due to agency closings, holidays, illnesses or inclement weather without being required to make up this time. Any days beyond the permitted days must be made up. Students are

expected to alert their field instructors when they are unable to attend placement and record the absence on their field log.

- If students are absent from field for more than more than 20% of their required field hours, this may result in a failing grade. For foundation year students, students may receive a failing grade if they complete fewer than 104 hours by the end of the first term and fewer than 360 hours by the end of the second term. For advanced year students, students may receive a failing grade if they complete fewer than 176 hours by the end of the first term and fewer than 560 hours by the end of the second term.
- In rare circumstances where students need to be out of placement for more than the allowed five days, they must receive approval from the Field Education Department and their placement agency, and make plans to make up the time missed. Students are not permitted to be absent for more than six weeks as this compromises the integrity of the course. In such cases, students will be required to withdraw from the course and adjust their plan of study.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

GRADING POLICY

See below for the SW@Simmons Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the Student Handbook. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

Pass (P) Satisfactory to excellent performance
Marginal Pass (MP) Unsatisfactory to marginal performance
Fail (F) Failing performance

Please refer to the SW@Simmons Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the SW@Simmons policy on grade grievances of final grades.

CRITERIA FOR GRADING

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students who receive passing grades in field are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including consistent attendance, no tardiness, clear and thorough communication with supervisors about clinical work, timely completion of agency documentation, and timely communication when extensions are needed
- Progress toward learning goals
- Communication and interpersonal skills that enhance clinical work and/or relationships with other students, faculty, and staff

- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the Standards of Professional Practice.
- Adherence to the NASW Code of Ethics Sufficient field education hours/attendance
- Assignments that consistently meet expectations as outlined in the course syllabus.
- Ability to demonstrate compassion, empathy, integrity, respect for others and cultural humility

Examples of behaviors that may result in a marginal pass or fail include:

- Unprofessional/unethical behavior including excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, 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
- Non-adherence to the Standards of Professional Practice.
- Insufficient field education hours/attendance
- A pattern of incomplete and/or late assignments without prior approval, or assignments of poor quality
- Inability to demonstrate compassion, empathy, integrity, respect for others or cultural humility

HONOR POLICY and ACADEMIC INTEGRITY

A vital part of the collegiate experience at Simmons College, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the College community has based the Simmons Standards of Conduct. The Simmons College Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

HONOR CODE OF RESPONSIBILITY

The students, faculty, and administrators of Simmons College agree to accept the following responsibilities:

- Each member of the Simmons College community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official College publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the College.

ACADEMIC INTEGRITY

Each student is expected to read, understand, and observe the policies outlined in the Simmons College Statement on Cheating and Plagiarism.

Each student is expected to read, understand, and observe the policies outlined in this handbook, in her/his specific room-and-board license agreement, and in any residence hall or floor community-established guidelines and all other policies that govern students enrolled at Simmons College.

Each student is expected to assume guardianship for the Honor System. To remind students of their personal responsibility under the Honor System you will be asked to sign the honor code on all major examinations before testing begins.

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.

INTELLECTUAL PROPERTY

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons College courses through online services– which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the College; and (2) lectures by instructors and/or notes based on those lectures. Such online services include but are not limited to Coursehero, Luvu and OneClass.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the College. Only the instructor and/or the College has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructor's lectures.

Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the College, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

STATEMENT ON PLAGIARISM

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and

explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Gretchen Groggel Ralston (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinators (for student concerns):

Nancy Nienhuis, Associate Dean

Office Location: Office of Student Life, C-115/ Phone Number: 617-521-2125

Catherine Paden, Associate Provost and Dean of the UG Program

Office Location: Provost's Office, C-219/ Phone number: 617-521-2501

Associate Dean of Student Life and Title IX Representative: Gretchen Groggel Ralston

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

STATEMENT ON DISABILITIES

If you have a disability and anticipate that you will need a reasonable accommodation in this class, or merely have questions regarding any disability or related accommodations, please contact Tim Rogers in the Disability Services Office at 617-521-2470, Timothy.Rogers@simmons.edu, or by going to the Disability Services Office in person in MCB-E108. You can also learn more about the Disability Services Office and the process to receive accommodations by consulting your Student Handbook or by accessing the resources and forms available at <http://www.simmons.edu/student-life/student-services/disability-services>. Students receiving accommodations are also encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

WRITING CENTER

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online at <http://my.simmons.edu/academics/writing-center/> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

LIBRARY RESOURCES

Anastasia Collins (anastasia.collins@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the College Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

CITATIONS FOR REFERENCES USED IN WRITTEN WORK

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

HIPAA GUIDELINES/CLIENT 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 of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

SIMMONS SCHOOL OF SOCIAL WORK POLICY ON OBSERVANCE OF RELIGIOUS HOLIDAYS

If the College is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you to make up missed work. Please refer to the *SW@S Student Policy Handbook* and Program Information for further clarification of school policies regarding observance of religious holidays.

ONLINE ETIQUETTE

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as “netiquette.” Netiquette is addressed in Foundations, and there are a wide variety of resources available on the Internet. Some general guidelines:

- Respect confidentiality. To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
- Make yourself look good online. Proof for grammatical and spelling errors. Format e-mails for easy responses. Refrain from including content of e-mail in the subject line. Portray the image of an advanced degree student. Avoid sending flaming messages (“Flaming,” means to send an angry, hostile or abusive electronic message).
- Cite properly. Attribute the materials and ideas of others, whether spoken or written.
- Be careful when expressing with emotion. When using bold typeface or capital letters, be mindful of how this may be received.
- Read messages prior to sending (e-mail or chat). Consider their overall reception and impact.
- Help keep “flames” under control. Use appropriate language online. If others “flame,” refrain from making inappropriate comments.
- Show respect for your colleagues and for dialogue among classmates.
- Share expert knowledge. Be willing to share your expertise.

ASSIGNMENTS

Process Recordings

Due: Each week of placement, to the agency field instructor

Students are to complete one process recording each week of their field education placement. Please reference *The Virtual Guide to Field Education, Unit 2: Process Recordings* for instructions on how to complete this assignment. Templates can be downloaded directly from 2SW. Process recordings are required as they help increase students' awareness of self, critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their field instructors. All process recordings are to be a minimum of five pages in length.

Psychosocial Assessment

Due: Monday of Academic Week 2

Read: Graybeal, C. (2000). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. *Families in Society*, 82(3), 233-242.

Available online in the Simmons Library or via this link:

<https://ezproxy.simmons.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edswss&AN=000169045800005&site=eds-live&scope=site>

The purpose of this assignment is to allow you to practice the essential skill of strengths-based assessment and to explore how using a strengths lens impacts your understanding of a client and your work with that client. Your paper should demonstrate evidence of your understanding of strengths-based concepts outlined in the Graybeal article. There are two parts to this assignment; please be sure to read all prompts carefully.

Part 1

For the first part of the paper, complete a biopsychosocial assessment of a client you have worked with at your internship. Use the following outline. The formulation should be a strengths-based integration of observation/information, grounded in theoretical understanding. It is multi-layered to include biological, intrapsychic, family, social/cultural, and environmental factors. The goal of the formulation is to synthesize all of the information you collected in the assessment to answer the question of why this problem is happening at this time for this client. Risk level and treatment implications should be considered.

This portion of the paper will be about three to four double-spaced pages. Please be sure to include all headings so that the information is presented in an organized fashion.

Presenting Problem

- Detailed description of problem(s).
- List of symptoms
- Mental status
- Coping strategies

Problem History

- Onset and duration
- Course of development
- Interactional sequences
- Previous treatment history

Personal History

- Developmental milestones
- Medical history
- Physical, emotional, sexual abuse
- Diet, exercise

Substance Use History

- Patterns of use: onset, frequency, quantity
- Drugs/habits of choice: alcohol, drugs, caffeine, nicotine, gambling
- Consequences: physical, social, psychological

Family History

- Age and health of parents, siblings
- Description of relationships
- Cultural and ethnic influences
- History of illness, mental illness

Employment and Education

- Educational history
- Employment history
- Achievements, patterns, and problems

Formulation**Recommended treatment strategies****Part 2**

The second part of this assignment will be based on your biopsychosocial assessment. This portion of your paper will be three to four double-spaced pages. Please respond to each of the following prompts, using section headings that correspond with each numbered question for your responses.

1. Select one problem from your original client assessment.
 - a. Express the problem as an identity, an attribute, and a behavior (pp 236 - 237).
 - b. What are the benefits and drawbacks of viewing your client from each lens?
 - c. What lens do you think would be most useful in your work with this client? Why?
2. Drawing on your description of the client's presenting problem(s) write about when the client experiences exceptions to the problem.
 - a. What questions did/can you ask to elicit discussion of exceptions, resilience, or protective factors?
 - b. How does assessing exceptions impact your view of the problem?

3. Evaluate your formulation for this client using the following parameters:
 - a. Whose perspective is represented? Have you included the client's understanding of the primary issues, what has caused them, how they have been maintained, and what might help to resolve them? If not, why not?
 - b. Have you fully incorporated this client's protective factors (strengths, capabilities, resources, and evidence of resiliency) into the formulation? Describe how you have done this or what you would do differently to improve your formulation along these lines.
 - c. How does including these elements (the client's perspective and protective factors) change the formulation and influence how you would work with this client?

4. Describe how you would approach working with this client from the lens of constructing solutions versus solving problems.
 - a. Does your approach change when you move from solving problems to constructing solutions? How?

Process Recording Assignment

Due: Monday of Academic Week 8

This assignment will be discussed during your virtual field visit.

Please upload two completed process recordings to 2SW in the coursework, assignment upload section. If the process recordings are hand-written, ensure that they are legible. Use process recordings your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. The recordings should be of direct contact with a client, family or group. Please use the three-column format reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

If your field visits occur earlier in the term, this assignment must be submitted on 2SW at least one week prior to the scheduled field visit. Failure to submit the assignment on time may result in the cancellation of the field visit. If field visits cannot be rescheduled because process recordings have not been submitted, field grades for the term may be impacted.

Paper Social Policy: Implications for Practice

Due: Monday of Academic Week 8

With your process recording submission, please also include a two page, double spaced paper. This paper asks you to write about a specific social welfare or public policy that affects the wellbeing of your clients. In the paper:

- Describe how this policy helps or hinders your own social work practice and/or that of your agency.
- Note any differences in how the policy affects your clients based on race, ethnicity, class,

gender, and other diversity traits.

- Comment on the type of change that would be needed to reduce any negative effects related to the policy or why the policy is important to keep and sustain.
- Comment on what type of evidence would be needed, that your agency could provide, to support policy change.

This is not a formal academic paper; you are not required to cite references. It should represent your observations, assessment, and insights about how policy affects your clients.

Virtual Field Visits

Due: Visits typically occur between Academic Week 10-14

Virtual field visits, with the student, field instructor, and field liaison, will typically take place between week ten and week fourteen of the term. The field visit is to review student progress and growth and to plan for future learning. Students should be prepared to discuss their learning goals and give specific examples of their work that provide evidence of their growth.

Additionally, students should be prepared to reflect on policy practice. Students will be asked to describe activities that their agency engages in at the organizational or community level intended to address social or policy change. Be prepared to discuss your thoughts on how effective these activities are. Additionally, be prepared to comment on what you think might be important for you, your colleagues, and/or agency to do, or do differently, to represent the needs and interests of your clients at the local, state or federal levels.

Process Recording Portfolio

Due: Monday of Academic Week 12

Please submit eight completed process recordings, including your field instructor's comments, on 2SW, in the coursework, assignment upload section. You may choose to combine all process recordings into one document, or you can upload individual recordings. These process recordings should not include the two submitted as part of the process recording assignment due on academic week eight.

End of Term Field Evaluation

Due: Monday of Academic Week 12

The end of term evaluation is completed collaboratively by the student and their field instructor and submitted on the Alcea website. The evaluation measures progress students make in the CSWE competency areas. Students are required to complete a self-evaluation and the field instructor will independently assess the student's growth and learning. Evaluations should be discussed between field instructors and students before submission. This evaluation is to be completed and submitted on Alcea.

Field Placement Hours, Supervision, and Process Recordings Log

Due Monday of Academic Week 14

Throughout the semester, you are responsible for tracking and recording your field education

hours, the number of process recordings you have completed, and your individual supervision hours with your field instructor. Each week, enter this information in your field log on the Alcea website. Field liaisons and field instructors will periodically review your hours throughout the term. By the due date, you and your field instructor are required to sign off on your entries.

Failure to complete these assignments will impact the student's grade for the term.

This syllabus is not a contract. The Field Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.

COURSE OUTLINE

Note: Some placements may require students to be present on alternate dates

Academic Term Break – Field Placement resumes, 2 weeks before the start of classes
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Term Break – Field Placement continues, 1 week before the start of classes
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 1
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 2
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ <u>Due to Simmons Field Liaison:</u> Psychosocial assessment assignment
Academic Week 3
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 4
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments

<ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 5
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 6
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 7
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 8
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One process recording o <u>Due to Simmons Field Liaison</u>: Process Recording Assignment (2 complete Process Recordings) o <u>Due to Simmons Field Liaison</u>: Paper: Social Policy: Implications for Practice
Academic Week 9
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 10
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording o Field visits, with Simmons field liaison, agency field instructor and student, begin this week and may be scheduled through academic week 14.
Academic Week 11
<ul style="list-style-type: none"> ● 16 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor</u>: One Process Recording
Academic Week 12

<ul style="list-style-type: none">● 16 Field Placement Hours● Assignments<ul style="list-style-type: none">○ <u>Due to Agency Field Instructor:</u> One Process Recording○ <u>Due to Simmons Field Liaison:</u> Process Recording Portfolio (8 Complete Process Recordings)○ <u>Due to Simmons Field Liaison:</u> End of Term Field Evaluation
Academic Week 13
<ul style="list-style-type: none">● 16 Field Placement Hours● Assignments<ul style="list-style-type: none">○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 14
<ul style="list-style-type: none">● Last week of placement● 16 Field Placement Hours● Assignments<ul style="list-style-type: none">○ <u>Due to Agency Field Instructor:</u> One Process Recording○ <u>Due to Simmons Field Liaison:</u> Field Placement Hours and Supervision Log on Alcea

REVISION DATE: 08/29/2018

Appendix 4C

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

SW447A Advanced Field Education I

Course Designer(s): Silvana Castañeda, MSW

COURSE DESCRIPTION

Advanced Field Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in the classroom. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. Students are required to complete a total 672 hours total in the advanced field placement, 288 hours in the first term and 384 hours in the second term. Placements are 24 hours/week beginning the third week of the academic term.

First term learning goals include: 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.

COURSE MATERIALS

The Field Education Manual is available online here:

<http://socialwork.simmons.edu/field-ed-manual/>

ALCEA, the website in which the learning plan and end-of-term evaluation will be completed, can be found here: <https://www.alceasoftware.com/web/login.php?site>. Logins and passwords for ALCEA will be emailed to students and field instructors when placement begins.

COUNCIL ON SOCIAL WORK AND EDUCATION (CSWE) CORE COMPETENCIES AND OBSERVABLE BEHAVIORS

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. A description of the nine core competencies and associated foundation and advanced observable behaviors can be found within the downloadable Field Education Manual:

<http://socialwork.simmons.edu/field-ed-manual/>. This course will address and assess the attainment of all advanced competencies and observable behaviors.

COURSE ORGANIZATION

This course is scheduled for 14 weeks and includes both academic coursework and field placement hours. During the first term of placement, students typically begin in placement during the third week of the academic term. Students should expect to be present in field placement during a portion of the Simmons academic term breaks. See the field calendar, posted

on the course wall, for your particular field schedule. Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of students' performance is based on:

Field Performance: Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students additionally are expected to meet the required hours in field each term, as outlined in the course syllabus and field education calendar.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned field liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned field liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

ATTENDANCE, ATTENTIVENESS, AND PUNCTUALITY

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement. Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is not, the student is expected to report to their field placement. Students also follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and field liaison.
- Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.
- Students are expected to be present at field placement during a portion of Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule.
- Foundation and advanced year students may use up to five excused absences (40 hours) due to agency closings, holidays, illnesses or inclement weather without being required to make up this time. Any days beyond the permitted days must be made up. Students are

expected to alert their field instructors when they are unable to attend placement and record the absence on their field log.

- If students are absent from field for more than more than 20% of their required field hours, this may result in a failing grade. For foundation year students, students may receive a failing grade if they complete fewer than 104 hours by the end of the first term and fewer than 360 hours by the end of the second term. For advanced year students, students may receive a failing grade if they complete fewer than 176 hours by the end of the first term and fewer than 560 hours by the end of the second term.
- In rare circumstances where students need to be out of placement for more than the allowed five days, they must receive approval from the Field Education Department and their placement agency, and make plans to make up the time missed. Students are not permitted to be absent for more than six weeks as this compromises the integrity of the course. In such cases, students will be required to withdraw from the course and adjust their plan of study.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

GRADING POLICY

See below for the SW@Simmons Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the Student Handbook. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

Pass (P) Satisfactory to excellent performance
Marginal Pass (MP) Unsatisfactory to marginal performance
Fail (F) Failing performance

Please refer to the SW@Simmons Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the SW@Simmons policy on grade grievances of final grades.

CRITERIA FOR GRADING

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students who receive passing grades in field are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including consistent attendance, no tardiness, clear and thorough communication with supervisors about clinical work, timely completion of agency documentation, and timely communication when extensions are needed
- Progress toward learning goals
- Communication and interpersonal skills that enhance clinical work and/or relationships with other students, faculty, and staff

- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the Standards of Professional Practice.
- Adherence to the NASW Code of Ethics Sufficient field education hours/attendance
- Assignments that consistently meet expectations as outlined in the course syllabus.
- Ability to demonstrate compassion, empathy, integrity, respect for others and cultural humility

Examples of behaviors that may result in a marginal pass or fail include:

- Unprofessional/unethical behavior including excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, 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
- Non-adherence to the Standards of Professional Practice.
- Insufficient field education hours/attendance
- A pattern of incomplete and/or late assignments without prior approval, or assignments of poor quality
- Inability to demonstrate compassion, empathy, integrity, respect for others or cultural humility

HONOR POLICY and ACADEMIC INTEGRITY

A vital part of the collegiate experience at Simmons College, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the College community has based the Simmons Standards of Conduct. The Simmons College Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

HONOR CODE OF RESPONSIBILITY

The students, faculty, and administrators of Simmons College agree to accept the following responsibilities:

- Each member of the Simmons College community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official College publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the College.

ACADEMIC INTEGRITY

Each student is expected to read, understand, and observe the policies outlined in the Simmons College Statement on Cheating and Plagiarism.

Each student is expected to read, understand, and observe the policies outlined in this handbook, in her/his specific room-and-board license agreement, and in any residence hall or floor community-established guidelines and all other policies that govern students enrolled at Simmons College.

Each student is expected to assume guardianship for the Honor System. To remind students of their personal responsibility under the Honor System you will be asked to sign the honor code on all major examinations before testing begins.

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.

INTELLECTUAL PROPERTY

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons College courses through online services– which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the College; and (2) lectures by instructors and/or notes based on those lectures. Such online services include but are not limited to Coursehero, Luvu and OneClass.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the College. Only the instructor and/or the College has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructor's lectures.

Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the College, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

STATEMENT ON PLAGIARISM

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and

explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Gretchen Groggel Ralston (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinators (for student concerns):

Nancy Nienhuis, Associate Dean

Office Location: Office of Student Life, C-115/ Phone Number: 617-521-2125

Catherine Paden, Associate Provost and Dean of the UG Program

Office Location: Provost's Office, C-219/ Phone number: 617-521-2501

Associate Dean of Student Life and Title IX Representative: Gretchen Groggel Ralston

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

STATEMENT ON DISABILITIES

If you have a disability and anticipate that you will need a reasonable accommodation in this class, or merely have questions regarding any disability or related accommodations, please contact Tim Rogers in the Disability Services Office at 617-521-2470, Timothy.Rogers@simmons.edu, or by going to the Disability Services Office in person in MCB-E108. You can also learn more about the Disability Services Office and the process to receive accommodations by consulting your Student Handbook or by accessing the resources and forms available at <http://www.simmons.edu/student-life/student-services/disability-services>. Students receiving accommodations are also encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

WRITING CENTER

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online at <http://my.simmons.edu/academics/writing-center/> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

LIBRARY RESOURCES

Anastasia Collins (anastasia.collins@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the College Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

CITATIONS FOR REFERENCES USED IN WRITTEN WORK

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

HIPAA GUIDELINES/CLIENT 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 of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

SIMMONS SCHOOL OF SOCIAL WORK POLICY ON OBSERVANCE OF RELIGIOUS HOLIDAYS

If the College is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you to make up missed work. Please refer to the *SW@S Student Policy Handbook* and Program Information for further clarification of school policies regarding observance of religious holidays.

ONLINE ETIQUETTE

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as “netiquette.” Netiquette is addressed in Foundations, and there are a wide variety of resources available on the Internet. Some general guidelines:

- Respect confidentiality. To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
- Make yourself look good online. Proof for grammatical and spelling errors. Format e-mails for easy responses. Refrain from including content of e-mail in the subject line. Portray the image of an advanced degree student. Avoid sending flaming messages (“Flaming,” means to send an angry, hostile or abusive electronic message).
- Cite properly. Attribute the materials and ideas of others, whether spoken or written.
- Be careful when expressing with emotion. When using bold typeface or capital letters, be mindful of how this may be received.
- Read messages prior to sending (e-mail or chat). Consider their overall reception and impact.
- Help keep “flames” under control. Use appropriate language online. If others “flame,” refrain from making inappropriate comments.
- Show respect for your colleagues and for dialogue among classmates.
- Share expert knowledge. Be willing to share your expertise.

ASSIGNMENTS

Process Recordings

Due: Each week of placement, to the agency field instructor

Students are to complete one process recording each week of their field education placement, starting their second week. Process recordings may begin later if, in consultation with the field liaison, the field instructor determines there has not yet been enough client interaction. Please reference *The Virtual Guide to Field Education, Unit 2: Process Recordings* for instructions on how to complete this assignment. Templates can be downloaded directly from 2SW. Process recordings are required as they help increase students' awareness of self, critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their field instructors. All process recordings are to be a minimum of five pages in length.

Process Recording Assignment 1

Due: Monday of Academic Week 5

Upload one completed process recordings to 2SW in the coursework, assignment upload section. Use a process recording your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. If possible, the recording should be of direct contact with a client, family or group. If your clinical experience to date does not include these opportunities, then you may include 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 reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

The purpose of this assignment is to receive feedback from your field liaison early in the term, to ensure that you are completing process recordings in a way that best supports your learning. The expectation is that you will use the feedback received from your liaison on this assignment to model how process recordings are to be completed for the remainder of your field placement.

The Learning Plan

Due: Monday of Academic Week 8

Please reference *The Virtual Guide to Field Education, Unit 4: Learning Plans and Evaluations* on 2SW for instructions on how to complete the learning plan. The learning plan outlines expectations, learning goals and objectives set by the Council on Social Work Education (CSWE), the school, student and field instructor regarding the acquisition of knowledge and skill offered in the field placement. The learning plan is completed collaboratively by students and their field instructors, on the Alcea website. Students are responsible to ensure this assignment is submitted. The learning plan is used as the basis for evaluation of progress at the end of each term.

Process Recording Assignment 2**Due: Monday of Academic Week 8**

This assignment will be discussed during your virtual field visit.

Please upload two completed process recordings to 2SW in the coursework, assignment upload section. If the process recordings are hand-written, ensure that they are legible. Use process recordings your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. The recordings should be of direct contact with a client, family or group. Please use the three-column format reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

If your field visits occur earlier in the term, this assignment must be submitted on 2SW at least one week prior to the scheduled field visit. Failure to submit the assignment on time may result in the cancellation of the field visit. If field visits cannot be rescheduled because process recordings have not been submitted, field grades for the term may be impacted.

Paper: Organizational Context Analysis**Due: Monday of Academic Week 8**

With your process recording submission, please also include a two page, double spaced paper. The topic of the paper is organizational context. In the paper:

- Describe how the organizational context (agency funding sources, organizational policies, mission, or external public policies) of your new agency impacts or determines your role, including its use of evidence-informed practices.
- Using one of the clients described in a process recording, identify how the organizational context affects this client and your treatment intervention plan.
- In what ways do these internal and external factors serve and not serve marginalized groups and/or persons from marginalized groups (e.g. people who lack power and privilege on the basis of race, class background, sexual orientation, disability status, age)?
- Are conversations about these issues a part of supervision? Please describe.

This is not a formal academic paper; you are not required to cite references. It should represent your observations, assessment, and insights about how your agency responds to the identified needs of the clients who are served.

Virtual Field Visits**Due: Visits typically occur between Academic Week 10-14**

Virtual field visits, with the student, field instructor, and field liaison, will typically take place between week ten and week fourteen of the term. The field visit is to review student progress and growth and to plan for future learning. Students should be prepared to discuss their learning goals and give specific examples of their work that provide evidence of their growth. Additionally, during the visit students should be prepared to reflect on the challenges of different organizational settings. Compare and contrast the two agencies in which you have interned.

What are the internal and external policies that influence the delivery of client services? Is there a role for research in improving client outcomes or agency services? Are there leadership roles that you, your colleagues, or your agency are taking to address possibilities for organizational change?

Process Recording Portfolio

Due: Monday of Academic Week 12

Please submit four completed process recordings, including your field instructor's comments, on 2SW, in the coursework, assignment upload section. You may choose to combine all process recordings into one document, or you can upload individual recordings. These process recordings should not include the two submitted as part of the process recording assignment due on academic week eight.

End of Term Field Evaluation

Due: Monday of Academic Week 12

The end of term evaluation is completed collaboratively by the student and their field instructor and submitted on the Alcea website. The evaluation measures progress students make in the CSWE competency areas. Students are required to complete a self-evaluation and the field instructor will independently assess the student's growth and learning. Evaluations should be discussed between field instructors and students before submission. This evaluation is to be completed and submitted on Alcea.

Field Placement Hours, Supervision, and Process Recordings Log

Due Monday of Academic Week 14

Throughout the semester, you are responsible for tracking and recording your field education hours, the number of process recordings you have completed, and your individual supervision hours with your field instructor. Each week, enter this information in your field log on the Alcea website. Field liaisons and field instructors will periodically review your hours throughout the term. By the due date, you and your field instructor are required to sign off on your entries.

Failure to complete these assignments will impact the student's grade for the term.

This syllabus is not a contract. The Field Education Director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.

COURSE OUTLINE

Note: Some placements may require students to be present on alternate dates

Academic Week 1 – No Field Placement
<ul style="list-style-type: none"> Field liaison will contact students between week 1 and 3 to schedule an initial meeting.
Academic Week 2 – No Field Placement
<ul style="list-style-type: none"> Field liaison will contact students between week 1 and 3 to schedule an initial meeting.
Academic Week 3–Field Placement Begins
<ul style="list-style-type: none"> 24 Field Placement Hours
Academic Week 4
<ul style="list-style-type: none"> 24 Field Placement Hours Assignments <ul style="list-style-type: none"> <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 5
<ul style="list-style-type: none"> 24 Field Placement Hours Assignments <ul style="list-style-type: none"> <u>Due to Agency Field Instructor:</u> One Process Recording <u>Due to Simmons Field Liaison:</u> Process Recording Assignment 1 (One Complete Process Recording)
Academic Week 6
<ul style="list-style-type: none"> 24 Field Placement Hours Assignments <ul style="list-style-type: none"> <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 7
<ul style="list-style-type: none"> 24 Field Placement Hours Assignments <ul style="list-style-type: none"> <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 8
<ul style="list-style-type: none"> 24 Field Placement Hours Assignments <ul style="list-style-type: none"> <u>Due to Agency Field Instructor:</u> One Process Recording <u>Due to Simmons Field Liaison:</u> Learning Plan <u>Due to Simmons Field Liaison:</u> Process Recording Assignment 2 (Two Complete

<ul style="list-style-type: none"> Process Recordings) <ul style="list-style-type: none"> o <u>Due to Simmons Field Liaison:</u> Paper: Organizational Context Analysis
Academic Week 9
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 10
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording o Field visits, with Simmons Field Liaison, Agency Field Instructor and student begin this week and continue through the end of the semester.
Academic Week 11
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 12
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording o <u>Due to Simmons Field Liaison:</u> Process Recording Portfolio (4 Complete Process Recordings) o <u>Due to Simmons Field Liaison:</u> End of Term Field Evaluation
Academic Week 13
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 14
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> o <u>Due to Agency Field Instructor:</u> One Process Recording o <u>Due to Simmons Field Liaison:</u> Field Placement Hours and Supervision Log on Alcea

Appendix 4D

SIMMONS UNIVERSITY SCHOOL OF SOCIAL WORK

SW447B Advanced Field Education II

Course Designer(s): Silvana Castañeda, MSW

COURSE DESCRIPTION

Advanced Field Education is an agency-based course in which students apply, in supervised practice, the theoretical concepts, principles, values, and ethics taught in the classroom. In addition to the supervised learning of clinical skills with individuals, families, and groups, students will be socialized to the identity of a professional social worker and the many roles that social workers occupy in agencies and in the community. Students are required to complete a total 672 hours total in the advanced field placement, 288 hours in the first term and 384 hours in the second term. Placements are 24 hours/week beginning the third week of the academic term.

Second term learning goals: As you approach graduation, your learning objectives should include skill in conceptualizing, implementing, and articulating your practice decisions, skill in analyzing and evaluating your interventions and outcomes, and the skill of integrating theory with practice.

COURSE MATERIALS

The Field Education Manual is available online here:

<http://socialwork.simmons.edu/field-ed-manual/>

ALCEA, the website in which the learning plan and end-of-term evaluation will be completed, can be found here: <https://www.alceasoftware.com/web/login.php?site>. Logins and passwords for ALCEA will be emailed to students and field instructors when placement begins.

COUNCIL ON SOCIAL WORK AND EDUCATION (CSWE) CORE COMPETENCIES AND OBSERVABLE BEHAVIORS

The 2015 Educational Policy and Accreditation Standards (EPAS) developed by the Council on Social Work Education (CSWE) both require and provide a framework for competency-based assessment of educational outcomes in social work training programs. A description of the nine core competencies and associated foundation and advanced observable behaviors can be found within the downloadable Field Education Manual:

<http://socialwork.simmons.edu/field-ed-manual/>. This course will address and assess the attainment of all advanced competencies and observable behaviors.

COURSE ORGANIZATION

This course is scheduled for 14 weeks and includes both academic coursework and field placement hours. During the first term of placement, students typically begin in placement during the third week of the academic term. Students should expect to be present in field placement during a portion of the Simmons academic term breaks. See the field calendar, posted

on the course wall, for your particular field schedule. Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.

EVALUATION OF STUDENT PERFORMANCE

Evaluation of students' performance is based on:

Field Performance: Students' performance in field is discussed during the end of semester field visit and is documented in the learning plan and end of semester evaluation, completed by both the student and the field instructor. Students are expected to demonstrate growth in all competency areas, and demonstrate behaviors congruent with the Standards of Professional Practice Education and the NASW Code of Ethics. Students are required to reflect on their clinical practice skills, including their use of self, through the use of process recordings and supervision each week of placement. Students additionally are expected to meet the required hours in field each term, as outlined in the course syllabus and field education calendar.

Written Assignments: Students are expected to complete all written assignments as outlined in the field syllabus and described by the assigned field liaison. Each assignment is due on the date noted in the syllabi and any exceptions must be discussed with the assigned field liaison in advance. Late assignments may affect the student's grade for the semester and assignments will not be accepted after the end of the term.

ATTENDANCE, ATTENTIVENESS, AND PUNCTUALITY

- Students are expected to follow the schedule of the field agency and field instructor and are expected to set and follow a regular schedule throughout the placement. Students will adhere to the holiday schedule of the agency in which they are placed. For example, if Simmons is closed on Veterans' Day and the agency is not, the student is expected to report to their field placement. Students also follow agency protocol in the event of inclement weather.
- Students who intend to adjust their field placement schedule after the start of the term must receive approval from their field instructor and field liaison.
- Students who have a delayed placement start are expected to complete additional hours in placement each week to reach the overall expectations before the end of the term. On some occasions, students will need to remain in placement after the end of the term in order to complete their hours. The revised scheduled should be reviewed with and approved by both the field instructor and field liaison.
- Students are expected to be present at field placement during a portion of Simmons academic term breaks. See the field calendar, posted on the course wall, for your particular field schedule.
- Foundation and advanced year students may use up to five excused absences (40 hours) due to agency closings, holidays, illnesses or inclement weather without being required to make up this time. Any days beyond the permitted days must be made up. Students are

expected to alert their field instructors when they are unable to attend placement and record the absence on their field log.

- If students are absent from field for more than more than 20% of their required field hours, this may result in a failing grade. For foundation year students, students may receive a failing grade if they complete fewer than 104 hours by the end of the first term and fewer than 360 hours by the end of the second term. For advanced year students, students may receive a failing grade if they complete fewer than 176 hours by the end of the first term and fewer than 560 hours by the end of the second term.
- In rare circumstances where students need to be out of placement for more than the allowed five days, they must receive approval from the Field Education Department and their placement agency, and make plans to make up the time missed. Students are not permitted to be absent for more than six weeks as this compromises the integrity of the course. In such cases, students will be required to withdraw from the course and adjust their plan of study.
- Students must continue in their field placements until the end of the academic term, even if the minimum required hours are completed before the end of the second term.

GRADING POLICY

See below for the SW@Simmons Field Education Grading Scale. For further information on the school's Grading Policy, please refer to the Student Handbook. Field education will be graded each semester with Pass, Marginal Pass or Fail; students who perform satisfactorily in field placement and complete all assignments will receive a grade of Pass.

Pass (P) Satisfactory to excellent performance
Marginal Pass (MP) Unsatisfactory to marginal performance
Fail (F) Failing performance

Please refer to the SW@Simmons Field Education Manual for more information on the consequences of receiving a grade of Marginal Pass or Fail. Please refer to the SW@Simmons policy on grade grievances of final grades.

CRITERIA FOR GRADING

Field education is a central component of a graduate social work education. This is a course in which credits are awarded and a grade is issued at the completion of the semester. Students are graded on a Pass/Marginal Pass/Fail basis.

Students who receive passing grades in field are those whose performance is satisfactory to excellent, and demonstrate:

- Professional and ethical behavior including consistent attendance, no tardiness, clear and thorough communication with supervisors about clinical work, timely completion of agency documentation, and timely communication when extensions are needed
- Progress toward learning goals
- Communication and interpersonal skills that enhance clinical work and/or relationships with other students, faculty, and staff

- Consistent ability to make use of supervision, follow supervisory directions, and seek supervisory guidance when necessary
- Adherence to the Standards of Professional Practice.
- Adherence to the NASW Code of Ethics Sufficient field education hours/attendance
- Assignments that consistently meet expectations as outlined in the course syllabus.
- Ability to demonstrate compassion, empathy, integrity, respect for others and cultural humility

Examples of behaviors that may result in a marginal pass or fail include:

- Unprofessional/unethical behavior including excessive absences, tardiness, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, 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
- Non-adherence to the Standards of Professional Practice.
- Insufficient field education hours/attendance
- A pattern of incomplete and/or late assignments without prior approval, or assignments of poor quality
- Inability to demonstrate compassion, empathy, integrity, respect for others or cultural humility

HONOR POLICY and ACADEMIC INTEGRITY

A vital part of the collegiate experience at Simmons College, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the College community has based the Simmons Standards of Conduct. The Simmons College Honor System has existed since 1907, making it one of the oldest continuing honor systems at any college in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

HONOR CODE OF RESPONSIBILITY

The students, faculty, and administrators of Simmons College agree to accept the following responsibilities:

- Each member of the Simmons College community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official College publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the College.

ACADEMIC INTEGRITY

Each student is expected to read, understand, and observe the policies outlined in the Simmons College Statement on Cheating and Plagiarism.

Each student is expected to read, understand, and observe the policies outlined in this handbook, in her/his specific room-and-board license agreement, and in any residence hall or floor community-established guidelines and all other policies that govern students enrolled at Simmons College.

Each student is expected to assume guardianship for the Honor System. To remind students of their personal responsibility under the Honor System you will be asked to sign the honor code on all major examinations before testing begins.

Any student who violates the standards of the Honor System must accept the consequences of her/his behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.

INTELLECTUAL PROPERTY

Simmons students are not permitted to copy, upload, post, sell or otherwise share course materials from Simmons College courses through online services– which includes (1) tests, syllabi, exercises and other intellectual property developed or created by the instructor and/or the College; and (2) lectures by instructors and/or notes based on those lectures. Such online services include but are not limited to Coursehero, Luvu and OneClass.

Enrolling in a course at Simmons gives you permission to use such course materials for the purposes of participating in the class: listening to lectures, engaging in class discussions, reading the materials, taking notes on them, discussing them with classmates, and completing tests and assignments. It does not give you the right to post course materials, developed by a Simmons instructor and/or by the College. Only the instructor and/or the College has the right to share, sell, copy, upload, post or otherwise distribute such course materials, including notes based on instructor's lectures.

Unauthorized copying, distribution or sharing of course materials developed by Simmons instructors and/or the College, including lecture notes, is a violation of both the Simmons Honor Code and the federal Copyright Act.

STATEMENT ON PLAGIARISM

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. When a source is not cited, it is assumed that the words, thoughts and ideas are the sole product of the student. When a student uses material from another source, the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and

explicitly noted in the text or footnotes. Direct quotations must be differentiated from the text by using quotation marks or by indenting or single spacing and be accompanied by appropriate APA citation. It is the responsibility of the student to learn the proper forms of citation. The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited. Handing in as one's own work a paper on which a student has received extensive help without acknowledging that help is plagiarism. **Students who – for whatever reason – submit work not their own are subject to disciplinary action.**

TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Gretchen Groggel Ralston (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinators (for student concerns):

Nancy Nienhuis, Associate Dean

Office Location: Office of Student Life, C-115/ Phone Number: 617-521-2125

Catherine Paden, Associate Provost and Dean of the UG Program

Office Location: Provost's Office, C-219/ Phone number: 617-521-2501

Associate Dean of Student Life and Title IX Representative: Gretchen Groggel Ralston

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

STATEMENT ON DISABILITIES

If you have a disability and anticipate that you will need a reasonable accommodation in this class, or merely have questions regarding any disability or related accommodations, please contact Tim Rogers in the Disability Services Office at 617-521-2470, Timothy.Rogers@simmons.edu, or by going to the Disability Services Office in person in MCB-E108. You can also learn more about the Disability Services Office and the process to receive accommodations by consulting your Student Handbook or by accessing the resources and forms available at <http://www.simmons.edu/student-life/student-services/disability-services>. Students receiving accommodations are also encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

WRITING CENTER

The Writing Center offers one-on-one tutoring, workshops and presentations designed to strengthen students' academic reading, writing, critical thinking and research skills. The Center works with faculty across schools and programs to address students' academic and discipline-specific writing needs. The Writing Center is located in Beatley Library. You can sign-up for an appointment online at <http://my.simmons.edu/academics/writing-center/> or over the phone at (617) 521-2479. Contact Terry Müller, Director, with any questions at terry.muller@simmons.edu or (617) 521-2471.

LIBRARY RESOURCES

Anastasia Collins (anastasia.collins@simmons.edu) and other library staff (reference@simmons.edu and simmons.edu/library) are available to assist you with using the College Library resources on-line and on-campus, including assistance with how to search for professional and scholarly literature for your papers.

CITATIONS FOR REFERENCES USED IN WRITTEN WORK

All citations for references used in written work and all reference lists must follow the *American Psychological Association Manual*, 6th Edition (2009). Failure to cite a reference or follow the APA guidelines will affect your grade. We recommend that students purchase the APA Manual; however, it is also on reserve in the Beatley Library. If you have any questions about what should be cited or how to format the citation, please contact your instructor or the librarian. You can also refer to:

<http://www.apastyle.org/elecref.html> or <http://owl.english.purdue.edu/owl/section/2/10/>.

HIPAA GUIDELINES/CLIENT 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 of the agency setting. Confidentiality must be strictly maintained when discussing clients in the classroom and writing about clients in course assignments, including process recordings. Ensuring client confidentiality includes not stating the name of the agency, using the actual name or initials of clients and actual dates of services. For example, you would use “community health center” and not “Fenway Health Center” or “Upham’s Corner Health Center,” etc.; “urban public school” and not “Tobin Elementary School;” “larger urban teaching hospital” and not “Mass General.” In terms of dates use terms such as “past Fall” and not “October 2010.” Or “presenting complaint began about eight years ago when client was 10” and not “2002.”

SIMMONS SCHOOL OF SOCIAL WORK POLICY ON OBSERVANCE OF RELIGIOUS HOLIDAYS

If the College is holding classes during your religious observance, please alert your instructor in advance. Your instructor will work with you to make up missed work. Please refer to the *SW@S Student Policy Handbook* and Program Information for further clarification of school policies regarding observance of religious holidays.

ONLINE ETIQUETTE

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as “netiquette.” Netiquette is addressed in Foundations, and there are a wide variety of resources available on the Internet. Some general guidelines:

- Respect confidentiality. To facilitate shared communication in a teaching and learning environment and to respect privacy, refrain from disclosing private information.
- Adhere to standards of behavior. Be polite, sincere, and respectful of others. Avoid gossiping about others online.
- Make yourself look good online. Proof for grammatical and spelling errors. Format e-mails for easy responses. Refrain from including content of e-mail in the subject line. Portray the image of an advanced degree student. Avoid sending flaming messages (“Flaming,” means to send an angry, hostile or abusive electronic message).
- Cite properly. Attribute the materials and ideas of others, whether spoken or written.
- Be careful when expressing with emotion. When using bold typeface or capital letters, be mindful of how this may be received.
- Read messages prior to sending (e-mail or chat). Consider their overall reception and impact.
- Help keep “flames” under control. Use appropriate language online. If others “flame,” refrain from making inappropriate comments.
- Show respect for your colleagues and for dialogue among classmates.
- Share expert knowledge. Be willing to share your expertise.

ASSIGNMENTS

Process Recordings

Due: Each week of placement, to the agency field instructor

Students are to complete one process recording each week of their field education placement. Please reference *The Virtual Guide to Field Education, Unit 2: Process Recordings* for instructions on how to complete this assignment. Templates can be downloaded directly from 2SW. Process recordings are required as they help increase students' awareness of self, critical thinking skills, and they are useful for the evaluation of progress in a student's work. It is expected that students primarily use the three column verbatim process recording format and that they receive written feedback from their field instructors. All process recordings are to be a minimum of five pages in length.

Process Recording Assignment

Due: Monday of Academic Week 8

This assignment will be discussed during your virtual field visit.

Please upload two completed process recordings to 2SW in the coursework, assignment upload section. If the process recordings are hand-written, ensure that they are legible. Use process recordings your field instructor has already read and responded to, as it is helpful to see the feedback you are receiving. The recordings should be of direct contact with a client, family or group. Please use the three-column format reviewed in the *Virtual Guide to Field Education*. Be sure to maintain confidentiality by using initials or removing information that could reveal your client's identity.

If your field visits occur earlier in the term, this assignment must be submitted on 2SW at least one week prior to the scheduled field visit. Failure to submit the assignment on time may result in the cancellation of the field visit. If field visits cannot be rescheduled because process recordings have not been submitted, field grades for the term may be impacted.

Paper: Social Justice and Policy Practice

Due: Monday of Academic Week 8

With your process recording submission, please also include a two page, double spaced paper. The topic of the paper is social justice and policy practice. In the paper:

- Describe at least one way in which policy (at the agency, state or federal level) advances social justice in your agency. In particular, how does policy impact access to services for those who are marginalized by virtue of race, class or ethnicity or other diversity traits?
- Give an example of your practice that has been informed by research, or describe research that you were inclined to pursue as a result of your practice.

This is not a formal academic paper; you are not required to cite references. It should represent your observations, assessment, and insights about social justice and policy practice.

Virtual Field Visits

Due: Visits typically occur between Academic Week 10-14

Virtual field visits, with the student, field instructor, and field liaison, will typically take place between week ten and week fourteen of the term. The field visit is to review student progress and growth and to plan for future learning. Students should be prepared to discuss their learning goals and give specific examples of their work that provide evidence of their growth. Additionally, students should be prepared to reflect on social justice and policy practice. Students will be asked to reflect on any activities that their agency engages in at the organizational, local, state, and/or federal level to address social or policy change, including how effective these activities are in advancing change. Be prepared to comment on what you think might be important for you, your colleagues, and/or your agency to continue to do, or do differently, to represent the needs and interests of your clients, particularly those who are part of marginalized populations. Finally, be prepared to comment briefly on the feasibility for social and/or policy change.

Process Recording Portfolio

Due: Monday of Academic Week 12

Please submit eight completed process recordings, including your field instructor's comments, on 2SW, in the coursework, assignment upload section. You may choose to combine all process recordings into one document, or you can upload individual recordings. These process recordings should not include the two submitted as part of the process recording assignment due on academic week eight.

End of Term Field Evaluation

Due: Monday of Academic Week 12

The end of term evaluation is completed collaboratively by the student and their field instructor and submitted on the Alcea website. The evaluation measures progress students make in the CSWE competency areas. Students are required to complete a self-evaluation and the field instructor will independently assess the student's growth and learning. Evaluations should be discussed between field instructors and students before submission. This evaluation is to be completed and submitted on Alcea.

Field Placement Hours, Supervision, and Process Recordings Log

Due Monday of Academic Week 14

Throughout the semester, you are responsible for tracking and recording your field education hours, the number of process recordings you have completed, and your individual supervision hours with your field instructor. Each week, enter this information in your field log on the Alcea website. Field liaisons and field instructors will periodically review your hours throughout the

term. By the due date, you and your field instructor are required to sign off on your entries.

Failure to complete these assignments will impact the student's grade for the term.

This syllabus is not a contract. The field education director reserves the right to alter the course requirements and/or assignments based on new materials or other legitimate pedagogical objectives.

COURSE OUTLINE

Note: Some placements may require students to be present on alternate dates

Academic Term Break – Field Placement resumes 2 weeks before the start of classes
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Term Break – Field Placement continues 1 week before the start of classes
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 1
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 2
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 3
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 4
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording

Academic Week 5
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 6
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 7
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 8
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ <u>Due to Simmons Field Liaison:</u> Process Recording Assignment (2 Completed Process Recordings) ○ <u>Due to Simmons Field Liaison:</u> Paper: Social Justice and Policy Practice
Academic Week 9
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 10
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording ○ Field visits, with Simmons Field Liaison, Agency Field Instructor and student, begin this week and continue through the end of the semester. Please note, it is required that students submit the process recording assignment prior to the field visit.
Academic Week 11
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments <ul style="list-style-type: none"> ○ <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 12
<ul style="list-style-type: none"> ● 24 Field Placement Hours ● Assignments

<ul style="list-style-type: none">o <u>Due to Agency Field Instructor:</u> One Process Recordingo <u>Due to Simmons Field Liaison:</u> Process Recording Portfolio (8 Completed Process Recordings)o <u>Due to Simmons Field Liaison:</u> End of Term Field Evaluation
Academic Week 13
<ul style="list-style-type: none">● 24 Field Placement Hours● Assignments<ul style="list-style-type: none">o <u>Due to Agency Field Instructor:</u> One Process Recording
Academic Week 14
<ul style="list-style-type: none">● Last week of Placement● 24 Field Placement Hours● Assignments<ul style="list-style-type: none">o <u>Due to Agency Field Instructor:</u> One Process Recordingo <u>Due to Simmons Field Liaison:</u> Field Placement Hours and Supervision Log on Alcea

REVISION DATE: 08/29/2018

Appendix 5

Corrective Plan - SocialWork@Simmons

Student: _____

Advisor: _____

Date: _____

Attended by: _____

I. Review:

- Level Two
- Level Three
- Other

II. Statement of Educational Issues and Concerns to be Addressed:

Classroom: *Please indicate which course(s).*

Internship: *Please describe specific problem areas with reference to internship learning objectives.*

III. Corrective Plan (Include Suggested Supports):

Internship Performance Plan - Plan for Improvement and Learning Goals *(Please be specific about strategies to meet Learning Goals)*

Field Supervisor/Preceptor: _____

Internship: _____

IV. Change in Status - See Student Handbook for specific guidelines

- No change in status.
- Withdraw from class(es). [Student completes [Course Withdraw form](#)]
- Withdraw from Internship. [Student completes [Course Withdraw form](#)]
- Extend time in Internship.
- Extend time in Degree Program
- Leave of Absence - [Student completes [Leave of Absence form](#)]

**All students changing to Extended Program should meet with their academic advisor to establish a new plan to complete their MSW.*

V. Follow-up

- Follow-up with advisor or other faculty
- Follow-up meeting _____
- Other:

VI. Additional Comments:

VII. Additional Student Comments (optional):

Field liaison: _____
(Your typed name serves as your electronic signature)

Date: _____

Send to: silvana.castaneda@simmons.edu Copies will be made for the student, their file & program director. Keep a copy for yourself.

V2 SocialWork@Simmons Agency Qualification Form

[Print](#)

Field education is a critical part of the curriculum as it provides students an opportunity to apply and integrate what they learn in the classroom into direct practice. We ask that you join this network by hosting local social work students to provide them with top-notch training in their community. Becoming a SocialWork@Simmons field placement site can be a rewarding experience and a chance to give back to the social work profession.

Please complete the following Agency Qualification Form.

Field placements are such an important part to shaping the next generation of social worker leaders so we truly appreciate your support!

SocialWork@Simmons Placement Agency Qualification Form

I. Agency Information

Agency Name:

1. Address Information

Street Address

City

State

Zip

Does the Agency have multiple locations?

- Yes
 No

If "Yes" to the question above, please provide locations.

Agency Phone Number

ONLY

PLEASE READ

Agency Fax Number

Agency Website

Agency Hours

Description of Agency

Is your agency a nonprofit agency?

- Yes
- No

Does your agency have a 501c3 designation?

- Yes
- No

Primary populations served:

- Adolescents Adult Women
- Adult Men Children
- Families Older Adults

Please select all that apply

Setting

- Child & Family Services College Community Health Center Court
- Day Care/Preschool Day Care Hospice Hospital Inpatient Medical
- Hospital Outpatient Medical Housing Inpatient Psych Nursing Home
- Outpatient Mental Health Prison Residential School, Public
- School, SPED School, Residential Shelter Other

Please select all that apply

2. Please describe other settings available at your agency.

ONLY

READY

Issue/Practice Area:

- Aging
- Child Welfare
- Developmental Disabilities
- Domestic Violence
- Early Intervention
- End of Life Care
- Forensic
- Foster Care/Adoptions
- GLBT
- Health
- HIV/AIDS
- Homelessness
- Immigrants/Refugees
- Mental Health
- Parenting
- Persistent Mental Illness
- Rape Crisis
- Substance Abuse
- Trauma
- Other

Please select all that apply

3. Please describe other issue/practice areas available at your agency.

Clinical Modalities

- Individual
- Family
- Group
- Home-based
- Case Management
- Advocacy
- Program Planning
- Crisis Intervention
- Long-term
- Short-term
- Other

Please select all that apply

4. Please describe other clinical modalities that apply.

Clinical orientation/approach: Please describe the practice approaches guiding the work with clients in your setting.

Please describe additional learning opportunities for students at your setting outside of individual supervision, if any.

Please provide suggestions for the type of learner who would do best in your agency.

How will the students be spending 50% of their hours in direct service at the agency? Please help us understand what the student's day to day would look like onsite. Please provide examples of client interactions, caseload expectations, number of clients and

ONLY

READ

frequency of interactions, and specific direct practice opportunities (e.g. counseling, groups, intakes/assessments, case management, etc.).

Please provide specific examples.

Will the student be able to spend at least 50% of their placement hours in direct practice?

- Yes
- No

Are there additional opportunities for our student to work with other qualified clinical staff? Will they be able to have individual supervision?

The program requires that students engage in supervised independent practice by week 4-5 of placement. By independent practice we mean that students will meet with some clients face to face, relying on their own judgement to navigate the interactions. Will this requirement be met at your site?

- Yes
- No

Will the student be able to carry his/her own caseload of clients?

- Yes
- No
- Other

5. Please enter additional notes regarding the student's caseload.

Additional Notes:

Please click the Next button at the bottom right of this page to continue onto the next page.

Coordinator Information, if applicable

Coordinator Name

Coordinator Phone

Coordinator Email

Is there a Task Manager?:

- Yes
- No

Task Manager Information:

Task Manager Name

Task Manager Phone

Task Manager Email

Task Manager Work Schedule:

Task Manager job title and responsibilities. Please also describe how the student will work with the Field Instructor and Task Manager.

Is Task Manager a licensed social worker?

- Yes
- No

Type of Licensure:

Date of licensure:

License Expiration Date:

License Number:

Field Instructor Information

Field Instructor Name

ONLY

PLEASE READ

[Empty text box]

Field Instructor Phone [Empty text box]

Field Instructor Email [Empty text box]

Field Instructor Work Schedule

[Empty text box]

Job title and responsibilities:

[Empty text box]

Is Field Instructor a licensed social worker?

[Please Select] ▼

Type of licensure:

[Empty text box]

Date of licensure:

▼ ▼ ▼

License Expiration Date:

▼ ▼ ▼

License Number:

[Empty text box]

Certifications:

[Empty text box]

Does the Field Instructor have experience as a primary MSW supervisor?

- Yes
- No

ONLY

READY

If no, would you be willing to complete the Virtual Guide for Field Instructors?

This mini course is designed for students and field instructors to prepare for the unique learning opportunities and challenges inherent in the supervisory relationship and to orient you to the requirements specific to Social Work@Simmons. We request that you complete this course early in the student's first placement term. You can receive up to 5 CEUs for completing the course

- Yes
- No

Please describe the Field Instructor's previous experience supervising MSW students, if applicable:

Will the Field Instructor be able to read and comment on 1 process recording per week?

- Yes
- No

6. Please enter any comments regarding the Field Instructor's ability to read and comment on 1 process recording per week.

Will the Field Instructor be able to provide at least 1 hour of uninterrupted individual supervision per week?

- Yes
- No

Note: Preferable for Advanced Year (2nd Year) students to have 1 hour of individual supervision and 1 hour of group supervision or supervision with related mental health professional that holds a masters degree and has 2 years of direct service experience post masters.

7. Please enter any comments regarding the Field Instructor's ability to provide at least 1 hour of uninterrupted individual supervision per week.

8. Is the Field Instructor onsite at the agency?

- Yes
- No

9. If the Field Instructor is not onsite, please describe/explain how the student will get the individual supervision.

Number of Social Workers on Staff:

DRAFT ONLY

Number of MSW interns desired:

[Please Select] ▼

Types of interns desired:

- 1st Year
- 2nd Year

Please select all that apply

Does the Agency have a stipend available for interns?

- Yes
- No

If "Yes" to the question above, please provide the amount.

Evaluate the following statements:

- | | Yes | No |
|---|--------------------------|--------------------------|
| There is a work space available for the student | <input type="checkbox"/> | <input type="checkbox"/> |
| The student would have privacy for client intakes or interviews | <input type="checkbox"/> | <input type="checkbox"/> |
| Phone and computer are available for the student | <input type="checkbox"/> | <input type="checkbox"/> |

II. Agency Requirements and Clearances

Evaluate the following statements regarding agency requirements:

- | | Yes | No |
|-----------------------------------|--------------------------|--------------------------|
| A car is required | <input type="checkbox"/> | <input type="checkbox"/> |
| Home visits are required | <input type="checkbox"/> | <input type="checkbox"/> |
| Travel reimbursement is available | <input type="checkbox"/> | <input type="checkbox"/> |
| Parking is available | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> |

10. Please specify any other agency requirements.

Agency language requirements or preferences:

Evaluate the following statements regarding agency clearances:

- Yes No

ONLY

PREPARED

- Fingerprinting Required
- Criminal Background Check Required
- Drug Test Required
- Health Screening Required
- Special Training Required
- Other

11. Please specify any other agency clearances.

Please select which of the following items you have access to at the agency:

- Computer
- Webcam
- Internet Connection (preferably, wired)
- Other

12. Please specify other available items at your agency.

Please submit a copy of the Field Instructor's resume.

Choose File No file chosen

Microsoft Word (.doc, .docx) and Portable Document Format (.pdf) are preferred

How many social workers and other professionals are employed at your site?

Please provide estimates if unsure of exact number.

- LCSW/LICSW
- MSW
- BSW
- LMFT/MFT
- LPC/LCPC/LMHC
- MD/NP/PA
- Other Health Care Professionals

If applicable, please specify "Other Health Care Professionals" :

Does your site have any current employment opportunities and/or would you be interested in employing our graduates in the future?

Yes

No

Other :

Additional notes about current/future employment opportunities:

Where can we obtain more information about your employment opportunities?

Please include a website link or contact information.

Thank you for completing the Agency Qualification Form! Click "Submit" below to complete your submission. Once you click "Submit" you will be redirected to the SocialWork@Simmons website.

READ ONLY