

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



Bridgewater State University

Bridgewater, Massachusetts

Fall 2025

Updated: August 2025

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SECTION I: GENERAL INFORMATION

Bridgewater State University School of Social Work

Master of Social Work Program

Welcome

The Bridgewater State University School of Social Work welcomes you to a dynamic community of students, faculty, staff and a vast array of community agencies. We have a commitment to social work education, knowledge and skill in social work practice, and a justice informed curriculum designed to challenge and excite you. We are pleased to begin a partnership and look forward to your contributions to our mission and the of social work. In an ever-changing world, you will be challenged to develop flexibility and a range of competencies needed to be at the forefront of change with and for people. Our graduates are respected practitioners and leaders in agencies, state and region wide. We look forward to our journey together.

If you have questions or if I can be of assistance, please contact me, and I will do my best to help. My office telephone number is 508.531.2548 or feel free to send me an email at:

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Welcome to the School of Social Work at Bridgewater State University!

Wendy Champagne Williams, PhD, MSW, LICSW
DGCE (Graduate) Chair/Coordinator
Master of Social Work Program

Accreditation

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation of the Council on Social Work Education is authorized to accredit baccalaureate and master's programs in social work education in the United States.

The accreditation review process provides professional judgments on the quality of a social work education program. These judgments are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Education Policy and the Commission on Accreditation. The Commission on Accreditation establishes standards for the accreditation of social work education programs at both the baccalaureate and master's levels. Master's programs are reviewed for their preparation of students for specialized social work practice (CSWE, 2012).

The Master of Social Work Program at Bridgewater State University is fully accredited by the Council on Social Work Education.

MSW PROGRAM MISSION AND GOALS

School's Uniqueness and Origin

Bridgewater State University was founded in 1840 and is one of the country's oldest public colleges. Originally dedicated to teacher preparation, it became a comprehensive college in 1960, and 2010 became a university. The University's Carnegie classification is Master's College and Universities (Master's I). Bridgewater is the largest of the nine Massachusetts state universities and is the fourth largest public institution of higher education in the Commonwealth. Located in Southeastern Massachusetts where it functions as a major regional resource, the University's mission statement reflects the dual nature of its commitment to the region:

Bridgewater State University is an inclusive community dedicated to the lifelong success of all students, focused on the continuous improvement of its people, and responsible for leading innovation that benefits Southeastern Massachusetts, the commonwealth, and the world. Bridgewater's accessible environment of teaching and learning stimulates critical thinking, demands the rigorous pursuit of new knowledge and deeper understanding, cultivates meaningful and diverse interpersonal relationships, fosters global citizenship, and strives to transform lives and improve the human condition

The Master of Social Work (MSW) Program was established in 2003 in response to requests by the local social service community for an MSW program at BSU. Community leaders, not faculty, were at the forefront in seeking a public MSW program for Southeastern Massachusetts.

Mission Statement of the MSW Program

The Mission of the MSW program at Bridgewater State University is to develop advanced practitioners who will improve the lives of diverse client systems regionally, nationally, and globally and promote social justice through anti-racist, anti-oppressive, and trauma-informed practices. The program prepares culturally responsive advanced professionals who are grounded in anti-oppressive, anti-racist, trauma-informed, strengths-based, and biopsychosocial practice models. Emphasis is placed upon systems across multiple levels in order to identify what can be done to effect change and strengthen relationships among individuals, families, and communities in order to promote optimal functioning. The program educates professionals who, grounded in social work's history, purposes, and philosophy, integrate the values of the profession into an ethical approach to all professional activities at an advanced level of knowledge, skill, and competency.

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

Program Goals of the Master of Social Work Program

The MSW Program prepares students for advanced social work practice through an integrated practice framework – micro-informed (practice with individuals and families) macro practice and macro-informed (practice with groups, organizations, and communities) micro-practice. Students learn foundation and specialized clinical, organizational, policy, and research knowledge, values, and skills critical for effective micro, macro, and global social work practice. The six goals of the MSW Program provide an educational program that prepares graduate students:

1. through an integrated practice framework that prepares graduate students for advanced social work practice utilizing anti-racist, anti-oppressive, trauma-informed, strengths-based, and biopsychosocial practice models that support cultural responsiveness and promote social justice in practice with individuals, families, groups, organizations, and communities.
2. for practice with individuals, families, groups, organizations, and communities that is culturally responsive.
3. with the analytical skills and substantive knowledge essential for advanced social work practice that is policy- and research-informed, for assessing the effectiveness of current social work methods and developing more effective practice procedures with diverse client systems.
4. to develop the capacity, competence, and confidence to be leaders in public and private social service agencies in southeastern Massachusetts, statewide, regionally, and globally.
5. to promote and support research in practice and the development of knowledge to improve the effectiveness of social work practice, policies, and programs.
6. to promote social work practice based on the values and ethics of the social work profession. The coherence and integration of the curriculum is derived from the close relationship between the program goals and the knowledge base of the social work profession. The following theoretical bases provide the conceptual framework that informs the program curriculum:
 - a. Anti-oppressive practice
 - b. Anti-racist framework

- c. Systems framework
- d. Social justice
- e. Strengths-based framework
- f. Biopsychosocial framework

Conceptual Framework of our Curriculum

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

1. Anti-oppressive practice
2. Anti-racist framework
3. Strengths-based framework
4. Biopsychosocial framework
5. Systems framework
6. Social justice framework

A brief overview of each is provided below.

1. **Anti-oppressive practice:** Anti-oppressive practice (AOP) requires that social work as a profession, individuals, practitioners, and communities, are conspiring together to address our complicity, and root causes of systems of oppression, for the purpose of collective liberation. Anti-Oppressive Practice (AOP) frameworks originate from and are informed by critical and radical theoretical traditions like feminist, Marxist, post-modernist, Indigenous, post-structuralist, critical constructionist, anticolonial and antiracist theoretical applications that focus on structural-level oppressive systems. AOP is a stance that names interlocking systems of oppression as the sources of societal

struggle, and thus includes necessary components: analyzing / addressing / interrogating systems / structures / social practices of domination, power, difference and knowledge production; linking the personal and political; engagement of sociocultural, historical and geographical location; locating internalized oppression and complicity within both practitioner and profession as key components of practice; and practicing reflexivity / mutual involvement (Burke & Harrison, 2002; Baines, 2007; Brown, 2012; Dominelli, 2002).

2. **Anti-racist practice:** The U.S. social context originates and exists as a racist social order that produces racist ideologies and maintains systems of oppression, and social work as a profession is complicit (e.g. health care, education, social welfare). Therefore, social work as a profession must be actively addressing white supremacist roots, saviorist tendencies, and acknowledgement of current reproduction of racist harm. “Anti-Racism is the practice of actively identifying and opposing racism. The goal of anti-racism is to actively change policies, behaviors, and beliefs that perpetuate racist ideas and actions” (Boston University, n.d.). Anti-racist practice requires active engagement in challenging beliefs, behaviors, policies, and structures that perpetuate racist realities. This includes building trust, fostering affective awareness and discomfort, and engagement of embodied accountability and healing within self and our communities, and ongoing commitment to dismantling racist systems that perpetuate harm.
3. **Strengths-based framework:** The strengths-based framework has become a principle orientation of social work practice and provides a thematic foundation for the development of our practice approach. Saleebey (2006) states that:
Practicing from a strength's orientation means this – everything you do as a social worker will be predicated, in some way, on helping to discover and embellish, explore and exploit clients’ strengths and resources in the service of assisting them to achieve

their goals, realize their dreams and shed the irons of their own inhibitions and misgivings and society's domination (p. 1).

Social work has long presumed itself to be building on clients' strengths, but in fact, that impulse has been undermined by our cultural and professional reliance on pathology—or deficit-based explanations and interventions (Graybeal, 2001). The strengths perspective includes and is informed by theory and research focused on individual, family and community resilience (Mattaini & Lowry, 2007). To utilize the strengths-based perspective in social work practice, then, is to work to enhance the resilience of client systems, but not to avoid the recognition of problems and issues where they exist.

4. **Biopsychosocial framework:** Specialized direct social work practice is predicated on “understanding the clients’ subjective realities and responding to their difficulties, pain, strengths and humanity. It is about professional competence in empowering the clients to recognize their internal strengths and to negotiate the external resources toward their health and well-being” (Simpson, et al., 2007, p. 7). Biopsychosocial frameworks offer social workers information and perspectives regarding biological, psychological, and relational and social dimensions that interact and influence human functioning and well-being (Garland & Howard, 2009).

A biopsychosocial framework includes an intergenerational focus as well as the rich array of other theories we use to inform our curriculum. Knowledge of biological influences, psychological and lifespan perspectives and social theories on ethnicity and culture, social movements, socioeconomic class and social institutions are introduced in the generalist year curriculum and examined in greater depth and specificity in the specialized year curriculum.

5. **Systems framework:** These theoretical models bring attention to the multiple and interdependent systems that influence people and their experiences. Thus, for example, family systems theory focuses on linkages that connect individuals with each other in their families –however they define that term. It implies the need to change the system as well as individuals and families within it in order to attain a better “fit” between the two (Nichols, 2008). “From a social systems point of view, behavior is understood as the outcome of the total social situation in which an individual subsystem, group subsystem, or other social unit finds itself” (Green, 1999,p. 218). As a number of models emphasize different aspects of the systems that affect people’s lives, our curriculum draws on this rich theoretical base.

Related to systems theory is the ecological perspective. It emphasizes the goodness of fit between the person and the environment. This perspective helps social workers understand people’s transactions with their environments and allows social workers and clients to identify and address those processes that undermine human dignity, self-actualization and fulfillment (Darling, 2007; Swick & Williams, 2006). Our curriculum emphasizes the importance of families, support systems and other communities in the lives of individuals. As critical human associations, communities -- whether based on ties of geographic space, kinship, relationship, social and cultural identities and/or shared experiences -- can greatly aid or hinder individuals’ attempt to provide meaning in their lives, meet needs and accomplish goals (Kemp & Scanlon, 2007; Simpson, Williams & Segall, 2007). Each of these systems’ frameworks stress that social workers must be involved in strategies aimed at changing those systems that do not optimally support clients (van Wormer & Synder, 2007). These strategies include advocacy, empowerment, policy development and change implementation (Prilleltensky & Nelson, 2002).

6. **Social Justice:** Social justice is the organizing principle of social work (Marsh, 2005; Pelton, 2001). “The concern of the social scientist should not be so much to explain the world as to transform it” (Martin-Baro, 1994, p. 19). A commitment to human rights and social justice across multiple levels provides the moral and conceptual grounding for social work practice and research. These concepts direct social work resources and activities toward people who are oppressed and marginalized. Since respect for basic human rights provides the necessary conditions for a just society, freedom and well-being are the starting points and ultimate criteria by which we judge the value of social work practice and research. Social workers contribute to a just society by both helping to alleviate individual suffering and by creating the structural arrangements and social processes in which these fundamental rights are honored, and resources are obtained and distributed in an equitable manner.

Theorists and practitioners have increasingly addressed the role of social justice and human rights in social work practice and social work education over the last three decades; such consideration is invigorating and imperative for a profession whose goal is to ensure that economic and social resources are available on an equal basis to all. The valuing of social justice and human rights and the implications of that valuing for the profession is thoroughly integrated into Bridgewater State University’s MSW program and curriculum. This philosophy defines the conceptual parameters and commitments of the program. It articulates the assumptions that undergird the curriculum and outlines our vision of professional social work.

Integrated Advanced Social Work Practice

The MSW program’s specialized curriculum prepares students for advanced post-graduate social work practice through an integrated practice framework – micro-informed (practice with individuals and families) macro practice and macro-informed (practice with groups,

organizations, and communities) micro-practice. This framework recognizes that practice interventions may be directed towards any system that facilitates and enhances the quality of life for individuals, families, groups, organizations, and communities. The specialized curriculum is shaped by four ideals: 1) the enhancement of critical thinking; 2) the professional use of self-based on advanced social work values, knowledge and skills; 3) a commitment to the tradition of promoting social and economic justice and equality; and 4) a commitment to individual, family, group, organizational, and community well-being. These four professional ideals complement and elaborate on the Program's mission and the generalist content mandated by CSWE, which informs the curriculum as a whole and is woven into course syllabi.

The integrated advanced social work practice paradigm that constitutes the defining framework for the Bridgewater State University Master of Social Work Program features the following elements:

1. A liberal arts perspective informed by recognition of the critical import to social work education and practice of cultural, political and socio-historical context; skills in communication, reasoning, analysis and critical thinking and inquiry; human behavior knowledge; and scientific method;
2. Social work knowledge, values and skills essential for making sound, ethical and autonomous professional judgments and decisions;
3. Thorough exploration of many social identities and dimensions of human diversity; histories of social, economic and racial oppression are examined and skills for culturally responsive and socially just social work practice are developed;
4. Specialized training in integrated advanced social work practice with client systems of all sizes, to address the basic social service needs of Southeastern Massachusetts residents

and beyond. As indicated earlier, the specialized year(s) of our Program is to prepare students to engage in integrated advanced social work practice at all system levels. In Southeastern Massachusetts, the majority of Master of Social Work level professionals' function as direct practitioners at all levels, in public, private and nonprofit agencies with scarce fiscal resources and personnel. There is a particular dearth of social work professionals with advanced level training;

5. Building on the generalist curriculum, the specialized curriculum and practicum education, the signature pedagogy for the social work profession, provide preparation for interventions at advanced levels of complexity. The specialized curriculum prepares students with knowledge and skills of sufficient depth, breadth and specificity for more sophisticated, creative analysis, decision making, leadership and expertise at multiple systems levels;
6. Building on strengths-based and biopsychosocial system practice models, our overarching conceptual framework emphasizes social justice, and anti-oppressive and anti-racist practice across all levels.

Graduate education is ideally characterized by intellectual curiosity and the desire to contribute to human knowledge. It is much more than merely a continuation of undergraduate work.

Bridgewater State University's master's degree program in social work is designed for students who have demonstrated in their earlier studies and professional experiences, outstanding academic ability and the capacity for independent thought and work. The graduate curriculum emphasizes the enhancement of both cognitive and pragmatic abilities. As a result, students are required to operate in a manner that includes intentional reflection on their interactions at the level of both content and process. The course descriptions for courses at both the generalist and the specialized MSW curriculum can be found in the BSU Catalog.

Competencies and Practice Behaviors of the MSW Program

In compliance with [The Council on Social Work Education \(CSWE\) Educational Policies and Accreditation Standards](#), the foundation (generalist) year MSW program has fully adopted the nine competencies and corresponding practice behaviors as detailed in the 2022 Educational Policy and Accreditation Standards (EPAS). For greater detail, please see the EPAS 2022 from CSWE posted on the SSW website.

These competencies are holistic, taking into account the multiple dimensions of knowledge, skills, values, cognition and affect. Additionally, both generalist and specialized level competencies have been further explicated by expectations of skills and knowledge. A summary of specialized year practice behaviors are also provided.

GENERALIST YEAR COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work

practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of

White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative

research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social

workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with

clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

SPECIALIZED YEAR PRACTICE BEHAVIORS

Competency 1: Demonstrate Ethical and Professional Behavior

- A. Implement ethical decision making and processes in practice.
- B. Demonstrate initiative to identify and seek consultation regarding ethical decision making and practice.
- C. Demonstrate insight into the social justice, anti-racist, and anti-oppressive dimensions of ethical decision-making and can communicate rationale for actions.

- D. Demonstrate skill in intra-professional and other communications by way of professional language, behaviors, documentation, electronic communications, and interpersonal skills.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- A. Actively promote education that is anti-racist, anti-oppressive, justice-informed, and amplifies equity and inclusivity.
- B. Evaluate the impact of individual, structural, and systemic injustice and oppression on individuals, families, groups, organizations, and communities.
- C. Actively engage in advocacy to further human rights, social justice, and culturally responsive practice.
- D. Promote equity, inclusion, and belonging by addressing economic and other forms of inequality impacting client systems.
- E. Apply frameworks for critical structural analysis of how political and social systems influence policies on local to global levels

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- A. Apply knowledge, skills, and values of cultural responsiveness in practice with client systems and collaterals.

- B. Identify, articulate, and respond to the impact of discrimination, oppression, power, and privilege on individual clients and client systems.
- C. Develop and implement plans and interventions that are culturally informed, anti-racist, and anti-oppressive.
- D. Utilize the lens of intersectionality and self-reflection to consider both the client system and worker's social location/position and influences on professional interactions and interventions.

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

- A. Use practice experience to develop, design, and test hypotheses related to practice with clients and within agencies.
- B. Develop knowledge, skills, cognitive and affective capacity to assess practice and disseminate evidence of interventions that are culturally responsive, justice-informed, anti-racist, and anti-oppressive.
- C. Apply practice-informed research to identify and address gaps in services and discuss the impact of service gaps on client systems and agencies.

Competency 5: Engage in Policy Practice

- A. Apply organizational, political, and structural contexts in professional social work practice.

- B. Advocate, develop, and/or modify policies and practices that promote integrated care (physical and behavioral health care) and addresses disparities among individuals, families, groups, organizations, and communities.
- C. Develop, apply, and/or critically analyze policies and practices that are anti-racist, anti-oppressive, and culturally responsive.
- D. Develop recommendations for policy changes based upon impact analysis with individuals, families, groups, organizations, and communities.

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

- A. Apply a range of knowledge, skills and theoretical perspectives to engage with diverse and client systems who present with complex clinical conditions.
- B. Apply an awareness of systems of privilege and oppression operating in client system's lives, including one's positionality and dynamics of power.
- C. Display a consistent ability to self-regulate emotional reactions and maintain focus on individual, family, group, organization, and community needs.
- D. Demonstrate cognitive and affective flexibility that is congruent with clinical context.
- E. Engage colleagues and community stakeholders in addressing issues of social justice while maintaining ongoing, effective collaborative relationships.

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

- A. Assess critically and integrate multiple factors impacting individual, family, group, organization, community and the ethical use and impact of assessment, intervention, and diagnostic tools.
- B. Demonstrate the ability to incorporate trauma-informed, anti-racist and anti-oppressive biopsychosocial assessment to develop multidimensional understanding of client systems that recognizes their unique experience of privilege and oppression.
- C. Demonstrate the ability to assess for risk including risk to self and others using a trauma-informed, anti-racist and anti-oppressive lens.
- D. Develop case conceptualization utilizing diagnostic tools and a variety of theoretical approaches.

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

- A. Articulate intervention strategies based on the best interest of client system and within agency and community guidelines.
- B. Implement intervention to enhance the well-being of client, family, group, organization, community.
- C. Demonstrate advanced skills in the professional use of the integrated self in developing, communicating, and implementing interventions.

- D. Work collaboratively with multidisciplinary teams and diverse client systems to develop and implement culturally responsive treatment plans.

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

- A. Develop, modify, apply, and/or evaluate practice that is trauma-informed, anti-racist and anti-oppressive in collaboration with client systems to improve the outcome of service delivery.
- B. Engage client system in the development and implementation of trauma-informed, anti-racist and anti-oppressive contextually relevant evaluation processes.

Curriculum Schedule

All students enter the MSW program in the fall semester and move through the program in cohorts. Following is the prescribed and required curriculum schedule for each cohort by year and semester. Additional information regarding the courses and elective requirements can be found in the BSU catalog.

*Please note while it is suggested that SCWK 580: Special Topics Elective courses be taken during the summer; these courses can be taken at anytime during the academic year.

FULL-TIME (2 YEARS)

(First Year)

Fall

SCWK 500: Policy I: Social Welfare Policy
SCWK 502: Dynamics of Diversity and Oppression
SCWK 510: Human Behavior and the Social Environment I
SCWK 530: Generalist Social Work Practice I
SCWK 590: Field Practicum Education and Seminar I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis
SCWK 511: Human Behavior and the Social Environment II
SCWK 531: Specialized Social Work Practice II: Groups and Community-Based Practice
SCWK 540: Introductory Social Research
SCWK 591: Field Practicum Education and Seminar II

(Second Year)

Fall

SCWK 512: Human Behavior and the Social Environment III: DSM
SCWK 541: Research: Evaluating Practice
SCWK 551: Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals
SCWK 592: Field Practicum Education and Seminar III
SCWK 580*: Special Topics (Elective)

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families
SCWK 572: Social Policy III: Mental and Physical Health Care Policy
SCWK 593: Field Practicum Education and Seminar IV
SCWK 580*: Special Topics (Elective)
SCWK 580*: Special Topics (Elective)

PART TIME (3 YEARS)

(First Year)

Fall

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

Spring

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

Summer* (3 credits)

SCWK 580: Special Topics (Elective)

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I
SCWK 572: Social Policy III: Mental and Physical Health Care Policy
SCWK 590: Field Practicum Education and Seminar I

Spring

SCWK 512: Human Behavior in the Social Environment III: DSM
SCWK 531: Specialized Social Work Practice I: Groups and Community-Based Practice
SCWK 591: Field Practicum Education and Seminar II

Summer* (6 credits)

SCWK 580: Special Topics (Elective)
SCWK 580: Special Topics (Elective)

(Third Year)

Fall

SCWK 541: Research: Evaluating Practice
SCWK 551: Specialized Social Work Practice IV: Intergenerational Strengths-Based Practice with Individuals
SCWK 592: Field Practicum Education and Seminar III

Spring

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

PART TIME SATURDAY (3 YEARS)

(First Year)

Fall

SCWK 502: Dynamics of Diversity and Oppression

SCWK 510: Human Behavior in the Social Environment I

Spring

SCWK 500: Policy I: Social Welfare Policy

SCWK 511: Human Behavior in the Social Environment II

Summer* (3 credits)

SCWK 580: Special Topics (Elective)

SCWK 580: Special Topics (Elective)

(Second Year)

Fall

SCWK 530: Generalist Social Work Practice I SCWK 540: Introductory Social Research

SCWK SCWK 590: Field Practicum Education and Seminar I

Spring

SCWK 508: Policy II: Policy Advocacy, Development and Analysis

SCWK 531: Specialized Social Work Practice I: Groups and Community-Based Practice

SCWK 591: Field Practicum Education and Seminar II

Summer* (6 credits)

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

SCWK 580: Special Topics (Elective)

(Third Year)

Fall

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

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

SCWK 592: Field Practicum Education and Seminar III

Spring

SCWK 541: Research: Evaluating Practice

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families

SCWK 593: Field Practicum Education and Seminar IV

PART-TIME (4 YEARS)

(First Year)

Fall

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

Spring

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

(Second Year)

Fall

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

Spring

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

(Third Year)

Fall

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

Spring

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

(Fourth Year)

Fall

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

Spring

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

ADVANCED STANDING (2 YEARS)

(First Year)

Fall

SCWK 502: Dynamics of Diversity and Oppression

SCWK 541: Research: Evaluating Practice

Spring

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

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

SCWK 580*: Special Topics (Elective)

(Second Year)

Fall

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

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

SCWK 592: Field Practicum Education and Seminar III

Spring

SCWK 550: Specialized Social Work Practice III: Intergenerational Strengths-Based Practice with Families

SCWK 580*: Special Topics (Elective)

SCWK 593: Field Practicum Education and Seminar IV

SECTION II: ETHICAL CONDUCT, STUDENT HONOR CODE AND BEHAVIORAL STANDARDS

Ethical Conduct

Students are expected to review the NASW Code of Ethics and bring to classes as requested:

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

Bridgewater State University's Student Code of Conduct

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the university's most essential institutional values. The University has an obligation to establish and promote standards of academic integrity and each member of the University community has the responsibility to understand, support and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and under suspicion. Therefore, the best interests of the University community require that cases of alleged academic dishonesty be addressed seriously but equitably. Please refer to the BSU Student Handbook for [Procedures and Policies](#) for all BSU graduate students, in addition to the College of Graduate Studies' [Graduate Academic Policies and Procedures](#).

Behavioral Standards for Master of Social Work Students

The Bridgewater State University School of Social Work offers a professional social work program accredited by the Council on Social Work Education (CSWE). As such, it is mandated by the Council on Social Work Education that we foster and evaluate the development of professional behavior for all students in the MSW program. The School of Social Work also bears a responsibility to the community at large to develop highly educated and trained

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

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

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

Social work students in the Bridgewater State University MSW Program are expected to adhere to the following standards in the classroom, practicum placement and within the School of Social Work community (e.g. classrooms, campus at large, etc.):

Behavior: in interactions with faculty, administrators, staff, agency personnel, clients/consumers and other students, act in accordance with the mission of the Bridgewater State University MSW Program and the goals and standards of social work as outlined in the Student Handbook & Practicum Manual, in the [NASW Code of Ethics](#) including commitment to social and economic justice, client self-determination, integrity, human dignity and human diversity the [Bridgewater State University Office of Community Standards Code of Conduct](#), the

[Bridgewater State University College of Graduate Studies policy on Academic Integrity](#) and all academic and behavioral standards as designated by Bridgewater State University.

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

Academic: critical evaluation and application of knowledge and research findings to professional performance; classroom participation that promotes academic freedom, complies with respectful classroom behavior, follows all conventions of academic integrity, complies with instructors' directives; and allows for course instruction and participation of all students.

Interpersonal: interpersonal skills needed to relate effectively to students, faculty, school personnel, agency staff, clients and other professionals; these include compassion, empathy, integrity, respect and consideration, reliability and responsibility for students' own behavior.

Self-care: the ability to engage in appropriate self-care and seek resources and/or treatment for medical and personal problems that interfere with academic and professional performance.

Appropriate use of existing channels of communication: (e.g., channels may include faculty advisor, classroom instructors, School of Social Work administrators, practicum instructors) procedures for addressing problems and concerns at the School of Social Work as outlined in this handbook; an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium; an ability to provide timely feed-back and/or information in a process wherein such is requested.

Professionally-appropriate presentation of self awareness and ability to attend to issues of professionally appropriate behavior, including professional dress, communication style, and cognitive and affective presence in academic environments and practicum education settings; understanding and conducting self in a professional way within the context of social media.

Consequences: Failure to act in accordance with these standards may result in suspension or termination from the Bridgewater State University School of Social Work MSW Program on the basis of professional non-suitability. Students will be held accountable should the SSW faculty determine that student behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, program and/or institutional policies. In addition to any sanction imposed by the MSW Program Coordinator or the Dean of the College of Graduate Studies, a student who has been found guilty by the University for violation of the University community standards is subject to suspension or termination.

*Adapted from - Boston University School of Social Work “Behavioral Standards for Social Work Students” and Florida Atlantic University, School of Social Work “Professional Expectations of Student Behavior”.

SECTION III: GENERAL POLICIES AND PROCEDURES

Bridgewater State University, The College of Graduate Studies and the MSW program all have supporting policies, many of which can be found at one or more of the following websites.

Some of the relevant forms may also be found at the following links:

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

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

BSU is a public institution with a long-standing commitment to equal opportunity for all. The University does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, veteran status, disability, political belief or affiliation, marital status, gender identity and/or genetic information in admission to the university. Nor does Bridgewater State University discriminate in its treatment of employees, in selecting a candidate for an employment position, or in selecting which students can participate in an activity or program. Concerns or questions regarding the implementation of this and related policy can be directed to the [Office of Equal Opportunity and the Title IX Coordinator](#). Other pertinent links that explain BSU and State of Massachusetts policies:

- [Equal Opportunity, Diversity and Affirmative Action Plan](#), Approved by the Board of Higher Education on December 9, 2014
- [Disability Resources Office](#)
- [Sexual and Relationship Violence](#)

Advising

As part of their faculty responsibilities, all faculty members with primary assignment to the MSW program serve as advisors to MSW students. During the summer just prior to their first fall semester, the DGCE Chair/MSW Coordinator is temporarily assigned to all incoming MSW students as their advisor. The DGCE Chair/MSW Coordinator is available during the summer months to assist and support new incoming students as they prepare to start the program. As a result, the MSW Coordinator will work with any incoming or on-going MSW student during the summer months.

Students are assigned a faculty advisor in their first fall semester and are made aware of those assignments as early as the MSW new incoming Student Orientation. In addition, all advisees/advisors are posted in the SSW shared drive. MSW advisors email their advisees at the start and end of both the fall and spring semesters at a minimum to check in and let them know there are available should their advisees wish to speak with them. This is not to inhibit additional communication between advisors and advisees, rather, it is to formalize a minimum expectation.

In social work education, advisors have two areas of responsibility; professional advisement, which concerns experiences in practicum education, selection of professional concentrations or areas of focus; and work opportunities and academic advisement. Academic advisement generally concerns the ordering of courses, the selection of electives and any concerns that a student may have regarding their academic performance, such as comprehension, writing, conducting research, etc. Advisors serve as resources for academic and professional advising and may serve as advocates, liaisons or mediators should problems occur in class or practicum.

Advisors must also be involved as soon as possible when serious concerns about one of their advisees are raised.

MSW Student Request for Revision of Educational Program

Students are admitted into the MSW program by cohort and are expected to complete their proposed course of study with that cohort. Students who have a need to change their plan of study, i.e., full- time or part-time, should discuss their situation with their faculty advisor.

Students considering altering their education program must complete the [MSW Student Request for Revision of Educational Program](#).

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

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

Transfer Credit

In compliance with BSU transfer policy for graduate students, students can transfer up to six credits into Bridgewater State University, if approved by the DGCE Chair/MSW Coordinator and the College of Graduate Studies. Only grades of "B" and above are granted credit at BSU. If the student is transferring elective credits, the student's academic advisor and the MSW Program Coordinator must approve the elective. As well, course credit that was earned for a completed degree may not be transferred. Detailed information about BSU's transfer policy can be found on the website.

Graduate Assistantships

Students must apply directly through the College of Graduate Studies for assistantships.

Information about Graduate Assistantships and Graduate Research Assistantships can be found at [Graduate Funding Opportunities](#).

Criteria for Student Evaluation

Criteria for evaluation of students' academic performance start with their participation in an orientation session. All course syllabi in our program provide a description of what is required to pass each course. It is the student's responsibility to remain current with their own progress in the classroom and in practicum. In other words, the course instructor is not responsible for seeking out a student concerning their status in the program. At the same time, students may make appointments with their course instructors), leave voice messages, and/or correspond by e-mail. The professor's obligation as an instructor is to be available on a regular, posted basis and to respond to messages in a timely manner. The student, however, is responsible for initiating discussion about progress in courses and/or fieldwork.

Academic Performance and Ethical and Professional Standards

The policies of the MSW program concerning academic performance are consistent with those of the University. MSW program policies may be more rigorous than the College of Graduate Studies (CoGS) in some instances. The CoGS has approved these differences. These policies have been reviewed by the Dean of the College of Graduate Studies and they go into effect as of August 1, 2024. The policies herein are those of the MSW program.

Detailed policies pertaining to academic and field education performance can be found in the University Catalog, the University's Student Handbook and this MSW Student Handbook and

Field Manual. Please note the following: The Division of Graduate and Continuing Education (DGCE) chair is also known as the MSW Program Coordinator.

It is the responsibility of the course instructor teaching in the MSW program to grant academic credit only to students whose academic and professional performance meets or exceeds minimum acceptable standards. Academic standards apply to class attendance and performance, practicum education attendance and performance, as well as ethical and professional conduct. Please see the BSU catalog and student handbook for additional details governing academic policies.

Academic Standards

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

Students whose grade point average (GPA) falls below a 3.0 will be notified by the College of Graduate Studies (CoGS) that they have been placed on academic probation and should discuss their academic standing with their advisor. If a student's overall GPA remains below a 3.0 for two consecutive semesters, their continued place in the program is in jeopardy, with the potential for program dismissal. Their academic record will be reviewed by the Dean of the CoGS and the Division of Graduate and Continuing Education (DGCE) chair/MSW Coordinator. Together, they will make the decision whether to have the student remain on probation or be academically dismissed. Please see the BSU catalog and CoGS policies.

Students may repeat only one course while a student in the MSW program. The higher grade of the two courses will be applied to the student's grade point average. PLEASE note: the course that is retaken must result in a course grade of 3.0(B) or higher if it is a required MSW course (does not include electives).

The receipt of an "F" for a final course grade or in field practicum, is grounds for dismissal from the MSW program. Hence, one may not retake a course for which they received a final grade of "F" without having an academic review to assess retention in the program.

Students must have a cumulative G.P.A. of 3.0 or higher to graduate. Students who do not complete their course work with a 3.0 or higher GPA must meet with their faculty advisor to discuss any additional requirements which must be approved in writing by the DGCE Chair and are subject to the final approval of the Dean of the CoGS.

Grade Appeals

If a student believes that a mistake was made in the original grade recorded for a course, the student and course instructor will make every effort to resolve questions about grades without seeking a grade appeal. A grade appeal is a last resort and will be pursued only if there is a valid basis and substantial evidence. The DGCE Chair/MSW Coordinator will review student statements and make decisions regarding the substantive nature of the evidence. The responsibility for developing and presenting grade appeals rests with the student.

Formal petitions for grade changes – Please note that all grade appeals in the SSW MSW program will be reviewed and decided at the program level unless extenuating circumstances exist or if dismissal is possible, at which time the College of Graduate Studies may be involved.

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

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

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

INCOMPLETES (IN)

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

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

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

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

Grade changes for "IN" grades posted for required Spring semester course(s) that are prerequisite for the following fall required course(s), must be made no less than one week prior to the start of fall semester classes, no later than June 1st.

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

2. The DGCE Chair/MSW Coordinator will inform the student's advisor, and if this is a student who is in the practicum, or will be in the practicum in the following (upcoming) semester, the faculty advisor will forward notification to the Director of Practicum Education as well.

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

Academic Concerns in the Classroom/Practicum

Students are advised to address concerns or problems as soon as they arise. When a student encounters academic difficulties or documented challenges in meeting or maintaining the academic and/or behavioral standards, the student can seek consultation with the instructor(s) for the class(es), including field practicum supervisor, in which difficulties are present so that they may be addressed. There are multiple avenues for pursuing and achieving discussion between faculty, staff, and students and all are strongly encouraged to seek the assistance and support needed. Instructors can be reached either during office hours, by leaving voice mail, or via e-mail.

Professional Standards Alert Form

THE FOLLOWING STEPS ARE TO BE FOLLOWED WHEN STUDENTS OR INSTRUCTORS HAVE CONCERNS OR DIFFICULTIES WITH ACADEMIC STANDARDS, PROFESSIONAL AND ETHICAL BEHAVIOR, OR WITH THEIR PRACTICUM:

Step 1: Step 1 does NOT require an alert form to be submitted, though is recommended. IF this is an egregious incident, please move immediately to stage 2 and complete an academic/professional behavior alert form.

Resolution of student academic difficulties including in practicum and/or concerns around ethical and professional behavior should first be initiated and negotiated between the student and the classroom and/or practicum instructor (the student's BSU field liaison). The student with concerns is to assume responsibility with the faculty/practicum supervisor in initiating and negotiating a resolution of the concerns.

If the instructor initially identifies concerns regarding the student's academic, professional and/or behavioral standards, the instructor is expected to communicate with the student to share their concerns and to develop a viable and clear path forward with the student to support student success. The professional alert form can be used to document the concerns and plan for resolution. The use of email is strongly recommended so that the discussion and any recommendations are documented.

Again, no formal alert form is required or expected at this point unless the issue(s) is egregious and requires a more formal response such as an academic review (AR). An email to the student documenting the conversation is necessary.

Students are also encouraged to communicate with their advisor. It is suggested that after a conference with the faculty advisor a three-way meeting with the student (either face-to-face

or virtual), the course instructor and the faculty advisor take place to promote the resolution of the concerns. Should the concern be related to field practicum, the Director of Field Education will be alerted and may be included.

Step 2: Step 2 requires that the instructor complete an “Academic and Professional Standards and Competency Form” that identifies the specific concerns, recommendations, and requests signatures of understanding.

If there was no change in student performance as discussed in step 1, at this point – step 2, the instructor must complete an academic/professional behavior alert form. The completed form will be sent to the DGCE Chair and to the student’s advisor (advisors are listed on degree works). At this point, if this is not an egregious matter as noted in step 1, the DGCE chair may request a meeting with the student and the advisor to address identified issue(s) without moving further along in the process.

Please note: Whereas an alert form is required at step 2, this does not result in an automatic referral for an Academic Review (AR).

Step 3: If concerns are not resolved in Step 2, the DGCE chair (except when the DGCE chair is the AR referring party-see step 2 details) will notify the AR chair to begin the process for an AR. In contacting the AR chair, the DGCE chair will include the alert form that was submitted by the referring party, and any other information that may be relevant to the process. From this point on, the chair of the AR is the individual responsible for communication with the student about the AR.

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

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

The Academic Review

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

Academic Review Committee Composition

The Academic Review Committee (ARC) is a standing committee with two tenured faculty members (faculty may self- nominate) elected in the spring semester and one representative from the field education department appointed by the Director of Field Education, also during the academic year spring semester. Once the ARC is constituted, that committee will identify the AR Chair, communicating this to the DGCE chair and the SSW chair. Faculty on the ARC, including the AR chair must be tenured. Membership on the committee begins in the fall of the academic year and runs for a 2-year period. Membership will be staggered to maintain a well-informed and practiced committee.

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

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

Non-extensive list of reasons for ARs

1. Any student who receives a failing grade for a course will be referred for an AR.
2. Any student who is experiencing a practicum disruption, or who is in danger of a practicum disruption, will be referred for an AR.
3. Students who are experiencing significant difficulty in a course(s) and/or in their social work practicum may be referred for an AR.
4. Students who have not met the professional/behavioral standards, including ethical breaches, may be referred for an AR (superseding the need for reviews at Step 1 and 2). Issues of plagiarism and harassment are issues that are referred for review at the University level.

Referrals for an AR

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

to an AR, whenever possible by the referring party (e.g., this may differ in the case of a field supervisor).

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

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

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

1. Contact the student's advisor and ask that the advisor gather information relevant to the academic review, including gathering data from instructors, field education staff, and the advisor themselves. The advisor will then share the information with the AR Chair via email, who will disseminate this among the ARC, and with the Director of field education.

2. Contact the student via email to schedule the AR. While the student is not required to attend, efforts are to be made to secure the student's presence.

Convening an Academic Review

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

Attendance and Sharing Information relevant to the Academic Review

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

1. As noted, the student is strongly encouraged to attend the academic review; however, they are not required to do so. All members of the ARC are to be present at the scheduled AR. Faculty/staff and other parties who may have pertinent information to share regarding the specific concern(s) may also be invited by the AR chair to present that information to the ARC. In cases where the practicum is involved, the practicum supervisor, liaison, and/or staff (in addition to the ARC practicum representative) from the practicum education department may attend in order to provide pertinent information. Please note that staff or faculty, other than the ARC members, will be present prior to convening the meeting with the student present and only to convey

their relevant information to the committee. They will not participate in the deliberations.

2. The student scheduled for an academic review may bring one “support” person with them to the academic review. The student may choose to have others present at their AR, including but not limited to another student, someone outside of the university, a faculty or staff person, or their academic advisor. Any support person invited to attend the AR by the student will serve as a support simply by their presence during the AR. They will not be involved in data sharing or deliberations. Students who wish to bring a support person will need to inform the AR chair via email no less than 24 hours prior to the scheduled AR.

The Academic Review Meeting with the Student

Once the ARC has reviewed existing documentation and the ARC chair has scheduled the AR, the ARC will meet prior to the AR (this can occur just prior to the formal AR meeting with the student) to discuss the issues without the student present. Once the student is in attendance, the ARC will remind the student of the committee’s process and role in problem solving with the student and in developing the recommendations moving forward. Having the student present the issues from their perspective is an important part of the process when possible and can add to any problem-solving efforts that occur in the meeting.

*The ARC is not required to share recommendations at the time of meeting with the student and will make sure the student understands this and remembers where to review the AR process online.

ARC Recommendations

The AR Chair will complete written recommendations regarding the course of action within 7 business days of the AR. The notice of recommendations will be signed by the ARC chair (electronic signature is acceptable) and cc'd to the DGCE chair/MSW Coordinator.

Recommendations made by the ARC to the student will be transmitted to the student from the ARC chair via email with a follow-up hard copy letter mailed to their home and filed in the student's MSW program file in the SSW. Please note that the date of the email is the date used in any notification mandates.

If any of the recommendations include a *recommendation to dismiss* or are other significant responses to the student's course of study, the AR chair will send the recommendations to the Dean of the CoGS within seven days of the AR. The Dean of the CoGS will make the final determination and will transmit the recommendation(s) within seven days from receipt of the recommendations from the AR chair. The Dean of the CoGS will transmit their decision(s) directly to the student, the AR chair, and the DGCE chair/MSW Coordinator.

All final recommendations, whether from the ARC or the Dean of the CoGS will be filed in the student's MSW program student files (hard copies).

Academic Review Timelines

NOTE: During the academic year, the AR chair will convene the ARC, within 10 business days of the request for an AR. During the summer months, FT faculty are not on contract, thus policies such as this for June, July, and August require modification. During the months of June, July, and August, the SSW Chair and a member of the practicum education department will be responsible for the AR. The SSW Chair (or their designee) will complete those actions taken by the AR chair during the academic year. If available during the summer, a FT faculty person will

also participate in the AR. If the impetus for an AR during the summer months does not involve egregious behavior, possible dismissal, or major change in the student's timeline for program completion, an AR will be convened no more than 10 business (M-F) days after the first day of fall semester classes.

1. Following the completion of an AR, the AR chair will have 7 business days to complete the AR recommendations to send to the student via email. The student will be required to provide a digital signature within three business days of the date that the AR chair's email was sent to student, confirming that they received and reviewed the recommendations.
2. From the date that the email notification/recommendations are sent to the student via email, the student, though not required to do so may construct a response and will have 7 business days to respond via email to the recommendation(s). Responses will be emailed by the student to the AR chair who will forward a copy via email to the Dean of the College of Graduate Studies.
3. The AR chair or Dean of the CoGS will respond to the student within 7 business days from receipt of the student's response to the recommendations.
4. If the student does not wish to adhere to the recommendations, the student may file a petition with the Dean of the CoGS who will have 7 business days to respond to the student.
5. The AR chair or Dean of the CoGS will respond to the student within 7 business days from receipt of the student's response to the recommendations.

If the student does not choose to follow the recommendations, the student may file a petition with the Dean of the CoGS who will have 7 business days to respond to the student.

Please note that hard copies of all alert forms and AR recommendations are to be filed in the student's program record located in the SSW.

Policies and Procedures for Termination from the MSW Program

Failure to adhere to the Bridgewater State University Code of Conduct, Behavioral Standards for Master of Social Work students and/or the NASW Code of Ethics may result in dismissal from the MSW Program. The student will be notified of the recommendation for termination in writing. The recommendation for termination will be forwarded to the Dean of the College of Graduate Studies.

Students may review all aspects of the academic grading and disciplinary process, including policies and procedures governing dismissal for academic failure or behavior misconduct in detail in the University Catalog, the College of Graduate Studies policies, and in the MSW Student Handbook and Practicum Manual. Students are expected to adhere to the behavioral misconduct illustrated in the University Catalog, the College of Graduate Studies policies, and in the MSW Student Handbook and Field Education Manual, and the NASW Code of Ethics and BSU's Code of Conduct.

Failure to do so is grounds for dismissal. Students who are dismissed for academic and/or professional behavioral reasons have the right to a hearing before the Graduate Education Council for an [appeal](#) to present information in support of possible reinstatement.

Termination policies include the following:

The receipt of an "F" for a final grade in a course is grounds for dismissal from the MSW program.

Students who are dismissed for academic and/or professional reasons have the right to a hearing before the Graduate Education Council for the purpose of presenting information in support of possible reinstatement (the appeal policy may be found in the Handbook of the College of Graduate Studies). Dismissals from graduate programs are difficult for all parties involved.

The MSW Program academic review process and review by the Academic Review Committee is designed to provide a systematic approach for dealing with student performance problems, including dismissal from the MSW program. This process serves as a mechanism to provide students the greatest possible opportunity to be successful in the program and to be successful as professional social workers. The Committee is intended to serve in a collaborative problem-solving capacity.

Procedures Governing Reinstatement

If the student whose performance has resulted in termination believes extenuating circumstances exist that might justify reinstatement, the student may request in writing that the DGCE Chair/MSW Program Coordinator consider these circumstances. Requests for reinstatement shall be made as soon as possible, but no later than *three classroom days* after the commencement of classes in the next semester following termination.

Consideration by a Reinstatement Committee is at the discretion of the MSW Program Coordinator.

Within *three classroom days* of receipt of this request, the DGCE Chair/MSW Program Coordinator shall establish a Reinstatement Committee, which shall consist of a minimum of two MSW faculty members with principal assignment with the graduate program and

additional faculty and staff as needed. The instructor of record, in the course whose grade results in termination, will not be eligible to serve on the Reinstatement Committee.

1. The Chair of the Committee will be appointed by the DGCE Chair/MSW Program Coordinator and will make every attempt to convene the Reinstatement Committee within a week of notification. The Committee will review the materials before it and may ask the student and/or others to appear before it at its discretion.
2. A student may request to appear before the Committee and may bring a “support” person with them. The person of choice can be another student who can serve as an advisor or advocate for the student. Students who wish to bring a support person must inform the DGCE Chair/MSW Program Coordinator no less than 24 hours prior to the committee meeting.
3. Documentation of request: The student shall submit in writing to the Reinstatement Committee his or her reasons to believe satisfactory performance can be achieved upon reinstatement and may submit in writing any relevant supporting data to help elucidate his/her belief that reinstatement is merited.
4. Additional documentation: The Committee may also request written data, opinions, recommendations and/or evaluations from appropriate sources that may assist it in reaching a decision.
5. The Committee shall deliberate and reach a decision in private and transmit its advisory written recommendations to the DGCE Chair/MSW Coordinator promptly. The MSW Program Coordinator shall consider the committee’s recommendation and notify the student and the Dean of the College of Graduate Studies of their decision within one week of receipt of the committee’s report.

6. A graduate student shall be terminated following reinstatement if they receive any grade below “B” in class or “F” in practicum education.

Students who do not request reinstatement within the time limits outlined above or who are not reinstated by the DGCE Chair/MSW Program Coordinator following termination and who subsequently wish to be considered for readmission following termination, must follow regular procedures for admission to the program, but may not be readmitted for at least one year following their termination from the program. If students wish to appeal the Program’s recommendation, they may submit a written appeal to the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review. The Graduate Education Council consists of representatives from the University's graduate faculty, administrators and graduate student body.

Medical, Psychiatric and Eating Disorders Policy

BSU strongly urges students with severe health problems to seek help. A student may be required to seek professional help if physical or psychological health problems place that student’s life in potential danger; impairs their ability to maintain an academic program; or when their behavior is a serious disruption to others. If a student does not agree to participate in medical or psychological treatment, their ability to continue in all University programs will be jeopardized. Please see the BSU Student Handbook [Support for Students with Medical or Psychological Needs](#).

In addition to the BSU MSW program behavioral standards and the NASW codes of Ethics, students must adhere to the Bridgewater State University’s Office of Community Standards [Student Code of Conduct](#). Additionally, in March, 2015, BSU, along with Fitchburg State University, Framingham State University, Massachusetts College of Art and Design,

Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem State University, Westfield State University, and Worcester State University implemented the EQUAL OPPORTUNITY, DIVERSITY AND AFFIRMATIVE ACTION PLAN which among other things, provides policies for discrimination, discriminatory harassment and retaliation as well as for sexual violence, including, sexual harassment, gender-based harassment, domestic violence, dating violence and stalking. Finally, the universities have developed sexual violence policies which along with the relevant policy responses, include definitions for sexual violence, sexual harassment, gender-based harassment, domestic and dating violence, stalking, and retaliation. These policies can be found at:

1. <https://www.bridgew.edu/academics/academic-achievement/disability-resources>
2. <https://my.bridgew.edu/departments/affirmativeaction/SitePages/Equal%20Opportunity,%20Diversity%20and%20Affirmative%20Action%20Plans.aspx>
3. <http://handbook.bridgew.edu/Policies.cfm> and <https://www.bridgew.edu/office/titleix>.

Neither the university nor the MSW program supports discrimination, sexual violence, and / or harassment in any way, shape, or form. If you think that you may have experienced a situation such as described in the above policies, please consider speaking with someone you trust. Please be aware that it is possible that the responsible faculty member, Director, Chair, or Coordinator or faculty member to whom the student revealed a sexually traumatic event may have to report the information you share.

Student Accessibility

Students with documented disabilities may request reasonable accommodations for their classes and/or practicum placement through the Student Accessibility Services office where they register for disability verification and determination of reasonable academic accommodations.

Student Accessibility Services located in Maxwell Library. The office can be contacted by phone at 508-531-2194 or TTY: 508-531-6113.

Students who may need an accommodation for their practicum placement experience should identify this need on the application to practicum education and with the Director of Practicum Education so that necessary arrangements can be facilitated in a timely fashion. Students are encouraged to take charge of how they present their disability to the prospective placement agency, especially if accommodation is required. Procedures for requesting accommodations, particularly for practicum placement, are detailed in the practicum manual. Faculty members are available to discuss appropriate accommodation that students may require. Requests for academic accommodation should be made during the 'add/drop' period, unless there are unusual circumstances, so that appropriate arrangements can be made. Students seeking accommodation details, please refer to the University Catalog.

SECTION IV: PRACTICUM EDUCATION AND INFORMATION

Introduction to Practicum Education

Practicum education is a vital component of the Master of Social Work (MSW) program and is recognized by the Council on Social Work Education (CSWE) as the signature pedagogy of the profession. It offers students structured, real-world opportunities to integrate classroom learning, develop core competencies, and engage in ethical, theory-informed practice grounded in human rights and social justice.

With support from professional staff, practicum faculty instructors/liaisons, and agency supervisors, students receive consistent guidance and constructive feedback throughout their practicum. Aligned with MSW program goals, practicum education is designed to complement academic coursework and ensure students demonstrate the nine CSWE core competencies. Its primary purpose is to prepare students to deliver professional social services to individuals, families, and communities, equipping them to think critically, act ethically, and perform effectively in diverse practice settings.

Practicum Education Objectives

Generalist Year Primary Objective:

Use supervision and consultation appropriate to social work practice with the goals of professional development, service to clients and accountability to the agency.

Generalist Year Supporting Objectives:

1. Apply critical thinking skills within the context of professional social work.

2. Understand the value base of the profession and its ethical standards and principles and act accordingly.
3. Practice without discrimination, with affirmation and with respect, knowledge and skills related to clients' age, class, race, culture, (dis)ability, ethnicity, family structure, sex, gender, gender identity, national origin, religion, sexual orientation and income.
4. Demonstrate an understanding of the forms and mechanisms of prejudice, oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Apply the knowledge and skills of a strengths-based generalist social work perspective to practice with systems of all sizes.
6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the development and behavior of families, groups and communities, in interaction with one another and in the context of the wider community.
7. Engage productively with "at risk" clients, understanding the principles of trauma and psychosocial stress.
8. Assess human needs, analyze, formulate and influence social policies and work within political institutions with the aim of strengthening individuals, families and communities.
9. Use assessment and communication skills differently across client populations, colleagues and communities.

10. Function within the structure of organizations and service delivery systems and seek organizational change necessary to promote effectiveness, positive client and colleague relationships and social justice.

The first year of practicum education is intended to provide a foundation in generalist social work practice. Generalist social work practice refers to the knowledge base, professional values and practice skills which enable the social work practitioner to intervene with various size systems (individuals, groups, organizations and communities) at whatever level is most efficient to bring about the desired social change.

The generalist social worker is one who can assess, within the framework and ethical guidelines prescribed by the *NASW Code of Ethics* and based on that assessment, identify and intervene at whatever systemic level is most efficient and effective. Areas for change that are identified by the worker may require intervention with more than one system and the worker may play several roles (e.g., facilitator, advocate, broker, enabler, counselor, educator, coordinator, activist, mediator, etc.) to bring about the desired change. A basic principle of generalist practice is that the knowledge and skills necessary to create positive change are transferable from one setting to another. Upon completion of the generalist year, practicum students will demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- Demonstrate professional 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Advocate for human rights at the individual, family, group, organizational, and community system levels
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

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

- Apply research findings to inform and improve practice, policy, and programs
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

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

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

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

- Select and use culturally responsive methods for evaluation of outcomes
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

In the specialized year of practicum education, students are expected to perform on a level that gives evidence of their conceptual growth, enhanced and additional skills and knowledge as well as their increasing understanding of practice interventions. Students focus their interventions through the lenses of resiliency theory, strengths-based practice models and a biopsychosocial, culturally responsive understanding of clients and client systems. Students' ability to select appropriate strengths-based interventions and to assess their efficacy is a key indicator of the specialized students' beginning mastery of the strengths-based biopsychosocial approach to social work practice. Integrated with a strength-based approach, the specialized student is expected to understand differential diagnosis and treatment strategies with clients and systems. Using supervision, they are expected to have the competency to work effectively with a variety of complex client situations, including but not limited to those who are traumatized, mentally ill and severely distressed.

Specialized Year Primary Objective:

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

Specialized Year Secondary Objectives:

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

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

Competency 1: Demonstrate Ethical and Professional Behavior Competency

- Implement ethical decision making and processes in practice
- Demonstrate initiative to identify and seek consultation regarding ethical decision making and practice
- Demonstrate insight into the social justice, anti-racist, and anti-oppressive dimensions of ethical decision-making and can communicate rational for actions
- Demonstrate skill in intra-professional and other communications by way of professional language, behaviors, documentation, electronic communications, and interpersonal skills

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

- Actively promote education that is anti-racist, anti-oppressive, justice-informed, and amplifies equity and inclusivity
- Evaluate the impact of individual, structural, and systemic injustice and oppression on individuals, families, groups, organizations, and communities
- Actively engage in advocacy to further human rights, social justice, and culturally responsive practice

- Promote equity, inclusion, and belonging by addressing economic and other forms of inequality impacting client systems
- Apply frameworks for critical structural analysis of how political and social systems influence policies on local to global levels

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Apply knowledge, skills, and values of cultural responsiveness in practice with client systems and collaterals
- Identify, articulate, and respond to the impact of discrimination, power, and privilege on individual clients and client systems
- Develop and implement plans and interventions that are culturally informed, anti-racist, and anti-oppressive
- Utilize the lens of intersectionality and self-reflection to consider both the client system and worker's social location/position and influences on professional interactions and interventions

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

- Use practice experience to develop, design, and test hypotheses related to practice with clients and within agencies
- Develop knowledge, skills, cognitive and affective capacity to assess practice and disseminate evidence of interventions that are culturally responsive, justice-informed, anti-racist, and anti-oppressive

- Apply practice-informed research to identify and address gaps in services and discuss the impact of service gaps on client systems and agencies

Competency 5: Engage in Policy Practice

- Apply organizational, political, and structural contexts in professional social work practice
- Advocate, develop, and/or modify policies and practices that promote integrated care (physical and behavioral health care) and addresses disparities among individuals, families, groups, organizations, and communities
- Develop, apply, and/or critically analyze policies and practices that are anti-racist, anti-oppressive, and culturally responsive
- Develop recommendations for policy changes based upon impact analysis with individuals, families, groups, organizations, and communities

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

- Apply a range of knowledge, skills and theoretical perspectives to engage with diverse and client systems who present with complex clinical conditions
- Apply an awareness of systems of privilege and oppression operating in client system's lives, including one's positionality and dynamics of power
- Display a consistent ability to self-regulate emotional reactions and maintain focus on individual, family, group, organization, and community needs

- Demonstrate cognitive and affective flexibility that is congruent with clinical context. Engage colleagues and community stakeholders in addressing issues of social justice while maintaining ongoing, effective collaborative relationships

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

- Assess critically and integrate multiple factors impacting individual, family, group, organization, community and the ethical use and impact of assessment, intervention, and diagnostic tools
- Demonstrate the ability to incorporate trauma-informed, anti-racist and anti-oppressive biopsychosocial assessment to develop multidimensional understanding of client systems that recognizes their unique experience of privilege and oppression
- Demonstrate the ability to assess for risk including risk to self and others using a trauma-informed, anti-racist and anti-oppressive lens
- Develop case conceptualization utilizing diagnostic tools and a variety of theoretical approaches

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

- Articulate intervention strategies based on the best interest of client system and within agency and community guidelines
- Implement intervention to enhance the well-being of client, family, group, organization, community

- Demonstrate advanced skills in the professional use of the integrated self in developing, communicating, and implementing interventions
- Work collaboratively with multidisciplinary teams and diverse client systems to develop and implement culturally responsive treatment plans

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

- Develop, modify, apply, and/or evaluate practice that is trauma-informed, anti-racist and anti-oppressive in collaboration with client systems to improve the outcome of service delivery
- Engage client system in the development and implementation of trauma-informed, anti-racist and anti-oppressive contextually relevant evaluation processes

Definition of Generalist & Specialized Years

The MSW program of Bridgewater State University defines Generalist and Specialized Practice according to the Council on Social Work Educational Policy and Accreditation Standards (CSWE 2022 EPAS, p. 17-19) as follows:

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

economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

The MSW program prepares students for generalist practice with individuals, families, groups, and communities and organizations.

Specialized Practice: The master’s program in social work prepares students for specialized practice. Specialized practice builds on generalist practice, (as described above), by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.

Definition of Terms

Agency Agreement: A formal letter of agreement between the Practicum Agency and the Program specifying the terms of the placement and the responsibilities of each party (see *Student Handbook and Manual*, Section VI).

Director of Practicum Education: The Director of Practicum Education serves as an essential contributor to the curricular, development, administration and governance of practicum

education. They manage the practicum education component of the MSW program. This includes selection of agencies, selection and training of practicum supervisors, the training and support of practicum liaisons, management of the practicum placement process, preparation of the Practicum Education Manual, all -related forms (i.e., process recording, learning agreement and evaluation instruments). They are the program's representative to the New England Consortium of Educators (NECON) and other community agencies and practicum education events. In addition, there are two Practicum Education Specialists who are knowledgeable about placements and assist with matching students and an Associate Administrator of Practicum Education who supports all administrative functions of the Practicum Office.

CSWE: The Council on Social Work Education is the national professional organization of the faculties of colleges and universities which offer degree programs in social work. CSWE sets the academic standards for all programs at the bachelor and master levels and accredits those programs. The [CSWE website](#) is an excellent resource for social work students and supervisors.

Practicum: A term used to describe the placement often used synonymous with the terms "education" and "internship". The Practicum Education seminar is a graduate level course designed to give students supervised practical application of previously or concomitantly studied theory. A learning agreement, written by the student and approved by the practicum supervisor and the practicum instructor/liaison assures an educational focus and activities that address the practice behaviors of the MSW program.

Practicum Evaluation: This becomes a major part of the assessment of the student's professional competency and is completed twice per year by the practicum supervisor and discussed with the student and their instructor/liaison. A copy is kept in the student's permanent file in the School of Social Work and should also keep one in their portfolio.

Faculty Practicum Instructor/Liaison: A practicum seminar instructor who serves as the link between the student, the agency and the social work program. This may involve clarification of expectations, explanation of roles and maintenance of educational focus of practicum education activities, through the learning agreement and at least two on-site visits at the placement agency. The practicum instructor/ liaison is responsible for assigning the final grade for fall semester and spring semester and facilitates the Seminar.

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

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

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

Learning Agreement: A written contract between the student and the practicum site that specifies what the student plans to learn and the activities or tasks the student will perform to achieve his or her learning objectives. The learning agreement is developed in the first weeks of placement, is reviewed regularly and revised at least once at the start of the second semester. It becomes a guideline for the students' learning and reflects progressive goals and objectives (see *Student Handbook and Practicum Manual*, Section VI).

Process Recording: The process recording is a required verbatim account of the verbal and non-verbal communication between the client and the social work student. It includes content about the students' feelings and thoughts regarding the interaction with the client and the supervisor's comments and suggestions. Eight process recordings per semester (at a minimum) are required and will be reviewed regularly by the practicum supervisor and as requested by the practicum instructor/liaison. Students are required to write a minimum of two process recordings a month each semester.

Portfolio: Students complete all relevant materials related to the practicum placement and seminar. It should hold, at minimum, process recordings, journal assignments, time sheets, evaluations, and other materials assigned by the practicum instructor/liaison. It is the student's responsibility to have the materials available for review by the practicum instructor/liaison.

NASW: National Association of Social Workers is the professional group that represents social work standards of ethics and practices and organizes social workers in a national organization. NASW is organized according to state Chapters. Chapters are organized by several active committees representing a range of social work activities and interests. NASW also provides certain member benefits, including access to professional liability insurance, including coverage for students. The [NASW website](#) provides a range of information and services for the organization.

Time sheet: A monthly account of practicum hours should be compiled at least monthly, signed by the supervisor and be available at or before the site visit. These are submitted monthly to the practicum instructor/liaison via Alcea, an electronic document management system, and filed in the student's permanent record.

Frequently Asked Questions

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

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

2. How many hours are spent in practicum education?

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

Specialized year students spend a minimum of 20 hours per week in placement. Students must complete at least 600 practicum hours in the specialized year. It is not unusual for students to complete more placement hours than the minimum required. Some practicum agencies, such as hospitals, require at least 24 hours per week. It is important that the student understands and commits to this additional requirement before interviewing.

3. Can I complete a practicum that is evenings and weekends?

All students are expected to be prepared to complete practicum hours during weekday daytime. This range is typically Monday-Friday, 8-6 pm, depending on agency practicum hours. Many agencies may require a combination of evening and weekday daytime hours; this will be determined by the agency you are placed with to complete your practicum.

4. Can I interview at several agencies before selecting my practicum?

The practicum education staff will work with you to arrange an interview at an agency that meets your learning needs and considers your established social work competencies. If that interview goes well and both you and the practicum supervisor think it is a good match, the practicum will be confirmed. If either party has reservations, another interview will be arranged at a different agency. It is not possible to interview at multiple agencies concurrently given the demands of supervisor's time and the importance of securing a practicum within a reasonable amount of time.

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

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

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

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

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

Since social work is broad with many opportunities, you are urged to keep an open mind about the competencies you will need to start your career and the challenges that might serve to strengthen your abilities. Every practicum placement is designed to help you develop the skills and confidence you will need to specialize in as you continue to grow in the profession. This will be discussed in your placement interview.

8. Can I modify my practicum education schedule?

The practicum is designed to be completed according to the schedule provided, commencing in September and ending in May with approximately three weeks of vacation, (two weeks during the University's Winter Break and one week for Spring Break).

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

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

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

Stipends may be offered, although not guaranteed, for special skills, or through a funding opportunity to train within a specialized area of social work. Paid practicum opportunities are available, although not guaranteed, and opportunities vary each year dependent upon agencies' financial resources.

10. How far will I have to travel to get to my placement?

Every effort will be made to plan a reasonable commute. However, students should allow up to one hour each way of commuting time to the agency.

11. How much responsibility will I be given?

The amount of work assigned to students in a practicum varies with their prior experience and maturity level. In most agencies, it takes time to build a caseload. In addition to managing their own caseload, students may assist with intakes; participate in case conferences and staff meetings accompany other staff on home visits or to community meetings. Each practicum is developed to provide increasing opportunities for experience and autonomy.

12. What are the requirements for supervision?

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

Supervisory meetings are expected to be weekly for at least one full hour. An additional one-half hour can be allotted to teaching conferences, staff meetings, team meetings or other forums that provide learning and an opportunity for discussion with the supervisor. It is important to be prepared for supervision with focused topics of discussion and written work as

requested by supervisor. Proper use of supervision includes a willingness to engage in professional conversation and to convey an openness to evaluative feedback. A Generalist year and Specialized Year MSW student must have a supervisor who holds an MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, and knowledge in the practice area.

13. Can I end my practicum early if all my hours have been completed?

No. The practicum is expected to span the stated number of weeks and follow the practicum education calendar.

Practicum Education Orientation

New Full-time Students

When the newly admitted full-time student confirms intent to enroll, the student is provided with an *Application for Generalist Year Practicum Placement*. Students complete the *Application for Generalist Year Practicum Placement* and submit it in accordance with instructions from the practicum education team. An in-person interview is scheduled shortly after.

Part-time Students entering Generalist Year Placement

Part-time students enter their practicum education in their second year. Late in the Fall Semester of the first year, the Practicum Education office contacts students with information regarding planning for placement. Students are required to attend a practicum education orientation session. They are directed to complete the Application for Generalist Year Practicum Placement and schedule an appointment with a team member. The designated staff person must be in receipt of the student's *Application for Practicum Placement* and a current professional résumé prior to the time of interview.

Advanced Standing Students

Students admitted to the Advanced Standing Program will be placed at the advanced year level in the second year of their program. Students in this category will be contacted late fall of the first year and will be asked to complete an *Application for Specialized Year Practicum Placement*. Students are also notified of a general group orientation geared toward preparing them to seek the best educational match for practicum placement and for interviewing. Students complete the *Application for Specialized Practicum Placement* and submit it with a current professional résumé in accordance with instructions provided by the practicum

education team. Students schedule an individual interview with the Director of Practicum Education, or a designated staff person.

Specialized Year Students

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

Identification of the Practicum Education Site

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

Preparing for the Practicum Interview

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

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

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

Suggested Questions to Ask During the Practicum Placement Interview

1. How can I, as an intern, make a positive contribution?
2. Is there an opportunity for individual, family, group intervention and/or community outreach?
3. Does this agency have a particular orientation or philosophy that you feel students should know?
4. Do you have a formal orientation process that interns participate in?
5. Who will be my direct supervisor?
6. Like many schools, the BSU MSW program requires a minimum of one hour of individual direct supervision per week. Do you have any additional requirements or methods of providing supervision?

7. Are there any specific expectations in terms of my preparation for supervision?
8. Are there any common qualities you have noted that make for a successful practicum at this agency?
9. Are there other people at the agency who can be resources for me during my practicum?
10. Is it possible to attend staff in-service activities, workshops, conferences or guest speakers that directly relate to my learning goals?

Policy for Students Interviewing with Potential Practicum Placements

Once a student commits to a practicum site, they are expected to maintain that commitment, begin their practicum as scheduled at their secured site, and continue throughout the duration of the practicum education year. Occasionally, a student is not accepted for placement after the initial interview because the agency does not think that a good match exists between the agency and the student in terms of student and/or agency needs. Other reasons which may impact whether a student receives a certain placement may include but are not limited to arriving late for an interview or not showing up at all; disinterest in the type of work done at the agency; unprofessional behavior, dress or language during the interview; or unsuitable affect during the interview.

Students who are new to practicum education, or have previously completed one successfully, are permitted up to two interviews for placement. If a student is not accepted at both sites, a meeting will be held with the Director and/or Associate Director of Practicum Education before any further interviews are considered. The MSW Program Coordinator and/or the student's faculty advisor may also be invited. This meeting will assess the reasons for the refusals, including the student's preparedness, professional behavior, and demonstration of benchmark competencies appropriate to their practicum year. The meeting will explore the student's strengths and resources, address any areas of concern, and identify supports that can help the

student learn from the experience and prepare for future success. Based on this assessment, appropriate next steps will be determined. These may include a referral to an academic review or approval for an additional interview opportunity.

Students repeating their practicum year due to a prior disruption are permitted one interview. If not accepted at that site, the same review process described above will apply before any further placement opportunities are considered.

Employment Based Practicums

Students who completed three months of employment by January 1st of each year at their current place of employment are eligible for an employment-based practicum. Students considering a practicum at their place of employment must meet with the assigned practicum education specialist to discuss the program's goals and objectives. The strengths and challenges of an employment-based practicum are reviewed, and other available options are discussed. Proposed employment agencies must meet all the criteria required of any BSU MSW practicum site. Once it is determined that an employed based practicum is the best option for the student, the student submits a detailed written proposal of the plan for their practicum and submits it to the Director of Practicum Education and/or their Practicum Education Specialist. The practicum supervisor, on-going employment supervisor, and the student must sign a proposal agreement stating that all parties agree to the practicum as described. The proposal must be approved by the Director of Practicum Education and/or Practicum Education Specialist and then reviewed by the Employment Based Practicum Review Committee.

The written proposal must include the following:

1. A description of the student's current job, including name of immediate supervisor and location of the student's current place of employment.

2. A detailed description of the proposed practicum with a clear focus and link to the social work competencies and their related behaviors. Identification of the new competencies that will be gained. We strongly encourage, and request, when possible, that the practicum is with a different population, unit, and/or location.
3. A description of new assignments designed to meet the defined learning objectives of the BSU SSW GY or SY practicum.
4. The name, degree and license level of the proposed supervisor. We strongly encourage and request the identification of a clinical supervisor separate from your employment-based supervisor, when possible, to preserve clinical supervision as a space for professional learning. A Generalist year and Specialized Year MSW student must have a supervisor who holds an MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, and knowledge in the practice area.
5. A written plan indicating how you will manage to devote attention and concentrated time to your practicum when you are in the same agency. This plan should include the identified days and hours you will dedicate to working in the practicum as an intern and the days and hours you intend to work as an employee.
6. A signed proposal from the student's immediate supervisor and director of the agency agreeing to this practicum proposal. The supervisor/director will agree to protect and preserve the integrity of the student's learning and provide competency-based learning opportunities for the student.

The proposed practicum education site must meet the following minimal conditions:

1. An individual with an MSW and at least two years post-MSW experience must be available as practicum supervisor, subject to the approval of the MSW program.

2. The proposed practicum instruction assignment must meet curriculum requirements (i.e., generalist practice opportunities or specialized year opportunities).

Students who request consideration of an employment-based practicum for their generalist year and specialized year practicum will be required to submit a proposal for consideration and must meet the conditions outlined above.

Agency Requirements

CORI (Criminal Offender Record Information) and Drug Testing

Most agencies require background (CORI) checks on students, and many now require drug testing. Information obtained in a CORI check includes registered home address, driving status, criminal history, and any restraining orders held against the student. Students with a criminal conviction must be aware that this may affect acceptance for placement and their ability to complete the MSW program. This may also affect their future ability to become licensed in some states. It is useful to inform the practicum staff working with you of any CORI issues, so that you can attempt to solve problems prior to an interview if possible. If an agency requests, but does not process CORI requests for prospective interns, it becomes the student's responsibility to request the information for the MA Criminal History Board. In this case, the fee of \$25.00 is paid by the student.

General Liability Insurance

All students engaged in approved practicums are covered under The University's Professional Liability Insurance with a limit of \$1,000,000 per occurrence and \$3,000,000 per aggregate. The University is self-insured for general liability. Additional insurance can be purchased at reduced rates through the *National Association of Social Workers* for students who become members of that organization.

Policy on Transportation

The student is responsible for travel expenses to and from the practicum site. Some agencies can reimburse mileage for home visits, meetings and other related activities. Whether reimbursement is possible is a question to ask before accepting the placement. Driving clients in private autos or agency vehicles is prohibited for social work students. Students can accompany and assist with client needs in vehicles driven by agency staff. Students are expected to conduct home visits as requested by the agency and use private auto or public transportation.

Safety Policy

1. It is important to ask the agency supervisor about the safety policy in the agency and to become fully acquainted with the policy and practice of the agency.
2. Students are not allowed to participate in physical restraints of clients but can participate in training.
3. Students should follow the agency protocol when making home visits or conducting sessions in the office. If the student feels uncomfortable or concerned about their own safety, they should develop an emergency plan with the supervisor.
4. In addition to agency policies, students are urged to be vigilant and value their own concerns about safety. Having a cell phone, carrying minimal personal valuables and being aware of one's surroundings are always basic and essential to safe practice.
5. Any student concerns not addressed by the supervisor should be raised with the Practicum Instructor/Liaison.
6. If the student is involved in an incident that results in injury to anyone involved, or is involved in an incident where the police or other law enforcement become involved, the following steps should be taken:
 - Contact the Practicum Instructor/Liaison or Director of Practicum Education immediately.

- Within the next twenty-four hours complete an Incident Report form (see *Student Handbook and Practicum Manual*, Section VI) and return it to the Practicum Instructor/Liaison, or Director of Practicum Education.

Agency and Practicum Supervisor Information

Selection of Agencies and Practicum Supervisors

The selection of agencies for practicum education is an important part of the MSW program. The Director of Practicum Education is responsible for determining an agency's suitability for student training and for working closely with interested agencies in this process.

An agency assessment is conducted by the Director or Associate Director of Practicum Education or a practicum education specialist. The assessment covers topics like the function and service of the agency, possible student assignments and resource availability for the student, level of practice competence and special requirements for student placement. The agency also provided information pertaining to curriculum, practicum requirements and expectations regarding assignments, supervision and evaluation.

The following general criteria are used in the selection of agencies:

1. The agency's philosophy, goals, programs and policies are compatible with professional social work standards.
2. The agency is in good standing in the community.
3. The agency is large enough to maintain and develop its basic program without reliance on students.
4. The agency's training program must be compatible with the MSW program's educational objectives.

5. There should be a correlation between the agency and the program's practice perspective to provide an integrated class-practicum curriculum and a consistent learning experience for the student.
6. The agency will support staff time for effective supervision and professional learning, including participation in the MSW program's orientation, practicum instruction training and practicum instructor/liaison visits. It is expected that students receive at least one full hour of weekly supervision.
7. The agency must attempt to provide the necessary space and facilities, including privacy for interviewing, desk and the technology necessary to successfully meet expectations.

The following criteria are used in the selection of Practicum Supervisors:

1. A Generalist year and Specialized Year MSW student must have a supervisor who holds an MSW degree from an accredited School of Social Work, two years of demonstrated post-social work degree practice experience, knowledge in the practice area, and demonstrate expertise in the work to be supervised.
2. Practicum supervisors must be committed to the teaching function of social work education.
3. Practicum supervisors must have an interest in, and time to fulfill, the responsibility of teaching social work students.
4. Practicum supervisors who have not previously supervised should make every effort to attend a Seminar in Practicum Instruction (SIPI) training. SIPI training is offered in almost all schools of social work including BSU.
- 5.

Roles, Responsibilities, and Expectations

Director of Practicum Education Responsibilities:

1. Establish criteria for the selection of qualified agencies and supervisors.
2. Develop policies, procedures and objectives of the program for review.
3. Administer the social work practicum education program.
4. Evaluate and assess the practicum education program and recommend policy changes to the graduate committee.
5. Coordinate the development of practicum placements for graduate students and evaluate the quality of those programs.
6. Coordinate the placement process for graduate students.
7. Communicate information to students about potential placement agencies.
8. Plan, schedule, conduct, and/or assign fall practicum supervisor orientation sessions.
9. Develop a continuing program of education for practicum supervisors to develop the quality of teaching and strengthen the performance of practicum supervisors as educators and practitioners.
10. Maintain ongoing communications with social work practitioners concerning practicum policies, procedures, requirements and standards and issues affecting practicum education.

11. Coordinate the process for review and revision of the Practicum Manual and all forms.
12. Work with student issues or concerns as appropriate and as indicated in this manual.
13. Delegate tasks to other members of the practicum education staff.

Practicum Instructor/Liaison

1. Orient practicum supervisors to the MSW program's curriculum and participate in orientation workshops.
2. Help practicum supervisors plan individualized learning experiences for students in accordance with the practicum's objectives.
3. Facilitate concurrent practicum seminars on campus for students in a practicum.
4. Meet with the practicum supervisor and the student in three-way conferences at least once during the semester in which the student is in placement (e.g., during the first semester conference and final evaluation conference).
5. Be available as a resource person for the student; consult with students on practicum experience and progress toward achieving practicum education objectives.
6. Consult with practicum supervisors on practicum experience and progress toward goals.
7. Consult with the students and their practicum supervisors regarding practicum-related issues as they arise.

8. Assist students with difficulties in learning and mobilize appropriate resources on behalf of students and meet individually once per semester.
9. Review the student's portfolio, including process recordings, learning contracts and other materials regularly and prior to a visit.
10. Assign student grades in collaboration with the agency practicum supervisor.
11. Assess the quality of practicum instruction and opportunities provided by each student and make recommendations to the Director of Practicum Education regarding continuing participation in the program.
12. Attend meetings related to the practicum instructor/liaison position to share positive experiences and concerns, develop strategies and discuss issues related to fulfilling education goals.

Practicum Supervisor

1. Attend program orientation sessions held by practicum education staff at the beginning of the academic year. Attend seminars, workshops and other special activities arranged by the Director of Practicum Education.
2. Select appropriate assignments and, with the student, create a learning education agreement that reflects the learning objectives, opportunities and expectations; review a minimum of 8 process recordings for fall and spring semester.
3. Provide the student with an orientation to agency and job/tasks.

4. Provide at least one full hour of weekly supervision for specialized year students to provide feedback and act as an educator and role model. Up to 30 minutes of supervision time needed per week can be covered through group supervision, clinical meetings and teaching case conferences.
5. Provide on-going supervision and evaluations of students throughout the placement.
6. Participate in evaluation meetings with the student and practicum instructor/liaison throughout the practicum, usually two per academic year.
7. Complete and submit requested materials to the MSW program, (e.g., supervision verification form, student evaluations, etc.). Notify the practicum instructor/liaison of any problems or questions as soon as they become evident.
8. Plan for any absences as diligently as possible, including the assignment of an alternate supervisor for the student.
9. Provide a training environment that adheres to the NASW Code of Ethics and is responsive to the training needs of students.

Student

All students who enter the MSW program are adult learners expected to take an active role in planning and implementing their learning experiences in the practicum. The following responsibilities, though not exhaustive, are basic for carrying out active participation in learning:

1. Follow established procedures for selection of a placement agency.

2. Familiarize themselves with and abide by agency policies and regulations and with those of BSU and the MSW program.
3. Perform responsibly, professionally, keeping commitments to the agency, the agency practicum supervisor, clients and the practicum instructor/liaison.
4. Take the initiative in seeking advice and consultation or help from the agency practicum supervisor or the practicum instructor/liaison.
5. Use the relationship with the practicum supervisor in the advancement of knowledge, therapeutic skills and techniques and self-awareness.
6. Communicate educational needs and interests to the practicum supervisor; this includes communicating that they have too much or not enough work or are interested in learning about and being involved in other services which their practicum placement offers.
7. Discuss areas of disagreement, dissatisfaction, or confusion in respect to any part of the practicum learning experience with the supervisor and/or practicum instructor/liaison.
8. Keep appointed conference times with the practicum supervisor and prepare for such conferences by adhering to recording deadlines and formulate questions relating to assignments. The student who cannot keep to the designated time will advise the practice supervisor accordingly and take the initiative to discuss an alternative conference time.
9. Develop a learning agreement that specifies learning goals and assigned tasks designed to accomplish those goals.

10. Complete at least eight process recordings in the fall and spring semesters. Process recordings are submitted to the practicum supervisor for review and comment. The practicum instructor/liaison will also review process recordings.
11. Complete all documentation requested by the supervisor on time.
12. Participate in agency site visit with the practicum supervisor and practicum instructor/liaison in the first semester conference and final evaluation conference.
13. Maintain a portfolio of all materials related to the practicum, including completed process recordings with supervisor's comments, journal entries, time sheets, evaluations, etc. This should be made available to the practicum instructor/liaison when requested.
14. Notify agency practicum supervisor of proposed vacation plans, unavoidable absences and tardiness in advance, as is expected in professional employment.
15. Abide by the *NASW Code of Ethics*. Standards of Professional Conduct, and BSU Academic Integrity Policy always and in so doing, protect confidentiality of clients when required to present case material from the practicum in class.
16. Complete the required practicum hours within the time frame of the contract.
17. Complete all required evaluation forms.

Evaluation and Grading Policies

Evaluation of Student Performance

Evaluation of student performance in practicum education is an on-going process and is an integral part of the educational program. practicum supervisors are encouraged to give students frequent feedback. Students and practicum supervisors discuss mechanisms for evaluation when they are developing the learning agreement. Examples of suggested evaluation activities include presentations by the student in supervision, at case conferences or team meetings; practicum supervisor and practicum instructor/liaison review of written materials such as case notes, process recordings, reports, logs and journals; and supervisor review of video/audiotapes of client interactions, presentations or role-plays.

The MSW program requires two student practicum evaluations during the year. However, it is expected that any concerns be discussed in a timely fashion and shared with the student. The evaluations are written and shared with the student for discussion and refinement of learning goals. They are due in December for the fall semester and in April for the spring semester for the practicum instructor/liaison. A course grade cannot be assigned until the evaluation is received. Practicum instructor/liaisons should be contacted about any concerns.

Evaluations are a mutual effort of student and supervisor, with the supervisor taking responsibility for the final version submitted to the MSW program after the student has read it and points of difference have been noted. It is important that evaluations be balanced in presenting both competencies of the student and areas needing further development.

Ideally, the evaluation is an evolving process, and nothing should appear in it that has not already been discussed with the student in regular supervisory conferences. The MSW program expects that before the evaluation's completion, at least one supervisory conference is set aside for discussion of the student's overall response to and use of the practicum experience. It is recommended that students come prepared to this conference with written self-appraisals for this purpose. It is helpful to refer to the learning objectives in this manual and indicated in

their learning agreements and to review the Learning Agreement while assessing the student's progress.

Practicum Instruction Grading Policy and Basis for Grading

Student performance in the practicum placement is formally evaluated by the agency supervisor via written *Evaluation* midway through the placement (December) and at the completion of placement (May).

Student evaluation (grade) is on a scale of Pass, No Pass, and Incomplete and is accomplished through both verbal and written evaluations. The student's final grade for practicum education each semester is based on practicum performance as indicated by practicum instructor(s) evaluation, the learning agreement, journal entries, process recordings, seminar attendance, participation in seminar discussions and agency and case presentations. The student should have a portfolio of completed process recordings, learning agreements and other information relevant to the practicum placement available for review as part of the site visit. The practicum supervisor's written evaluations of the student's performance, along with verbal assessments of specific aspects of the student's performance are provided by the practicum supervisor. The practicum instructor/liaison is responsible for assigning the final grade each semester. **The seminar is designed to be a two semester, full academic year course of study and training resulting in competencies that are addressed over that time.**

Students who demonstrate performance concerns during the fall semester may be placed on a Modified Learning Plan and may receive a conditional passing grade for the fall, contingent upon satisfactory performance in the spring semester. The Modified Learning Plan will be developed and implemented collaboratively by the practicum supervisor and the practicum instructor/liaison. The plan will clearly outline:

- The identified performance concerns

- Current learning objectives
- Interventions
- Measurable goals
- A targeted reassessment date

The purpose of the modified learning plan is to support the student in meeting benchmark competencies required for successful completion of the fall semester. The plan must be reviewed no later than four weeks after the student returns to their practicum in the spring semester. If the student fails to meet the competency-based learning objectives outlined in the modified learning plan, they will receive a failing grade for the spring semester, and their fall semester grade will be retroactively changed to a No Pass.

The final grade is based on the following criteria:

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

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

“Incomplete” can be given at the discretion of the practicum instructor/liaison in communication with the supervisor, but the request must be initiated by the student. Students and practicum instructors/liaisons must agree upon a course of action moving forward. By university policy, all incompletes will become “F” if not addressed by the end of the semester directly following the semester in which the incomplete was given.

Concerns in Practicum Education Instruction

It is the responsibility of the practicum instructor/liaison of the MSW program to grant academic credit only to students whose coursework meets or exceeds minimum acceptable standards. Performance in the practicum is a critical indicator of the student's readiness to assume professional responsibilities and an essential part of the MSW program requirements. It is therefore imperative that students earn a grade of "P" for each semester in the practicum to successfully complete the MSW program. The MSW program has developed guidelines for handling situations in which the student's practicum performance deficiencies bring into question the student's ability to meet minimally acceptable standards. Examples include but are not limited to, erratic attendance patterns, failure to keep appointments or other obligations to clients or colleagues, punitive or otherwise inappropriate behavior in the professional role, violation of the ethics of the profession, failure to abide by the university's academic and behavioral standards, and refusal or failure to carry out policies or procedures that are vital to the agency's functioning. It is especially crucial that any performance deficiency be brought to the student's attention as soon as it has been observed. Only this way does the student, and the practicum supervisor have a full chance to initiate timely corrective steps.

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

Addressing Student Concerns:

1. Student concerns should first be brought to the practicum supervisor and practicum liaison/instructor for appropriate resolution. The first step in most cases involves the supervisor or instructor/liaison coaching the student on possible ways to resolve the

problem. The MSW program believes problem solving on their own behalf is an important part of professional development.

2. The practicum instructor/liaison can intervene to support a resolution by initiating a meeting with the student and supervisor, outside of the scheduled site visit, or having a phone conversation with the supervisor if the student's attempts to resolve the problem are not successful.
3. If the situation persists, the student, practicum supervisor, practicum instructor/liaison and/or Director/Associate Director of Practicum Education will initiate a joint meeting to further assess and enact problem resolution strategies.
4. Practicums placements are made after a pre-placement process that includes active student and agency participation. Practicum placements, once confirmed, are not disrupted lightly. However, if the practicum education staff(s), practicum instructor/liaison, and agency representative/supervisor(s) reach the conclusion that a practicum should be discontinued, an assessment will be made jointly by the Director of Practicum Education, practicum instructor/liaison, agency representative/supervisor, and, if necessary, to identify the factors that resulted in the practicum disruption to determine if the student should be referred to another supervisor in the same agency or to another agency setting.
5. If it is determined by the parties above that there is viability for the practicum to sustain if the student was reassigned to another practicum supervisor in the same agency, and the student agrees with that plan, the practicum education department will initiate their transition to a new supervisor.
6. If following a student's practicum disrupting the assessment made by the Director of Practicum Education, practicum instructor/ liaison, agency representative/supervisor,

and is that identifying a new practicum is deemed the most appropriate course following the above steps, it is the responsibility of the practicum office to identify a new placement.

Performance Concerns in the Practicum

Students are expected to uphold the highest standards of professional behavior throughout their practicum experience. This includes adherence to the NASW Code of Ethics, compliance with Bridgewater State University's behavioral standards, and observance of all agency policies and procedures. Students must conduct themselves in a manner that consistently reflects professionalism. Definitions and examples of professional conduct are outlined in the Professional Standards of Practice section below.

Failure to meet these expectations will be reflected in both practicum and seminar grades and may result in additional actions by the MSW Program, including termination from the practicum. In cases where a student receives a failing grade in practicum, termination from the MSW Program may also be considered.

Guidelines for Addressing Performance Concerns in Practicum Education

1. Identification and Initial Response:

It is the responsibility of both the student and the practicum supervisor to identify any significant performance concerns or problematic behavior in the practicum setting. The practicum instructor/liaison must be notified when such concerns arise. The student and supervisor should document all efforts made to address the issues through the learning and supervision process.

2. Intervention Meeting:

If concerns persist, the practicum instructor/liaison will schedule a formal meeting with the student and practicum supervisor (outside of the regular site visit) to further assess the situation and implement targeted interventions.

The meeting will include:

- Clear identification of the learning and supervisory challenges.
- Review of evidence of the student's practice (e.g., documentation, assignments, supervision records).
- Confirmation that practicum instruction has followed the learning agreement.
- Specification of revised learning objectives and expected behavioral changes.
- Implementation of a modified learning plan.
- A timeline for follow-up, including a review of the student's work.

The practicum instructor/liaison will document the meeting and share copies with the student, supervisor, and Director of Practicum Education. A copy will also be placed in the student's file.

3. Practicum Education Status Review (PESR):

If concerns continue after the intervention meeting, a Practicum Education Status Review (PESR) will be initiated by the practicum instructor/liaison and supervisor. A PESR will be triggered after no more than one intervention meeting in which strategies were implemented.

The Director and/or Associate Director of Practicum Education will convene a meeting with the student, practicum instructor/liaison, and, if appropriate, the practicum supervisor. The purpose of the PESR is to review ongoing concerns and determine what additional actions should be taken based on a comprehensive assessment of the situation.

If a practicum is terminated due to unacceptable performance, the student will be referred to the Academic Review Committee. In addition, a formal assessment will be conducted by the Director and/or Associate Director of Practicum Education, in collaboration with the practicum instructor/liaison and the agency representative/supervisor, to identify the factors contributing to the disruption.

The Academic Review Committee will review the circumstances surrounding the termination, including concerns related to the student's readiness, conduct, or ability to meet practicum expectations. Based on this review, the Committee will make recommendations regarding the student's academic standing and continuation in the program.

Appeal Process

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

Professional Behavioral Standards

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

Communication: practices using effective oral and written skills; uses existing technologies as appropriate; employs effective interpersonal skills including the ability to take appropriate

responsibility for one's own actions and decisions and their potential impact on others; and possesses the ability to identify and acknowledge limitations.

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

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

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

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

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

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

Inclement Weather Policy

On practicum days, students are expected to follow their agency's weather-related closure or delay announcements, rather than those issued by Bridgewater State University. Any practicum hours missed due to weather must be made up at a time that accommodates the needs of the agency and its clients, to fulfill the minimum required hours for the student's assigned cohort. If the student is still on track to meet the required hours, any additional make-up time will be at the discretion of the practicum supervisor and contingent upon agency and client needs.

Mandatory Reporting

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

Confidentiality and Use of Client Information

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

regulations, including HIPAA Privacy Standards, related to confidentiality of individually identifiable health information.

School of Social Work Advisory Board

The School of Social Work Advisory Committee provides a structure for important conversations between the school and the community.

The Advisory Committee:

Convenes twice a year to share challenges and opportunities, to better serve our students and communities.

- Provides an opportunity to network with old and new colleagues.
- Consider current needs for workforce development and professional education.
- Provides feedback about experiences with BSUSSW and ways to strengthen our relationships with the community.
- Creates a venue for curriculum and practicum-focused discussions.

Practicum Forms

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

Bridgewater State University Campus Resources

Bridgewater State University Campus main number: 508.531.1000

Resource	Location	Phone
Academic Achievement Center	Maxwell Library	508.531.1214
Athletics and Recreation	Tinsley Center	508.531.1352
Bookstore	East Campus Commons	508.531.6198
Career Services	Rondileau Campus Center	508.531.1328
Circulation Services	Clement C. Maxwell Library	508.531.1392
	Library Hours	508.531.1749
College of Graduate Studies	Maxwell Library 021	508.531.1100
Campus Center Lab	Rondileau Campus Ctr. 007	508.531.2819
(Computers available for student use)	Moakley Center 130	508.531.2555
Counseling Services	Weygand Hall 1110	508.531.1331
Disability Resources	Clement C. Maxwell Library	508.531.2194
Financial Aid Office	Welcome Center 209	508.531.1341
GLBTA Pride Center	Rondileau Campus Ctr. 109	508.531.1408
Human Resources and Talent Mgmt.	Boyden Hall 103	508.531.1324
IT Support Services	Boyden Hall 209	508.531.2600
Learning Assistance Areas	Academic Achievement Ctr.	508.531.1214
Marketing and Communications	Boyden Hall 208	508.531.1335
Media Services	Maxwell Library 011	508.531.2020
MSW Writing Fellows	Burrill Office Complex 103	508.531.1465
Multicultural Affairs	Rondileau Campus Center 101	508.531.6166
Student Success and Diversity	Boyden Hall 211	508.531.2729
Parking Services and Connect Card	Hunt Hall 001	508.531.2897
Police Department (non-emergency)	Campus Police Station	508.531.1212
Print Shop	Rondileau Campus Center 200	508.531.2267
Registrar's Office	Boyden Hall 003	508.531.1231
Second Language Services	Academic Achievement Ctr.	508.531.3830
Student Accounts	Boyden Hall 107	508.531.1225
Student Involvement and Leadership	Rondileau Campus Ctr. 103	508.531.1273
Transit Shuttle	Operations Center	508.531.1383
Wellness Center	Weygand Hall 1110	508.531.1252