



SOCIAL WORK STUDENT HANDBOOK
AND FIELD EDUCATION MANUAL

EASTERN CONNECTICUT STATE UNIVERSITY
83 Windham Street | Willimantic, Connecticut, 06226

EASTERN CONNECTICUT STATE UNIVERSITY
Department of Sociology, Anthropology, Criminology, and Social Work

Full-Time Faculty

Dr. Eunice Matthews-Armstead, Professor, Program Coordinator
(860) 465-0102 | matthewse@easternct.edu

Dr. Isabel Logan, Assistant Professor, Field Coordinator
(860) 465-1019 | logani@easternct.edu

Dr. Sarah Nightingale, Assistant Professor
(860) 465-0153 | nightingales@easternct.edu

Dr. Meghan Stanton, Assistant Professor
(860) 465-5265 | stantonmeg@easternct.edu

Notice of Nondiscrimination

The Eastern Connecticut State University Social Work Program does not discriminate on the basis of race, color, religious creed, age, gender, gender identity or expression, national or ethnic origin, marital status, present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information, political orientation, or criminal record in admission to, access to, treatment in, or employment in its programs and activities. The Social Work Program actively seeks diversity in its social work majors. We encourage applications from persons of color and other underrepresented groups.

Limitations

This handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either expressed or implied, and is subject to revision at the University's discretion. Information in the Social Work Student Handbook is intended to complement, not replace, the contents of the University catalog and student handbook. Students should be aware that additional requirements may be imposed (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements. The Social Work Program is bound by all Eastern Connecticut State University policies.

Message from the Program Coordinator

Welcome to Eastern Connecticut State University's Social Work Program! We are so pleased that you have chosen our Social Work Program to guide your journey to become an effective social work professional. Our Social Work Program is unique in that we have adopted a **cohort learning community approach for the program's curriculum design** which means that the students enter and progress through the social work major together as a group/cohort. Taking classes with the same group of students allows the students to develop close supportive relationships with their peers and the faculty. In addition, we conduct programming activities that go beyond the classroom to support group cohesion, knowledge development, and professional identity. Students have multiple opportunities to develop social work knowledge and skills through engagement in hands-on interventions designed to impact the lives of individuals, groups, communities, and social policies that impact our society. You learn from faculty who are practicing social work professionals, which contributes to a rich learning experience as they integrate those real-life practice experiences into the classroom.

Our Social Work Program is an accredited BSW program that has been identified as one of the **“Best BSW Programs in Connecticut”** and 1 of 101” Most **Affordable BSW Programs”** in the nation.

We are committed to our students' success and timely completion of their undergraduate education. Students who enroll in the Social Work Program (93%) complete the social work major on time as generalist social work practitioners prepared for employment or graduate studies. A BSW degree provides graduates with an opportunity to complete their masters' degree in social work in one year, known as advanced standing; 77% of our graduates enter graduate school immediately after completing their BSW. Among those immediately entering graduate studies, 96% gain entrance as advanced standing students in some of the top graduate social work programs in the country such as **Columbia University, University of Pennsylvania, University of Boston, Boston College, UCONN, NYU, Fordham University, University of Michigan, and University of Illinois** to name just a few.

The social work faculty are committed to your success and excited to work with you. We view your educational experience as a collaborative relationship, appreciate your feedback about your learning experiences, and are interested in hearing about any concerns you might have. Again, Welcome!

Sincerely,
Eunice Matthews-Armstead, Ph.D., LCSW
Professor, Social Work Program Coordinator

Social Work Program Office:

Marsha Cwikla, Secretary II
Office: Webb Hall, Room 421
Email: cwiklam@easternct.edu
Phone: 860-465-4550
Fax: 860-465-4610

Social Work Program Website: <https://www.easternct.edu/programs/social-work.html>

For additional information about the Social Work Program, concerns, or suggestions contact:

Eunice Matthews-Armstead, PhD, LCSW
Professor, Social Work Program Coordinator
Webb Hall, Room 430
Sociology, Anthropology, Criminology, and Social Work
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226
Phone: 860-465-0102
Email: matthewse@easternct.edu

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SOCIAL WORK PROGRAM MISSION AND GOALS

Program Mission

The mission of the Social Work Program of Eastern Connecticut State University is to prepare bachelor-level generalist social work professionals who competently and respectfully promote human well-being, and advance human rights and social, economic, and environmental justice among diverse populations from a global perspective with emphasis on the vulnerable and oppressed by employing empirically informed practice skills that are grounded in social work's body of knowledge and professional values.

Program Goals

Goal 1: Provide a learning environment that challenges and supports students to build upon their liberal arts foundation and create a social work identity that is a synthesis of self and the knowledge, values, and ethics, of the profession.

Goal 2: To educate bachelor-level generalist social work professionals who competently and respectfully promote human well-being by employing skills that are grounded in social work knowledge, skills and values.

Goal 3: To prepare bachelor-level generalist social work professionals who competently and respectfully serve diverse client populations, especially those most vulnerable and oppressed and who are empowered professionals that advocate for human rights and social justice.

Program Learning Outcomes

Upon completion of the social work major, each student will demonstrate the integration and application of the nine core competencies in practice as articulated in the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS, 2015):

Competency 1 – Demonstrate Ethical and Professional Behavior.

Competency 2 – Engage Diversity and Difference in Practice.

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Competency 4 – Engage in Practice-informed Research and Research-informed Practice.

Competency 5 – Engage in Policy Practice.

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities.

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities.

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities.

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

ABOUT THE SOCIAL WORK PROGRAM

Program Department

The Social Work Program at Eastern Connecticut State University is a major in the School of Arts and Sciences. It is one of the four majors that make up the **Sociology, Anthropology, Criminology, and Social Work Department (SACS)**. The SACS Department has a shared governance that cuts across all four majors and is lead by the department chair. Each of the four majors have a program coordinator. The program coordinator administers the major and is immediately responsible for assignment of advisors, the curriculum, faculty course assignments, and all curriculum approvals.

History of Social Work Program

The development of the social work major at Eastern Connecticut State University was initiated in 1993 in response to a steadily increasing number of student requests for a social work degree, the increasing recognition of the BSW degree by human service employers, and the availability of CSWE accredited undergraduate social work programs in each of the other three Connecticut State University campuses (Southern, Western, and Central); the department voted to pursue the development of a Bachelor of Arts in Social Work degree. A draft of the new major's curriculum gained department approval on March 10, 1994 and was approved by the University Senate on April 18, 1995. After review by the Connecticut State Board of Higher Education, Eastern was granted approval to offer a Bachelor of Arts in Social Work degree on August 24, 1995. In the fall of 1996, social work welcomed their first entering class of 15 students. In May 1998 the Social Work Program graduated its first class of 15 students with a Bachelor of Arts in Social Work degree.

In 1996, the Social Work Program began the process of gaining accreditation from the Council on Social Work Education (CSWE), the national accrediting body for graduate and undergraduate social work education. In **June 2001, the program was accredited by CSWE** and retroactivity granted to cover the program's previous graduating classes and has continued to maintain accreditation status.

SOCIAL WORK PROGRAM ADMISSION REQUIREMENTS AND PROCEDURES

Students who are interested in pursuing Bachelor of Art in Social Work degree will declare pre-social work as a major. Admission to the social work major is competitive and is not guaranteed by admission to Eastern Connecticut State University. Only students who have been admitted to the Social Work Program will be considered social work majors. Students enter the Social Work Program once a year at the start of the fall semester. There are no admissions during the spring semester. The Social Work Program accepts approximately 60 students per application cycle.

Students may apply for admission to the social work major following completion of approximately 45 credits including an introductory social work course (SWK 200 or equivalent) and/or who expect to graduate in no more than five academic semesters upon entrance into the program.

Social Work Program Admission Requirements

- Acceptance to Eastern Connecticut State University
- An overall GPA of at least 2.3 (C+) is preferred
- Completion of the college writing requirement (ENG 100) or its equivalent
- Completion of SWK 200 Introduction to Social Work or Introduction to Human Services (*can be taking concurrently to submitting application*)
- 20-hour volunteer experience
- Submission of completed Social Work Program application
- Completion of **at least four** of the five liberal arts foundation areas (SWK pre-requisites) listed below:
 1. Human Biology (general biology **will not** be accepted)
 2. American Government
 3. Anthropological Foundation (ANT 106 Cultural Anthropology recommended)
 4. Sociological Foundation (SOC 100 Introduction to Sociology recommended)
 5. Psychological Foundation (PSY 100 Introduction to Psychology recommended)

Admission of Transfer Students

A student transferring from another institution that has been accepted for admission to Eastern Connecticut State University **must submit an application for admission to the Social Work Program even if they are transferring from a social work program at another accredited institution.** Transfer students must complete the Social Work Program pre-requisites or course equivalents. **There is no special application process for transfer students.** All potential students must submit an application for admission to the Social Work Program. Applications are to be submitted by the January 31st; those applications received after January 31st will be

considered based on availability of space in the Social Work Program. Social work courses taken at another CSWE accredited social work program are not automatically accepted for substitution for course in the social work curriculum. Equivalency must be evaluated by the program coordinator for consideration of social work course equivalency on a course by course basis. The program coordinator will determine if the course(s) can be substituted for any Eastern social work courses. If the course is not accepted for substitution for a social work course, that course will be designated as an elective if the course meets University standards for transfer credits.

No Credit for Life/Work Experience

The Social Work Program **does not permit substitution of either life or work experience** in lieu of required social work courses or the field practicum.

Students with Felony Convictions/Court Involvement/School Conduct Issues

Although the application requests information about felony/criminal convictions and disciplinary action taken by an academic institution, answering in the affirmative does not necessarily result in a rejection for admission. The student is contacted and additional information for evaluation is obtained. The primary concerns are the time since the conviction or offense, if the student has any current involvement in the criminal justice system, the nature of the offense, and if the offense has been resolved and obligations met. Consideration is given to whether the student can be placed in field settings given the nature of the offense. Fundamentally, the assessment of suitability for program admission is made based on an assessment of the student's current ability to demonstrate ethical and responsible conduct.

Social Work Program Admission Procedures

Application materials for admission to the social work major are available for download from the Social Work Program Admissions webpage: <https://www.easternct.edu/social-work/admissions2.html>

Completed applications include:

- Contact information, email, phone, Eastern student ID, and course completion matrix.
- Completed Social Work Program Application.
- Personal essay written by the student describing his/her motivation for entering the field of social work, and personal attributes or experiences that will contribute to the student's potential for effectiveness in the social work profession.
- Academic transcripts from all institutions of higher education that show grades earned.
- Professional Reference Form completed by someone who can attest to your appropriateness to be a social worker.
- Affirmative Action form (optional).

Applications should be submitted via email or hardcopy to the Social Work Program coordinator by **January 31st for applicants** who are considering entry to the social work major in the fall. Applications submitted after that date will be reviewed and considered for admission based on availability of space in the program. Applications submitted by January 31st are reviewed by the social work faculty who will convey their decision to applicants by March 15th deadline.

Application Review Policies and Procedures

Applications are received and compiled by the program coordinator who reviews the materials for completeness. All applications for admission are reviewed and ranked by full-time social work faculty. Each faculty conducts an independent review of the application material using a common screening tool, records their own notes for the applications, and uses a ranking scheme that initially includes three categories: admit, conditional admit, or reject prior to attending the admission committee meeting.

An admissions committee meeting is called and chaired by the program coordinator and attended by full-time social work faculty to discuss and determine admission decisions for each application. As many admissions meetings as necessary are held to review and provide proper attention to each application. Decisions for admission are made by consensus. Applicants are assessed for admission based on academic performance, the applicant's potential for enriching the diversity of the Social Work Program through life experience and/or membership in an underrepresented demographic group, and the student's demonstration of a commitment to the ideals and mission of the profession as reflected in the student's personal essay, professional evaluation, and individual presentation when available.

Method of Notification to the Student

Applicants will receive notice of the admission committee's decision via email to the student's Eastern Connecticut State University email address.

Application Review Outcomes

The committee will agree upon one of three determinations for the applicant: acceptance, conditional acceptance, denial of admission.

- **Acceptance** to the Social Work Program means the student has meet the criteria and the faculty believe the student is appropriate for admission.
- **Conditional acceptance** to the Social Work Program means the faculty agree that the student has demonstrated promise but has not completed the requirements for admission. The student is given until the start of the fall semester to fulfill the requirements. If the requirements are not complete, the student's admission to the Social Work Program will be withdrawn.
- **Denial of admission** to the Social Work Program means the student did not meet the Social Work Program criteria for admission. If the student has concerns about the outcome of the

application, they should set up a meeting with the program coordinator to discuss the matter further.

Formal Appeal of Admission Application Decision

Students wishing to appeal a social work major admission decision may request a meeting with the program coordinator in writing. The student will meet with the program coordinator to seek clarification of the decision.

If following the meeting with the program coordinator the student is not satisfied, the student can request to address the Social Work Program Appeals Board in writing to the program coordinator. The Appeals Board consists of three Social Work Program Advisory Board members (excluding student board members) and the program coordinator. At the discretion of the Appeal Board, faculty, students, or other individuals with information relevant to the outcome of the admission decision may be invited to attend Appeal Board meetings. The Board will determine the outcome of the appeal utilizing the three admission decision outcomes described above.

If the student remains dissatisfied with the outcome of the Social Work Programs Appeals Board, the student is directed to pursue a grievance in accordance with the University policies and procedures outlined in the University Student Handbook.

SOCIAL WORK PROGRAM DEGREE REQUIREMENTS

Students must be aware of the requirements for graduation and, in consultation with their academic advisor, ensure that their course of study includes all the elements necessary to earn the bachelor's degree (students should **consistently review their degree evaluation** located in their e-web account to monitor their progress towards their degree).

The Bachelor of Arts in Social Work Degree

Students who complete the Social Work Program at Eastern Connecticut State University earn a Bachelor of Arts (BA) in Social Work degree. This degree is commonly identified as a BSW. Course requirements for the BSW degree at Eastern promote the achievement of social work competencies identified in the Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education: Commission on Accreditation. Successful completion of the Social Work Program requires that the student demonstrate competence in the knowledge base of the profession and generalist practice skills as articulated in the core competencies.

Core Competencies Achieved by Bachelor of Arts in Social Work Students

Upon completion of the Social Work Program of study, each student will be able to demonstrate these core competencies expected of social workers as identified by Eastern's Social Work Program and the Council on Social Work Education (CSWE) in its 2015 Educational Policy Statement:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social Work Program Curriculum Requirements

Social Work Program Pre-requisites

Social work education is grounded in the liberal arts. Eastern's Liberal Arts Core Curriculum (LAC) provides students with broad understanding of the human condition.

All **five foundation knowledge area courses (social work pre-requisites)** are required for graduation. Although students who have completed 4 of the 5 pre-requisites are eligible to submit an application for admission into the Social Work Program, **the student must complete all 5 of the pre-requisites for graduation.**

- *Sociological Foundation* | A course or courses providing a foundation for understanding the organization and functioning of human societies, social institutions, and groups. Typical courses used to fulfill this requirement include SOC 100 – Introduction to Sociology, and SOC 300 – Sociological Theory.
- *Anthropological Foundation* | A course or courses providing a foundation for understanding of, and appreciation for, the diversity of human ways of life and cultural perspectives. Typical courses used to fulfill this requirement include ANT 106 – Cultural Anthropology, and ANT 337 – Urban Anthropology.
- *Human Biology Foundation* | A course or courses providing a foundation for understanding the biological bases of human physical development and behavior. The course typically used to fill this requirement is BIO 202 – Human Biology.
- *Psychological Foundation* | A course or courses providing a foundation for understanding the psychology of individual perception and behavior. The typical course used to fulfill this requirement is PSY 100 – General Psychology.
- *American Government Foundation* | A course or courses providing a foundation for understanding the American political system and government. Typical courses used to fulfill this requirement include PSC 110 – American Government and Politics, and PSC 200 – State and Local Politics and Government.

Social Work Major Course Requirements & Sequence

The Social Work Program utilizes a cohort/learning community curriculum model that requires students enter and progress through the program as a cohort. Therefore, **course offerings are sequential** and **does not afford students an option to progress through the program as a part-time student.**

Faculty conduct a rigorous assessment of the curriculum and learning context based upon continuous assessment of students' achievement of professional competencies. Collaborative and active learning strategies are the core of our educational endeavor. Students develop competencies through progressive learning in a sequence of courses through which they move as a learning community or cohort. Content and skills are introduced, reinforced, practiced, and applied in the four semester, **forty-six credit core course sequence** (listed below) for social work majors. A detailed description of each social work major course can be found below this sequence.

SOCIAL WORK MAJOR
Course Requirements & Sequence

Fall Semester Junior Year	Spring Semester Junior Year
Mandatory Orientation for Entering Social Work Majors <i>*This full day orientation occurs prior to the start of formal fall classes and provides an overview of the SWK Program, policies and expectations, resources, and community building.</i>	SWK 312 - Social Environment & Human Behavior (3 credits) (pre/co-requisites: BIO & PSY Foundations)
SWK 311 - Social Environment & Human Behavior (3 credits) (pre/co-requisites: SOC & ANT Foundations)	SWK 300 - SWK Practice Communities & Org. (3 credits) (pre/co-requisites: SWK 311, 325, 330)
SWK 325 - Social Welfare Policy (3 credits) (pre/co-requisites: PSC Foundations)	SWK 333 - Research for Social Work II (3 credits) Plus Lab (1 credit) = (4 credits) (pre/co-requisites: SWK 330, 300)
SWK 330 - Research for Social Work I (3 credits)	SWK 335 - Understanding SWK Practice Theory (3 credits) (co-requisite SWK 300, 312)
Total = 9 credits	Total = 13 credits
Fall Semester Senior Year	Spring Semester Senior Year
Fall Pre-requisites: SWK 300, 312, 333	Spring Pre-requisites: SWK 320, 350
Mandatory Orientation Senior Field Internship Experience This is a two-day event prior to the start of school designed to provide students with the necessary information and skills to enter their senior internship experience.	
SWK 320 - SWK Practice with Individual & Families (3 credits)	SWK 420 - SWK Practice with Groups (3 credits)
SWK 475 - Senior Seminar: Diversity, Human Rights, and Social Justice (3 credits)	SWK 450 - Field Instruction & Seminar (6 credits)
SWK 350 - Field Instruction & Seminar (6 credits)	
Total = 12 credits	Total = 9 credits

Social Work Program Curriculum

SWK 200 - Introduction to Social Work (3 Credits)

An overview of the social services and the profession of social work introducing students to the history of the field; knowledge, values, and skills necessary for social work practice; and the variety of social service programs and agencies characterizing the field today. Human rights principles are explored. The student must complete a 20-hour volunteer experience at a social services program.

SWK 311 - Human Behavior and the Social Environment (3 Credits)

The Human Behavior and Social Environment course provides students with a knowledge base for understanding human behavior utilizing a multidimensional approach. In this course students gain knowledge of various theories related to the influence of the eight dimensions of the social environment on human behavior, physical environment, culture, social institutions, social structures, families, organizations, communities, and social movements with attention to influences of oppressive systems. Through the critical examination of various theories, students gain an appreciation for the inherent strengths, complexities, and variations in the human experience. The experiential approach to the presentation of knowledge utilized in this course assists students in examining and sharing their own views as well as gaining a better sense of self-awareness. The application of this HBSE foundation knowledge to the process of assessment in social work will be illustrated.

SWK 312 - Human Behavior and the Life Cycle (3 Credits)

This course is one of three junior-level courses that is an intermediate level writing intensive class. This course offers an overview of micro-level theoretical perspectives for understanding human behavior across the life cycle including the biological, psychological, and social factors which shape our lives and make us the people we become. Included in the course will be discussion of individual growth and development and the face to face social systems (families, groups) in which individuals interact. The course emphasizes critical thinking and practical application of theory for generalist social work practice based on the strength perspective. The experiential approach to the presentation of knowledge utilized in this course assists students in examining and sharing their own views as well as gaining a better sense of self-awareness.

SWK 325 - Social Welfare Policy (3 Credits)

This course is one of three junior-level courses that is an intermediate level writing intensive class. This course will explore the use of social policy for meeting human needs and achieving social ideals. Students will be introduced to the processes of policy making and implementation, emphasizing the impact of the political, economic, and cultural climate on social welfare policy and the role of the public and private sectors in the delivery of social welfare services.

This course will provide students with an overview of the fundamental elements that drive social welfare policy. Students will understand how social policy is constructed and influenced and explore the use of social policy in meeting basic human needs such as food, housing, healthcare, income, and employment. Introduction to the processes of policy making and implementation emphasizing the impact of political, economic, and cultural climate on social welfare policy and

the roles of the public and private sectors on the delivery of social welfare services will also be covered. Students will be exposed to and gain preliminary experience with various forms of policy practice: direct action, legislative action, and social action. This course offers the student an opportunity to apply what they learned through the development of a “Social Action Day” on a specific social issue.

SWK 330 - Social Work Research I (3 Credits)

This course is one of three junior-level courses that is an intermediate level writing intensive class. The course is designed to help students become both informed consumers and producers of research. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The students will apply the knowledge and skills developed in this course toward the production of an original research project.

SWK 333 - Social Work Research II & Lab (3 Credits plus 1 Credit Lab)

This course is part 2 of the social work research sequence. In this class the student will implement the research proposal that they developed in part 1. The students will engage in data collection, interpretation, and presentation. Students will develop skills in the use of SPSS and the analysis of statistical results. Students gain knowledge and skills in descriptive statistics, probability theory and distributions, point and interval estimation, hypothesis testing, central tendency, variability, independence, contrasts, correlation and regression, non-parametric, concepts of levels of measurements, and statistical vs. practical significance.

SWK 335 - Understanding Social Work Practice Theory (3 Credits)

This course is designed to introduce students to the four major theoretical perspectives used in micro-mezzo social work practice: Psychoanalytic and Cognitive-Behavioral, Humanistic and Postmodern. The course will examine each of these theoretical perspectives from four vantage points: (1) the history of the framework and key contributors, (2) key concepts and perspectives on psychopathology and human development, (3) philosophy of treatment/nature client-practitioner relationship, and (4) application of the model to social work practice. The students will gain foundation knowledge about these two theoretical perspectives and develop foundation skills in how to apply that knowledge to social work practice. Students will build upon their critical thinking skills.

SWK 300 - Generalist Social Work Practice with Communities and Organizations (3 Credits)

This is the first of three social work practice classes in the Social Work Program. The focus of this class is to provide students with knowledge and skills in the area of macro social work practice with communities and organizations. Students will integrate values of the profession into their practice. Students will be assigned a community placement site and project. They will work in small groups on a project with potential for bringing about actual community change. A key element of all projects is that they must all involve work with members of the community. The community project is not just

about providing a service. Placement activities will include, but are not limited to, the following: students will organize an event that involves mobilizing members of their community; students will organize and implement an educational campaign informing members of the community about the issues using electronic technology, i.e., posters, websites, email, power point, etc.; students will engage in some kind of resource building project in support of the community issue they are addressing; students will attend at least one public meeting in their communities; students will prepare a press release related to their community project; students will participate in the operation of their placement site as requested; students are expected to meet with their field instructors once a week and with the task group members as needed; students will be responsible for submitting meeting minutes; and **each student will spend no less than three hours a week at their prospective field sights for a total of 45 hours.**

SWK 320 - Generalist Social Work Practice with Individual and Families (3 Credits)

This course is designed to assist the student in the development of the core competencies in accordance with CSWE requirements with focus on social work practice with individuals and families. Students will build on their social work practice skills of engagement, assessment, contracting, intervention planning and implementation, and termination and practice evaluation. Students will be expected to apply the knowledge obtained in this class to their current field experiences.

SWK 420 - Generalist Social Work Practice with Groups and Organizations (3 Credits)

This course provides generalist social work knowledge for practice with groups and organizations integrated with professional values and skills. The skills of group development, assessment, goal setting, intervention, termination, and evaluation are examined. This course emphasizes the power of the group as a mutual aid system and the use of treatment and task groups and group problem solving with clients and organizational practice. **It is expected that each student in SWK 420 will lead or participate in at least one on-going treatment or task group sponsored by his/her field work agency. By "on-going" it is meant that the group should meet on a regular basis with essentially the same participants such that the student will be able to attend a minimum of six group meetings over the course of the semester.*

SWK 350 - Field Instruction and Seminar I (6 Credits)

SWK 350 course consists of two parts: (1) field practicum, and (2) field seminar.

The field practicum consists of 200 hours of supervised social work experience in an approved fieldwork agency. The field experience offers students the opportunity to apply knowledge, values, and skills gained from classroom learning and previous field experiences to social work practice under the supervision of a professional social worker. Social work interns are expected to engage in direct client contact, have one hour of supervision per week, and comply with the policies and procedures of your agency.

Social work field experiences are considered our profession's "signature pedagogy". Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work

education that the two interrelated components of curriculum and field are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (Council on Social Work Education Educational Policy Statement 2.3, CSWE, 2015).

The field seminar helps students to link theory to its application in the field and to integrate course content into a unified generalist practice perspective. The primary purpose of this seminar is to provide students with an opportunity to examine, practice, and integrate knowledge that they obtain through their placement experiences, course materials, and personal development, in their pursuit to become effective social work professionals. In this seminar students will be expected to take an active role in the learning process by sharing their experiences, raising questions, identifying areas for further exploration, and providing support and encouragement to each other. The course content is introduced in such a way as to allow for enough flexibility so that it can respond to the unique needs of the students. Joint sessions with the seminar sections of the senior internship classes will be held to accommodate new issues in practice, opportunities for advancing professional practice, and emerging themes in the field. Sessions in the past have included working with gay, lesbian, bi-sexual and transgender youth, emerging issues in HIV treatment, being different in organizational settings, suicide assessment and other topics. We welcome student suggestions for these sessions.

SWK 450 - Field Instruction and Seminar II (6 Credits)

This course is a continuation of the field instruction and seminar course sequence. The primary purpose of this seminar is to provide students with an opportunity to examine, practice, and integrate knowledge that they obtain through their placement experiences, course materials, and personal development in their pursuit to become effective social work professionals. In this seminar students will be expected to take an active role in the learning process by sharing their experiences, raising questions, identifying areas for further exploration, and providing support and encouragement to each other. The course content is introduced in such a way as to allow for enough flexibility so that it can respond to the unique needs of the students. The two-part format (1) a field practicum, and (2) a field seminar remains the same.

SWK 475 - Senior Seminar: Diversity, Human Rights, and Social Justice (3 Credits)

This course takes a socio-historical perspective in the examination of issues of diversity, human rights, and social justice to create a foundation of understanding of these complex issues and contribute to the student's development as a culturally competent generalist social work practitioner. This capstone seminar for social work students builds upon the liberal arts foundation and social work knowledge of human behavior, social policy, and quantitative and qualitative inquiry in the examination of issues of diversity, human rights, and social justice. Students will learn a practice framework that integrates a human rights perspective which promotes the dignity, respect, and well-being of all persons with a social justice perspective which seeks to understand, challenge, and combat oppression, unequal access to resources, and social inequities. Students engage in critical self-awareness and apply an integrated practice framework for use with individuals, families, groups, organizations, and communities that advance human rights and social and economic justice.

This writing intensive course fulfills Tier 3: Independent Inquiry of the Liberal Arts Core.

Social Work Program Elective Courses

SWK 344 - Substance Abuse (3 Credits)

This course covers the causes, medical aspects, family dynamics, cross-cultural issues, and treatment modalities of drug and alcohol abuse. The course is designed with both undergraduate students and human service professionals in mind.

SWK 360 - Social Work in Schools with Exceptional Students (3 Credits)

This course will present a multi-dimensional and multi-theoretical perspective to provide social work services in a school environment for all students and specifically for those with exceptionalities. To that purpose, this course will cover the historical development of school social work, present policies guiding school environments, laws and policies guiding the services in schools for students with exceptionalities, as well as multi-tiered interventions for all students who need social work services and support. Laws and policies covering 504 accommodation plans for students with medical impairments, school safety, mandated reporting, as well as services to students with special needs and identified for special education will also be emphasized. Students will be encouraged to further their knowledge according to their specific interests through class projects.

SWK 365 – Understanding Change, Grief, and Loss (3 Credits)

Issues pertaining to loss and grief are core in nearly every clinical situation that social workers address. Loss occurs throughout the life cycle. Loss and grief issues include, but are not limited to, dying and bereavement. Issues such as divorce, loss of a job, effects of a disaster, declines in functional health, acute illnesses, chronic & life-threatening diseases are all examples of losses other than death. This course will focus on the experiences of loss, grief and bereavement as it is viewed by individuals, families and loved ones. How we cope with grief shapes our lives, challenges our responses to change and can determine how we form, maintain, and let go of relationships. This course will examine theories on grief and loss across the lifespan. In addition, we will consider how social factors, i.e., culture, ethnicity/race, gender, class and sexual orientation may impact the grieving process. Further, the role of spirituality and coping will be explored and discussed to increase the clinician's ability to work with this content in therapy. We will look at ethical debates in right-to-die issues as well as social issues about quality of life. In our clinical work with clients, we confront aspects of loss daily. This course will address the role of the therapist and effective use of self with clients and their families in diverse settings and different modalities.

SWK 369 - Working with Gambling Problems (3 Credits)

This course explores the fundamentals for understanding gambling problems in the U.S. including an overview of the public policies for the treatment and control of gambling, an examination of the epidemiology of gambling across diverse groups, theoretical frameworks for assessing and intervention with problem gambling, and an understanding of the available research.

SWK 465 - Understanding Trauma (3 Credits)

This is a seminar course designed to provide students with an expanded understanding of trauma. This course is a mix of guided instruction and independent inquiry. It explores how overwhelming experiences impact the development of the brain, mind, and body. From a historical perspective it examines current research on neuroscience and therapeutic approaches to healing the immense suffering caused by trauma.

SWK 365 - Special Topics in Social Work (3 Credits)

Note: Enrollment in some offerings may require consent of the instructor. One-time offerings of social work elective course, SWK 365, may be repeated for credit with a topic change.

SWK 480 - Independent Studies, Special Internships, Teaching Assistants (3 credits)

THE SOCIAL WORK PROGRAM'S ACADEMIC & BEHAVIORAL STANDARDS & POLICIES

In its preparation of students for professional social work practice, the Social Work Program recognizes its responsibility as gatekeeper to the profession including the program's obligation to ensure the protection and safety of the clients who will be served by program graduates. Academic standards enforced by the program, therefore, include both competence in social work knowledge, values, and skills as demonstrated by students' in various contexts: classroom, field agencies, university, and community. Students in the major are expected to demonstrate behavior in conformance with the ethical standards and behavioral expectations of the social work profession.

Students' appropriate efforts to gain knowledge is a fundamental right. Students will not be prohibited from exercising their constitutional rights or from other lawful activity guaranteed by the United States. These activities expressly include, but are not limited to, freedom of speech and dissent.

Scholastic Academic Standard / Minimum Grade Requirement

University policy requires students to earn a cumulative academic grade point average (CGPA) of at least 2.0 (C) to receive a bachelor's degree from the university. Students whose CGPA drops below 2.0 are placed on academic probation or dismissed from the university.

Each Social Work Program course syllabus includes information about elements to be included in the evaluation of student achievement and course grade calculation. In academic courses, grades are typically based on test performance, assignments, and classroom performance weighed as determined appropriate by the course instructor. Fieldwork courses also include an evaluation by the student's agency supervisor as a significant portion of the student's grade for the course.

Social work majors must demonstrate mastery of the knowledge, values, and skills of the social work profession. Grades earned in social work courses must reflect mastery of the profession's knowledge base and skills; motivation, work, and time management skills; and critical thinking skills that are essential for effective social work practice. Therefore, social work majors **must earn a grade of C or better in all required courses** beyond the pre-major foundation course level. *These courses include SWK 200, SWK 300, SWK 311, SWK 312, SWK 320, SWK 325, SWK 330, SWK 333, SWK 335, SWK 350, SWK 420, SWK 450, and SWK 475.*

The social work faculty will review the academic progress of all social work majors whose university cumulative grade point average drops below 2.0 or whose grades fall below C in the listed social work courses. At the discretion of the social work faculty, failure to meet the program's academic standards may delay admission into further courses in the sequence of study or result in suspension or dismissal from the social work major.

One or more grades of C- or lower in required social work courses will result in an academic progress review.

Ethical Academic Standard

The social work profession is committed to the advancement of human well-being and the promotion of social and economic justice for all. This professional role requires a public trust. Social work students, therefore, must show moral awareness, self-understanding, concern for the welfare of others, and responsibility. Students must demonstrate respect, honesty, fairness, trustworthiness, appreciation of individual and cultural differences, and the ability to collaborate effectively with others.

Academic Standards Relating to Personal Conduct

Because social work clients are particularly vulnerable to misconduct, misjudgment, and biases, social work students must meet high standards for knowledge, ethical standards, and behavioral expectations. Ethical and responsible conduct is expected of social work majors in classroom activities, on fieldwork assignments, at the university, and in the community. Student conduct (especially behavior involving clients) in the classroom, university, field work agency, or in the community that is potentially dangerous to current or future clients or which raise doubt about the student's ability to adhere to the ethical expectations and obligations of professional practice constitutes a violation of Social Work Program academic standards. In field agency placements, students are expected to conform to agency policies and to conduct themselves ethically and responsibly with the agency, colleagues, and clients. Violations of campus or community regulations, violations of law and/or University standards of behavior will result in a review of the student's performance in the Social Work Program by the program faculty and may result in dismissal from the social work major in addition to University or community action taken against the student. The following are examples, but not a complete list, of proscribed behaviors for social work students which may result in an academic performance review and/or student's dismissal from the social work major on academic grounds:

Academic dishonesty, University behavior code violations, violation of NASW Code of Ethics, and other community misconduct

- a. Dishonesty in the academic environment such as plagiarism, cheating on examinations, or other conduct punishable by the Connecticut State University
- b. Dishonesty about field work activities including, but not limited to, falsification of records such as field agency time sheets, field journal entries, or field performance documentation and evaluation forms
- c. Solicitation or acceptance of gifts of value, services, or money from clients that are not legitimate payment for services received on behalf of the student's field agency
- d. Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse

- e. Appearing or experiencing an impairment as defined in the NASW Code of Ethics Section 4.05

Social Work students are required under section 2.08, Impairment of Colleagues, to inform the social work faculty member as soon as possible if they believe that he/she or another student is experiencing impairment as defined under section 4.05.

Social work majors should read and become familiar with the Connecticut State University Guidelines for Student Rights and Responsibilities and Judicial Procedures, and the Connecticut State University Punishable Offenses and Range of Sanctions contained in the ECSU Student Handbook. In addition, students also should be aware of other relevant policies such as the CSCU Policy Regarding Racism and Acts of Intolerance, Eastern's alcohol and drug policy, and policy on sexual harassment also contained in the ECSU Student Handbook.

Social Work students are required to inform the program coordinator as soon as possible, but not later than five business days, following an arrest or a University offense that could result in disciplinary action by the university.

Student misconduct, on or off campus, directed toward other students, faculty, University staff, or members of the larger community may, at the discretion of the social work faculty, result in Social Work Program and/or University procedures for dismissal. When the legal or illegal behavior does not affect current or potential clients, but the behavior violates the policies, standards, or rules of the university, proceedings will follow the university's procedures for addressing student misconduct as described in the Eastern Connecticut State University Student Handbook.

Student Sexual Misconduct Policy

Title IX of the Education Amendment of 1972, as well as the Board of Regents Policy on Sexual Misconduct Reporting, Support Services and Processes, prohibit acts of sexual misconduct – sexual harassment, sexual assault, sex-based discrimination, dating violence, domestic violence, stalking, and inappropriate relationships between employees and students. If you or someone you know has been or experiences harassment or assault, resources are available with the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT). Alleged violations can be reported to the Title IX Coordinator in the Office of Equity and Diversity at [860-465-5791](tel:860-465-5791). Reports to law enforcement can be made to Eastern Connecticut State University Police Department at [860-465-5310](tel:860-465-5310). To receive support and advocacy, please contact Starsheemar Byrum, the Coordinator of the Sexual Assault & Interpersonal Violence Response Team (SAIV-RT), at [860-465-4314](tel:860-465-4314). You may also visit the SAIV-RT website at <https://www.easternct.edu/sexual-assault-and-interpersonal-violence/about-saiv-rt/members.html> for more information including a list of confidential resources.

Class Conduct

In this Social Work Program, we aspire to help you become an effective generalist social work professional. On your journey to becoming a social work professional it is important that you

develop behaviors and skills to meet the standards of professionalism. ***Beginning when you enter the social work learning community your junior year and throughout your time as a member of this community, your level of professionalism in and outside of the classroom is being assessed.*** This program is an experiential learning program that facilitates your contact with client systems of all sizes who are real people, and communities with real problems. It is important that we have confidence in your abilities to be professional and ethical in your interactions with client systems. We expect students to demonstrate the following behaviors in all their classes and as a member of the social work learning community:

- Perform consistently with the values and ethics of the profession.
- Be reliable, be where you say you are going to be, and do what you say you are going to do.
- Organize work assignments and manage time appropriately to meet deadlines.
- Communicate in a professional manner in terms of content and tone.
- Establish professional relationships with colleagues in the class that are based on kindness, mutual respect, and appreciation of diversity.
- Use consultation time with course instructor effectively.
- Honestly evaluate strengths and limitations.
- Demonstrate the ability to provide and accept feedback productively and be an advocate for yourself when needed.
- Be an active learner who takes advantage of learning opportunities inside and outside of the classroom.

Attendance and Class Participation Policy (applies to all social work courses)

The goal of the Social Work Program is to educate effective generalist social work professionals. Essential to the learning process is the student's consistent attendance and class participation. The Social Work Program considers attendance and class participation as key indicators for Educational Policy and Accreditation Standards (EPAS) Competency 1: "*Demonstrates professional demeanor in behavior; appearance; oral, written, and electronic communication*". Attendance and class participation are viewed as foundational to student learning, more than two absences (no distinction between excused or unexcused), a pattern of tardiness, or failure to participate, will be assessed as unprofessional behavior and will call into question the student's readiness to proceed in the program.

An academic review will be initiated when there are 4 absences or when class participation does not meet expectations, during which your readiness and ability to continue in the Social Work Program will be discussed and assessed. In the Social Work Program, students must demonstrate competence in the knowledge, skills, and values of the profession, which requires working with client systems with real issues of concern that demand a high level of professionalism and responsibility. If you are unable to demonstrate the most basic indicator of professionalism and attendance, you may not be able to work with client systems on real issues of concern.

Accessibility Services Policy of Self Disclosure

In order to be in compliance with AccessAbility Services policies and federal law, if a student self-discloses their disability, faculty are not to respond to their self-disclosure or offer any advice or comments regarding the disclosure. Faculty must direct students to AccessAbility Services and focus the discussion on the requirement of the class or social work program

Classroom Audio and Video Recording

The Social Work Program supports students' efforts to reinforce their learning through a variety of resources. The use of audio and videotaping of class sessions may be used by students when conducted in accordance with this policy. Special accommodations for students registered with AccessAbility Services and whose disability qualifies for this accommodation also falls within this policy.

There are circumstances in which faculty determine that in order to protect the confidentiality of client or agency information or the self-disclosure of a student in the class, that no recordings may be made. There will be no recording allowed in social work practice classes (SWK 300, SWK 320, SWK 420) or field internship seminars (SWK 350 & SWK 450) because of the risk of violation of confidentiality of clients and/or agencies as well as the self-disclosure of students in the class. In these classes the faculty member will work with the student to ensure that students registered with AccessAbility Services learning needs are met (i.e., provide student with prepared notes; schedule individual meetings with student).

The faculty member will work with the students whose disability accommodations may require special supports in this class.

1. Students must seek written permission from the course faculty prior to recording.
2. Students may audio or videotape class lectures for their personal use in study and preparation for class.
3. These materials are only for the student's personal use and may not be shared with any other person, including students who are also in this class or posted on an electronic network.
4. Students recognize that class lectures are the intellectual property of the professor and acknowledge these as sources that must be appropriately cited in any academic work.
5. Students may be requested to not record classroom discussions at the discretion of the faculty member.

6. All recordings must be erased within one week following the end of the semester in which the recording occurred or, if needed for other academic work, a later date is agreed to by the faculty member.

The form for requesting permission to video/taping and or photo in class and field can be found in Appendix D.

Policy for Written Work

In an age of practice accountability and documentation, the ability to communicate effectively in writing is an essential professional skill. Consequently, written assignments will be included as part of every social work course and the quality of a student's writing will form part of the student's course grade. The Social Work Program meets the university writing requirements through its intermediate and capstone level writing requirements in the major. Written work submitted in social work courses should conform to standards to be found in the *Publication Manual of the American Psychological Association*.

Junior and Senior Year Progress Reviews

The social work faculty routinely reviews the program performance of social work majors in regularly scheduled faculty meetings. Following completion of the junior year courses, faculty review student performance to certify each student's readiness to enter the senior year field work component of the Social Work Program. In addition, the social work faculty reviews the program performance of graduating social work seniors to certify their readiness for the BSW degree.

SOCIAL WORK PROGRAM'S RESPONSE TO STUDENT MISCONDUCT & STUDENT CONCERNS AND GRIEVANCES

Academic Performance Review

The social work faculty will meet as needed to review the academic performance of social work majors. An academic review is initiated by the program coordinator. At the discretion of the faculty, students or other individuals with information relevant to issues to be discussed may be invited to attend such review meetings.

Circumstances that may Initiate an Academic Review

- Monitor completion of admission conditions specified in provisional admission contracts.
- Review the overall program performance of students receiving grades of C- or lower in required social work courses.
- Review the progress of students whose cumulative University grade point average drops below 2.0.

- Review the program performance of students accused of violation of the program’s academic expectations such as violation of the Social Work Program ethical or conduct standards, and/or violation of University or community regulations which pose potential risk to current or future clients.
- Review the performance of students removed or at risk of removal from field placements. Fieldwork agencies have the right to remove a student from a field placement immediately if, in the opinion of the agency, continuation of the student in the placement may put agency clients at risk, or for other legitimate reasons unacceptable for practice in the agency. As soon as practical following the immediate removal of a student from a field placement, the Social Work Program field coordinator will contact the agency and the student to obtain information about the cause of the removal and an Academic Performance Review meeting will be held to determine an appropriate course of action.
- When two or more faculty identify a student as being at risk.

Steps Initiated for an Academic Performance Review

Stage 1: Faculty Member(s) - Student Discussion

Typically, the first level of response to academic problems of students in the Social Work Program will be a meeting between the student and the most closely involved social work faculty member(s) as identified in the table below.

Academic problems include the following: inadequate scholastic performance, violation of the Social Work Program scholastic, ethical or conduct standards, and/or violation of University or community regulations which pose potential risk to current or future clients or raise doubt about the student's ability to adhere to the ethical expectations and obligations of professional practice.

Focus of problem	Meeting between student and faculty member
Classroom	Course instructor
Field agency	Agency supervisor and field liaison
University or community	Program Coordinator

Discussion of classroom performance problems will include the student and the instructor of the course in which the problem is occurring. Problems arising in field agency placements may be discussed between the agency supervisor and student individually or, at the request of either student or agency supervisor, may include discussion with field liaison and the Social Work Program field coordinator. Problems involving violation of University or community regulations outside of the classroom or fieldwork agency will result in discussion between the student and the social work program coordinator.

Ideally a verbal resolution of the problem should suffice as an outcome of such meetings. If, in the opinion of the student or other individuals involved, a satisfactory resolution is not obtained, any of the individuals involved may request a meeting with the full social work faculty and/or proceed to

stage three described below by requesting that the social work program coordinator convene an Academic Program Review or by pursuing the issue through University channels. If, in the opinion of the social work faculty member(s) involved, the problem may potentially interfere with the student's appropriateness for, or progress in, the Social Work Program, written documentation of the nature of the problem and decisions made during the student/faculty meeting should be sent to the social work program coordinator, with a copy given to the student, for inclusion in the student's program file. If, in the opinion of the social work faculty member(s) involved, the problem is of such a severe or repeated nature as to raise immediate concern about the student's continued participation in the Social Work Program, the social work program coordinator should be notified, and a performance review meeting of the social work faculty will be called to discuss the problem as described below.

Behavior which constitutes a violation of the Connecticut State University Guidelines for Student Rights and Responsibilities may, in addition, be referred by the social work program coordinator to the Vice President of Student Affairs to initiate University disciplinary procedures as described in the Eastern Connecticut State University Student Handbook.

Stage 2: Social Work Major Academic Performance Review Meetings

The social work faculty will meet as needed to review the academic performance of social work majors. At the discretion of the faculty, students or other individuals with information relevant to issues to be discussed may be invited to attend such review meetings. These meetings will be used to:

- Monitor completion of admission conditions specified in provisional admission contracts.
- Review the overall program performance of students receiving grades of C- or lower in required social work courses.
- Review the progress of students whose cumulative University grade point average drops below 2.0.
- Review the program performance of students accused of violation of the program's academic expectations such as violation of the Social Work Program ethical or conduct standards, and/or violation of University or community regulations which pose potential risk to current or future clients.

Potential Outcomes of Academic Review Meeting

Four outcomes are possible from academic performance review meetings. The affected student will be given a written statement of the faculty decision, a copy of which will be placed in the student's program file.

1. No action - The faculty determines that no action is necessary at the time.

2. Conditional Continuation - The faculty determines specific conditions necessary for the student's continuation in the Social Work Program. Such conditions will be drafted into a written contract to be signed by the student and must be satisfactorily adhered to by the student in order to earn the BSW degree.
3. Suspension - The faculty determines that the student should be removed from a fieldwork placement and/or from social work classes, or that the student should not be permitted to progress in the field and/or social work course sequence from one semester to the next. In either case, suspension is considered a temporary removal from the Social Work Program to permit time for resolution of issues felt by the faculty to be interfering with the student's program performance. Conditions necessary for the student's continuation in program activities will be drafted into a written contract to be signed by the student and must be satisfactorily complied with by the student before further progress toward the BSW degree will be permitted.
4. Dismissal - The social work faculty may recommend to the Dean of the School of Arts and Sciences that a student be dismissed from the social work major.

Student with General Concerns or Grievance Involving Another Student or Faculty

The Social Work Program faculty seeks the active participation of social work students in the conduct of the Social Work Program. Social work students should feel free to approach social work faculty with comments, concerns, suggestions, and ideas at any time. Students also are encouraged to provide social work faculty with honest feedback on anonymous end of semester course evaluation forms distributed in each Social Work Program course. Finally, graduating seniors will be required to submit an anonymous evaluation of their Social Work Program experience at the end of the social work senior seminar.

Students are encouraged to take action to resolve concerns with the target of their concern/grievance. If the student is unable to reach resolution with another student, the student should seek out the support of a faculty person or the program coordinator. If the target of concern is a faculty member, the student can reach out to the program coordinator. If the target of concern is the program coordinator, the student can reach out to another social work faculty member or to the Chair of the Sociology, Anthropology, Criminology, and Social Work Department.

Student Appeal and Grievance Resolution Procedure

Students seeking to appeal social work major admission decisions or academic performance review decisions by the social work faculty have two possible routes of appeal: to a Social Work Program Appeal Board convened by the social work program coordinator or through University channels as described below.

Social Work Program Appeal Board

Students may request in writing that the social work program coordinator convene as soon as practical an Appeal Board consisting of three Social Work Program Advisory Board members (excluding student board members). At the discretion of the Appeal Board, faculty, students or other individuals with information relevant to issues to be discussed may be invited to attend Appeal Board meetings. The Board will determine the outcome of the appeal. The affected student will be given a written statement of the Appeal Board decision, a copy of which will be placed in the student's program file. Appeal Board decisions may be appealed through University channels as described below.

University Levels of Appeal

The Social Work Program appeal and grievance procedure described above does not abrogate a student's right to appeal utilizing University procedures. Levels of appeal within the university may include appeal to the Dean of the School of Arts and Sciences, the Vice President for Academic Affairs, or the Vice President of Student Affairs.

OPPORTUNITIES FOR SOCIAL WORK ENGAGEMENT & IDENTIFICATION

Student Advisement

Pre-Social Work Majors

Pre-social work majors are assigned academic advisors selected from the full-time social work faculty and are encouraged to meet with their advisors at any time to discuss academic or professional concerns. In addition, for updated information on the Social Work Program and its requirements, all pre-social work majors should attend group advisement sessions sponsored by the program prior to each semester's pre-registration advisement period. At a minimum, pre-social work majors must meet with their advisors prior to each registration period to review their selection of courses and to obtain the code number necessary for registration. Students are free to select the advisor of their choice from among the social work faculty.

Social Work Majors

Each social work major is assigned an academic advisor within the Social Work Program. Students are encouraged to consult their advisors concerning any issues that may have an impact on their academic progress in the university. At a minimum, social work majors are required to see their advisors during each semester's pre-registration advisement period to review completion of Social Work Program and University degree requirements and to obtain the advisor's signature necessary for registration for the coming semester's courses.

Because of the small size of Eastern's Social Work Program, academic advisors typically encounter their advisees in class as well as in advisement sessions, greatly increasing the accessibility of students and advisors to each other. In addition, the small program size allows

faculty to become acquainted with all social work majors, and majors know all social work faculty. Students are encouraged to approach any social work faculty member with program or course concerns. As a result, faculty and students often discuss individual concerns about academic progress, course selection, other educational issues, and career needs at times other than the formally required advisement meetings.

Social Work Program faculty make every effort to be available as needed to program students. Faculty office hours and office phone numbers are posted in the faculty office area and listed on all social work course syllabi. Students should feel free to use the University's voice mail or e-mail systems, including that in WebCT/Vista to communicate with faculty or, when necessary, for scheduling meetings with faculty outside of their regular office hours.

Social Work Program Advisory Board

The Social Work Program Advisory Board is made up of community professionals, part-time faculty, full-time faculty, and students. Full-time faculty are required to attend Advisory Board meetings. Two student representatives from all social work major courses are asked to attend the Advisory Board meeting. However, all students are welcome to attend. The Advisory Board meeting is held twice during the academic year at the end of the semester.

NASW Membership

Student membership in the National Association of Social Workers is open to students in social work programs accredited by, or in candidacy under, the Council on Social Work Education. Consequently, social work majors at Eastern are strongly encouraged to join NASW. Senior students will be encouraged to join this professional association. Application forms are available from the social work program coordinator.

Phi Alpha National Social Work Honor Society

Eastern Connecticut State University's Social Work Program has chartered the Pi Zeta chapter of Phi Alpha, the national honor society for social work. The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Eligible students have declared social work as a major, achieved senior status, completed at least 7 of the 12 required social work courses, are among the top 25% of the graduating class based on their social work major GPA, and have achieved an overall grade point average of 3.0 on a 4.0 scale, and be in good standing. Social work faculty will approve the list of eligible students for induction.

Social Work Student Organization

A Social Work Club provides opportunities for pre-social work and social work majors to develop their interests and create opportunities for professional advancement and community service in the

University setting. The Club has hosted social work speakers, collaborated with other service clubs, provided assistance to local organizations, and created a forum of the values and mission of social work on the campus.

- Social work faculty have taken the lead to organize other activities to encourage development of group identity among social work students and provide a foundation for student expression. Significant among these efforts is the scheduling of at least two student organizational meetings and additional social activities each year. These events are announced in all social work classes and through e-mail messages sent to distribution lists of social work majors and pre-majors. A fall organizational meeting is planned for early in each fall semester to elect student leaders. Thereafter, student organizational meetings are conducted by students, and faculty involvement will be negotiated with the student leadership.

Advisement for Careers and the Profession

The Social Work Program provides students with multiple opportunities to obtain support and information regarding their post-graduate planning. The Social Work Program hosts six formal meetings designed to share information with students to assist them in making an informed decision about their post-graduate plans.

Social Work Program Events

MSW Planning Workshop

A fall workshop is offered by all full-time faculty and attended by all seniors to discuss the decision-making process and actions related to applying to an MSW program. The workshop features a PowerPoint presentation on how to choose a graduate school of social work, general information about the application process, financial aid, concentrations, and preparing for meetings with potential recruiters from graduate programs. It also encourages the attendees to ask questions and express concerns. All senior social work students are given opportunities to discuss post graduate plans in their field seminars. They are also encouraged to develop essay writing groups with their fellow students.

MSW Open House

The MSW Open House is a program whereby representatives from area graduate programs of social work are invited to Eastern to provide students with information about their programs and entertain questions from the students. Ten or more MSW programs from throughout New England and the New York region are represented at this annual event. This program is attended by all social work seniors and is open to all social work majors and other Eastern students who may be interested in pursuing a graduate degree in social work. In addition, notice of the date and time of the open house is sent to area BSW programs inviting their students to come.

Life After Eastern

This is a workshop organized by the Social Work Program inviting alumni of Eastern's Social Work Program to come to campus to talk about their post-graduate experiences. Alumni represent a variety of areas of practice in social work as well as degree attainment. They share their experiences and entertain questions from the student participants. All seniors are required to attend, and more than a dozen alumni participate.

Information about Career Services

A representative from Career Services comes to present information to seniors about the services provided by their office. Career counselors encourage seniors to make individual appointments for career strategy building and to enroll in online career information and jobs support provided by the office. They also provide information regarding seeking employment, preparing for interviews, and conduct during the interviewing process.

Junior/Senior Luncheon

Every spring semester junior and seniors come together, and the seniors provide information about their experience in the program and discuss their post-graduate plans. This serves to introduce the juniors to the expectations of the senior year and to plan with knowledge as they prepare for their senior year.

Social Work Student Orientation

An orientation meeting is held for newly admitted social work juniors prior to start of their first semester in the Social Work Program. The entering Social Work Student Orientation is designed to introduce them to the program mission and goals as well as policies and expectations of the program, course structure and requirements, field internship experiences and the placement process, and general behavioral expectations. It is also an opportunity to begin learning the community building process. Senior social work students participate in a two-day mandatory field internship orientation prior to the start of the fall semester of their 2nd year in the program.

Special Consideration and Exemptions from Program Policies and Requirements

The social work faculty will meet as needed to discuss requests from students for exceptions to program requirements, temporary withdrawal from the Social Work Program, or other student issues requiring case-by-case decisions by the program faculty. Such requests from students should be submitted in writing to the Social Work Program Coordinator.

Field Education

Field education is integral to social work education. It is the profession's signature pedagogy (Shulman, 2005). Professionally supervised opportunities to practice social work roles reinforce students' identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of all professional competencies. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of behavioral criteria by which students demonstrate the achievement of generalist social work practice competencies.

Field experience is a pre-requisite for admission to the Social Work Program either through SWK 200 - Introduction to Social Work, or through an approved substitute experience. Supervised professional field education is required in SWK 300 – Generalist Practice with Communities and Organizations, and through the two fieldwork courses: SWK 350 and SWK 450 and their integrating seminars.

SOCIAL WORK PROGRAM ASSESSMENT AND BENCHMARK ACHIEVEMENT

The Social Work Program engages in continuous and outcome assessment of student learning and the overall quality of our program. There are many assessment approaches that we employ including in-class assignments, nationally normed testing, student satisfaction and self-assessment surveys, University-wide assessment, and field faculty assessment of student performance in the field. We encourage all students to participate fully in these efforts, recognizing the importance of each individual in shaping the learning experiences of all. The student's participation in program assessment activities will have no impact on the student's status in the program.

SOCIAL WORK FIELD EDUCATION MANUAL

Purpose and Goals of Field Education in the BSW Program

The Eastern Connecticut State University Bachelor of Arts in Social Work Program degree ensures that graduates of the program will have the competencies based on professional knowledge, values, and skills necessary for effective beginning level generalist social work practice. Field education is central to students' integration of theory and knowledge, and the application of the values and skills of social work practice.

As generalist practitioners, students within field placements will practice with knowledge about human behavior, employ strengths and ecological perspectives, and engage in culturally competent practice with multiple system levels including individuals, families, groups, organizations, and communities.

As students develop increasing abilities throughout their academic and field experiences, they will be prepared as beginning level generalist practitioners who will be self-aware professionals; employ a systematic approach to change with systems of all sizes; assume, as appropriate, a variety of helping roles especially those of enabler, broker, activist, advocate, and researcher; and engage in social work practice in ways which ensure client self-determination and empowerment.

Graduates' practice will be guided by the values and ethics of the social work profession. They will know the principles of social work practice and the NASW Code of Ethics. They will be able to identify and address ethical dilemmas in practice. They will be knowledgeable about and strive to eliminate the biological, psychological, and socio-cultural barriers to full human growth and development, including the elimination of poverty, oppression, and discrimination. Program graduates will implement the social work profession's commitment to the promotion of human rights and social and economic justice.

The fieldwork component of the program is integral to the development of effective generalist practitioners. Eastern Connecticut social service agencies, social work professionals, the ECSU Social Work Program and social work students collaborate to develop excellent beginning level generalist social work practitioners. Through the exploratory field work experience in Introduction to Social Work, team-based community mobilization practice in generalist practice with communities and organizations, and completion of two semesters of supervised field work in the senior year, students learn how to apply the knowledge, values, and skills of generalist social work learned in the classroom, integrate theory with practice, develop a greater awareness of self through practice, and create a professional self through supervision in practice.

Relationship Between Social Agencies and Eastern's Social Work Program

Eastern's BSW Program collaborates with field agencies in the education of social work students. The program and the agencies jointly conduct the education of the students according the policies detailed in this handbook and in course syllabi.

The social service agencies are expected to provide each student with appropriate supervision and to inform students of all relevant policies, rules, and regulations pertinent to the student's field education. Students who are not employees of the agency are not entitled to Worker's Compensation benefits. Agencies shall not use student interns to replace staff. They are trainees and their work must be done under the educational supervision of a field supervisor. The agency will inform the University contact of any changes in the agency or staff that may affect the student's

learning. Agencies may immediately suspend or remove a student from a placement if the student is likely to cause harm, however, consultation regarding any change in the nature of placement is requested.

The BSW Program of Eastern Connecticut State University will ensure that students are prepared to meet the academic standards at each phase of the field internship course of study and the goals and objectives of the program and the University. The program will provide support, information, training, and consultation for the agency and field supervisor to promote student learning. The program requires students to maintain confidentiality and perform all assignments in a manner in keeping with their developing professional capacities reflecting the standards of the profession of social work following the Code of Ethics of the National Association of Social Workers. The program will inform the agency supervisor of any changes in student status that may affect the student's learning. The program may immediately suspend or remove a student from a placement if the student is likely to cause harm, however, consultation regarding any change in the nature of placement is preferred. Liability coverage is provided by the State of Connecticut under Section 10-235 of the General Statutes entitled: "Indemnification of Teachers, Board Members and Employees in Damage Suits; Expenses of Litigation" and by separate insurance for allied health professionals in training.

Structure of BSW Field Education Program

Our program requires three levels of generalist social work field practice experience. Each are detailed on the Social Work Program field education website at:

<https://www.easternct.edu/social-work/field-education.html>

Exploratory Field Education

The exploratory field education experience occurs as a part of the course requirement for students registered in SWK 200, Introduction to Social Work. The objective of the Introduction to Social Work course is to provide students who are contemplating entry into the social work major some basic knowledge about the profession. Students learn about the social welfare system, the history of the social work profession, and the nature of services, intervention strategies, and roles performed by social workers.

The exploratory field experience involves a twenty-hour field experience at a social service agency. The exploratory field experience occurs in a variety of social service settings and is expected to provide the student an opportunity to observe the work of social service agencies, social work and human service professionals, and assist the agencies in accomplishing their missions. The course instructor provides students a list of social service agencies that accept volunteers and provides assistance in choosing a placement that fits the students' interests. The students contact the identified agency representative to arrange for an interview and placement. Settings are diverse and include such placements as senior citizen centers, soup kitchens, day care centers, after-school programs, homeless shelters, domestic violence programs, and psychiatric hospitals.

Students are encouraged to provide direct services to clients or consumers or to engage in preventive or community change activities. Usually services provided are material support or assistance, such as serving food at soup kitchens, providing child day care at homeless shelters, or providing companionship to elderly homebound persons. Students may promote the use of food stamps or

inform the public about entitlements or resources. Students record their observations and interactions in a journal and write a series of three papers demonstrating their understanding of the agency, its mission and services, the context of the service within the community, and evaluating their experiences and learning. Students conduct library research about the population their setting serves, prepare a paper describing the agency, and write a personal assessment of their learning in the practicum. Students assess their readiness and motivation for further study in the field.

Student Expectations

Students must complete at least twenty hours of volunteer service in a social agency approved by the course (SWK 200) instructor. Students will identify their learning goals, collaborate with the agency to identify their activities and schedule, be responsible to the agencies for this contract, and provide ample opportunity for their supervisor to evaluate their performance and verify their time worked. Students must adhere to all ethical standards in this practice setting, including the expectation of client confidentiality. Students must successfully meet the expectations of the field requirement in order to receive a grade of C or higher in the course which is needed to progress in the social work program.

Social Agency and Supervisor

We expect the agency to provide opportunities for students to observe and to engage in service to persons and the community. With direct supervision provided by agency staff (social work supervision preferred), agencies will ensure that agency standards are met, student safety is assured, and the student's field experience is verified and evaluated. The agency will assist the student in learning about the organizational and community context of practice, the roles of social workers, ethical standards of practice, human diversity, and the values that support their efforts. Supervisors are expected to complete an evaluation of the student's behaviors and overall potential for the social work profession.

Junior Field Education

The junior internship experience occurs as part of the course requirement in Generalist Practice with Communities and Organizations (SWK 300). The junior internship experience is a macro placement in agency/organization tasked to engage and mobilize members of the community around an issue impacting the community. Students work in task groups of 4 to 6 students and complete a minimum of 45 hours working on their projects. They are expected to develop an educational campaign, organize an event, attend a public meeting, raise funds, and prepare a press release under the supervision of a field instructor. The community projects are identified through collaboration with the community agency, course instructor and/or the field coordinator. Students are assigned to the projects by the instructor(s) of SWK 300.

The community change project must provide students with an opportunity to engage and mobilize community members. Students are expected to spend no less than 45 hours in the field working on their community project. They must spend at least one hour working together with their task group members in the field, must complete a learning contract, and engage in weekly supervision meetings with their field instructors. The students prepare, as a group, a community assessment, and develop a written intervention plan. In addition, in relation to their project, they must develop and implement an educational campaign, attend a public meeting, and engage in a fundraising effort. At

the conclusion of their project, the group must present a formal oral presentation to classmates that chronicle their change efforts, identifies the strengths and challenges experienced during their projects, and write a paper demonstrating their understanding of the community change process, and their practice experiences. The students also receive an individual evaluation of their skill development that is completed by the field instructor in collaboration with the students. Students are also expected to complete an individual self-evaluation narrative that identifies their skills development.

Community projects have included voter registration drives, preventive public health education projects, organizing tenants in public senior housing to reduce the risk of falls, promotion of the Food Stamp Program, revitalizing community support for a teen center, reduction of problem gambling on college campuses, and other community mobilization activities.

Student Expectations

Students provide direct services within the community setting for at least 45 hours during the semester. Students must engage in community practice as a member of a team. Students assess community strengths and needs, identify goals, develop an intervention plan, and mobilize the community and evaluate their practice. Students must adhere to all agency policies and ethical standards of practice. Students must successfully complete the field component of SWK 300 in order to receive a grade of C or higher and proceed in the Social Work Program.

Social Agency and Supervisor

The agency must be an agency in good standing within the community and one that provides ample opportunity for students to engage in mobilization to promote social justice, human rights, and human well-being. Students must be supervised by an agency professional (social worker preferred). Agencies will ensure that agency standards are met, student safety is assured, and the student's field experience is verified and evaluated. The agency will assist the student in learning about the organizational and community context of practice, the roles of social workers, ethical standards of practice, human diversity, and the values that support their efforts.

Agency field supervisors are expected to provide weekly supervision to ensure agency standards are met, provide the student with basic agency and community information, assist the students in developing community assessments, reasonable goals and intervention strategies, integrate research into their practice, provide verification of the student's completion of the field experience, and evaluate the student's and team's performance.

Senior Field Education

The final field experience completed during the student's senior year is a two-semester, minimum 400-hour (200 hours per semester) placement within an approved social work agency under the supervision of an MSW. Students enroll in SWK 350 and SWK 450, Social Work Field Instruction and Seminar, which include an integrating weekly field seminar. Students are enrolled concurrently in two generalist practice courses, SWK 320, Generalist Practice with Individuals and Families (Fall) and SWK 420, Generalist Practice with Groups and Organizations (Spring).

Senior Placement Procedures and Policies

Students apply to the field coordinator in their junior year to indicate their readiness to begin a senior field placement. All placements are full year placements that begin in the fall academic semester. Students must have successfully completed all professional foundation and major courses, Social Research (SWK 330 and SWK 333), Social Welfare Policy (SWK 325), Generalist Practice with Communities (SWK 300), and Understanding Social Work Practice Theory (SWK 335). After consultation with the field coordinator, interviews with field supervisors, and a junior progress review of academic readiness, students are placed in an agency by the social work faculty.

Application for Senior Field Placement

Students will submit their senior field application to the field coordinator by October 1, the fall semester of their junior year, to indicate their readiness to enter the field and their interests for placement. Students are oriented to the senior field placement process. The field coordinator describes placement opportunities, expectations for placements and interviews, sample questions that may be asked, and processes for personal decision making. A preferred resume style and approach to interviewing are presented.

As necessary, students are requested to inform the program about needs for special accommodation in the field placement and to register with the Office of AccessAbility Services to insure this accommodation. In addition, students must inform the field coordinator of any possible conflicts of interest related to potential field interview sites. That is, students must disclose if they, their close personal friends, or relatives are employed by, or are or have been clients of, the agency in which they intend to interview. Although this may not disqualify them from placement in the agency, some agency personnel policies may exclude their placement, and others may alter the nature of the placement or supervision based on this knowledge.

Placement Interview

Students are expected to review the list of available field placement sites available on-line. They are to identify *four* potential sites that appear to meet their needs. They are to print out and bring the field site information form of their potential sites to the meeting with the field coordinator. In addition, students must complete and submit their application for field and a copy of their resume, following the approved format discussed in the orientation, prior to scheduling a meeting with the field coordinator. During the meeting with the field coordinator, in collaboration with the student, at least two approved agencies that are most suitable for the student's unique educational needs will be identified.

Students arrange appointments with field supervisors and interview with *at least two agencies*. No student will be placed unless they have completed at least two interviews at approved agencies. Students are not to interview with any agency unless directly referred by the field coordinator. Students may be required to interview with more than two agencies if they are not accepted for their preferred internship. If a student is rejected for placement by two or more agencies, a student progress review will be held to determine whether the student can be placed in the field the following year. This policy does not apply to students who are accepted but not given priority by an agency. Reasons for student rejection may include an inability to orally articulate personal social work goals and interests, passivity or cognitive rigidity, significant constraints or inflexibility in completing internship expectations, or other cognitive or behavioral challenges.

Students may be required to agree to a criminal background check in order to intern at certain child welfare, criminal justice, and child serving agencies. Some agencies require that students complete a physical or complete a drug screen. The student may be responsible for the cost of these tests and background checks.

No later than April 1, each student identifies her/his preferences for field placement by completing and submitting the field preference form to the field coordinator. The preference form is to be submitted in HARD COPY to the field coordinator

It is the responsibility of the student to complete the application for field, all interviews, and notify the field coordinator of placement preference in a timely manner. Arrangements for field placement must be completed by the end of the spring semester prior to fall placement. Students who do not inform the field coordinator of two successful completed interviews and preference for placement by April 1, without prior approval, may be ineligible to enter the field during the following academic year.

Field Placement Denial

If a student is unable to secure an internship despite having two interviews, the student will be provided with another internship option. Students who are unable to secure a field placement will be asked to meet with the field coordinator and provided constructive feedback and provide other options. Students who do not secure a senior field placement will be invited to an academic review and may run the risk of not advancing in the Social Work Program.

Field Placement

Only students who are in good standing in the Social Work Program will be admitted to the field. The social work faculty reviews the performance of social work majors following completion of their junior year courses to certify each student's readiness to enter the senior year field component of the Social Work Program.

Based upon feedback from the field supervisor who interviewed the student, the student's preference, and the faculty assessment of the student's unique learning needs and strengths, the social work field coordinator recommends an appropriate placement for each student to the social work faculty. The social work faculty formally approves students' field placements. After approval, agencies and students are notified, and the student contacts the field supervisor to establish a schedule.

Student Expectations

Students are placed in an approved field agency where they will practice generalist social work under the supervision of a social worker. Students will complete at least 400 of supervised fieldwork within one agency.

Time in Field Placement

All social work students must complete a minimum of 400 hours of supervised field experience during their senior year in the program. A minimum of 200 hours must be completed during each of

the fall and spring semesters within the same agency. Generally, students will work approximately 15 hours per week and be in the agency on three days.

Students are expected to begin their fieldwork assignments during the first week of classes in the fall semester and complete their assignments during the last week of classes prior to the final examination period. A balanced and orderly schedule of field hours is expected. During this period, which typically covers fourteen weeks, excluding school vacations, fieldwork students are required to spend a minimum of two days per week in their fieldwork agencies. A minimum of 200 hours of fieldwork experience must be completed during each semester and are required for successful completion (grade of C or higher) of the six-credit course. Students are expected to report to their field site until the last day of classes even if they earn their 200 hours prior to the end of the semester. There will be no early release from field. If the student earns more than 200 hours during the fall semester, this cannot be credited toward their spring semester hours.

Students are not expected to engage in fieldwork during school vacations, intersession, or following the completion of spring semester. There may be circumstances, however, dictated by client needs for which supervisors may request students to maintain a presence in the agency during intersession. Students are not required to be available, but if based on client need, may work a maximum of twenty hours in the field prior to the beginning of the spring semester. Students must submit a written request to their field practicum instructor, approved by their field supervisor, prior to the end of the fall semester in order to practice during intersession. These hours will be credited to the spring semester.

Students are required to keep a daily record and time log of time spent on agency related tasks that must be signed by the agency field instructor and submitted to the faculty practicum instructor in HARD COPY.

Student Learning Contract

As soon as practical during the semester, and no later than the due date noted on the syllabus, each student should complete the Student Learning Contract. This contract must be approved and signed by the field instructor and student and submitted to the faculty practicum instructor at the beginning of each semester.

The learning contract is a formal agreement between the student, the field instructor, and faculty liaison delineating learning goals, tasks, and evaluation methods. In this document students will describe their responsibilities. The document will identify the student's unique learning objectives, specifically the skills, values, and knowledge that students will acquire and evaluation methods to be employed.

Other Field Requirements

Students must successfully complete the classroom academic requirements of the field practicum seminar that are described in the course syllabi in order to successfully complete their field practice experience.

Social Work Field Agencies

Social work field agencies are selected as field opportunity sites if they meet program requirements. Fundamentally, social work field agencies are sought which provide exceptional learning experiences for our BSW students, exhibit the highest ethical and practice standards, and are generally located in Eastern Connecticut. Agencies are sought which provide excellent field supervision and provide full opportunities for generalist social work practice, including practice with all systems of all sizes (individuals, families, groups, organizations and communities), practice with a diverse client population, and amenable to student research. Agencies are sought that promote the program mission. Students evaluate the quality of the field experience.

Expectations of Field Agencies

- a. *Educational Opportunities* | All agencies must provide opportunities for students to engage in micro, mezzo, and macro practice (such as community organizing, lobbying, planning) and must assure that students have the opportunity to practice with diverse groups, especially those groups most oppressed and discriminated against in this society. Students must also have an opportunity to engage in practice-based research.
- b. *Student Role* | Students' roles in fieldwork agencies are that of students, not employees. Therefore, tasks assigned to students by fieldwork agencies must offer potential for student learning. Concomitantly, field agencies shall maintain adequate staff to meet agency goals without reliance on field students. While working with the fieldwork agency, students are bound by all agency policies and regulations.
- c. *Agency Environment* | All agencies must provide an environment that facilitates students' learning, including the designation of appropriate space for the student's work; orientation to an integration of the student into the work environment; and reasonable equipment and supplies to permit the student to effectively engage in work. Agencies must attend to the student's safety in the workplace, including providing necessary training.
- d. *Supervision* | All agencies must designate a supervisor who will have adequate time assigned for student supervision, approximately one hour per week, and be available throughout the placement to provide the highest quality field instruction to social work students. Field instructors should also be given adequate opportunity to engage in Eastern's Social Work Program orientation, trainings, and liaison visits.
- e. *Standards of Practice* | Agencies must demonstrate the highest standards of professional practice. Agency policies and practices shall demonstrate adherence to the highest ethical standards. The agency shall be in good standing in the practice community and demonstrate continuous efforts to assure the highest standards of effective practice.

Field Instructors

Social Work Program faculty work in partnership with field agencies and student internship field instructors. The Social Work Program provides an orientation to the field for all field instructors prior to students beginning field placement.

Student field instructors are regarded by Eastern Connecticut State University as social work faculty. Social Work Program faculty collaborate with field faculty. Social Work Program faculty share relevant information about the student's educational achievement and work closely with field faculty in shaping the individualized educational programs of the students.

Educational programs and supportive resources are offered to all social work field instructors throughout the year. The Social Work Program welcomes the feedback of social work field instructors throughout the placement period and formally seeks feedback and evaluation of the curriculum and program from agency field instructors in an end-of-year meeting and through an evaluation instrument distributed to all field instructors.

Field instructors for Eastern Connecticut State University's Bachelor of Social Work Program hold an MSW degree from a CSWE accredited program and are practitioners in good standing.

When the Field Instructor does not have an MSW/BSW

Because some excellent opportunities exist for student learning in agencies without MSW supervision, some exceptions to this policy may be made when the field coordinator and program coordinator are confident that students will achieve the expected generalist professional competencies at that setting. The field coordinator in collaboration with the field liaison and agency representative develop a plan to reinforce a social work perspective for the student. The plan is approved by the field coordinator and monitored by the field liaison. Frequently the plan involves the identification of a social work preceptor either affiliated with the agency or University, who will be expected to provide additional support for the student's learning. These expectations are detailed in the Student and Field Handbook and in materials provided to agencies interested in affiliating with our program. Field instructors must be willing to engage in generalist social work educational supervision and meet the expectations of the school detailed below.

Field Instructor Expectations

Social Work Program field instructors are expected to meet program expectations for credentials, supervision, and professional practice. Each fieldwork agency must designate a fieldwork instructor who will:

1. Engage with the student in the learning process. Field instructors should desire this teaching role, recognize a variety of student learning styles, and demonstrate the ability to foster professional practice knowledge, values, and skills in undergraduate social work students. Specifically, field instructors should be readily available to the student for information, support, direction, and feedback as needed during the student's fieldwork experience.
2. Demonstrate excellent professional practice, including ongoing efforts to improve practice through professional development. Field instructors should adhere to the highest ethical and practice standards and act as mentors to the field student.
3. Provide orientation to the agency, clearly identifying agency rules and expectations, and ensuring that agency requirements are met by the student's performance.
4. Collaborate with the student and the University field liaison to develop, implement, and verify the field experience. The field instructor is asked to:

- a. Assist the student in developing a practical learning contract that articulates the knowledge, values and skills to be attained through the placement, and the methods to achieve and evaluate these outcomes.
- b. Verify the student's hours in the agency.
- c. Provide ongoing evaluation of the student's performance, including the completion of a mid-semester and final student evaluation.
- d. Alert the field liaison as quickly as possible of unexplained student absences from her/his field assignment, unprofessional or unethical conduct, or any other problems that may require intervention on the part of the faculty liaison.
- e. Attend the Social Work Program orientation and evaluation sessions and, if not previously trained as a field supervisor, participate in supervisor field education training.
- f. Provide the University with a current copy of a professional resume.

Field Instructor Benefits

Eastern Connecticut State University Social Work Program field supervisors are given adjunct faculty status. They are eligible for faculty identification cards that entitle them to faculty level borrowing privileges at Eastern's library, sports complex access, campus parking, access to cultural events, and other privileges.

Task Supervisor

This person is an agency-based individual who oversees particular assignments, plan activities, and contributes to the evaluation. The task supervisor consults with the field instructor and/or field liaison.

Field Liaison

The field liaison is a full-time Social Work Program faculty member who acts to guide the student in her/his field placement, assists in the integration of classroom based academic material with the field experience, and assures that the expectations of the field internship are met. The social work field liaison teaches the social work field internship seminar class. The field liaison is available for consultation, assistance, and support to both the student and the field supervisor. The liaison is expected to visit the student and field supervisor in the agency setting at least once per semester and more often at the request of either the student or field supervisor or if problems become apparent. During the visit, the field liaison reviews the student's progress on meeting the individualized goals of the learning contract and the overall objectives of the field experience, assures that students practice at each system level (individual, family, group, community, and organization), and meets the overall objectives of Eastern's Social Work Program field objectives. The liaison is expected to explore opportunities to enrich the student's learning, assist in the integration of student learning with other aspects of the curriculum, and to serve as a facilitator if problems arise.

The liaison will share pertinent information with the field instructor about the learning needs of the student and contact the field supervisor if she/he becomes aware of student problems that may affect field performance.

FIELD PLACEMENT POLICIES

Procedure for Selecting Field Placement Settings

The process for identifying a social service agency as field placement sites begins with an interview by the field coordinator with the agency representative. The field coordinator determines the agency and the potential field instructor's ability to meet the Social Work Program's criteria. The field coordinator presents the potential agency with a recommendation to the social work program coordinator and faculty for final approval.

Procedure for Evaluating Field Settings

Field settings are annually assessed by the field coordinator, program coordinator, faculty, and students for their ability to provide a learning experience consistent with the program's expectations and mission. Field agencies are evaluated throughout the academic year. Field liaisons visit the field setting at least once during each semester for a total of twice a year to assess the students learning experience. Field liaisons collect information from the student during the field internship seminar throughout the academic year, obtaining a final assessment at the end of the student's internship experience. During the end of the year faculty retreat, there is a review of field settings used that academic year. The faculty liaisons share their assessments. During faculty meetings, field liaisons discuss the overall quality of the settings prior to placing new students in agencies. Consideration is given to the physical environment for student learning, collegial relationships, opportunities for generalist practice, focus on the learning needs of students and ongoing education, attention to safety, and a culture of ethical practice including attention to clients' rights. The field coordinator is responsible for communication to the field site the decision.

Professional Liability Insurance

The social work internship program does not require students to independently purchase liability insurance. Social work students at Eastern Connecticut State University are provided with malpractice coverage through a student malpractice policy for "Allied Health Students" purchased by the University. A copy of the insurance policy is available for review in the Social Work Program office or on request from the Social Work Program field education coordinator.

Non-Discrimination and Sexual Harassment

Agencies should adhere to Eastern's policies related to non-discrimination and sexual harassment as stated in the University publications and meet all applicable laws. Students who have special learning needs should register with the University so that reasonable accommodation may be made by field agencies when necessary. Eastern Connecticut State University statement of Policy and Grievance Procedures on discrimination and sexual harassment states:

Discrimination is defined as unequal treatment, or unlawful behavior that produces unequal treatment, as defined in the Connecticut General Statutes, U.S. EEOC Guidelines, Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Sexual Harassment defined below, is considered discriminatory behavior.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (i) submission to such conduct is

made either explicitly or implicitly a term or condition of an individual's employment or academic performance or advancement; (ii) submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonable interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working or academic environment. Gender harassment, defined as discriminatory behavior towards an individual based on his or her gender, is a form of sexual harassment. It many consist of the use of sexist language, illustrations, examples and gestures that demonstrate discriminatory behavior.

The full policy can be found in the Eastern Student Handbook or available online at <https://www.easternct.edu/equity-and-diversity/policies-and-procedures1/eastern-policies/discriminationandsexualharassment.html>

Sexual harassment can be physical, verbal or non-verbal and create a hostile learning environment that can adversely affect student performance. Agencies should review their Sexual Harassment Policy and Grievance Procedure with students. If a student feels they are being subjected to any form of sexual harassment, they should immediately discuss it with their liaison or coordinator of field instruction. Eastern Connecticut State University's Social Work Program will not tolerate any form of sexual harassment or act of discrimination.

Protection of Students' Language Skills

The Social Work Program at Eastern Connecticut State University has the responsibility to protect the language skills of all social work majors to ensure that all students receive equal and fair educational opportunities engaged in the learning environment including field education activities. The Social Work Program will not determine field assignments and/or locations, or allow imposing extra duties on bilingual students, such as interpreting, that will interfere with their education performance of regular duties as a result of their language skills.

Employed Field Placements

We cannot guarantee that students currently employed in social work agencies can complete the requirements for SWK 350 or SWK 450 in their employment settings. We will, however, evaluate these settings on an individual basis and will permit an employed placement when all Social Work Program expectations are met for achieving field learning objectives, agency setting, and supervision. The primary emphasis of student field work in the agency is learning rather than provision of service. Students' learning opportunities must be at the level of a BSW worker.

- a. Employed students must engage in assignments that are different than their primary work responsibilities.
- b. Students must also be supervised by a person other than their primary employment supervisor.
- c. The field coordinator will visit the location, interview the supervisor, and report to the BSW faculty.
- d. Depending on the nature of the setting, supervision and tasks, some or all of a student's work time, may be considered supervised field placement. Such arrangements must be approved by the BSW faculty.

Previous Field Experience

No previous field experience, paid or unpaid, may be substituted for any portion of the social work major field experience in the professional curriculum. No previous supervised field placement for which students received academic credit (such as those in community college programs) may be used again as a student's internship.

Mandatory Field Orientation

All junior and senior social work students are required to attend field orientation prior to entering their field placements.

Conduct in Field Placement

Students must conduct themselves in accordance with the academic standards articulated in the Social Work Program Student Handbook and must comply with the agency's personnel practices unless specific deviations are agreed to with the field supervisor. Failure to comply with academic standards or agency policy may result in immediate removal from the field setting, termination of the field practicum, failure of the course, termination from the Social Work Program, or other sanction. See the Social Work Program Student Handbook for the policy and practice related to academic conduct.

Student Safety

Eastern's Social Work program recognizes the importance of ensuring that the students have a safe environment. During the mandatory student orientation for the both the junior and senior field experience, behavioral techniques in support of safety in the agency and safety in the field are reviewed.

Safety issues must be discussed at the beginning of the semester and as an ongoing part of supervision with the field instructor. If part of the field placement includes home visits, the students should discuss with their field instructor and liaison the agency protocols. In addition, sexual harassment is defined. The students are instructed in what to do if they feel unsafe or if they feel that they are being sexually harassed in the class or in the field. The host agency provides the student with an orientation where policies and procedures regarding safety are discussed. The field instructor is also responsible for reviewing the agency safety protocol with the student. The agencies are also required to provide the students with a space to secure their personal items.

Reporting Safety Concerns

Students are responsible for immediately reporting any situation that arises or ethical concerns in the field placement to their field instructor and/or task supervisor and follow agency safety protocols. Field liaison must be informed of safety concerns in field placements as soon as possible. Safety concerns are defined as any occurrence that involves an individual's physical or emotional safety in the course of conducting their duties and responsibilities as a social work student intern in field placement.

Transportation Policies

Client Transportation

Students in their internship role are not permitted to use their own vehicle for agency client transportation.

Agency Transportation

If an agency expects students to transport clients in an agency vehicle, prior permission must be given by the Social Work Program and agency automobile insurance must cover the student as a driver of an agency vehicle. The intern must be provided with a completed Intern Transportation Request Form and/or a copy of the case plan if one is available. If one is not available, the intern should be provided with enough information about the case as well as pick/drop off location to conduct a risk assessment. The intern can transport a client(s) unaccompanied only if the intern has prior knowledge of the client(s). In unique circumstances the intern can transport clients that they are not familiar with, but they must be accompanied by another intern or agency staff. Under no circumstance are interns to transport client(s) without approval of his/her supervisor, if they have not had agency safety protocols, or if they do not feel comfortable. Interns should be encouraged to ask questions openly and share their concerns about engaging in such activities.

Transportation Time

Each student is responsible for their own transportation to and from one's field placement. Travel time to and from one's field placement does not count toward field hours.

Transportation time during field placement (i.e., home visits, agency visits, and community visits, conferences, etc.) counts as field placement time.

Mileage Reimbursement

Each student is responsible for their own transportation to and from their field placements and will not receive mileage reimbursement.

Inclement Weather/ Snow Policy

Students are not expected to go to field placement if the University and/or their agency is closed due to inclement weather. However, students are responsible for making up hours that are missed when a field placement is closed due to weather conditions.

Illegal Drugs and Alcohol

Students of the Social Work Program at Eastern Connecticut State University must follow the University's policy and refrain from the use of drugs and alcohol while engaged in field education activities such as internships and respective assignments.