

GRADUATE SCHOOL OF SOCIAL WORK
AND SOCIAL RESEARCH
OF
BRYN MAWR
COLLEGE

Field Education Requirements

Full and part-time students complete two semesters of field placement in each of two academic years, and are generally placed in a different field setting each year. First year students are in the field the equivalent of two full (8-hour) days, both fall and spring semesters. Second year are in the field the equivalent of three full (8-hour) days, both fall and spring semesters.

Part-time students may elect the two day/week schedule for both the first and second year in field. In this case, the field placement would end in June in the first year, and begin in August, in the second year, ending in early May.

Advanced Standing Students (entering with a BSW degree) are enrolled in either the Advanced Clinical or Community Practice, Policy, and Advocacy concentration, and carry out a field placement in one field setting for a total of 2 semesters in the fall and spring (September - April). Students are enrolled in advanced year courses in the summer prior to beginning their field work in fall. Advanced Standing students are in the field the equivalent of 3 full days/week.

Foundation Year:

In the Foundation year, students are in the field the equivalent of two full days/week (September through April).

Field Learning Objectives in the Foundation Year:

Foundation-year placements socialize students to the profession of social work, enabling them to engage clients, assess client and community needs, and provide direct service interventions to individuals, families, groups, organizations and communities. Students advocate for the human rights and social and economic growth of marginalized, underserved and vulnerable populations.

Opportunity for direct practice with client/client systems occurs within the first month of field placement, whenever possible. Students will develop practice skills through such learning activities as independently interviewing clients, completing biopsychosocial assessments and developing case plans. There is an emphasis on helping clients across the life span. Students will provide services to a multicultural client base inclusive of diverse family configurations, ethnic, gender identities, sexual orientation, economic, racial and other cultural backgrounds.

Advanced Year:

In the Advanced year (Clinical -or- Community Practice, Policy and Advocacy Concentration), students are in the field the equivalent of three full days/week in the fall and spring semesters (September through April). Students who are in field two days/week in the Advanced Year begin in August and end in early May.

Field Learning Objectives in the Advanced Clinical Concentration:

The Advanced Clinical concentration placement builds on the foundation skills of the first year. Students are provided opportunities within the first month of field placement to work independently with a range of client systems, preparing them for independent practice with clients upon graduation. Students are able to demonstrate advanced understanding of clinical, ecological, developmental and socio-cultural theories to inform and improve clinical practice. Students will also apply advanced professional knowledge in practice settings and practice skills in assessment, diagnosis, treatment planning and evaluation of outcomes. Advanced clinical theories, diagnostic development and modalities are applied utilizing a person-in-environment context.

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Field Learning Objectives in the Advanced Community Practice, Policy and Advocacy Concentration:

Students enrolled in the Advanced Community Practice, Policy, and Advocacy concentration will focus on policy analysis and reform, community organizing, nonprofit management, research and evaluation and the development of knowledge of the policy making process. Examples of field assignments might include:

1. Identifying, defining and helping resolve community and/or organizational issues, problems, and conditions as they relate to the mission and goals of the field placement agency
2. Advocating in political arenas through the development of political action strategies, based on local, state and/or national policy analyses
3. Developing collaborative working relationships with individuals and groups from diverse economic, political, social and cultural backgrounds.
4. Organizing/staffing effective task groups (standing committees, boards, adhoc committees, councils, action groups, etc.).
5. Administrative experience including organizing duties and activities, setting priorities, preparing clearly written records, reports and memos in a timely manner.
6. Research projects, related to agency mission and clearly delineated by the agency/organization and/or its partners.
7. Creating/managing social media and other forms of communication for an organization or community.

Field Education Assignments

All agencies are encouraged to require student process recordings as a tool for learning. A minimum of three (3) **process recordings** are required each semester to be submitted by students to their Field Instructor for comments/use in supervision. Following review by the Field Instructor, the process recording is submitted by the student to the Field Liaison. All students submit a **Learning Agreement** by the end of the first month at the agency. The Field Instructor completes a final **Field Evaluation** at the end of each semester, and submits the completed form to the Field Liaison. All forms are available in [Sonia](#) (GSSWSR online program), and on the GSSWSR [Field Education webpage](#).

Field Agency Requirements

Agencies seeking to provide a field placement must demonstrate the capacity to provide:

- Compatibility of the agency's mission and philosophy of service with the values and ethics of the social work profession.
- A sufficient number and variety of assignments to develop student knowledge and practice skill; supervised in-depth experiences with individuals, groups, families, organizations and/or communities;
- Ample time for field instruction to permit individual and group (where appropriate) conferences with students;
- Field instruction from individuals with a master's degree in social work (preferable) or related discipline, and a minimum of 2 years post-master's experience;
- Adequate space and administrative resources to support student work; and
- Congruence between the student's field assignments and assignments in the practice course taken concurrently with the field placement.

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Field Instructor Requirements:

Field instruction must be provided by an individual with a master's degree or higher. A minimum of 2 years post-master's professional experience is required for all Field Instructors. Qualified social work Field Instructors are chosen from the staff of the Agency. The Agency, in cooperation with the School, designates the Field Instructor.

For Foundation year students, the Field Instructor must have a master's degree in social work (MSS or MSW) from an accredited school of social work + a minimum of two years post-master's professional experience.

For a second-year, or Advanced Clinical/Advanced Community Practice, Policy and Advocacy student, a master's degree from an accredited school of social work is preferred however master's level professionals in related disciplines (e.g., Psychology, Counseling or Marriage and Family Therapy) with the requisite two years post-masters experience may be assigned as the on-site Field Instructor for second-year students. Access to the social work professional perspective in field is a requirement of the Council on Social Work Education (CSWE). This requirement may be met at the agency through task supervision, periodic consultation, attendance in joint meetings, or group supervision with a master's-prepared social worker meeting the above requirements. If there is no such access to the professional social work perspective at the agency, second year students in placements in which the Field Instructor does not hold the MSS/MSW degree must participate in a required weekly field group seminar as an adjunct to the supervision provided by the agency. This seminar is held at the school and facilitated by a master's level social worker. The hour spent in field group seminar will be applied toward students' required field hours.

Field Instructors must be able to provide a minimum of 1 hour/week of in-person individual supervision to their assigned student. The Field Instructor also provides on-going supervision and is responsible for completing the student's end-of-semester and final evaluation. Process recordings or journals are used as a supervisory teaching tool on a regular basis to enhance the learning process. Field Instructors meet in-person in a three-way meeting with students and their Field Liaisons (representative from the school) at least once in the fall semester to review learning goals and, if needed, in the spring semester. For Advanced Standing students, an additional Field Liaison visit will take place in the summer semester.

If they have not yet supervised masters-level social work students, the Field Instructor would attend a Seminar in Field Instruction (SIFI), either at GSSWSR, or at another social work program/school in their area.

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