

RUTGERS

School of Social Work

**BACHELOR
OF ARTS
SOCIAL WORK** **FIELD
EDUCATION
MANUAL**

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Rutgers, The State University of New Jersey

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Dear Social Work Students,

On behalf of The Rutgers University School of Social Work, the faculty in the Office of Field Education welcomes you to the practicum in field education.

Field education is the practical, hands-on experience of your social work education. The Council on Social Work Education (CSWE), which establishes standards and educational policies for social work education and accredits baccalaureate and master's degree programs in social work education in the United States and its territories.

As the fourth largest school of social work in the United States, Rutgers has established training affiliations with hundreds of field education partners throughout New Jersey and in Greater New York City and Philadelphia. In addition, Rutgers School of Social Work maintains several international field placement opportunities and field placements across the country for students in our Online MSW program. We prepare over 1,500 social work students every year in their first and second field placements for professional social work. Our graduates go on to work in government, all areas of the extensive nonprofit sector and in the for-profit, corporate world. Every year, a number of our graduates are hired by their field placement organizations.

Field education represents the operationalized component of your education. In your field placements, under the supervision and instruction of a professional social worker, you will understand the CSWE social work competencies and use new skills that are based upon the theories and concepts that you have been learning in your social work classroom courses.

The Office of Field Education is committed to the success of every student. Three professional social workers, the field instructor, the field liaison, and a field education faculty member from this office, support each student's field education through planning, teaching, guidance and evaluation.

We will make every effort to match your vision for your professional social work education and your areas of interest with our field education opportunities. Please read this manual and become familiar with Field Education. Understanding your role and the learning expectations for your field work will help you to succeed as a professional social worker in training. We welcome you and look forward to working with you.

Yours, in partnering for change,

The Office of Field Education

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INTRODUCTION

Welcome to the field education courses in the social work curriculum. According to the Council on Social Work Education, field education is the “signature pedagogy” of social work education, the central educational experience in the preparation of students for the social work profession. At the Rutgers University School of Social Work, field and class experience are closely related.

This manual has been developed to help you understand the policies and procedures of the field education program. The information presented is appropriate for BASW students on all campuses.

Field Definitions

Office of Field Education: Oversees field education for all three campuses of the School, all methods of field, at the graduate level and the New Brunswick and Camden undergraduate programs.

Regional Office of Field Education: Campus office that manages all field education programs in that region (Camden for the Southern Region, Newark for the Northern Region or New Brunswick for the Central Region). (See map on next page)

Executive Director of Field Education: Chief executive officer of the Field Education Department and oversees and manages field operations on all three campuses. The Executive Director develops new field opportunities and assures program compliance with Council on Social Work Education (CSWE) standards.

Associate Field Directors: Responsible for all field programs and issues at the campus site level (Camden for the Southern Region, Newark for the Northern Region, or New Brunswick for the Central Region). The Associate Field Directors work directly with students in arranging field placements.

Program Coordinators of Certificate Programs: Coordinates placements on all campuses, training and field education support for students in the Management and Policy Specialization, and Aging and Health, Addictions Counselor Training, CHAP, and Violence Against Children and Women certificates.

Field Coordinator or Senior Program Coordinator: Arranges and monitors student placements and is accessible to students and field agencies offering consultation in all aspects of the field placement process.

Field Liaison: Acts as the connection between the agency, the student and the school and provides support for the Field Instructor and the student.

Field Instructor: The agency-based instructor on site; this person meets with the student weekly and prepares written evaluations at the end of each semester.

Task Supervisor: The agency-based instructor on site who does not have an MSW but who assigns tasks to the students and oversees the student’s schedule.

Faculty Advisor: Faculty member assigned for academic advising and overall educational planning.

Field Education Offices by County

NORTHERN NEW JERSEY

(Including New York State & NE Pennsylvania)

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SOUTHERN NEW JERSEY

(Including SE Pennsylvania and Delaware)

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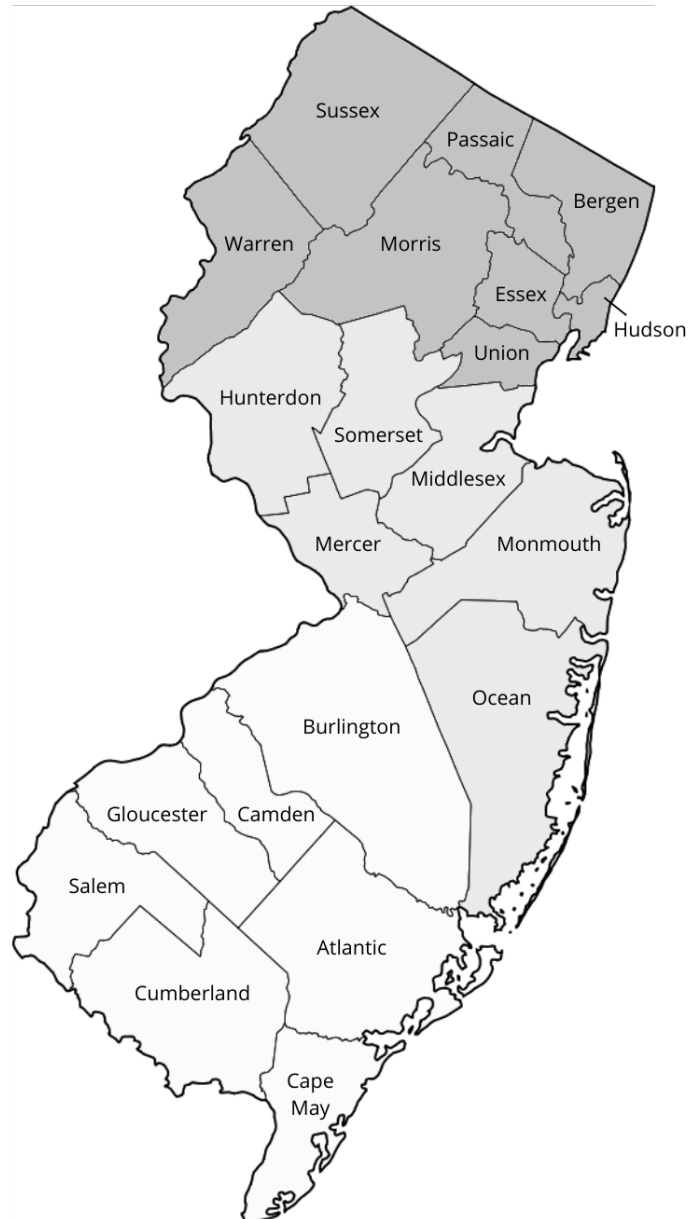
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Rutgers, The State University of New Jersey The University

The University

Rutgers, The State University of New Jersey, has a unique history as a colonial college, a land- grant institution, and a state university. The University was chartered in 1766 as Queen's College and is the eighth institution of higher learning to be founded in the colonies. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period, the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and Revolutionary War veteran, Colonel Henry Rutgers. Today, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick, it is one of the nation's major state university systems. The University comprises twenty-nine degree-granting divisions; twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees.

For over 60 years, the School of Social Work has offered accredited graduate degree programs in social work in the state of New Jersey. The Doctor of Philosophy is offered on the New Brunswick campus as well as the Doctorate in Social Work (DSW). The Master of Social Work degree is offered on three campuses: New Brunswick, Newark, and Camden and the undergraduate degree, the Bachelor of Arts with a major in Social Work is offered in cooperation with the Faculty of Arts and Sciences on the New Brunswick and Camden Campuses. Additionally, The MSW is also delivered through a fully Online Program, a hybrid "Blended" program and an Intensive Weekend program.

Mission of the School of Social Work

To develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens family and community well-being in this diverse and increasingly global environment of New Jersey and beyond.

POLICY STATEMENT ON STANDARDS OF PROFESSIONAL AND ETHICAL CONDUCT

Discrimination or Harassment

If a student believes that they have experienced discrimination or harassment at Rutgers University or in their field placement, please access the links below to the university's policies. If this harassment or discrimination involved another Rutgers student, please contact the SSW Office of Student Affairs, which can direct you to additional resources. Please also notify your field education office if this occurred at your field placement.

[Policy 60.1.28, Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct by Employees and Third Parties](#)

[Discrimination, Harassment, Workplace Violence, Sexual Misconduct, and Retaliation Complaint Process: Complaints Against University Employees and Third Parties](#)

Academic Integrity

All alleged academic and professional integrity violations by students of the Graduate School of Social Work are referred to the Academic Integrity Facilitator (AIF), Dr. Patricia Findley. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TF (temporary Fail), NG (No Grade) or incomplete grade shall be assigned until the case is resolved. For the full policy and additional information go to: <http://academicintegrity.rutgers.edu/>

Office of Disability Services

Rutgers, The State University of New Jersey is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Title II of the Americans with Disabilities Act of 1990. The University Office of Disability Services assists students who require accommodations in the classroom or field setting. For details about accessing those services go to: <http://disabilityservices.rutgers.edu/>

A person with a disability is someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such impairment.

The community of Rutgers University is committed to providing equal educational access for individuals with disabilities in accordance with Section 506 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 198, and the Americans with Disabilities Act Amendments (ADAA) of 2008. An individual with a disability who is qualified to admission will have the same access to programs, services, and activities as all other students. Rutgers University will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue administrative or financial burden. The university will provide services in a manner that promotes independence and inclusion in all aspects of university life.

University Liability Policy

In their field placements, students are covered by University malpractice insurance for their own personal and professional protection. An agency wishing to have more information about University insurance may obtain it from the Field Education Department or the Risk Management Office of the University. Students may purchase additional malpractice insurance which is available to members of the National Association of Social Workers.

The following statement clarifies the policy of the University in regard to insurance coverage of students while they are completing their field internships.

Rutgers, the State University of New Jersey, shall indemnify and save harmless the Agency from any claim or suit or action alleging bodily injury to any student from the University and such indemnification shall be against any cost of judgment or cost of defense. This shall not apply in the case of a specific act of negligence against an individual agency or employee of the Agency.

The Agency shall indemnify and save harmless the University and the student against any claim, suit or action or cost of defense brought by a third party alleging any act or omission by the student from the University which results from, or is alleged to result from, any inadequacy of training or supervision of the agent or employees of the Agency or inadequate supervision or training of the student by Agency agents or employees. With regard to protection for the student and faculty members as a result of suits stemming from their participation in field experience, our comprehensive general liability policy contains an endorsement to provide coverage for University employees and students "while acting within the scope of their duties with respect to the Named Insured (Rutgers, The State University of New Jersey)."

Standards of Professional and Ethical Conduct

As the Rutgers University BASW program seeks to prepare students for professional and ethical social work practice, BASW students are expected to maintain a high level of professional and ethical conduct and adhere as closely as possible to professional and ethical standards articulated in the *NASW Code of Ethics* and the Rutgers University School of Social Work's professional conduct standards as articulated below. The program expects students to conduct themselves in a manner concordant with a professional social work practitioner. In addition to the clearly defined academic standards specified in the School of Social Work (SSW) Academics website, students are expected to meet the following Standards of Professional and Ethical conduct in the classroom, in the wider university community, and in their field education settings. Failure to maintain these standards at a level

appropriate to their years in the program may result in a review by the School of Social Work's Committee on Students. A temporary suspension from field practicum participation may occur during the period of review by the Committee.

- **Adherence to the *NASW Code of Ethics***
- **Professional Communication:** The social work student must communicate effectively and professionally with other students, faculty, staff, clients, field supervisors and other professionals. These standards include, but are not limited to, civility and respectful communication; respectful attention and responsiveness to feedback in communication; self-awareness in communication, including controlling one's emotional reactions and personal stress in communications with others; effective communication of academic and professional challenges and problem solving around these challenges with appropriate supports; and the minimization of inappropriate personal mobile communication device usage in professional and academic settings.
- **Professional Commitment and Behavior:** The social work student must demonstrate a commitment to the profession and behave in a professionally appropriate manner. Demonstration of professional commitment and behavior includes, but is not limited to, adherence to the *NASW Code of Ethics*, maintaining client confidentiality, adherence to appropriate professional boundaries in client-worker relationships, self-care and the ability to control emotional reactions and personal stress so it does not impact professional judgement and performance; appropriate professional attire in professional settings; and, refraining from impaired practice and not allowing one's own personal circumstances or issues to interfere with their professional judgment and

performance. Use of alcohol and unlawful use of substances during field education, coursework and other university events may demonstrate a failure to behave and conduct oneself in a professional manner.

- **Respect for Diversity and Commitment to Social Justice:** The social work student must appreciate the value of human diversity and demonstrate a commitment to understanding cultural difference and practicing cultural humility. The student must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system. The student should also respect cultural differences among their peers, faculty, supervisors and other professionals. The student should recognize how larger social inequalities impact the individuals and communities they serve and integrate social work methods that address the eradication of social injustice into their practice as professionally appropriate.

Students who are suspected of violating the SSW's Standards of Professional and Ethical Conduct or engage in behaviors that are harmful to clients, themselves, or the larger professional community while enrolled in the BASW program may be referred to the School of Social Work BASW Program's Committee on Students. Prior to a committee referral, the committee expects that involved parties be engaged in a problem-solving process with the support of the appropriate RU SSW offices (field education, student affairs, academic affairs etc.).

By signing below, I _____ hereby certify that I have read and understand the Standards of Professional and Ethical Conduct at the School of Social Work at Rutgers University. Additionally, I acknowledge that I have access to the information on the Standards of Professional and Ethical Conduct at the School of Social Work at Rutgers University. I agree to abide by the Standards set forth in this document.

PRINT NAME: _____

SIGNATURE: _____ DATE: _____

RUID: _____

Technical Standards for Admission, Matriculation, Progression and Program Completion

As the Rutgers University BASW program seeks to prepare students for professional and ethical social work practice, BASW candidates are expected to meet the program's academic standards, maintain a high level of professional and ethical conduct, and adhere as closely as possible to professional and ethical standards articulated in the NASW Code of Ethics. In addition to the clearly defined academic standards specified in the [School of Social Work \(SSW\) Academics website](#) and the School's Standards for Professional and Ethical conduct delineated in the BASW program handbook, the School has identified a set of technical standards that specify the non-academic attributes, abilities, and skills candidates must demonstrate for admission, retention, progression, and graduation from the BASW program.

Admission to the School of Social Work is conditional on the candidate's¹ ability to achieve and meet these technical standards in conjunction with the academic standards, with or without reasonable accommodation, and depends on a process that examines and values all pertinent skills, attitudes, and attributes of each candidate on a case-by-case basis. The School of Social Work adheres to the highest ethical and professional standards of the Social Work profession. In doing so, the School of Social Work reserves the right to deny admission to candidates or to discharge candidates who, upon completion of this interactive process, cannot meet these technical and/or academic standards or who would be deemed to pose a threat to patients and others in the educational and clinical (i.e., field education) environment. Under all circumstances, a candidate should be able to perform in an independent manner. The use of an intermediary in the clinical setting is ordinarily not permitted and may never be used as a substitute for a candidate's judgment or intellectual acumen. The use of an intermediary would be considered only when it does not alter an essential element or function of these technical and/or academic standards.

- **Professional Communication:** The social work candidate must be able to communicate effectively and professionally with other students, faculty, staff, clients, field supervisors and other professionals from a variety of educational and cultural backgrounds in accordance with the NASW Code of Ethics. Candidates must be able to communicate effectively and efficiently (in English) and must be able to clearly and accurately record information and interpret verbal, written, and nonverbal communication. Candidates must also be open to receive feedback from other social work or allied professionals as well as their peers.
- **Observation Skills:** Observation requires the use of visual, auditory, and somatic senses (or the functional equivalent) in a variety of areas related to contemporary social work practice. Candidates must have the ability to observe and evaluate in classroom settings, small group teaching exercises, one-on-one evaluation, social work settings and practice sites. Candidates must be able to observe a client accurately, particularly as related to social work assessment and intervention.
- **Motor and Sensory:** A candidate must demonstrate sufficient motor and sensory function to successfully complete a class and field practicum, with or without reasonable accommodations.
- **Intellectual, Conceptual, and Integrative Abilities:** Candidates must possess adequate intellectual, conceptual and integrative abilities to successfully complete coursework and field practicum. Social work practice entails assessing and intervening in complex situations with vulnerable populations and social workers must possess these abilities to engage in complex problem-solving and practice effectively.
- **Behavioral and Interpersonal Attributes:** A candidate must possess the appropriate behavioral and interpersonal attributes in order to develop and maintain professional relationships with clients, colleagues, instructors, and community members in accordance with the NASW Code of Ethics and the RU SSW Standards of Professional and Ethical Conduct. These include, but are not limited to, emotional self-regulation, self-awareness, flexibility, and compassion. The candidate must be able serve (in an appropriate manner), all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification,

¹ The term "candidate" refers to candidates for admission to SSW as well as current SSW students who are enrolled and seek to progress and graduate.

ability, sexual orientation, and value system. The candidate should also respect cultural differences among their peers, faculty, supervisors and other professionals.

- **Field Education Practicum:** An integral part of the social work education process is the completion of generalist and specialized social work field education practicum experience. Within the constraints established by law, in these experiences student social work interns are placed in social work practice settings and expected to function at the professional level of a social worker with the highest ethical standards.

Candidates are expected to maintain a high standard of professional behavior including adherence to the School's standards of professional and ethical conduct and the NASW code of ethics. Additionally, candidates are expected to adhere to HIPAA regulations (if applicable), which include but are not limited to maintaining client confidentiality, and the protection of access to client records. Candidates are expected to take responsibility for their own learning and demonstrate a willingness to engage clients, social workers and allied professionals, and others in the provision of client-focused services and care.

A candidate, whose behavior or performance raises questions concerning his/her ability to fulfill these technical standards, will be referred to the Assistant Dean of Student Affairs (amhunter@ssw.rutgers.edu) and may be required to obtain an evaluation and/or testing by a health care provider designated/approved by the School, if appropriate. The results will be provided to appropriate School/University leadership to determine whether the student is fit to pursue the educational and/or field education program. If the candidate is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including but not limited to further testing, counseling, monitoring, and leaves of absence.

Candidates who cannot meet the technical standards with or without reasonable accommodations may be subject to review by the appropriate University officials to determine the appropriate action, which can include dismissal from the program. Candidates must be proactive in addressing deficiencies in meeting the standards and follow appropriate University policies set forth in doing so.

The RU SSW complies with all applicable laws concerning applicants and students with disabilities. For any eligible student, Rutgers University provides reasonable accommodations in order to ensure that all candidates have an equal opportunity to participate in all programs, services, and practical training activities. These technical standards are not intended to deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. RU SSW will provide reasonable accommodations, according to University policies and procedures, to otherwise qualified applicants and matriculated students with disabilities unless: (a) such accommodations impose undue hardship to the institution, (b) direct threats of substantial harm to the health and safety of others due to the disability cannot be eliminated by any reasonable accommodations available, or (c) such accommodations fundamentally alter the educational program or academic standards.

If you have any general questions about this form or its contents, please contact the SSW Student Affairs Office at studentaffairs@ssw.rutgers.edu. Students with questions regarding what types of accommodations may be considered to achieve these standards are encouraged to contact the Office of Disability Services at the Rutgers Campus they are enrolled immediately to begin discussions and register for services at <https://ods.rutgers.edu/students/applying-for-services>.

By submitting this document, the candidate certifies that they are able to meet, with or without reasonable accommodations, the technical standards enclosed in this document, which are required for admission, matriculation, and completion of the School of Social Work program. If the candidate requires any accommodation in order to perform these functions, the candidate agrees to request accommodation, if needed, by promptly following the established policies and procedures set forth by the University.

By signing below, I _____ hereby certify that I have read and understand the Technical Standards for Admission, Matriculation, Progression and Program Completion at the School of Social Work at Rutgers University. Additionally, I acknowledge that I have access to the information on the technical and essential standards required for admission, matriculation, progression and completion of the BASW program. If I require any accommodations in order to perform these functions, I agree to request accommodations promptly and in writing. I understand that the School of Social Work in collaboration with the University's Office of Disability Services in collaboration with the School of Social Work, will evaluate the reasonableness of the accommodation before acting on the request.

If my circumstances should change related to these technical standards, I will promptly notify the Office of Student Affairs at the RU School of Social Work and/or the Office of Disability Services if reasonable accommodations are required.

PRINT NAME: _____

SIGNATURE: _____ DATE: _____

RUID: _____

BASW CURRICULUM

Goals and Objectives

Consistent with the mission of the School of Social Work, the goals of the BASW program are to prepare students for strengthening individuals, families and communities through generalist practice within a variety of agency and community settings and with diverse populations, including vulnerable groups, in the State of New Jersey and elsewhere. The BASW provides high-quality educational experience through a curriculum grounded in a Liberal

Arts perspective and centered on the professional foundation content, which is designed to prepare entry-level professionals for beginning social work practice with client systems of various types and sizes. The goals and objectives of the program are aligned with the competencies, below:

2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

Graduates of the BASW program will display competency in the following:

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes;
- and use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.

Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

Social workers:

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

Competency 10: Generalist (RU SSW Specific): Liberatory Consciousness

Social workers identify how the development of a liberatory consciousness is a pre-condition for engaging in effective liberation and social justice work. Social workers recognize that all members of society have been socialized into various systems of oppression and that the development of a liberatory consciousness “enables humans to live their lives in oppressive systems and institutions with awareness and intentionality, rather than on the basis of the socialization to which they have been subjected” (Love, p. 470). Social workers understand and actively engage the four elements of developing a liberatory consciousness (awareness, analysis, action, and accountability/allyship) in order to challenge oppression and promote social, racial and economic justice.

Social workers:

- practice Awareness by “noticing what happens in the world around” them and use this awareness to recognize and acknowledge stigma, discrimination, and oppression (Love, p. 471);
- analyze “what is happening from a stance of awareness” (Love, p. 471) of oppression and consider a range of possible activities to promote greater social, economic and racial justice;
- act “to transform society” and “move to a more just world” and by encouraging and/or organizing others to take action, locating resources to empower others, and encouraging others to exercise their voice and power (Love, p. 472);
- hold themselves Accountable and practice in Allyship by working in collaboration and connection with others, disentangling patterns of internalized oppression (both internalized subordination and internalized domination), and remaining open to perspective sharing and analyses of inevitable mistakes and/or oppressive positions and/or behaviors.

FIELD EDUCATION

Rationale

Field education provides the opportunity for the student to learn and demonstrate the required competencies as defined by CSWE (Council on Social Work Education), 2015. In the 2015 Educational and Policy Accreditation Standards of CSWE, Educational Policy 2.3 states that the “signature pedagogy represents the central form of instruction and learning in a profession that 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-- classroom 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.”

In keeping with the Mission of the School of Social Work and the goals and objectives of the BASW Program, the field education component of the curriculum aims to provide students with opportunities to gain practice skills in the areas of generalist social work, clinical social work and nonprofit and public management, depending on the student’s place in the program or chosen concentration. It is the learning venue through which students gain firsthand experience with evidence-based practice and begin to learn practice wisdom. Field education also provides students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations. Objectives of Field Education for Preparing BASW Students

The objectives of Field Education are to educate students who will be able to:

1. Apply the intervention skills of a generalist problem-solving approach as learned in class and applied in a foundation practicum, to work with individuals, families, groups, organizations, and communities in a variety of settings.
2. Use professional supervision to enhance intervention skills, develop leadership skills, gain self-awareness, and identify learning needs and solutions.
3. Integrate theories from the foundation curriculum apply them with discretion within a field practicum, and evaluate their appropriateness and effectiveness with client and organizational systems in the field.
4. Use collaborative and advocacy skills and other social change strategies to address client and community needs, and to demonstrate an understanding of the ways in which social policies, institutions, and social forces such as discrimination and oppression contribute to the presenting problems of diverse clients and their communities.
5. Develop skills to assess and communicate client and service needs.
6. Demonstrate an understanding of, and commitment to, the values and ethics of the social work profession while providing culturally appropriate services to vulnerable populations through demonstration of competence, professional self-awareness, integrity, and respect.
7. Develop practice skills and efficacy through the application of research knowledge, critical thinking, problem-solving, logic, and reason to the implementation and evaluation of practice.
8. Develop professional interpersonal skills that reflect a disciplined, differential, and conscious use of self, including openness to constructive criticism and a capacity for self-critique.
9. Instill in students an appreciation for the ongoing nature of social work education and instruction that can be realized through post-graduation professional development.

ROLES AND RESPONSIBILITIES OF THE PARTICIPANTS

The School

Rutgers University, through its degree-conferring authority, is responsible for the total learning experience of its students. The School has primary responsibility for identification of curriculum content for field instruction as a part of the total curriculum. It determines the criteria for assessment of student performance. It provides continual educational advisement to students through a faculty advisor, and consultation to the agency and the student through the Field Liaison. The School, through the Office of Field Education, selects from among potential field practice settings those which offer students a variety of experiences consistent with the objectives of professional education, and specifically, in keeping with the mission statement of the School. It participates with agencies in furthering the professional development of personnel by providing continuing education opportunities for agency staff currently engaged in field instruction.

The Office of Field Education

The Office of Field Education is dedicated to arranging, monitoring and assuring the quality of each student placement. The goal is to foster the connection between the theoretical and conceptual contributions of the classroom and field practice setting. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of the CSWE competencies.

There are Field Education Offices at each of the three campuses. These offices are situated regionally to promote relationships with the local agencies and communities.

The Executive Director of Field Education

- Oversees the Office of Field Education for all three campuses (Camden, Newark and New Brunswick).
- Assures program compliance with Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards.
- Leads the development and execution of field policies.
- Leads strategic planning for the Field Education Department.
- Develops new field opportunities through serving on community boards and participating in the social work community.
- Consults regularly with the Directors of the Online, Intensive Weekend, and Blended Programs.
- Consults regularly with the MSW and BASW Program Directors to ensure integration of field and coursework.
- Delivers annual reports on field education to faculty and staff, as well as the Dean and the University, delineating the activities, developments, and accomplishments of the field education department, the relationship between class and field, and how field learning reflects the competencies.
- Serves as a member of the Curriculum Committee to participate in the design of the explicit curriculum of the School.
- Recruits members for and conducts the Advisory Committee for Field Education.
- Consults with the Associate Directors and Field Coordinators to solve field problems.
- Represents the Field Education Department in regard to student academic and judicial review in matters related to student infractions in the field placement setting.
- Approves all grades and makes the final decisions on grades of F or Incomplete in Field Education.
- Approves all Temporary F (TF) grades as well as all Performance Improvement Plans for field assignment completion.
- Consults with the Associate Directors, and Field Coordinators to troubleshoot field problems.
- Participates in (or selects a representative to participate in) the NJ, NYC, PA/Delaware Valley Regional Field Directors groups.

- Ensures that field instructors and field settings provide opportunities for students to learn and demonstrate the competencies.
- Works with liaisons to ensure their understanding of the competencies that are the expected outcomes of field placement.

Associate Directors of Field Education

Each campus has a Regional Office of Field Education which is led by an Associate Director of Field Education. The Associate Directors of Field Education:

- Direct daily operations of their regional office of field education or relevant program to reinforce the standardization of practices across all programs and across all three campuses. Each Associate Director of Field Education manages the field placements within their designated region: Northern region (Newark), Central region (New Brunswick), and Southern region (Camden).
- Recruit and select field agencies and instructors.
- Recruit and supervise Field Liaisons.
- Arrange student placements.
- Maintain regular contact with field instructors and liaisons.
- Monitor and evaluate student field experiences.
- Teach the Seminar in Field Instruction Workshops.
- Teach Pre-Field Workshops.
- Determine and posts grades for the Field Practica.
- Consult with students, field instructors and liaisons on all aspects of the field placement process.
- Troubleshoot and resolve student problems in a proactive and timely manner.
- Coordinate and teaches Pre-Field Workshops.
- Develop and conduct annual Field Liaison training sessions.
- Coordinate placements on all campuses, training and field education support for students in the Aging and Addictions Counselor Training specialties.
- Assist in the long-range development and implementation of procedures, training, staffing, quality measurement, marketing and promotion for the office of field education.

The Field Education Coordinator or Senior Program Coordinator

Each Regional Field Office (New Brunswick, Newark, and Camden) is staffed by a Field Education Coordinator or Senior Program Coordinator who:

- Works closely with the Associate Directors to arrange and monitor student placements.
- Consults with students, field instructors and liaisons on all aspects of the field placement process.

The Field Liaison

The Field Liaison connects the agency, the student and the school. The Field Liaison provides support for the Field Instructor and serves as a mentor for the student. The Field Liaison holds a MSW from a CSWE accredited program, a social work license (LSW or LCSW), a minimum of two (2) years of practice experience after receiving the MSW, and must have experience as a Field Instructor. The Field Liaison is available to both the student and the Field Instructor for consultation and advice. The Field Liaison informs the Associate Director of Field Education about any problems, and meets with the Associate Director of Field Education or Field Coordinator, along with the student, as needed. The Field Liaison completes an independent assessment of student work by reading her or his portfolio of process recordings and journals, and provides feedback to both the student and the Field Instructor. The liaison's ongoing monitoring assures that the student is learning the competencies as demonstrated through doing related tasks.

Field Liaisons receive training from the Associate Directors on field education policies, procedures, requirements, and the CSWE competencies. An electronic copy of this manual is available to all Field Liaisons. Field Liaisons are responsible for knowing the policies in this manual and for acting in compliance with them.

Liaisons conduct agency site visits with the student and the Field Instructor at least once a semester, and more, if necessary, through the identification of need by any party (student, Field Instructor, field agency administrator, field education staff).

An agency visit report is electronically submitted for each field visit detailing student progress in demonstrating the competencies.

The goals of the field site visit are to:

1. Review the student's assignments and tasks (via the learning contract).
2. Provide support for the student.
3. Provide support for the Field Instructor.
4. Discuss any problems that have arisen.
5. Monitor that the student is receiving a quality experience.
6. Ensure that the student is receiving appropriate supervision (1 hour per week).
7. Review the portfolio to verify that the student is completing the work and that the Field Instructor is commenting on process/journal recordings.
8. Discuss the integration of class and field work.
9. Promote discussion of the student's performance, potential, and interests.
10. Write a written report to Field Education staff.

It is the responsibility of the Field Liaison, in consultation with the Field Instructor, to recommend the student field grades (pass or fail/no credit), while the final grading decision rests with the Associate Director and Executive Director of Field Education. To receive a passing field grade, students must be rated as "Meets or Exceeds Competencies" in at least 70% of the competencies.

The Field Agency

The Field Agency provides students with the opportunity to develop an identity as professional social workers and conduct themselves accordingly. This is done by providing learning experiences that enable students to demonstrate the nine competencies.

The Field Agency provides a qualified MSW Field Instructor (qualifications listed under The Field Instructor) for each student. The Field Agency supports the Field Instructor in assigning the student a sufficient number and variety of assignments for learning, and provides space for office work, telephone and computer access.

Students should be provided with an orientation to the agency, its services, personal safety, policies and procedures and the community. Students should also attend staff meetings, training sessions, and other community activities relevant to their assignments. Agencies are expected to assume responsibility for students' assignments when the students are not in field, and provide alternate field instruction and support to the students in the absence of the Field Instructor.

The Field Instructor

The Field Instructor must hold a BASW, BSW, or MSW, and a minimum of two (2) years of employment in the field since completion of the graduate degree from a CSWE accredited program. If the individual has never supervised a student, she or he must take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement. The SIFI curriculum guides Field Instructors in designing and identifying learning opportunities that permit students to demonstrate achievement of the competencies. Field Instructors must be in compliance with all state licensing laws and

regulations for their scope of practice as defined by the NJ Board of Social Work Examiners and the regulations of the agency.

An orientation to the field education policies, procedures, and requirements is provided to Field Instructors, detailing the competencies. An electronic copy of this manual is available to all Field Instructors. The Field Instructor is expected to know the policies in this manual and to act in compliance with them. The Field Instructor orients, constructs and oversees the student's experience in the agency. The Field Instructor defines student assignments in the agency and provides regularly scheduled supervision to the student (a minimum of 60 minutes/week). Foundation students in Field Practicum I and II, and Clinical concentration students in Field Practicum III and IV, must spend at least half of their time in the field each week working directly with clients. Students choosing the Management and Policy (MAP) concentration work at planning or administrative tasks, meet with other agency staff, with community groups, or with multi-agency coordinating teams.

Foundation and Clinical students are expected to spend some of their time in these activities. The rest of the field time will be spent in weekly individual and group supervision, training and staff meetings, record keeping, telephoning, and correspondence.

The Field Instructor participates in the development of the Learning Contract with the student, which delineates the competencies and related tasks to be accomplished.

The Field Instructor reads and comments on the student's process recordings or journal entries. During weekly supervisory meetings with the student, the process recordings should be reviewed. The Field Instructor completes the Field Evaluation collaboratively with the student and meets the deadline for submission to the School. Field Instructors are responsible for contacting the Field Liaison if there are problems, or if information or advice is needed.

It is the responsibility of the Field Instructor to comply with the NASW Code of Ethics and with any social work licensing laws that may apply.

In consultation with the Field Liaison, the Field Instructor recommends a grade of pass or fail/no credit based on the student's level of progress. The grade is submitted by the Field Liaison to the Field Education Department. The Field Instructor should consult with the Field Liaison before the completion of the evaluation.

The Student

Like the field of social work, the demands of the field practicum are rigorous and each student should carefully assess his or her level of preparedness to benefit from field education and to fulfill the demands of professional social work practice. Readiness for field is dependent upon the presence of various factors, including: commitment, energy, communication skills (both verbal and written), interpersonal skills, objectivity, personal self-awareness, and a personal schedule that allows sufficient time and flexibility. The student must have a level of psychological, behavioral, and emotional stability that will allow for successful completion of field placement. Questions or doubts about a student's readiness must be addressed by the Associate Director of Field Education, before a field match can be finalized

Student responsibilities include:

1. Being available for field placement 15 hours per week for Field Practicum I & Field Practicum II.
2. Attending interviews for potential placements and having confirmation forms signed and returned to finalize the placement.
3. Arranging, completing and paying for background checks and fingerprinting as required by individual field placement sites.
4. Successfully passing the online ethics course prior to starting placement.
5. Educating themselves about the agency and its clients and services.
6. Maintaining the confidentiality of client information and using knowledge of the agency in a professionally responsible manner.

7. Acting in a professional manner as a representative of the agency.
8. Completing all agency and school paperwork, recordings, and assignments in a timely way.
9. Completing all professional duties in compliance with the NASW Code of Ethics

Additionally, students are expected to share the responsibility for their own learning in the field instruction process by maintaining a portfolio of written recordings for supervision, preparing an agenda, and participating actively in the evaluation process.

Students initiate the final evaluation with their Field Instructor and participate in its completion. Students should keep a copy of the evaluation for their own use. Students initiate contact with their Field Liaison to share information and feedback, and must be present at the agency when the Field Liaison visits, even if it is not a regular field day. Students are responsible for providing their own health insurance and for obtaining their own health care.

Students are responsible for following the NASW Code of Ethics. This includes successful completion of the online Ethics Course. All activities in the field setting involving clients and staff must meet the standards detailed in the Code. This includes an ethical responsibility as social work professionals, as stated in the section of the Code titled "Impairment":

Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility. (Section 4.05, p. 23)

In order to comply with the NASW Code of Ethics, students in field agencies must identify themselves to clients as students in training for a specific period of time. They should never be asked or agree to represent themselves as staff workers of the agency unless they are, in fact, employees under a Work-Study agreement.

FIELD POLICIES AND PROCEDURES

General Information

The following are basic requirements for students in relation to their field placements.

1. Field placements begin in the fall semester and continue through the spring semester of the academic year. Placements cannot begin in mid-year or in the summer. Field placements are not available during the summer.
2. Students have one separate field placements per year. However, they are broken up into two individually graded courses. Field Practicum I & II which is the one year-long field placement.
3. Students are expected to complete the Field Placement Planning Form which directs the Field Education staff to students' experience and interests.
4. Students in field must always take the required concurrent practice course for the specific semester they are in field. If the student fails either field or the practice course, both must be repeated.
5. In order to be placed in an agency, students must be in good academic standing.
6. Any interruption of enrollment for field must be approved by the Executive Director of Field Education.
7. All disability accommodation plans that involve field education must be developed by the University Office of Disability Services for Students in coordination with the Associate Director of Field Education. Such plans should be developed prior to the start of field education whenever possible.

Schedules and Hours

Students in the BASW program complete 450 hours of field during their one year of field placement, in Field Practica 1 & II in the BASW Curriculum. See schedule below:

	Hours per Week	# of Weeks	Term	Total Hours
Field Practicum I	15	15	Fall	225
Field Practicum II	15	15	Spring	225
Total Foundation Year Field Hours				450

Any student whose hours fall below these requirements must make up the hours within the semester. The Field Liaison and Associate Director of Field Education will discuss a Performance Improvement Plan with the student. If the hours are not completed by the end of the semester (last day of examinations per the Rutgers academic calendar) an F (Fail) will be issued. In the event of extenuating circumstances, such as extended illness, the student may receive a TF (temporary failure) for the course. All requests for a TF grade must be accompanied by a Performance Improvement Plan which includes the date by which the field hours and assignments will be completed, to be submitted to the Executive Director for approval. If the hours are not finished within six weeks prior to the end of the semester, the TF will be changed to an F grade and the student will be dismissed from the program.

To assure the quality of the educational experience and training, field hours are completed Monday through Friday during the business day (i.e. 9am - 5pm).

- Students in Field Practicum I & II (Generalist) commit to 15 hours per week.

Field Placements cannot be provided for evening and weekends only. It is the responsibility of the student to have the hours available to do the field practicum, Monday through Friday during business hours. There may be placements that offer some weekend and evening hours, but this cannot be guaranteed. Occasionally, students may need to

accommodate the agency and participate in events that are not during their usually scheduled field hours, however these events are not to conflict with the students' other classes.

Calendars are distributed for each semester that indicate dates for classes, field, and holidays. A field work day is defined as whatever is consistent with agency policy regarding a normal agency working day, i.e., 9am to 5pm, or 8:30am to 4:30pm. If agency staff takes a lunch break, students are expected to follow the same pattern. Lunch or dinner breaks are not counted as field time. If evening hours are required, students should be prepared to work at least one evening per week, although the total hours per week should be maintained at 15 per week.

If any agency is closed for a holiday (Columbus Day, for example), the student is still required to complete the required number of hours. If the hours are short one week, the expectation is that the total hours will be brought into compliance the next week. The same applies to missing field for a religious holiday.

School recordings (such as process recordings) can be done at the agency when time and the Field Instructor permits (but should equal no more than 2 hours per week), otherwise these recordings must be completed on the student's own time.

"Banking hours" for early completion of the field placement is not permitted. All students are to go to the last day of field as indicated by the field calendar for that semester. If the student exceeds the required hours at the end of the academic year, then that is at the student's discretion and no credit is awarded for those hours.

Some frequently asked questions:

- Can I get hours for driving to training/internship? - No.
- Does my lunch break count towards my field hours? - No.
- Can I get hours for doing a process recording at home? - No.
- Does pre-training at the agency count towards my hours? - Yes.
- Does a conference related to the field work count towards my hours? - Yes, with prior approval from a Field Instructor.

If the student has a medical issue or an official disability accommodation related to hours, all plans must be reviewed and approved by the Executive Director of Field Education.

Supervision

All students must receive at least one hour of supervision per week with the designated Field Instructor on a planned basis and without interruption. Both the student and Field Instructor should fully prepare for supervisory conferences. Field Instructors should receive recordings in a timely fashion in order to read them prior to conferences. Students and Field Instructors should prepare an agenda ahead of the conference. The dated agendas should be retained as documents and become part of the student's portfolio.

BASW and MSW Advisory Committee

The Committee, approved by the Dean, led by the Associate Dean, and consisting of agency representatives, field instructors, and field liaisons, serves as an important link between the community and the School. The purpose of this committee is to advise the school regarding the internal operations of the program, including field, to discuss the pedagogical outcomes of social work education, as well as the interface between coursework and field. The Committee meets several times a year and forms subcommittees for projects as needed.

Requesting a Change of Placement

A field placement can be changed only with the approval of the regional Associate Director of Field Education and Executive Director of Field Education. Student preference for another setting or another location is not an adequate reason for changing a placement. Students who desire a change must contact their Field Instructor and Field Liaison to

discuss the situation and make a formal request. If it is agreed that the educational environment is not appropriate, the Liaison may recommend to the Associate Director of Field Education that the placement be terminated and the student be reassigned.

Field Placement Disruption

Field placement is an integral component of social work education, and a disruption for any reason may interfere with a student's professional development and her or his timely completion of the program and eventual graduation.

Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, and/or unethical behavior on the part of the agency staff or student, the student should immediately contact his or her Field Liaison, the field office, and her or his academic advisor to set up a meeting to discuss and resolve the problems. If a student is dismissed from a field placement as a result of the student's unprofessional behaviors/actions, the field education department is not obligated to find an alternative placement. If a student is dismissed from a field placement as a result of the student's unprofessional behaviors/actions, and the field education department decides to not replace the student, the student will be automatically referred to the Committee on Students.

Student Termination of Field Placement without Authorization

When students are assigned field placements they are committing themselves to that agency and its clients for the duration of the academic year. Very rarely, problems will arise in field that may lead to a student being reassigned. However, if students are experiencing problems in field they must follow proper procedure, namely to discuss their difficulties with their Field Instructor, Field Liaison and Field Coordinator. Only a Field Education staff member can authorize a premature termination of field placement. Students who terminate their field placements without prior authorization from the Field Education Department may fail their field placement and be dismissed from the BASW program.

Stability of Field Settings

The School of Social Work requires stability in the administration and continuity of agency programs as important components of a solid educational climate for field instruction.

Acceptance of an agency as a field teaching setting is predicated upon both parties' agreement that such an educational climate can be provided to the student. An affiliation agreement is signed by the School and the field agency to formalize the terms of the relationship. Temporary or long-term disruptions of agency operations and programs adversely affect the educational environment. A labor strike is construed as constituting a disruption of services and requires the removal of students from the agency for the duration of the strike. In the event of a strike, students must contact her or his regional Associate Director of Field Education or regional Field Coordinator.

Major changes in personnel, which may affect the educational program of students such as transfers, departures, or protracted illnesses, are also considered disruptions.

Discontinuation of services in programs through which student learning was to have taken place, and other incidents of this nature, are included in the category of disruption of the stability or continuity of the agency administration, or program. In the event of such disruptions, the Field Liaison, in consultation with the Field Instructor (if available) and agency administrators (if relevant), shall recommend a suitable course of action to the Associate Director of Field Education. Field staff are responsible for monitoring stability of field placements.

Student Safety in Field Placements

Every student in her or his field practicum should receive a full orientation to agency safety policies and procedures. This training should be provided by the field agency itself, since each agency may differ in terms of its needs and challenges

regarding worker safety in their organization. Students who do not receive safety orientation and training should take the initiative to inquire about this topic with the Field Instructor. Training may involve information about precautions related to fire and building safety, infection control, home-based services, and working with agitated or violent clients and consumers. It is not acceptable for social work students to refuse field placements or related field assignments because the neighborhoods where the agencies or clients reside are considered blighted or have elevated crime rates. In such circumstances it is especially important that students learn the agency policies and procedures designed to keep staff safe. Students may not transport clients in their own vehicles. Students may transport clients in agency owned vehicles, with the agency's permission.

In the event that a student in field practicum is involved in an incident that is a risk to his/her own security, the student should immediately contact the Field Instructor and follow agency policy and procedures. The Field Instructor and/or the student should notify the regional Associate Director of Field Education, the regional Field Coordinator and the Field Liaison, and follow that with a written report. The incident report should include the date, time, and location of the incident, a detailed description of the events and of those involved, and how the situation was managed.

Background Checks and Screening

Most field agencies require screening procedures, such as medical examinations, criminal background screenings, and child abuse screenings. If a fee is charged for background checks or other screening procedures, this fee is the student's responsibility. Students cannot count the time spent being fingerprinted or being medically screened as field hours. Students with a criminal conviction or arrest record must understand that this may restrict internship placements and qualification for social work licensure in some states.

New Jersey State Licensure

The BASW graduate is eligible for licensure as a Certified Social Worker (CSW). MSW students in their last semester of the Rutgers University Social Work Program are able to apply for New Jersey State Licensure. The new MSW graduate may qualify to become a Licensed Social Worker (LSW). A social worker may only apply for and obtain the status of Licensed Clinical Social Worker (LCSW) with specifically defined post-graduate experience and supervision. For more information about licensure, please go to <http://www.state.nj.us/lps/ca/social/swlic.htm> students in their last semester of the Rutgers University Social Work Program may apply for New Jersey State Licensure. The BASW graduate is eligible for licensure as a Certified Social Worker (CSW). The new MSW graduate may qualify to become a Licensed Social Worker (LSW).

A social worker may only apply for and obtain the status of Licensed Clinical Social Worker (LCSW) with specifically defined post-graduate experience and supervision. For more information about licensure, go to:

<http://www.state.nj.us/lps/ca/social/swlic.htm>.

Professional Ethics

Students are responsible for becoming familiar with the Code of Ethics of the National Association of Social Workers (NASW). All behavior in the field setting involving clients and staff must meet the standards detailed in the Code. Prior to beginning her or his first field placement, every student must pass the online ethics course.

NASW Ethical Principles

The following broad ethical principles are based on social work's values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: ***Service***

Ethical Principle: ***Social workers' primary goal is to help people in need and to address social problems.***

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems.

Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: ***Social Justice***

Ethical Principle: ***Social workers challenge social injustice.***

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice.

These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: ***Dignity and Worth of the Person***

Ethical Principle: ***Social workers respect the inherent dignity and worth of the person.***

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance

clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: ***Importance of Human Relationships***

Ethical Principle: ***Social workers recognize the central importance of human relationships.***

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: ***Integrity***

Ethical Principle: ***Social workers behave in a trustworthy manner.***

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: ***Competence***

Ethical Principle: ***Social workers practice within their area of competence and develop and enhance their professional expertise.***

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Work-Study Field Placement Requirements

It may be possible for a student to obtain a field placement in his or her place of employment, known as a work-study field placement, within the following guidelines. The details must be clarified between the student and agency, and a work study application must be submitted to the regional Associate Director of Field Education or regional Field Coordinator for approval before such an arrangement can be finalized.

To be approved as a Work-Study setting, the following guidelines must be met:

- a. In an effort to ensure the student's role as learner, the field assignment must qualitatively differ from the student's work as an employee with regard to assignments and designated supervisor (Field Instructor).
- b. The proposed Field Instructor must have an MSW and a minimum of three years of employment in the field since completion of the graduate degree. This person should not be a current or prior supervisor of the student. If this individual has not supervised a student, he/she must take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement. This course is available online and free of charge to Field Instructors of Rutgers' students.
- c. The student should be given assignments that are appropriate to a student, not an employee. Fifty percent of the fieldwork practicum must be in practice.
- d. The other fifty percent can be spent in activities such as staff meetings, case/agency presentations, agency documentation, and supervision. The required time for field instruction supervision is at least one hour per week.
- e. The Work-Study agreement must be signed by the proposed Field Instructor, agency executive/administrator, and the student. The document with original signatures is submitted to the Executive Director for approval. A fully executed copy will be sent to the agency and the student when final approval has been granted.

- f. The employment situation should be stable enough to bear the challenges of field education. That is, the student, Field Instructor, and Associate Director of Field Education or Field Coordinator should be reasonably certain that the position will not be disrupted in some way prior to the end of the field education period. Furthermore, the student's schedule needs to take into consideration time for course work, for field activities that are educationally focused, and for receiving field supervision. Likewise, the Field Instructor must have sufficient time in his/her schedule to properly carry out the responsibilities involved in providing an acceptable field experience for the student.
- g. The agency and Field Instructor must meet all of the criteria established for other field settings and supervisors, including a fully executed agency affiliation agreement.

Assignment to Field Agency

The assignment of a student to an agency setting for field placement is an educational decision made by a regional Associate Director of Field Education or regional Field Coordinator. Students are asked to contribute information about their experience and interests on the Field Placement Planning Form. Prior work experience, geographical location, and student's interests, when feasible, are considered when making a match with an agency.

Field education staff will consider the preferences of the students whenever possible. Students are expected to accept legitimate referrals for field placement assignments, and should keep in mind that in each field placement they will have the opportunity to learn skills that will be useful in other settings. They should also understand that no one (or two) field placement assignments will restrict future opportunities in the social work profession. For example, if a student has two field placements working with children in school settings, this in no way implies that she or he will not be able to work in the field of adult mental health. What the student learns about the effects of educational success and failure, and peer and family relationships on child development, will prove useful in working with adults struggling with mental and emotional problems.

While students may enter the MSW program with an idea of the work they want to do after graduation, they often change their original views after completing their field placements. Students are encouraged to keep an open mind when it comes to field placements and to learn all they can from their field assignments.

Students should not contact agencies directly or attempt to make arrangements without the approval of the Executive Director of Field Education, the Associate Director of Field Education or Field Coordinator. There are several reasons for this. Field placements do not want students contacting them for interviews without first knowing that Rutgers recognizes the students and has made the referrals. Additionally, Rutgers University and the field placements enter into formal affiliation agreements which include insurance coverage and organizational responsibilities.

The Associate Director of Field Education or Field Coordinator contact the student with potential placements and discusses these with the student. When the assignment is made, the student is given the contact information for the agency and arranges an interview at the potential field site. It is the responsibility of the student to familiarize her or himself with the agency before the interview. Being prepared for the interview shows a committed interest in the agency. If the interview goes well and the Field Instructor approves, a match is made. The Field Confirmation form is then signed by the agency and the student and returned to the regional field office, finalizing the field placement assignment.

The placement process must occur in this order, as agencies cannot accept students or commit to placements without the prior approval of the Associate Director of Field Education or Field Coordinator. Once assigned to an agency field site, the student is expected to make arrangements for field hours in cooperation with the field agency.

Before each internship starts, field information orientation packets are made available to each Field Instructor. Orientation packets include the field calendar, learning contract, evaluation information, and other materials. If a field manual has not yet been provided, the School will either provide a hard copy or instructions on how to access the manual online.

Co-requisite Social Work Practice and Field Education courses

All students must be enrolled in the appropriate co-requisite field education course while they are enrolled in the required social work practice classes at the generalist and specialized level. These classes include Social Work Practice 1 and Social Work Practice 2 at the generalist level and Clinical Social Work 1 (CSW), Clinical Social Work 11 (CSW) or Management Practice (MAP) and Theory and Program and Strategic Planning (MAP). Again, all these courses require a co-requisite field education course. Please see the appropriate curriculum at-a-glance for details.

Co-Requisite Course Failure

Furthermore, a student must pass both the Social Work Practice course and the related Field Education course to receive credit for either. A student must pass the Social Work Practice course to receive credit for the related Field Education course. Likewise, a student must pass the Field Education course to receive credit for the related Social Work Practice course. If a student fails one of the co-requisite classes, they will not be given credit for the other co-requisite course (E marking on transcript) and they will be expected to repeat both co-requisite classes concurrently.

Course Withdrawal

If a student withdraws from one co-requisite field or practice course at any point in the semester they should withdraw from the co-requisite field or practice class. If they continue in the BASW program, it is expected that the student will re-enroll in the co-requisite concurrently. If a student fails to withdraw appropriately from the co-requisite course, they will not be given credit for this course (E marking on transcript) and they will be expected to repeat both co-requisite classes concurrently.

Co-Requisite Exemptions

Failure to Properly Enroll in Field Education and Practice co-requisite courses:

In rare instances, where a student unintentionally failed to properly enroll themselves in co-requisite Social Work practice courses and field education courses, or if they withdrew from one course without appropriately withdrawing from the co-requisite) and completed one of the courses successfully, the Office of Academic Affairs will allow for the granting of course credit and independent enrollment in the co-requisite course moving forward in keeping with all other curricular requirements, in some cases. These exemptions are granted by the Senior Associate Dean of Academic Affairs. The student is expected to notify their advisor and prepare a statement for review by the Office of Academic Affairs. The student must be in good academic standing. The student will need to demonstrate that this co-requisite enrollment failure was unintentional. The Assistant Dean of Student Affairs will facilitate this process.

Course Failure/NC:

When a student fails one of their co-requisite courses but passes the other (passes Social Work Practice but fails Field Education, or passes Field Education but fails the Social Work Practice course) the Office of Academic Affairs will allow for the granting of course credit and independent enrollment in the co-requisite course moving forward in keeping with all other curricular requirements, in some cases. These exemptions are granted by the Senior Associate Dean of Academic Affairs. The student is expected to notify their advisor and prepare a statement for review by the Office of Academic Affairs. The student must be in good academic standing. The Assistant Dean of Student Affairs will facilitate this process.

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

Agencies selected for field sites are drawn from a wide range of agencies and reflect the diverse settings where professional social workers are employed. Some agencies are staffed primarily by social workers, and provide one specific service; some are in host settings where other professionals predominate and social work is part of a multi-disciplinary team (such as a medical center or school).

The School requires that agencies have a clear definition of the social work role, and that the function be supported in the agency so that students will be able to acquire and strengthen their identification as social workers. There must be appropriate assignments and a qualified MSW with available time to supervise a student, along with a commitment to teaching the core competencies outlined in the learning contract and evaluation.

In the event that there is an agency that provides a quality experience but lacks a BASW, BSW or MSW supervisor, or where the degreed social worker has fewer than two years post masters experience, the agency will provide a task supervisor and the School will provide a faculty Field Instructor, pending the approval of the Executive Director and the Dean.

The Faculty Field Instructor

- a. Meets weekly with the student for individual or group supervision.
- b. Reviews all learning contracts and field recordings.
- c. Participates in the liaison visit along with the student and task supervisor.
- d. Monitors student in developing competent practice.
- e. Insures integration of classroom theory and learning with practice experience.
- f. Completes student's evaluation.

The Task Supervisor

- a. Oversees the student's day to day learning experiences.
- b. Collaborates with the faculty Field Instructor in integrating assignments.
- c. Provides constructive feedback to the student on specific tasks and agency operations.
- d. Participates in all meetings and evaluations regarding the placement.

Criteria for the selection of Field Agencies

All prospective agencies complete the Agency Interest Form which initiates the formal selection process. The fully executed affiliation agreement finalizes the process. After these are accomplished, the agency can host students.

Criteria used for screening and selecting organizations for field settings:

- a. The agency's philosophy of service must be compatible with the values and ethics of the social work profession, and the mission, goals, and objectives of the School of Social Work.
- b. Agencies must be involved in the joint endeavor to educate social work students, and accept and follow the School requirements for participation in the field program. This is formalized by signing the Affiliation Agreement.
- c. The agency must provide experienced staff to act as Field Instructors, and provide them with the time and resources necessary to fulfill their teaching and supervisory roles.
- d. The agency must provide a comprehensive learning experience for students, including opportunities to work in agency client services, and attend staff meetings and other training sessions.
- e. The agency must provide the physical resources, such as workspace and access to telephones or computers, as appropriate, to accommodate student placements.
- f. The agency program and services must be delivered without reliance on students, thus protecting students' educational needs, purpose, and function.

Criteria for the selection of Field Instructors

The Field Instructor is critical to the success of the placement and the student's learning. Each prospective Field Instructor completes a New Field Instructor Application which delineates the individual's credentials and interest. The following criteria for Field Instructor selection should be met:

- a. The Field Instructor should be committed to the values of the social work profession.
- b. Field Instructors must hold an MSW degree from a CSWE accredited school, and have a minimum of two years of employment in the field since completion of the graduate degree. The Field Instructor cannot be a current or prior supervisor of the student. If this individual has not supervised a social work student, it is necessary that she or he take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement.
- c. The Field Instructor should demonstrate a high level of skill in practice.
- d. The Field Instructor must have the capacity to teach knowledge and skills to students. This should include sensitivity to the student's contributions and needs as an adult learner in the field learning process.
- e. The Field Instructor should hold state social work licensure as required by the scope of practice and requirements of the agency.
- f. Field Instructors must be able to supervise the student in a minimum of one hour of weekly supervision. .

ORIENTATION, TRAINING AND MONITORING (By Field Liaisons and Field Instructors)

Field Liaisons

When a new Field Liaison is hired, the regional Associate Director of Field Education provides an orientation and training that includes a review and orientation to the following: mission of the school; curriculum and program guidelines; policies and procedures of the Field Education Office; travel policies and reimbursements; payroll procedures; learning contracts and their implementation; field visitations and monitoring of the field practicum; use of the portfolio concept of recording/documentation; grading; guidelines on providing technical assistance to students and Field Instructors; guidelines and requirements of Work-Study; NASW Code of Ethics, and requirements that students self-identify as students; safety and risk management; procedures to evaluate the quality of field placement setting.

The Associate Director of Field Education monitors the quality of field consultation throughout the year by meeting regularly with Field Liaisons as a group, providing one-to-one supervision as needed with Field Liaisons, and reviewing the Liaison's documentation (including records of field site visits and of the Liaison's written assessment of agency/field instruction quality).

Field Instructors

Seminar in Field Instruction (SIFI) certification is required for all Field Instructors providing supervision to students in placement at the Rutgers University School of Social Work. The SIFI certification may be offered by Rutgers either online or on-campus. Twenty continuing education credits are awarded for course completion, which includes ten clinical credits.

Online SIFI facilitates certification for those who find it difficult to arrange time away from work to attend classes. Participants in the course will benefit from on-line interaction with both the instructor and fellow course participants. The course requirements include readings, written assignments, and threaded discussions, all online. The course is presented in Canvas, an on-line course system available at Rutgers. Field Instructors are enrolled in the on-line course and log on to the program at their convenience. The course may be completed within an academic year. Some knowledge of computers is needed, as well as the availability or access to a computer.

The content of SIFI includes: mission of the School; curriculum and program guidelines, policies and procedures of the Field Education Department, competencies; orientation of student to agency; learning contracts and their implementation; use of the portfolio concept of recording/documentation; grading; guidelines and requirements of

Work-Study; NASW Code of Ethics, and requirements that students self- identify as students; field visitations and monitoring of the field practicum; procedures for evaluation of student field performance; characteristics and needs of adult learners; stages of learning for a social worker; learning patterns and style; issues of cultural competence in supervision and practice; processes and relationships in field education; parallel process, transference, counter-transference; safety and risk management; and issues of termination. Throughout the seminar opportunities are provided to Field Instructors to raise questions or concerns regarding their students.

REQUIRED STUDENT FIELD DOCUMENTS

Time Sheets, Recordings, Learning Contracts and Portfolios

Field Preparation Workshops: Getting Ready for Field Placement

As part of the first year field experience, students are required to participate in Field Preparation Workshops and complete the on-line Ethics Course in Canvas. The purpose of these workshops and the on-line course is to provide students with the information and skills necessary to begin a successful field experience. The workshops provide the opportunity for students to ask questions and become fully acquainted with the field policies and procedures. The workshops and the Ethics Course are required prior to entering into field placement.

Our Electronic System Canvas

To insure accuracy, students use Canvas to submit their timesheets, learning contracts, recordings and evaluations to the school. Ongoing tracking of field hours via time sheets, process recordings and journal entries prevents surprises at the end of the semester and enables early intervention for students who may be having difficulty. The goal is to insure accountability, accessibility of the documents, and transparency so that all parties have verification of what has been submitted by the student.

The students, field office, and the liaisons have access to the program. The responsibility belongs to the student to complete the work in a timely fashion. All work that needs to be reviewed by the agency Field Instructor must be emailed or printed by the student and given to the Field Instructor. No signatures are needed on any materials submitted through Canvas. The student's progress and completion of the work will be monitored by the liaison and the regional field office monthly. All work and hours will be verified by the liaison at the agency visit.

Timesheets

Time sheets are kept in an Excel workbook available to students in Canvas.

The workbook is designed to calculate the student's hours and total them in a summary tab. At the end of each month, the student uploads to Canvas the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Liaison.

Learning Contracts

All students in the field complete a Learning Contract with their Field Instructor at the beginning of the first semester of their Foundation and Advanced field placements. The Learning Contract allows the student and the Field Instructor to plan jointly for the assignments and the learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable, and be used as the basis for the end of semester evaluation.

The Learning Contract incorporates the competencies of social work education. Through task at their field work, students operationalize and demonstrate the competencies. The Learning Contract is available in Canvas and accessible to all field education students. Students download the document and complete it with their Field Instructor. The completed document is then electronically submitted by the student to Canvas. The Learning Contract is read and given a PASS or

FAIL grade by the Field Liaison. If the Learning Contract is deemed to be unsatisfactory, the student will modify it as needed for the Liaison's approval.

The Learning Contract is revised by the student and the Field Instructor for the spring semester and should be resubmitted to Canvas by the designated due date on the field calendar.

Process Recordings and Journal Entries

The forms for and examples of process recordings and journal entries are found in Canvas. The recording formats detailed in the examples in Canvas are the only acceptable formats. The process recordings and journal entries are all to be submitted via Canvas. This allows for efficient storage and tracking of all student work. Please note that the recordings submitted to Canvas are not intended to include the Field Instructor's comments. In addition to submission to Canvas, recordings are to be printed or sent electronically to the Field Instructor for comment and discussion during supervisory sessions. The recordings, with comments, will be reviewed by the Field Liaison at the agency visit and upon request.

Recording Requirements

Recordings (process recordings and journal entries) are to be done on a regular basis. There must be a consistent flow of submissions--do not wait to submit recordings until the end of the semester. Recording submissions will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for regularly submitting recordings will place students in jeopardy of failing.

- Foundation year (first year field placement, Field Practicum I & II)
- 12 process recordings per semester (for the first 6 weeks journal entries may be written in lieu of process recordings).
- It is at the discretion of the agency to give students time to complete field recordings while at the agency (up to 2 hours per week). If the nature of the work is such that this is not possible then students must complete the recordings on their own time.

Purpose of Process Recordings and Journal Entries

- Serves as the basic instrument in guiding learning, and helps students conceptualize and organize ongoing activities with client systems.
- Helps to clarify the purpose of an interview or activity, and the role of the student in it.
- Provides a basic tool for stimulating communication and self-awareness.
- Provides a base for both the student and Field Instructor to identify the student's strengths and areas for growth.
- Plays an important part in providing direction and a structural framework for the supervisory conference.
- Enables the Field Instructor to quickly assess the student's response to emotion, process and content.
- Reflects the extent to which the student is able to integrate knowledge and theory gained from previous experiences, classroom courses, and outside readings.
- Provides "data" for end-of-the semester student evaluation.

Writing process and journal recordings is an acquired skill. It takes time for most students to produce a recording that fits both the student's needs and the Field Instructor's objectives for learning.

Process/journal recordings differ from agency client charts or recordings and are not to be included in agency files. Any encounter may be used for recording: individual sessions with clients; family or group meetings; professional contacts including agency staff, community, school, or service providers. It is expected that records will vary in detail, as some aspect of an interview, such as the beginning, might be highlighted for teaching purposes, while in another record the

beginning might be summarized and another part of the interview written in detail to focus on supervisory work. A complete verbatim of an interview or meeting may also be expected.

Students should write a summary paragraph to pull together what was accomplished in the session and to identify future goals. A second paragraph should be written by the student critiquing the work before discussion with the Field Instructor. These two reflective paragraphs will also provide the student with items for the agenda for supervision.

Instructional Use of Recordings

Field Instructors: Field Instructors should read the student's recordings prior to supervisory conferences and prepare an agenda for teaching. Field Instructors should make comments on each recording, as they are useful for the student to review before and after conferences. Field Instructors should keep in mind that the use of recordings is intended to meet learning goals. For example, summary records require students to conceptualize their ideas. The student's effort to comment on the non-verbal content of a session will help develop awareness of their professional selves and their use of self as therapeutic agents. Assessment paragraphs increase the ability of the student to make assessments and diagnoses in a variety of situations.

Field Liaisons: The liaison will track that regular submissions (at least monthly) are being made to Canvas. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at placement, the liaison will review a sampling of the recordings in Canvas.

At the visit, the liaison will review a portfolio of the student's recordings and other agency work, including time sheets and recordings with the Field Instructor's comments. The Field Liaison will make an assessment of the student's work and progress as well as the overall placement experience, and submit an Agency Visit Report to the regional field office.

Field Portfolio

All students are required to maintain a portfolio of field materials throughout field placement in order to reinforce learning and to chronicle and illustrate their field experiences. The portfolio may include the following, depending on the year and area of concentration: attendance logs, journal entries, recordings, audio or videotapes, grant application forms, brochures, research notes, and samples of meeting notes.

It is expected that the Field Instructor will review recordings or other materials from the portfolio prior to supervision and prepare feedback. Field Liaisons are expected to review the portfolio as part of their assessment of the student's work and progress. Students who do not complete recording requirements for the semester will receive an F in their Field Practicum.

GUIDELINES FOR PROBLEM RESOLUTION

To most effectively address problems related to field placement, the following procedure must be followed by the student. The goal is to resolve the issue quickly and to promote the relationship between the student and the Field Instructor.

Step 1: Speak to the Field Instructor at the agency. Many issues can be resolved at this level.

Step 2: Speak to the Field Liaison. The Field Liaison is there to assist students and facilitate communication between all parties.

Step 3: Contact the appropriate regional field office, and speak to the Associate Director of Field or Field Coordinator.

Step 4: Speak to the Associate Director of Field Education.

Performance Improvement Plan

The Performance Improvement Plan (PIP) is intended to identify behavior or performance problems clearly, with the written participation of all parties, in order to improve the behavior or performance outcomes. The Rutgers University BASW and MSW Field Education Manuals outline student responsibilities; please refer to the appropriate BASW or MSW Field Education Manual to assist in the completion of this form.

The Performance Improvement Plan is a form document and is to be completed by the Field Instructor in consultation with the Field Education Liaison, and the student. Upon completion, the form must be submitted for approval to the student's Associate Director of Field Education. Performance Improvement Plan forms may be obtained through the regional Office of Field Education which placed the student in field.

Grade Grievance Procedure

1. A grade grievance may be initiated by the student notifying his/her advisor and by submitting a letter outlining the basis of the grievance to the Associate Director of Field Education within two weeks of notification or posting of the grade. The Associate Director of Field Education will render a decision in writing whether or not to uphold the grade within two weeks of receipt of the grievance letter.
2. If the outcome of step one is not satisfactory to all involved parties, the student may appeal in writing to the Executive Director of Field Education. This appeal must be communicated in writing no later than one week after the student has received the letter from the Associate Director of Field. Within one week of receipt of this letter, the Executive Director will render a decision as to whether or not to uphold the grade.
3. If the outcome of step two is not satisfactory to all involved parties within one week of the determination of the Executive Director of Field Education, the grievance may be presented in writing to the Director of the MSW program or the Director of the BASW program. The Program Director will make a determination as to whether to uphold the grade within two weeks of receipt of the grievance letter. The Program Director's decision is final and binding.

EVALUATION OF STUDENT PERFORMANCE

Evaluation

At the end of each semester the student receives an evaluation. The evaluation is completed by the Field Instructor with input from the student and task supervisor, if applicable. There are separate evaluation forms for the Foundation Practica and for the Advanced Practica in Clinical Social Work and Management and Policy, as there are distinct competencies addressed in these three types of field placements. The evaluation is based on mastery and demonstration of the competencies, through assignments specified by the Learning Contract. A grade of Pass or Fail is recommended by the Field Instructor. The evaluation sent to the Field Instructor by Rutgers with a link to an electronic version managed in Qualtrics. After completion, the evaluation is submitted by the field instructor by the due date on the field calendar.

Grades

The grade for field placement performance is either Pass or Fail (no credit.) The Associate Director of Field Education gives the grade at the end of each semester; however, the Executive Director must approve and enter all F's. The Field Instructor is asked to rate the level of student performance with submission of the written evaluation. The Field Liaison also recommends a grade based on the site visit and portfolio review. The written evaluation must be received before grades are due. A passing grade is given if the student successfully completed the required hours and recordings, and received a passing evaluation. To receive a passing field grade, students must be rated as "Meets or Exceeds Competencies" in at least 70% of the competencies.

If a student receives a grade of F in field, the student will be referred to the Associate Director of Field Education for review and the student will be referred to the Associate Dean or Director of Student Affairs for appropriate follow-up.

FIELD REGISTRATION, CURRICULUM, AND REQUIREMENTS

The generalist field curriculum provides students with opportunities to apply a generalist problem-solving approach within a person-in-environment perspective, working with individuals, families, groups, organizations and communities.

Field Registration

Students doing field placement must register for a section of Field Practicum to receive credit for the course. Registration for a section of the course also automatically places students in a section of Canvas.

Field Practicum I: (6 Credits) 50:910:471

(Camden and Mays Landing) 09:910:471 (New Brunswick) Prerequisites: Social Work major, senior status.

To be taken concurrently with 50:910: 472 (Camden and Mays Landing) or 09:910:472 (New Brunswick)

Requires two days per week of supervised field instruction in a social service agency.

Participation in a supervised practicum applying the tenets of generalist practice. The practicum provides an opportunity to gain an understanding of the goals, organization, and delivery system of the field setting; and the application of social work methods, values, ethics, and skills.

Field Practicum II: (6 credits) 50:910:473

(Camden and Mays Landing) 09:910:473 (New Brunswick) Prerequisites: 50:910:471, 472 or 09:910:471, 472

To be taken concurrently with 50:910:474, 475 or 09:910:474, 475

Requires two days per week of supervised field instruction in a social service agency.

Development and enhancement of essential values, skills, use of self, and use of supervision in foundation work with individuals, families, groups, organizations and communities.

Generalist Curriculum

The primary purpose of the Generalist Practicum is to educate students to:

- Apply a generalist problem-solving approach within a person-in-environment perspective.
- Use professional supervision to advance learning.
- Apply foundation knowledge and social work ethics and values to practice that enhance social well-being.

The Generalist Practice Curriculum includes two required foundation courses: Generalist Social Work Practice I, which provides an introduction to the generalist perspective and its application to the early phases of problem-solving on multiple system levels; Generalist Social Work Practice II, which covers the application of the latter phases of problem-solving process to multiple system levels. The two-course sequence assumes that the social welfare of individuals is paramount, and that the application of the generalist perspective means that practitioners differentially engage with, make formal assessments of, and intervene on the individual, family, group, community, and organizational levels to promote social well-being, and prevent its deterioration.

Thus, the curriculum applies a person-in-environment framework to analyze systems, with an eye to understanding how systems may disadvantage individuals, especially those who are more vulnerable in our society due to their race-ethnicity, gender, sexual orientation, or socioeconomic background. The course is conducted concurrently with field placement requirements and requires that students evaluate the application of the principles of foundation practice on the outcomes of their field experience.

Goals and Expectations: First Semester

Students have a beginning understanding of an agency's mission and goals and its role within the social service community and neighborhood, as well as a basic understanding of the agency's structure, organization, and policies. Students are able to work within and interpret agency policies and regulations. Students learn about the generalist perspective with an emphasis on the problem solving approach to working with clients, and begin to apply this to the field setting.

Students have an initial identification with the profession and are beginning to incorporate social work values in practice (e.g. they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time and presentation of their professional self, and efficient in completing paperwork and other tasks in a timely way.

Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify their own strengths and weaknesses and train for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Goals and Expectations: Second Semester

Students should have a thorough knowledge of the agency and the community, and should understand the interaction of the larger organizations related to the agency and the positive and negative impacts these have on client services. Students should be able to not only recognize these influences but be able to articulate needed changes. Students should view and address the individual client or family presenting problem within the context of the larger systems. Students should be able to apply the generalist perspective to organizations and communities, and integrate these ideas with assessments and practice (for example, how discriminatory housing policies established by a community affect who can live in a neighborhood).

Students' knowledge of the agency goes beyond an understanding of broadly-stated goals to an appreciation of how effectively and efficiently the agency structure and function carry out or inhibit those goals. Students' views of the social services for the target population of the agency extends beyond the concrete knowledge of agencies and their eligibility requirements, and they are able to identify gaps in services and use collaborative and advocacy skills to address client and community needs.

Students will be able to enter a range of types of groups, from therapeutic to community task-based, with an ability to make a beginning assessment of the dynamics and stages of group development. Students will clearly understand their functions in the different groups and will be active in participating in the formation of contracts, goal-setting, and problem-solving.

Students understand the variety of types of families and are aware of their biases and judgments about them. Their ability to make a beginning assessment of a family is expected. Depending on the amount of work done with family groups, students will have some basic intervention skills related to problem-solving and using the self in family work. All students should be able to make assessments that take into account factors from the client's intrapersonal, interpersonal, and social milieu. Students will be able to obtain histories and personal data, and will be able to tell the difference between facts and inferences.

Students will demonstrate empathy and consistent listening and focusing skills. The ability to relate to a wide range of feelings is present and students can use the skills of confrontation, clarification, partialization, and exploration. Students will be problem and strengths focused and able to help clients problem-solve in an organized, thoughtful, and supportive way. Students will understand and accept the impact of cultural, racial, gender and other differences in their clients, and talk with them about these influences. Students should understand the importance of the termination process and their own impact on this process.

Students will identify with the profession's social work values, ethics, and mission while providing generalist services to vulnerable populations. All work behavior should be thoroughly professional and consistent with agency policies and practices. Students should be open to new learning and ready to experience the stress that accompanies change, and be willing to hear both positive and negative criticism. There may be areas that are still difficult for the student, but the overall motivation to learn and take risks should be present at year's end. Student self-awareness should include a realistic appraisal of abilities and biases. It is expected that there will be an ability to abstract principles of generalist practice from field experience, to translate concepts into action, to carry over learning from case to case or conference to case, and to generalize from learning to other situations. Students should show the ability to make connections between theory and practice and to assess the relevance of practice.

There should be a reflection of learning issues identified in the Learning Contract. Also, students should be able to identify areas for their future work and assume responsibility for their own learning.

Skills and Tasks

The Generalist Practicum emphasizes the use of a problem-solving model of practice within a person-in-environment framework, incorporating social work values and ethics. It is expected that field agencies will provide opportunities for students to use the skills of engagement, assessment, contracting, intervention, evaluation, and termination. An effort should be made to assign students at least one client or client system that will allow for a sustained, on-going relationship (with a minimum of three service contacts).

Note that the Foundation (generalist) field year requires that students participate in both micro and macro-oriented activities so learning will take place not just in the traditional worker-client dyad, but also within the context of group, community, and organization.

Examples of appropriate tasks include:

Social Work with Individuals: Intake and assessments; creating service plans; provision of concrete services; case management; advocacy; supportive counseling and psychotherapy; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Families: Intake and assessments; assessment of impact of family dynamics on individuals; helping families change dysfunctional dynamics, creating service plans; provision of concrete services; case management; advocacy; supportive counseling; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Groups (groups include treatment groups, peer support groups, boards of directors, task groups, committees, staff groups): Review of membership criteria; interviews with potential group members; review of prior minutes and group reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues, (i.e., client preparation, reviewing progress, making referrals, planning for future, transferring cases); follow-up.

Social Work with Organizations (this category includes both the placement site and outside organizations): Awareness of placement site policies and procedures, mission, goals, and role (required for all students); identification of management theories/structure; organizational assessment; program assessment; program implementation and coordination; grant-writing; in-service training; supervisory activities; research and evaluation via program monitoring, program evaluation design, organizational analysis; termination issues, (i.e., transferring workload, summarizing status of projects/activities, exit interview); follow-up.

Social Work with the Community: Research on community demographics and characteristics; speaking with residents and members; identification of resources; program implementation; outreach services; community education; resource coordination; research and evaluation via community organization scale, monitoring attendance and participation, community feedback, monitoring rates of problem incidence; termination issues, (i.e., transferring workload, informing cooperating agencies); follow-up.

Block Placements

Block field placements will only be provided for unique circumstances and students who are doing their field placement in an agency where the agency has requested that they be placed there for 40 hours a week.

Basic Field Policies and Procedures

The following are some basic requirements for students in relation to their field placements.

1. Students are expected to complete the Field Placement Planning Form which directs the Field Education staff to students' experience and interests.
2. Students in field must always take the required concurrent practice course for the specific semester they are in field. If the student fails either field or the practice course, both must be repeated.
3. In order to be placed in an agency, students must be in good academic standing.
4. All disability accommodation plans that involve field education must be developed by the University Office of Disability Services and approved by the Director of Field Education. Such plans should be developed prior to the start of field education whenever possible. Please see disability policy section of this handbook for additional information.

Field Education Hours

It is important for students to understand that **field placements cannot be provided for evening and weekends only. It is the responsibility of the student to have the hours available to do the field practicum, Monday – Friday during the business day (9-5).** There may be placements that offer some weekend and evening hours, but this cannot be guaranteed. Occasionally, students may need to accommodate the agency and participate in events that are not during their usually scheduled field hours.

We realize that most online student choose this program in order to balance their academic studies with other responsibilities and provide a schedule that can allow for students to manage other life commitments. At the same time, we need to provide you with strongest educational opportunities possible. Most agencies cannot offer high quality supervision or other educational opportunities during non-traditional business hours. We encourage you to look closely at the hourly commitments for field listed in the above tables and arrange your schedule far in advance to accommodate your needs. Generally speaking, once field placement begins, you will be spending 1 ½ to two days a week in field.

Work-Study Field Placement Requirements

It is possible for a student to obtain a field placement in his or her place of employment, known as a work-study placement, within the following guidelines. The details need to be negotiated between the student and agency, and an application must be submitted to the Field Education Department before such an arrangement can be finalized. Please note that we do not guarantee approval of such placements.

To be approved as a Work-Study setting, the following guidelines must be met:

- In an effort to ensure the student's role as learner, the field assignment must qualitatively differ from the student's work as a regular employee with regard to assignments and designated supervisor (Field Instructor).
- The proposed Field Instructor must have an MSW and a minimum of two years of employment in the field since completion of the graduate degree. This person should not be a current or prior supervisor of the student. If this individual has not supervised a student, he/she must participate in the field supervisor orientation.
- The student should be given assignments that are appropriate to a student, not an employee. Fifty percent of the fieldwork practicum must be in practice. The other fifty percent can be spent in activities such as staff meetings, case/agency presentations, agency documentation, and supervision. The required time for field instruction supervision is at least one hour per week.
- The Work-Study agreement must be signed by the proposed Field Instructor, agency executive/administrator, and the student.
- The employment situation should be stable enough to bear the challenges of field education. That is, the student, Field Instructor, and Field Education staff/faculty should be reasonably certain that the position will not be disrupted in some way prior to the end of the field education period. Furthermore, the student's schedule needs to take into consideration time for course work, for field activities that are educationally focused, and for receiving field supervision. Likewise, the Field Instructor must have sufficient time in his/her schedule to properly carry out the responsibilities involved in providing an acceptable field experience for the student.
- The agency and Field Instructor must meet all of the criteria established for other field settings and supervisors, including a fully executed agency affiliation agreement.

Please note that additional information concerning the approval process for work-study placements will be available in the field handbook for online students.