RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
THE SCHOOL OF SOCIAL WORK

BASW
FIELD MANUAL

2012-2014
Revised June 2012

Kathleen Pottick, Ph.D.
Acting Dean, School of Social Work

MASTER OF SOCIAL WORK PROGRAM

FIELD MANUAL

DEPARTMENT OF FIELD EDUCATION

Kathleen Pottick
Acting Dean, School of Social Work

Marian Diksies, MA,MSW, LSW
Interim Director of Field Education
School of Social Work
536 George Street, New Brunswick, NJ 08901-1167
(848) 932-7520 ext. 3
Fax (732) 932-8181

Nancy Schley, MSW, LCSW
Acting Associate Director of Field Education
School of Social Work, Room 001B
536 George Street, New Brunswick, NJ 08901-1167
(848) 932-7520 ext. 3
Fax (732) 932-8181
email nschley@ssw.rutgers.edu

Irma Terron-Wepner, MSW, LCSW
Associate Director of Field Education, Northern Region
School of Social Work Hill Hall 4th Floor
360 Dr. Martin Luther King Blvd., Newark, NJ 07102
(973) 353-5031
(973) 353-5092
Fax (973) 353-1010
email iterronwepner@ssw.rutgers.edu

Leslie Daniels, MSW, LSW
Associate Director of Field Education, Southern Region
School of Social Work
217 N. 6th Street, Camden, NJ 08102
(856) 225-6346
Fax (856) 225-6155
email danielsl@ssw.rutgers.edu

BASW Field Education Manual
Table of Contents

INTRODUCTION

Field Nomenclature 6

Map of Field Offices 7

Rutgers, The State University of New Jersey 8

The University 8

Mission of the School of Social Work 8

BASW CURRICULUM

Goals and Objectives 9

FIELD EDUCATION

Rationale 14

Objective of Field Education 14

RESPONSIBILITIES OF THE PARTICIPANTS

The School 15

The Field Education Department 16

The Director of Field Education 16

The Associate Director of Field Education 17

The Field Coordinator 17

The Field Liaison 17

The Field Agency 19

The Field Instructor 19

The Student 20

FIELD POLICIES AND PROCEDURES

General Information 21

Schedules and Hours 22

Supervision 23

Field Advisory Committee 24

Change of Placement 24

Stability of Field Settings 25

Student Safety in Field Practicum 25

Background Screening 25

New Jersey Licensure 26

Professional Ethics 26

NASW Ethical Principles 28

Work Study Requirements 28

Assignment to Field Agency 29

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

Faculty Field Instructor 29

Task Supervisor 29

Criteria for Field Agency Sites 30

Criteria for Selection of Field Instructors 31

ORIENTATION, TRAINING AND MONITORING OF FIELD LIAISONS AND INSTRUCTORS

Field Liaisons 32

Field Instructors 32

RUTGERS UNIVERSITY POLICIES

University Nondiscrimination Policy 33

Academic Integrity 34

The University Academic Integrity Policy 34

Services for Students with Disabilities 47

University Liability Policy 47

Academic Standing 48

REQUIRED STUDENT FIELD DOCUMENTS

Field Preparation Workshops 48

Our Electronic System 48

Time Sheets 49

Learning Contracts 49

Process Recordings and Journal Entries 50

Recording Requirements 50

Purpose of Process Recordings and Journal Entries 50

Instructional Use of Recordings 51

Field Portfolio 51

GUIDELINES FOR PROBLEM RESOLUTION

Grievances/Complaints – Fieldwork 52

EVALUATION OF STUDENT FIELD PERFORMANCE

Evaluation Tool 53

Grades 53

FIELD EDUCATION, CURRICULUM, AND REQUIREMENTS

Field Registration 54

Generalist Practicum 54

FOR ALL DOCUMENTS AND FORMS PLEASE CONTACT THE FIELD DEPARTMENT

INTRODUCTION

Welcome to the field component of the social work curriculum. According to the Council on Social Work Education, field education is the "signature pedagogy" of social work education as it is the central learning tool in the preparation and training of students for the profession. At Rutgers School of Social Work, the field and class experiences are closely tied and operate in tandem.

This manual has been developed to help you understand the policies and procedures of the field education program. The information here is appropriate for students on all the campuses. Sample forms used for those involved with the School's field program, such as agencies and Field Instructors, and students are also provided in the *Appendix of Documents and Forms* in this manual. The BASW has a separate field manual. Please use this manual to better understand the field program and answer your questions. We wish you a very successful educational experience.

Field Nomenclature

Field Education Department: 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.

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

Director of Field Education: Chief operating officer of the Field Education Department and supervises Associate Field Directors and Field Liaisons and coordinates various field operations across the three campuses.

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.

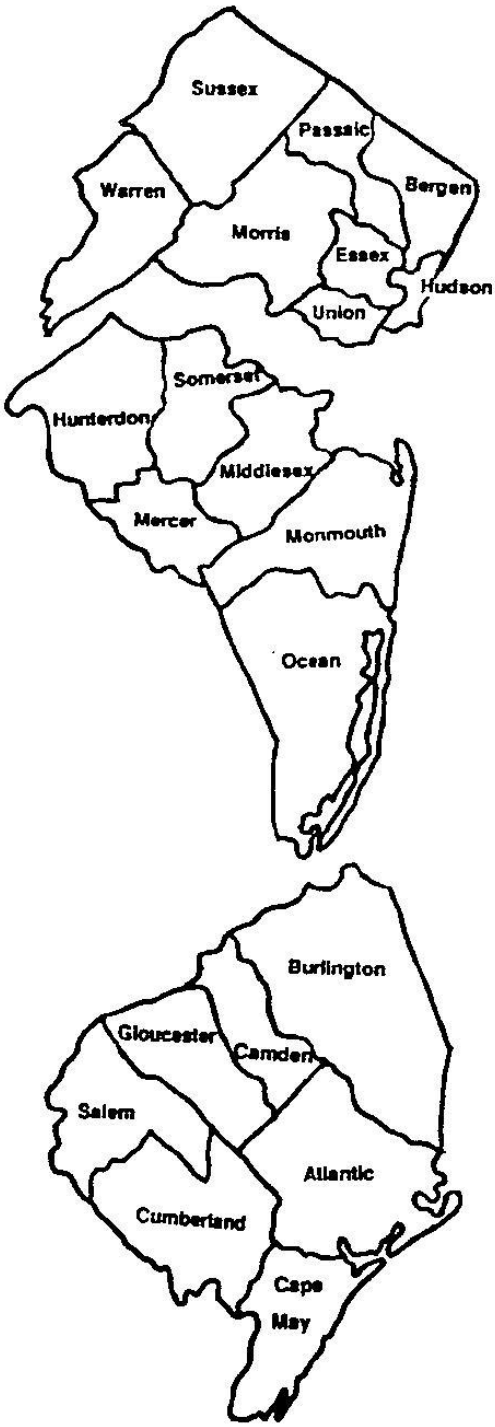
Field Coordinator: Arranges and monitors student placements and is accessible to students and field agencies offering consultation in all aspects of the field placement process.

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.

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)

Irma Terron-Wepner, LCSW
Associate Director of Field Education
School of Social Work
360 Dr. Martin Luther King Blvd.
Hill Hall, fourth floor
Newark, NJ 07102
973-353-5031, Fax 973-353-1010
email: iterronwepner@ssw.rutgers.edu

CENTRAL NEW JERSEY

Nancy Schley, LCSW
Acting Associate Director of Field Education
School of Social Work
536 George Street
New Brunswick, NJ 08901-1167
848-932-7520 X3, Fax 732-932-8181
email: nschley@ssw.rutgers.edu

SOUTHERN NEW JERSEY

(including SE Pennsylvania and Delaware)

Leslie Daniels, LSW
Associate Director of Field Education
School of Social Work
217 N. 6th Street
Camden, NJ 08102
(856) 225-6346, Fax (856) 225-6155
email: danielsl@ssw.rutgers.edu

We also have field placements in New York City and Philadelphia metropolitan areas as well as Delaware. International field placements are possible under specific conditions. Please contact Field Department personnel for more details.

Rutgers, The State University Of New Jersey
School of Social Work

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. 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. 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.

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.

BASW CURRICULUM

Program 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 a 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 sizes and types. The goals and objectives of the program are as follows:

:

1. Preparation of entry-level, generalist social work practitioners who identify as professional social workers and conduct themselves accordingly. Graduates of the BASW program will:

    a. Advocate for client access to relevant services.

    b. Practice personal and professional self-reflection and self growth to assure continual professional development, particularly as entry-level, generalist social work practitioners.

    c. Continuously demonstrate professional demeanor in behavior, appearance, and communications.

    d. Commit to engage in lifelong professional learning, seeking out supervision, consultation, continuing education and all other methods available for growth and learning, including the possibility of graduate study in social work.

2. Preparation of generalist practitioners who engage diversity and difference specific to New Jersey, nationally and globally. Graduates of the BASW program will:

a. Critically evaluate theories that describe various types of diversity including racial and ethnic diversity, sexual orientation and gender, and also class differences and differences in ability.

b. Demonstrate an understanding of how their own experiences with diversity along with their own personal values and biases have implications for effectively empowering and helping to change families and communities.

c. Demonstrate an ability to utilize the various evidence-based interventions that are appropriate for effectively empowering and creating change for diverse families and communities in New Jersey, nationally, and globally.

d. Demonstrate an understanding of the causes and impacts of various types of interpersonal and institutional oppression, including but not limited to racism, sexism, heterosexism, able-ism, and classism. Students will also understand how these oppressions intersect for certain groups of people (e.g. African American lesbians encountering, racism, sexism, and homophobia).

e. Demonstrate an understanding of how political and societal factors can privilege some groups in society while marginalizing and oppressing others.

f. Commit to lifelong learning in these areas.

3. Preparation of generalist practitioners who apply critical thinking skills of analysis, and problem-solving to strengthen individuals, families and communities in the context of generalist practice. Graduates of the BASW program will:

a. Distinguish, appraise, and integrate multi-disciplinary sources of knowledge, including the findings of research and practice wisdom in work with individuals, groups, families, and/or communities and organizations.

b. Analyze models of assessment, prevention, intervention, and evaluation with individuals, groups, and families, or with communities and organizations for beginning level social work skills.

c. Exercise effective oral and written communication skills to develop and apply solutions to complex and emerging client needs and social problems.

4) Preparation of generalist practitioners who advocate for human rights and social and economic justice to strengthen individuals, families and communities locally and internationally. Graduates of the BASW program will:

a. Understand the forms and mechanisms of oppression and discrimination locally and internationally and their influence on the well-being of families and communities.

b. Apply micro and macro interventions that promote social and economic justice and alleviate suffering by strengthening and empowering individuals, families and communities to attain basic human rights and social and economic justice.

5) Preparation of generalist practitioners who engage in research-informed practice and practice-informed research related to finding solutions to social problems, strengthening individuals, families and communities. Graduates of the BASW program will:

a. Use practice experience to inform scientific inquiry.

b. Understand and utilize both quantitative and qualitative research findings to understand scientific and ethical approaches to building knowledge.

c. Use research findings (both quantitative and qualitative) to guide practice decisions in their areas of concretion and specialty.

d. Use research findings to improve practice, policy and social service delivery.

e. Use program evaluation skills experience to design appropriate evaluation methods.

f. Use knowledge of evaluation methods to assess, analyze and interpret findings to determine effectiveness of practice in either direct practice or not-for-profit and public management.

6) Preparation of generalist practitioners who demonstrate foundation knowledge about human development and behavior in the social environment, and who draw upon this

knowledge to assess the biological, psychological, social, and environmental factors that affect individuals families and communities. Graduates of the BASW program will:

a. Critically evaluate theories of human development and apply them appropriately when assessing individuals in the context of their environment.

b. Demonstrate an understanding of how psychological, social, and environmental factors affect individuals, families, organizations and communities.

c. Clearly articulate the interrelationships and interactions between persons and their environments and specifically how various social environments affect individuals, families, and communities.

7) Preparation of generalist practitioners who advance social and economic well-being by engaging in policy practice. This practice includes analyzing, formulating and advocating for policy and programs that advance social well-being by empowering individuals, families and communities, and also collaborating with clients and colleagues for effective policy action. Graduates of the BASW program will:

a. Understand the comprehensive public and private social service/healthcare service delivery system in New Jersey and nationally.

b. Analyze, formulate and advocate for policies and services that advance social well-being.

c. Collaborate with colleagues, clients, and all stakeholders to strengthen the processes of change by encouraging effective policy action.

8) Preparation of generalist practitioners to dynamically respond to demographic, Technological, economic, scientific, and sociopolitical contexts that affect individuals, families and communities in New Jersey, nationally, and globally. Graduates of the BASW program will:

a. Recognize that social work practice is dynamic and that professional social workers must continually appraise and attend to changing locales,

populations, scientific and technological development and societal/ worldwide trends which affect policy and service delivery.

b. Provides leadership to encourage and develop sustainable changes which leads to the quality improvement of services and encourages a non-fragmented delivery system.

9) Education of generalist practitioners who understand and use social work values and ethics to guide their entry-level professional practice. Graduates of the BASW program will:

a. Recognize and manage personal values in a way that allows professional values to guide practice.

b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and as applicable, of the International Federation of Social Work, Statement of Principles.

c. Tolerate ambiguity in resolving ethical conflicts.

d. Apply strategies of ethical reasoning to arrive at principled decisions for all levels of practice.

10) Preparation of generalist practitioners to engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities utilizing research findings and evidence based practice. Graduates of the BASW program will:

a. Use self reflection, empathy, and other interpersonal skills to prepare for social work interventions.

b. Collect and interpret client and organizational information to develop mutually agreed upon goals and objectives utilizing appropriate interventions.

c. Help clients resolve problems through appropriate advocacy, clinical interventions prevention and skilled transition planning.

d. Analyze, monitor and evaluate interventions with individuals, families and groups, or not-for profit and public agencies and develop improved interventions based on evaluation outcomes.

FIELD EDUCATION

Rationale

Field education is the opportunity for the student to operationalize the required practice behaviors as defined by CSWE (Council on Social Work Education), 2008. In the 2008 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 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 MSW 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 provide students with opportunities to gain experience working with diverse social, economic, and ethnic populations in a variety of public and private organizations. The field placement is the forum to learn and integrate the profession's role in focusing on both social/economic justice and the dignity and worth of the person. A variety of field placements are available representing the range of social work practice arenas.

Objectives of Field Education

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. Apply and develop the knowledge and intervention skills learned in the advanced curriculum in a field placement focused on Clinical Practice or Nonprofit and Public Management in a setting that provides experience and exposure to the social work profession.

3. Use professional supervision to enhance intervention skills, develop leadership skills, gain self-awareness, and identify learning needs and solutions.

4. Integrate theories from the foundation and advanced curricula, apply them with discretion within a field practicum, and evaluate their appropriateness and effectiveness with client and organizational systems in the field.

5. 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.

6. Develop skills to assess and communicate client and service needs.

7. 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.

8. 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.

9. 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.

10. 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, because of 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 though the Field Liaison. The School, through the Field Education Department, 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 Field Education Department

The Field Education Department 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 practice setting. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of the practice behaviors that operationalize each of the MSW program's core 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 Executve Director of Field Education

- Oversees the Field Education Department 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 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 the field learning reflects the core 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 Director, Associate Directors, and Field Coordinators to troubleshoot field problems

The Director of Field Education

- Represents the Field Education Department in regard to student academic and judicial review in matters related to student infractions in the field placement setting.
- The Director of Field Education approves all the 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 Action Plans for field assignment completion.
- Consults with Executive Director, Associate Directors, and Field Coordinators to troubleshoot field problems.
- Designs curriculum for Seminar in Field Education (SIFI) and teaches the online version of the course. Participates in (or selects a representative to participate in) the NJ,

NYC, PA/Delaware Valley Regional Field Directors Groups.

- Coordinates and teaches Pre-Field Workshops.
- Develops and conducts annual Field Liaison training sessions.
- Ensures that field instructors and field settings provide opportunities for students to learn and demonstrate the core competencies and practice behaviors .
- Works with liaisons to ensure their understanding of the core competencies and practice behaviors that are the expected outcomes of the field placement.

Associate Director of Field Education

Each campus location for the School of Social Work has a Field Office and an Associate Director of Field Education.

The Associate Directors of Field Education:

- Directs daily operations of their regional office or relevant progrma 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).
- Recruits and selection field agencies and instructors.
- Recruits and supervision of Field Liaisons.
- Arranges student placements.
- Maintains regular contact with field instructors and liaisons
- Monitors and evaluates student field experiences.
- Teaches the Seminar in Field Instruction.
- Teaches Pre-Field Workshop
- Determines and posts grades for Field Practica
- Consults with students, field instructors and liaisons on all aspects of the field placement process.
- Troubleshoots and resolves student problems in a proactive timely manner.

The Field Coordinator

The Field Coordinator in each office (New Brunswick, Newark, and Camden) and for two of our specialty/certificate programs (Addictions Counselor Training (ACT), Intensive Weekend (IW) MSW. For the Violence Against Women and Children Certificate, a designated staff person from the Center on Violence Against Women and Children (VAWC) acts in this role.

- Arranges and monitors student placements.
- Consults with students, field instructors and liaisons on all aspects of the field placement process.

The Field Liaison

The Field Liaison acts as the connection between 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 must have an MSW from a CSWE accredited program, LSW or LCSW; at least 3 years of practice experience after receiving the MSW, and must have experience as a Field Instructor. It is expected that the Field Liaison will be available to both the student and the Field Instructor for consultation and advice as often as needed. The Liaison keeps the Associate Director of Field Education informed of any problems, and meets with the Associate Director of Field Education or Field Coordinator along with the student as needed. The Liaison completes an independent assessment of the student's work by reading their portfolio of process recordings and journals, and providing feedback to both the student and the Field Instructor. Through the liaison's ongoing monitoring s/he assures that the students is learning the core competencies as demonstrated by the required practice behaviors.

An orientation to the field education policies, procedures, and requirements is provided detailing, among other things, the core competencies and practice behaviors. An electronic copy of this manual is available to all Field Liaisons. Electronic, phone or in-person dialoging can be arranged at any time with other Field Liaisons or field department personnel. Field Liaisons are responsible for knowing the policies in this manual and for acting in compliance to them.

Liaisons make agency site visits to meet with the student and Field Instructor at least once a semester and more if needed 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 the student's progress in meeting the core competencies through demonstration of the practice behaviors.

The goals of the field site visit are to:

- Review the student's assignments and tasks (via the learning contract)
- Provide support for the student
- Provide support for the Field Instructor
- Discuss any issues that have arisen
- Monitor that the student is receiving a quality experience
- Ensure that the student is receiving appropriate supervision (1 hour per week)
- Review the portfolio to verify that student is completing the work and that the field instructor is commenting on process/journal recordings
- Discuss the integration of class and field work
- Promote discussion on the student's performance, potential, and interests
- Troubleshoot problems and difficulties.
- Compile a 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, marginal pass, or fail/no credit), while the final decision rests with the Associate Director and the Director of Field Education.

The Field Agency

The Field Agency gives students the opportunity to develop an identity as a professional social worker and conduct oneself accordingly. This is done by providing learning experiences that enable the student to achieve the core competencies as demonstrated by the practice behaviors exhibited.

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 as needed.

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

The Field Instructor

The student's Field Instructor must have an MSW and a minimum of three years of employment in the field since completion of the graduate degree from a CSWE accredited program. If this individual has never supervised a student before, it is necessary that he/she take the Seminar in Field Instruction course concurrently with the student's placement. The SIFI curriculum guides Field Instructors in designing and identifying learning opportunities that permit students to demonstrate the program's competencies. Field Instructors need to 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 detailing, among other things, the core competencies and practice behaviors. An electronic copy of this manual is available to all Field Instructors. Electronic, phone or in-person dialoging can be arranged at any time with other Field Instructors or field faculty. 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 student (a minimum of 60 minutes/week). Students must spend at least half of their time in the field each week working directly with clients and the relevant collaborative activities, or in planning or administrative tasks. Meetings with other agency staff, with community groups, or with multi-agency coordinating teams qualify as related client 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 actively participates in developing the Learning Contract which delineates the core competencies and practice behaviors. Weekly the Field Instructor reads and comments on the student's process recordings or journal entries (one recording/journal entry is to be submitted by the student weekly). During weekly supervisory meetings with the student the process recordings should be reviewed. Each semester the Field Liaison will make a visit to the agency. At this visit the liaison will review the student's portfolio (see details under student's responsibilities) and discuss the student's progress with the Field Instructor, the student and any other agency personnel involved in the student's learning. 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, marginal 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 has the opportunity and the responsibility to consult with the Field Liaison preceding the evaluation, and must do so as soon as possible if the student's performance is judged to be below acceptable standards.

The Student

Like the field of social work, the demands of the field practicum are rigorous and the student should carefully assess his or her own 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 her or him to complete the field placement. Questions or doubts about the student's readiness must be addressed by the Associate Director of Field Education, before a field match can be finalized.

Students' responsibilities include:

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

- Acting in a professional manner as a representative of the agency.
- Completing all agency and school paperwork/recordings/assignments in a timely way.
- 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 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 some 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 placement 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 Director of Field Education.

7. 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.

Schedules and Hours

Students in the BASW program complete 450 hours of field during their one year of field placement, in Field Practica I & II in the BASW Curriculum. The schedules are as follows:

	Hours per Week	**# Of Weeks**	**Term**	**Total Hours**
Field Practicum I	15	15	Fall	225
Field Practicum II	15	15	Spring	225
			Total – BASW	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 an Action 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) or 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 an Action Plan which includes the date by which the field hours and assignments will be completed and submitted to the Director for approval. If the hours are not finished within six weeks of the end of the semester, the TF will be changed to an F grade and the dismissed from the program.

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

1. Students in Field Practicum I & II (Foundation) 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–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, however these events are not to conflict with the students' other classes.

Calendars are distributed for each semester that indicates 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., 9 a.m. to 5 p.m., or 8:30 a.m. to 4:30 p.m. 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 example, Columbus Day etc. the student is still required to complete the required number of hours. If the hours are short one week then 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 journals, 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 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 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 interruptions. Both the student and Field Instructor should fully prepare for supervisory conferences. Field Instructors should receive recordings in time to read them prior to conferences, and both 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.

Field Advisory Committee

The Committee, approved by the Dean, led by the Executive Director and consisting of agency representatives, field instructors, field liaisons and students, serves as an important link between the field community and the School. The purpose of this committee is to advise the Exectuve Director regarding the internal operations of field, to discuss the pedagogical outcomes of field education, as well as the interface between coursework and field. The Committee meets three 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 Associate Director of Field Education. 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, so a disruption for any reason threatens to interfere not only with a student's professional development but also his or her timely completion of the program and eventual graduation. Therefore, it is essential that if a field placement is in danger 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 must *immediately*** contact his or her Field Liaison, the field office and his or her academic advisor to set up a meeting to discuss and resolve the problems. If an agency wishes to terminate a student from field placement, the Field Instructor must explain the reasons to the student and the Field Liaison, and the Associate Director of Field Education should be notified before termination takes place. An evaluation or narrative summary of the student's experiences and performance is completed by the Field Instructor, the Field Liaison and the student, and becomes part of the student's file.

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 staff person can authorize a premature termination of field placement. Students who terminate their field placements without prior authorization from the Field Education Department will fail their field placement and be dismissed from the 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 on both parties' agreement that such an educational climate can and will be provided for the student. An affiliation agreement is signed by the School and the field site 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 are asked to contact the Associate Director of Field Education or Field Coordinator.

Major changes in personnel, which may affect the educational program of students such as transfers, departures, or protracted illnesses, can also be construed as disruptions. Discontinuation of services in programs through which students' 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.

Student Safety in Field Practicum

Every student in 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 (particularly in health settings), home-based services, and dealing with agitated or violent clients and consumers. In general, 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. However, in such circumstances it is especially important that students learn the agency policies and procedures designed to keep staff safe.

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 Associate Director of Field Education or 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 Screening

Students should be aware that some field agencies have additional requirements and 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, getting medical testing, etc. as field hours. **Students with a criminal conviction or arrest record need to be aware that this may affect internship placement and/or qualification for licensure in some states.**

New Jersey State Licensure

MSW students in their last semester of the Rutgers University Social Work Program are able to apply for New Jersey State Licensure. The BASW graduate is eligible for licensure as a Certified Social Worker (CSW). The new MSW graduate may qualitify 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

PROFESSIONAL ETHICS

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, 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 their field placement every student must take and pass the online ethics course.

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, 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 field placement, every student must take and pass the online ethics course.

NASW Ethical Principles

The following broad ethical principles are based on social work's core 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 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 Associate Director of Field Education or Field Coordinator for approval before such an arrangement can be finalized. (See Work-Study Agreement in the *Appendix of Documents and Forms*).

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

- The student must be employed in the agency for at least one year.
- 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 the 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.
- 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 50% 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 1 hour per week.
- 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.
- 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 her/his 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.

Assignment to Field Agency

The assignment of a student to an agency setting for field placement is an educational decision made by an Associate Director of Field Education or 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 the match to an agency.

Important Message About Assignments of Field Placements

Field education staff will consider the preferences of the students when reasonable, possible and feasible. 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 field. For example, if a student has two field placements working with children in school settings, this in no way means they will not be able to work later in the field of adult mental health if that is their goal. In fact, 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.

It should also be considered that many students who enter the field with what they believe is a clear idea of the type of work they would like to do after graduation, often change their mind after experiencing a placement in a different setting. Therefore, students are encouraged to keep an open mind when it comes to field placements and try to learn all they can from their field assignments.

Students are NOT to contact agencies directly or to make arrangements without the knowledge of the Executive Director of Field Education, the Associate Director of Field Education or Field Coordinator. The Associate Director of Field Education or Field Coordinator contacts the student with potential placement ideas and discusses each one with the student. When the assignment is made, the student is given the contact information for the agency and must arrange an interview at the potential field site. It is the responsibility of the student to familiarize themselves with the agency prior to the interview. Students are to interview with **one** agency at a time. Attending the interview shows a committed interest in the agency. If the interview goes well and the Field Instructor approves, a match is agreed upon, and the Field Confirmation form is signed by the agency and the student and returned to the regional field office, finalizing the field placement site assigned.

This process must occur in this order, as agencies cannot see 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.

In September, field information orientation packets are made available to each Field Instructor. Orientation packets include the field calendar, learning contract, evaluation forms 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.

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 and practice behaviors outlined in the learning contract and evaluation.

In the event that a there is an agency that provides a quality experience but lacks a MSW supervisor or where the MSW is less that 3 years post master's, pending the Executive Director's and the Dean's approval, the agency will provide a task supervisor and the School will provide a faculty Field Instructor.

The Faculty Field Instructor

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

The Task Supervisor

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

Criteria for the Selection of Field Agency Sites

An agency, student, or field staff at the School of Social Work can initiate the process to become a field setting. Occasionally, students will initiate this process with applications for Work-Study plans that involve an agency not previously utilized as a field setting. All prospective agencies complete the Agency Interest Form which initiates the formal consideration process. The fully executed affiliation agreement finalizes the relationship and then the agency can receive students.

Criteria used for screening and selecting organizations for field settings:

1. 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.

2. Agencies must be willing to be involved in the joint endeavor to educate social work students, and be willing to accept and follow the School requirements for participation in the field program. This is formalized by the signing of the Affiliation Agreement.

3. 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.

4. The agency must be willing to provide a comprehensive learning experience for students, including opportunities to attend staff meetings and other training sessions, and clearly articulate the student learning assignments.

5. The agency must be willing to provide the physical resources, such as space and telephones to accommodate student placements.

6. The agency program and services must be planned and maintained without reliance on students, thus protecting the students' educational needs, purpose, and function.

Criteria for the Selection of New 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:

1. The Field Instructor should be committed to the values of the social work profession.

2. It is the policy of the School that Field Instructors hold the MSW degree 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 social work student, it is necessary that he/she take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement.

3. The Field Instructor should demonstrate a high level of skill in practice.

4. 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.

5. Licensure in alignment with the scope of practice and requirements of the agency.

6. Field Instructors must have the time and flexibility to fully participate in the aspects of the School's program relevant to the role of Field Instructor, including availability to the student for regular, weekly supervision and consultation as needed.

ORIENTATION, TRAINING AND MONITORING OF FIELD LIASIONS AND FIELD INSTRUCTORS

Field Liaisons

When a new Field Liaison is hired, the Associate Director of Field Education provides an orientation and training that includes a review and orientation to the following: Overall mission of the school; overall curriculum and program guidelines; policies and procedures of the Field Education Department; 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; 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, sharing current literature and research findings 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, including ten clinical credits.

Online SIFI facilitates obtaining 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 makes use of eCompanion, an on-line course support system available at Rutgers, which is similar to Blackboard and other classroom management programs. Field Instructors are enrolled in the on-line course and log on to the program at their convenience. The course may be completed within a year. Some knowledge of computers is needed, as well as the availability or access to a computer.

The content of SIFI includes: Overall mission of the School; overall curriculum and program guidelines, policies and procedures of the Field Education Department, core competencies and practice behaviors; proper 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, 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 there are opportunities for Field Instructors to raise questions or concerns regarding their students.

RUTGERS UNIVERSITY POLICIES

University Nondiscrimination Policy

Rutgers University policies protect students from actions that discriminate against them because of race, religion, sexual orientation, national origin, disability, and/or other reasons. There is also a policy against the sexual harassment of students, faculty, and staff. Questions about Rutgers policies may be addressed to the Office of the Dean of the School of Social Work or the Office of Affirmative Action of the University.

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability or handicap, marital status, or veteran status.

The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Older Americans Act of 1975. Questions about these laws, or allegations of student rights violations, may be directed to Vice President for Student Affairs, 104 Van Nest Hall, Rutgers, The State University of New Jersey, New Brunswick, NJ 08903 (732/932-8576x203).

The School of Social Work adheres to the University policy on nondiscrimination and in addition, in keeping with the standards of the Council on Social Work Education, conducts its program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation, gender identity/expression or sexual orientation.

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. Antoinette Y. Farmer. 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.

The University Academic Integrity Policy

For the full policy and additional information go to:
http://academicintegrity.rutgers.edu/

I Academic Integrity
Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Individual faculty members [2] For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final

course grades. are also responsible for informing students of the particular expectations regarding academic integrity within individual courses, including permissible limits of student collaboration and, where relevant, acceptable citation format. Finally, all members of the faculty should report all violations of academic integrity they encounter.

Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred.

II Violations of Academic Integrity

Various ways in which academic integrity can be violated are described below. The comments and examples within each section provide explanations and illustrative material, but do not exhaust the scope of possible violations. For context and specific details, the University Code of Student Conduct as well as the Office of Student Conduct website should be consulted.

A. Cheating

Cheating is the use of impermissible and/or unacknowledged materials, information, or study aids in any academic activity. Using books, notes, calculators, conversations with others, etc. when their use is restricted or forbidden, constitutes cheating. Similarly, students may not request others (including commercial term paper companies) to conduct research or prepare any work for them. Students may not submit identical work, or portions thereof, for credit or honors more than once without prior approval of the instructor to whom the work is being submitted for the second or subsequent time.

B. Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information may not be used in any laboratory report or other academic work without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and "invent" data based on that single experiment for several more required analyses. Students must also acknowledge the actual source from which cited information was obtained. A student should not, for example, reproduce a quotation from a book review and claim that the quotation was obtained from the book itself.

C. Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified by quotation marks, or by appropriate indentation, and must be cited properly according to the accepted format for the particular discipline. Acknowledgment is also required when material from any source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato's comment... and conclude with a footnote or appropriate citation to identify the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information that is common knowledge, such as names of leaders of

prominent nations, basic scientific laws, etc, need not be cited; however, the sources of all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, other materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography.

Sometimes, plagiarism can be a subtle issue. Students should be encouraged to discuss any questions about what constitutes plagiarism with the faculty member teaching the course.

D. Denying others access to information or material

It is a violation of academic integrity to deny others access to scholarly resources or to deliberately impede the progress of another student or scholar. Examples of violations of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals; deliberately misplacing or destroying reserve materials; and altering someone else's computer files.

E. Facilitating Violations of Academic Integrity

It is a violation of academic integrity for a student to aid others in violating academic integrity. A student who knowingly or negligently facilitates a violation of academic integrity is as culpable as the student who receives the impermissible aid, even if the former student does not benefit from the violation.

III Academic Integrity Violations and Sanctions

A. Levels of Violations and Recommended Sanctions

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate penalty or sanction. Academic integrity violations at Rutgers University are classified into four levels according to the nature of the violation. For each level of violation a corresponding set of sanctions is recommended. Level Three and Level Four violations are called "separable," since the recommended sanctions are temporary or permanent separation from the University. Level One and Level Two violations are called "nonseparable" since separation from the University is not a possible sanction for first offenses at those levels. However, separation is a possible sanction for repeat violations at Level One or Level Two.

The recommended sanctions at each level are not binding, but are intended as general guidelines for the academic community. Moreover, due to mitigating circumstances, a recommended sanction is not always imposed, even when a student is found responsible for a given violation. Culpability may be assessed and sanctions imposed differentially for those with more or with less experience as members of the academic community. Therefore, violations of academic integrity by graduate and professional students [3] In this policy, the term graduate and professional students refers to post-baccalaureate students pursuing Masters or Doctoral degrees of any type, as well as Law students. The term does not refer to students in the undergraduate phase of a joint undergraduate-graduate degree program. will normally be penalized more severely than violations by first-year undergraduate students.

Examples are cited below for each level of violation. These examples are meant to be illustrations and should not be considered all inclusive.

Level One Violations
Level One violations may occur because of inexperience or lack of knowledge of the principles of academic integrity and are often characterized by the absence of dishonest intent on the part of the student committing the violation. These violations generally are quite limited in extent, occur on a minor assignment, and represent a small fraction of the total course work. Examples include:

1. Working with another student on a minor laboratory exercise or homework assignment when such collaboration is prohibited.
2. Failure to footnote or give proper acknowledgment in a very limited section of an assignment.

Sanctions for Level One violations ordinarily include one or more of the following, although this list is not all inclusive:

1. Required participation in a noncredit workshop or seminar on ethics or academic integrity.
2. An assigned paper or research project related to ethics or academic integrity.
3. A make-up assignment that is more difficult than the original assignment.
4. No credit for the original assignment
5. Disciplinary warning.

Level Two Violations
Level Two violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the course work compared with Level One violations. Examples include:

1. Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
2. Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.
3. Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged.
4. Failure to acknowledge assistance from others, such as help with research, statistical analysis, computer programming, or field data collection, in a paper, examination, or project report.

Sanctions for Level Two violations ordinarily include one or more of the following, although this list is not all inclusive:

1. A failing grade on the assignment.
2. A failing grade for the course.
3. Disciplinary warning or probation.

Level Three Violations
Level Three violations are breaches of academic integrity that are more serious in nature or that affect a more significant aspect or portion of the course work compared with Level Two violations. Examples include:

1. Repeat Level Two violations.
2. Presenting the work of another as one's own.
3. Copying work on hourly exams or final exams.
4. Plagiarizing major portions of a written assignment.
5. Acting to facilitate copying during an exam.
6. Using prohibited materials, such as books, notes, or calculators during an examination.
7. Conspiring before an exam to develop methods of illicitly exchanging information during the exam.
8. Altering examinations for the purposes of regrading.
9. Acquiring or distributing copies of an examination from an unauthorized source prior to the examination period.
10. Submitting purchased materials such as a term paper.
11. Removing or damaging posted or reserve material, or preventing other students from having access to the material.
12. Fabricating data by inventing or deliberately altering material. Fabrication includes citing "sources" that are not, in fact, sources.
13. Using unethical or improper means of acquiring data.

The sanction for Level Three violations ordinarily is an F for the course and suspension for one or more semesters, depending on the seriousness of the violation.

Level Four Violations
Level Four violations represent the most serious breaches of academic integrity. Examples include:

1. Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.
2. Committing a violation of academic integrity that breaks the law or resembles criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office, buying a stolen examination, falsifying a transcript to gain access to the University or its resources, or altering the record of work done at the University).
3. Having a substitute take an examination or taking an examination for someone else.
4. Fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own in a senior thesis, a master's thesis, a doctoral dissertation, a scholarly article submitted for publication, or any other work represented as his or her own by a graduate or professional student.
5. Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
6. Knowingly violating a canon of the ethical code of the profession for which a graduate or professional student is preparing.

The sanction for Level Four violations ordinarily is permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student’s Rutgers transcript.

Repeat Offenses
As stated above, a repeat violation at Level Two will ordinarily be treated as a Level Three, and hence separable, violation. Likewise, any violation of academic integrity committed after returning from suspension for a Level Three violation will be treated as a Level Four violation. A

repeat violation at Level One will ordinarily be treated as a Level Two violation, although it may, under certain circumstances, be treated as a Level Three violation.

B. Other Consequences of Violating the Academic Integrity Policy

A student who commits a violation of academic integrity not only faces university censure and sanctions but also runs a serious risk of harming his or her future educational and employment opportunities. The notation of a specific sanction placed on the student's transcript remains for the term of the sanction. In all closed cases in which a grade of "F" is assigned for disciplinary reasons, the "F" shall remain on the student's transcript and be included in the GPA, even if the student retakes the course and achieves a passing grade. Moreover, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, who thereby waives any right he or she may have under the Family Educational Rights and Privacy Act to keep disciplinary sanctions confidential, University faculty and administrators with knowledge of academic integrity violations are ethically bound to report such violations.

IV Administration of the Academic Integrity Policy

The Chief Academic Officers (CAOs) on each campus; i.e., the Executive Vice President for Academic Affairs in New Brunswick/Piscataway and the Chancellor in Newark and in Camden, have the ultimate responsibility for implementing and overseeing the Academic Integrity Policy on their respective campuses. The CAO is responsible for deciding the sanction for students found responsible for separable violations of academic integrity on the campus. The CAO shall either exercise this responsibility personally or delegate it to one or more academic administrators called Campus Academic Integrity Designees (CAIDs). In addition, the CAO shall appoint an appropriate number of Academic Integrity Facilitators (see below) for each school, college, or group of schools/colleges on the campus, with the concurrence of the deans of the respective schools/colleges.

Academic Integrity Facilitators (AIFs) shall ordinarily be academic staff or faculty members. The AIFs shall help to educate students and faculty concerning academic integrity, shall advise faculty concerning academic integrity policies and procedures, and shall investigate and adjudicate allegations of nonseparable violations of academic integrity that faculty members do not wish to handle themselves. The AIF may also carry out the preliminary review of cases of alleged separable violations of the Academic Integrity Policy, as described in the University Code of Student Conduct. The work of the AIFs shall be overseen by the CAIDs to make sure that the Academic Integrity Policy is implemented consistently and fairly across all the University's schools and colleges.

The Office of Student Conduct handles cases of alleged separable violations of academic integrity under the University Code of Student Conduct. In addition, the Office of Student Conduct helps to educate students and faculty about academic integrity and provides training for the AIFs, together with the CAO or CAIDs.

As explained more fully below, faculty members have the option of handling allegations of nonseparable violations of the Academic Integrity Policy under the guidelines provided in the Policy.

V Adjudicating Alleged Violations of Academic Integrity

Any member of the Rutgers University community may report an alleged violation of the Academic Integrity Policy to the faculty member teaching the course, to the Chair of the department offering the course, to the AIF of the school or college to which the department belongs, or to the Office of Student Conduct. Whatever the source of the allegation or the manner in which it is reported, the matter should be handled as specified in this Academic Integrity Policy.

Cases of alleged nonseparable violations of academic integrity by undergraduate students shall either be adjudicated by the faculty member teaching the course or referred for adjudication to the AIF of the school or college offering the course. Cases of alleged separable violations must be referred to the AIF of the school or college offering the course or to the Office of Student Conduct for adjudication under the procedures of the University Code of Student Conduct.

Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate AIF or to the Office of Student Conduct. The faculty member may recommend a sanction should the student be found responsible for the violation; this recommendation shall be given serious consideration.

Whatever the level of the violation and whoever adjudicates the allegation, it is essential for the integrity of the student judicial system that all instances of alleged violations of academic integrity be adjudicated in accordance with the Academic Integrity Policy. Neither faculty members, staff members, nor administrators may handle alleged violations of academic integrity other than according to the procedures specified in the Policy. The final disposition of all academic integrity cases should be reported to the Office of Student Conduct, which will serve as the central record-keeping agency for all violations of academic integrity.

As required by the University Records Management Policy, all judicial units must maintain judicial records, including records of academic integrity violations, in the Office of Student Conduct. Expulsion files are considered active permanently and shall be retained indefinitely. All other files are considered active until the student graduates and shall be retained for ten years after adjudication of the violation.

A. Adjudication of Alleged Nonseparable Violations

A faculty member who has reason to believe that an undergraduate student has committed a nonseparable violation of academic integrity has two options under this Policy: (1) investigate and adjudicate the matter as described below; or (2) refer the matter for adjudication to the AIF of the school or college offering the course. A faculty member who chooses to adjudicate an alleged violation should consult informally with an AIF before meeting with the student, to verify that the alleged violation is indeed nonseparable and to obtain information about normal sanctions for such a violation.

Members of the university community other than faculty members should ordinarily report evidence of nonseparable violations of academic integrity to the instructor of record in the given

course, to the Chair of the department offering the course, or to the AIF of the school or college to which the department belongs.

Faculty Adjudication of Allegations

A faculty member who chooses to investigate and adjudicate an alleged nonseparable violation of academic integrity shall notify the student respondent[4] The respondent is the student who is alleged to have committed a violation of the Academic Integrity Policy. in writing of the allegation, by e-mail or hand delivery, and shall provide the student with an opportunity to respond. This notification shall take place within ten working days [5] A working day is a day in which Rutgers offices are open for business. of the time the faculty member identifies or is advised of an alleged nonseparable violation. The student shall then have 10 working days from the time of notification to respond. Once a student has been notified of the allegation, the student may not drop the course or withdraw from school until the adjudication process is completed.

The faculty member shall meet with the student[6] If the student does not respond to the allegation within the prescribed time limit or chooses not to meet with the faculty member, the faculty member shall reach a decision regarding responsibility based on all available evidence, including any written response from the student. , review all available evidence, interview any material witnesses, and make a decision regarding the allegation. The faculty member shall then take one of the following actions:

1. If the faculty member determines that the student has not violated the Academic Integrity Policy, the faculty member shall notify the student in writing, by e-mail or hand delivery, within ten working days after meeting with the student. The matter shall then be closed.

2. If the faculty member determines that the student has committed a nonseparable violation of academic integrity, the faculty member shall notify the student in writing of this determination and of the recommended sanction, using a standard letter provided to all faculty members. The letter shall also notify the student of the opportunity to file a written appeal of either or both the finding of responsibility and the sanction to the Academic Integrity Review Committee (see below) within ten working days of the date of the notice to the student. This notification shall be provided to the student, by e-mail or in person, by the faculty member within ten working days after the meeting with the student.

If the student accepts responsibility for the violation and agrees to the recommended sanction, the faculty member shall impose the sanction and shall report the disposition of the case to the Office of Student Conduct. If the student does not accept responsibility and the recommended sanction but fails to appeal to the Academic Integrity Review Committee within ten (10) working days of the date of notice to the student, the faculty member's determination shall be final. The recommended sanction shall be imposed and the disposition of the matter shall be reported to the Office of Student Conduct.

If, upon receipt of the report from the faculty member, the Office of Student Conduct determines that the student has previously committed an academic integrity violation and the cumulative

record is sufficiently serious, the case shall be treated as a separable offense under the procedures of the University Code of Student Conduct. If the cumulative record does not rise to the level of a separable violation, the Office of Student Conduct may add disciplinary warning or disciplinary probation to the academic sanction imposed by the faculty member.

Faculty members may impose only educational sanctions for nonseparable violations, such as grade penalties for assignments or the course, make-up assignments of a more difficult nature, assignments pertaining to academic integrity, and required attendance at a noncredit workshop or seminar on academic integrity. Faculty members may also recommend to the Office of Student Conduct that the student be subject to disciplinary warning or probation.

If the faculty member must submit a final course grade before the case is resolved, the student shall be given a temporary grade of Incomplete or TZ, which does not affect the student's GPA, until the adjudication process is completed.

Adjudication by an Academic Integrity Facilitator

A faculty member who does not choose to adjudicate an allegation of a nonseparable violation of academic integrity shall refer the matter for adjudication to the AIF of the school or college offering the course. The faculty member shall report the allegation using a standard form provided to all faculty members and shall supply the AIF with all relevant evidence and information regarding the matter. The faculty member may recommend a sanction should the student be found responsible for the violation.

The faculty member shall also notify the student respondent in writing, by e-mail 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 take place within ten working days of the time the faculty member identifies or is advised of the alleged nonseparable violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from school until the adjudication process is completed.

Alleged violations of academic integrity may also be referred to an AIF for adjudication by a member of the University community who is not a faculty member as defined in this Policy. The procedure to be followed by the AIF in such instances shall be the same as that followed when the referring party is a faculty member with one exception. If the violation of academic integrity is alleged to have occurred in a Rutgers course, the AIF shall interview the instructor of record of the course at the outset of the investigation and shall notify the instructor of record of the outcome of the adjudication.

When an AIF receives a report of an alleged nonseparable violation of academic integrity, the AIF shall notify the student respondent of the allegation by e-mail and request the student to respond to the allegation by meeting with the AIF. This notification shall take place within five working days of receipt of the report of the allegation. The student shall then have 10 working days from the time of notification to respond. The AIF shall review the evidence submitted and interview the referring party and any material witnesses. The AIF shall meet with the student [7]

If the student does not respond to the allegation within the prescribed time limit or chooses not to meet with the AIF, the AIF shall reach a decision regarding responsibility based on all

available evidence, including any written response from the student. and shall then determine whether a violation of academic integrity has occurred and, if so, at what level.

If the AIF determines that the student has not violated the Academic Integrity Policy, the AIF shall notify the student and the referring party in writing and the matter shall be closed. If the AIF determines that the student has committed a nonseparable violation of academic integrity, the AIF shall check with the Office of Student Conduct to determine if the student has previously committed a violation of academic integrity. If there has been a previous violation and the cumulative record is sufficiently serious, the case shall be treated as a separable offense under the procedures of the University Code of Student Conduct. Otherwise, the AIF shall recommend an appropriate sanction and notify the student and the referring party of the decision and recommended sanction in writing, using a standard letter. The letter shall also notify the student of the opportunity to file a written appeal of either or both the finding of responsibility and the sanction to the Academic Integrity Review Committee (see below) within ten working days of the date of the notice to the student. This written notification shall be provided to the student by e-mail within 15 working days after the AIF's meeting with the student.

If the student accepts responsibility and agrees to the sanction, the AIF shall impose the sanction and report the disposition of the case to the Office of Student Conduct. If the student does not accept responsibility and agree to the sanction, but fails to appeal to the Academic Integrity Review Committee within ten (10) working days of the date of the notice to the student, the AIF's determination shall be final. The recommended sanction shall be imposed and the disposition of the case reported to the Office of Student Conduct.

If the instructor of record in the course must submit a final course grade before the case is resolved, the student respondent shall be given a temporary grade of Incomplete or TZ, which does not affect the student's GPA, until the adjudication process is completed.

Review by the Academic Integrity Review Committee

The Academic Integrity Review Committee (AIRC) shall be a standing committee of trained faculty members, students, and staff members appointed by the CAO on each campus. The AIRC shall only consider student appeals of a determination of responsibility and/or recommended sanction for nonseparable violations of academic integrity. All such student appeals shall be referred to the AIRC.

AIRC reviews shall be conducted by a four-person panel consisting of one faculty member from the AIRC, two student members from the AIRC, and a nonvoting staff member from the AIRC called the staff investigator[8] When the student respondent requesting review is a graduate or professional student, at least one student member of the AIRC panel should be a graduate or professional student from the respondent's school.. Prior to the AIRC review, the staff investigator shall gather information pertaining to the allegation as necessary to permit the AIRC panel to make an informed decision. The panel shall review the appeal on the basis of the written information presented through the staff investigator and shall not take direct testimony. Voting members of a panel may not abstain and simple majority vote shall determine the outcome on all matters before the panel.

The decision of an AIRC panel on an appeal of a finding of responsibility shall be final. The decision of a panel on an appeal of a sanction shall constitute a recommendation to the appropriate CAO or CAID, whose decision regarding sanction in cases of nonseparable violations shall be final. The AIRC panel shall change the finding of responsibility only if it finds that the decision of the faculty member or AIF is inconsistent with the evidence or if new significant and material evidence is presented to the AIRC. The panel shall recommend changing the sanction recommended by the faculty member or AIF only if the faculty member's or AIF's recommended sanction falls well outside the range of sanctions ordinarily imposed for similar offenses.

The investigation by the staff investigator shall ordinarily include meeting with the faculty member or AIF who adjudicated the case and with the student respondent, as well as a review of other relevant information. When the staff investigator has concluded the fact-finding process, he or she shall prepare a preliminary written report that shall be shared with the faculty member or AIF and the student respondent. The fact-finding shall be completed and the preliminary report provided within 15 working days of the receipt of the student's appeal. The faculty member or AIF and the student respondent may submit written responses to the preliminary report within five working days of its receipt. The staff investigator shall consider the responses received and then submit a final report to the voting members of the AIRC panel within five working days. Any written responses to the preliminary report shall also be provided to the panel.

The AIRC panel shall meet to consider an appeal within ten working days of receipt of the final report of the staff investigator. If the panel needs more information in order to reach a decision, the staff investigator shall continue fact-finding and a decision shall be deferred for up to ten working days. When it makes a decision the AIRC shall notify the faculty member or AIF and the student respondent within five working days. If the panel does not overturn the finding of responsibility, it will transmit its recommendation concerning sanction to the CAO or CAID. The CAO or CAID shall make the final decision regarding sanction, impose the sanction, and report the disposition of the case to the Office of Student Conduct.

Time Limits

The time limits or deadlines specified on actions by faculty members, AIFs, the AIRC, and student respondents in cases of alleged nonseparable violations of academic integrity are designed to ensure that the adjudication process proceeds in a timely and efficient manner for the benefit of all concerned. Any of the deadlines may be extended by mutual consent of the parties concerned. The consequences of failure by a student respondent to meet the relevant deadlines are made clear above. When a faculty member, an AIF, or the AIRC fails to meet a deadline, the student respondent may file a complaint with the campus CAO or appropriate CAID. The CAO or CAID shall consider the complaint and act, if necessary, to bring the adjudication process to completion as rapidly as possible.

B. Adjudication of Alleged Separable Offenses

Allegations of separable academic integrity violations; i.e., violations at Level Three or Level Four, must be adjudicated according to the procedures of the University Code of Student Conduct. Allegations of separable violations may not be adjudicated by a faculty member but must be referred either to the appropriate AIF or to the Office of Student Conduct. A faculty member may recommend a sanction should the student respondent be found responsible for the

violation. The faculty member's recommendation shall be given serious consideration[9] The faculty member must refer the alleged violation for adjudication as a separable offense even if he or she recommends that the student not be suspended or expelled if found responsible for the violation. .

The procedures for handling allegations of separable academic integrity violations are the same as the procedures for handling allegations of other types of student conduct falling within the separable category with the following exceptions:

1. The administrator responsible for making the decision with regard to the sanction[10] The decision of the CAO or CAID with regard to sanction may be appealed to the Appeals Committee on the campus where the respondent is registered and ultimately to the President of the University. to be imposed when the respondent has been found responsible for a separable academic integrity violation shall be either the CAO or one of the CAIDs to whom the CAO delegates this responsibility. For violations by New Brunswick undergraduates, the CAID shall be the Vice President for Undergraduate Education. For violations by New Brunswick graduate and professional students, the CAID shall be the Vice President for Research and Graduate and Professional Education. The Chancellor shall select the appropriate CAIDs for all students in Newark and Camden.

2. When an alleged separable academic integrity violation is referred to an Academic Integrity Facilitator, the AIF may carry out the preliminary review, as described in the University Code of Student Conduct. If the student respondent admits responsibility for the violation or does not contest the charge, the AIF may recommend an appropriate sanction to the CAO or CAID.

Acknowledgments
This academic integrity policy was developed by three partially overlapping groups of faculty, students, staff, and administrators from all three Rutgers campuses: an Ad Hoc Academic Integrity Committee chaired by Professor Donald McCabe (McCabe Committee); the Academic Standards, Regulations, and Admissions Committee of the University Senate (ASRAC); and an ad hoc academic integrity working group (AIWG) consisting of members of the McCabe Committee, members of ASRAC, and representatives of several constituencies not represented on the McCabe Committee. The AIWG was appointed by Executive Vice President Furmanski after the McCabe Committee and ASRAC failed to reach agreement on major aspects of a proposed new academic integrity policy. The AIWG reached consensus on a number of recommended changes to the Rutgers University Academic Integrity Policy. This interim policy incorporates those changes but leaves unchanged aspects of the previous academic integrity policy on which there was no broad consensus for change. The policy was drafted by members of the AIWG and revised by members of ASRAC.

This interim academic integrity policy is designed to make a number of improvements to the way in which violations of academic integrity are adjudicated and reported, particularly nonseparable violations, for which temporary or permanent separation from the University is not a possible sanction. It largely leaves unchanged the procedures for handling separable violations of

academic integrity under the University Code of Student Conduct. The interim policy has been approved for a period of two years, during which time a new and more comprehensive "permanent" academic integrity policy will be developed with extensive input from students, faculty, staff, and administrators.

Two of the major new provisions of this policy, the provision for faculty adjudication of alleged nonseparable violations of academic integrity and the provision of an Academic Integrity Review Committee to consider appeals from students found responsible for such violations, were taken from the draft academic integrity policy proposed by the McCabe Committee, with minor modifications by the AIWG and ASRAC. Parts of this document were taken nearly *verbatim* from the McCabe Committee proposal. As was acknowledged by the McCabe Committee, the new procedures for handling nonseparable academic integrity violations are based on elements of the academic integrity policies of Pennsylvania State University and the University of Maryland at College Park. The guidance obtained from those policies is gratefully acknowledged.

Footnotes:

1.This interim academic integrity policy was approved by the Rutgers University Senate for adoption for a period of two years. After the two-year period, the policy will cease to be in force unless reapproved by the Senate for an additional period.

2. For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades.

3. In this policy, the term graduate and professional students refers to post-baccalaureate students pursuing Masters or Doctoral degrees of any type, as well as Law students. The term does not refer to students in the undergraduate phase of a joint undergraduate-graduate degree program.

4. The respondent is the student who is alleged to have committed a violation of the Academic Integrity Policy.

5. A working day is a day in which Rutgers offices are open for business.

6. If the student does not respond to the allegation within the prescribed time limit or chooses not to meet with the faculty member, the faculty member shall reach a decision regarding responsibility based on all available evidence, including any written response from the student.

7. If the student does not respond to the allegation within the prescribed time limit or chooses not to meet with the AIF, the AIF shall reach a decision regarding responsibility based on all available evidence, including any written response from the student.

8. When the student respondent requesting review is a graduate or professional student, at least one student member of the AIRC panel should be a graduate or professional student from the respondent's school.

9. The faculty member must refer the alleged violation for adjudication as a separable offense even if he or she recommends that the student not be suspended or expelled if found responsible for the violation.

10. The decision of the CAO or CAID with regard to sanction may be appealed to the Appeals Committee on the campus where the respondent is registered and ultimately to the President of the University.

Services for Students with Disabilities

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.

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same university programs, services and activities as all other students. If necessary to provide equal opportunity, Rutgers 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.

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)."

Academic Standing

Academic standing and issues related to course grades are to be dealt with by the Associate Dean for Student Services. See the MSW Catalog for Academic Policies and Procedures.

.

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 1 and ½ days of Field Preparation Workshops and complete the on-line Ethics Course on eCompanion. The purpose of these Workshops and the on-line course is to provide students with the information and skills such as ethics information and interviewing skills, necessary for 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

To insure accuracy, students use eCompanion 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 unpleasant surprises at the end of the semester and enables an early intervention for students who may be having trouble. Our 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 onus is on 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 eCompanion. The students' 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.

Time Sheets

Time sheets are kept in an excel workbook available to the students on eCompanion.. 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 eCompanion the same workbook which has had the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Liaison. See *Appendix of Documents and Forms* for sample Time Sheet.

Learning Contracts

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

The Learning Contract provides a basis for accountability from both the agency and the student. It provides a guide to measure progress throughout the semester and year and protects the student from having too much or too little to do in the field placement.

The Learning Contract incorporates all of the core competencies of social work education. The field activities are the way the student operationalizes the practice behaviors which demonstrate the student's level of competence.

The learning contract is on eCompanion and accessible to all field education students. The student is to download the document and complete it in conjunction with the Field Instructor. The completed document is then electronically submitted by the student to the DROPBOX. 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 then the student is to redo it until it is approved by the liaison.

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

Process Recordings and Journal Entries

The forms and examples of process recordings and journal entries are found in the *Appendix of Documents and Forms* in this manual and on eCompanion. The recording formats detailed in the *Appendix of Documents and Forms* and in eCompanion are the only acceptable formats. The process recordings and journal entries are all to be submitted via eCompanion. This allows efficient storage and tracking of all student work.
PLEASE NOTE – THE RECORDINGS SUBMITTED TO eCompanion ARE NOT INTENDED TO INCLUDE THE FIELD INSTRUCTOR'S COMMENTS. In addition to submission to eCompanion, 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 flow of submissions - not submitted only at the end of the semester. The recording submission will be periodically reviewed by the liaison. Students will be notified by email if they are falling out of compliance. Continued disregard for doing recordings regularly will put the student 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 agency discretion that the student be given time to complete the 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 the student must complete the recordings on his/her own time.

Purpose of Process Recordings and Journal Entries:

- Serve as the basic instrument in guiding learning and helps the student conceptualize and organize ongoing activities with client systems
- Helps clarify the purpose of an interview or activity and the student's role in it
- Provides a basic tool for stimulating communication and self-awareness
- Provides a base for both student and Field Instructor for identifying 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 responses to emotion, process and content
- Reflects the extent to which students are able to integrate knowledge and theory gained from previous experiences, classroom courses and outside readings
- Provides "data" for end-of-the semester student evaluation
- The writing of 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 the student's learning. Process/journal recordings differ from agency 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. In another record the beginning might be summarized and another part of the interview would be written in detail for focus in the supervisory work. A complete verbatim of an interview or meeting might 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 the 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; students' efforts to comment on a session's non-verbal content will develop their awareness of their professional selves and their use of self as therapeutic agents; and, 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 eCompanion. 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 eCompanion. 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 the 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 and F in their Field Practicum.

GUIDELINES FOR PROBLEM RESOLUTION

To most effectively address problems related to field placement, the following stepwise procedure should 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 Director of Field Education.

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 Director of Field Education within two weeks of notification or posting of the grade. The 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 1 is not satisfactory to all involved parties, the student may appeal in writing to the Exective 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 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 2 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 give 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.

It is in the interest of all involved parties to resolve such situations as expeditiously as possible.

EVALUATION OF STUDENT PERFORMANCE

Evaluation tool

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 Nonprofit and Public Management, as there are distinct core competencies addressed in these three types of field placements (See *Appendix of Documents and Forms* for samples). The evaluation is based on the core competencies, practice behaviors and assignments specified by the Learning Contract.

A grade of PASS or FAIL is recommended by the Field Instructor.

The evaluation is submitted to the DROPBOX in eCompanion 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 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 contingent upon the student successfully completing the required hours and recordings, as well as receiving a passing evaluation.

In the event of a student's failure in field, the student's situation will be referred to the Director of Field Education for review and the student's will be referred to the Associate Dean for Student Services 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 a 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 eCompanion.

Field Practicum I 50:910:471 (Camden) or 09:910:471 (New Brunswick): 6 credits
Prerequisites: Social Work major, senior status.
Corequisite: 50:910:472 or 09:910:472
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 50:910:473 (Camden) or 09:910:473 (New Brunswick): 6 credits
Prerequisites: 50:910: 471,472 or 09:910:471, 472.
Corequisites: 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.

The Generalist Practicum

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 enhances 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 in the early phases of problem-solving on multiple system levels, and Generalist Social Work Practice II, that covers application of the latter phases of problem-solving process to multiple system levels. The two-part course 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 socio-economic 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 practice in their field experiences.

Goals and Expectations: First Semester

The student has a beginning understanding of the agency's mission and goals and its role within the social service community and neighborhood. The student has a basic understanding of the agency's structure, organization, and policies. The student is able to work within and interpret agency policies and regulations. Students are learning about the generalist perspective, with an emphasis on the problem-solving approach to working with clients. They are beginning to apply this to the field setting.

Students have a beginning 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 work. Also, they are punctual, conscientious about the use of time, and presentation of professional self, and efficient in completing paperwork and other work 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 are developing the ability to identify their own strengths and weaknesses and prepare for supervision by readying an agenda and recording contacts with clients and other agency experiences.

Goals and Expectations: Second Semester

The student should have a thorough knowledge of the agency and the community. The student understands the interaction of the larger organizations related to the agency, and the positive and negative impacts these have on client services. Students should, beyond recognizing these influences, be able to articulate needed changes. Students should put the individual client or family presenting problem within the context of the larger systems and address them if necessary. The student 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.

The student's 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. The student's view of the social services for the target population of the agency extends beyond the concrete knowledge of agencies and their eligibility requirements. The student is 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 stage of group development. Students will be clear about 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, using different roles in the families, 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 usually be able to tell the difference between facts and inferences.

Students will demonstrate empathy and consistent skills in listening and focusing. 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-focused and work on helping clients problem-solve in an organized, thoughtful, and supportive way. Students will understand and accept the impact of cultural, racial, gender and other differences of their clients and can talk with them about these influences. Students should understand the importance of the termination process and their own impact on this process.

The student 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 reliable and consistent with agency policies and practices.
Students should be open to new learning, 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. A student's 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 the 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 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 that 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; 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; 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 to be completed.

For All Documents and Forms, please contact the field office.