

RUTGERS

School of Social Work

**BASW
FIELD EDUCATION MANUAL**

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Dear Social Work Students,

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

Field education is the practical, hands-on experience of your overall social work education. The Council on Social Work Education (CSWE), which establishes national standards and educational policies for social work education and accredits schools of social work, has deemed field education to be social work's "signature pedagogy."

As the fourth largest school of social work in the United States, Rutgers has established training affiliations with hundreds of field education partners throughout New Jersey and in Greater New York City and Philadelphia. In addition, Rutgers School of Social Work maintains several international field placement opportunities and field placements across the country for students in our Online MSW program. We prepare over 1,200 social work students every year in their first and second field placements for professional social work. Our graduates go on to work in government, all areas of the extensive nonprofit sector and in the for-profit, corporate world. Every year, a number of our graduates are hired by their field placement organizations.

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

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

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

Yours, in Partnering for Change,

The Office of Field Education

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INTRODUCTION

Welcome to the field 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 the Rutgers University School of Social Work, field and class experience 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 campuses. There is a separate field manual for the BASW degree program. Please use this manual to better understand the field program and answer your questions. We wish you a very successful educational experience.

Field Definitions

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

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

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

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

Associate Director of Certificate Programs: Coordinates placements on all campuses, training and field education support for students in the Aging and Addictions Counselor Training specialties.

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.

Task Supervisor: The agency-based instructor who does not have a BSW or MSW and who assigns tasks and oversees the student’s schedule.

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

Field Education Offices by County



NORTHERN NEW JERSEY

(Including New York State & NE Pennsylvania)

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We also have field placements in the New York 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. Today, with more than 50,000 students on campuses in Camden, Newark, and New Brunswick, it is one of the nation's major state university systems. The University comprises twenty-nine degree-granting divisions; twelve undergraduate colleges, eleven graduate schools, and six schools offering both undergraduate and graduate degrees.

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

Mission of the School of Social Work

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

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

2015 Educational Policy and Accreditation Standards

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

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

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

FIELD EDUCATION

Rationale

Field education provides the opportunity for the student to learn and demonstrate the required competencies as defined by CSWE (Council on Social Work Education), 2015. In the 2015 Educational and Policy Accreditation Standards of CSWE, Educational Policy 2.3 states that the “signature pedagogy represents the central form of instruction and learning in a profession that socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-- classroom and field--are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

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

Objectives of Field Education for Preparing BASW Students

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

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

ROLES AND RESPONSIBILITIES OF THE PARTICIPANTS

The School

Rutgers University, 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 through the Field Liaison. The School, through the regional Office of Field Education, selects from among potential field practice settings those which offer students a variety of experiences consistent with the objectives of professional education, and specifically, in keeping with the mission statement of the School. It participates with agencies in furthering the professional development of personnel by providing continuing education opportunities for agency staff currently engaged in field instruction.

The Office of Field Education

The Office of Field Education is dedicated to arranging, monitoring and assuring the quality of each student placement. The goal is to foster the connection between the theoretical and conceptual contributions of the classroom and practice setting.

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

The Executive Director of Field Education

- Oversees the Office of Field Education for all three campuses (Camden, Newark and New Brunswick).
- Assures program compliance with Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards.
- Leads the development and execution of field policies.
- Leads strategic planning for the Field Education Department.
- Develops new field opportunities through serving on community boards and participating in the social work community.
- Consults regularly with the BASW Program Director to ensure integration of field and coursework.
- Delivers annual reports on field education to faculty and staff, as well as the Dean and the University, delineating the activities, developments, and accomplishments of the field education department, the relationship between class and field, and how field learning reflects the 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 the Director, Associate Directors, and Field Coordinators to troubleshoot field problems.
- Represents the Field Education Department in regard to student academic and judicial review in matters related to student infractions in the field placement setting.
- Approves all grades and makes the final decisions on grades of F or Incomplete in Field Education.
- Approves all Temporary F (TF) grades as well as all Action Plans for field assignment completion.
- Consults with the, Associate Directors, and Field Coordinators to troubleshoot field problems.
- Participates in (or selects a representative to participate in) the NJ, NYC, PA/Delaware Valley Regional Field Directors Groups.
- Ensures that field instructors and field settings provide opportunities for students to learn and demonstrate the core competencies.
- Works with liaisons to ensure their understanding of the core competencies that are the expected outcomes of field placement.

Associate Directors of Field Education

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

The Associate Directors of Field Education:

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

The Field Coordinator

There is a Field Coordinator in each office (New Brunswick, Newark, and Camden) and for two of our MSW specialty/certificate programs (Addictions Counselor Training (ACT), and 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 2 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 student work by reading their portfolio of process recordings and journals, and provides feedback to both the student and the Field Instructor. The liaison's ongoing monitoring assures that the student is learning and demonstrating the core competencies.

An orientation to field education policies, procedures, and requirements is provided, detailing, among other things, the core competencies. An electronic copy of this manual is available to all Field Liaisons. Electronic, phone or in-person dialoguing 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 with them.

Liaisons make agency site visits to meet with the student and the Field Instructor at least once a semester, and more, if necessary, through the identification of need by any party (student, Field Instructor, field agency administrator, field education staff). An agency visit report is electronically submitted for each field visit detailing student progress in meeting and demonstrating the core competencies.

The goals of the field site visit are to:

1. Review the student's assignments and tasks (via the learning contract).
2. Provide support for the student.
3. Provide support for the Field Instructor.
4. Discuss any issues that have arisen.
5. Monitor that the student is receiving a quality experience.
6. Ensure that the student is receiving appropriate supervision (1 hour per week).
7. Review the portfolio to verify that the student is completing the work and that the Field Instructor is commenting on process/journal recordings.
8. Discuss the integration of class and field work.
Promote discussion of the student's performance, potential, and interests.
9. Troubleshoot problems and difficulties.
10. 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 or fail/no credit), while the final decision rests with the Associate Director and Executive 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 themselves accordingly. This is done by providing learning experiences that enable the student to demonstrate the core competencies.

The Field Agency provides a qualified MSW Field Instructor (qualifications listed under *The Field Instructor*) for each student. The Field Agency supports the Field Instructor in assigning the student a sufficient number and variety of assignments for learning, and provides space for office work, telephone and computer access 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 Field Instructor must hold a BASW, BSW, or MSW, and a minimum of two years of employment in the field since completion of the 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. An electronic copy of this manual is available to all Field Instructors. Electronic, phone or in-person dialoguing 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 the student (a minimum of 60 minutes/week). Foundation students in Field Practicum I & II must spend at least half of their time in the field each week working directly with clients. Students are expected to spend some of their time in planning or administrative tasks, meetings with other agency staff, with community groups, or with multi-agency coordinating teams. 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. The Field Instructor reads and comments on the student's process recordings weekly (as one recording 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 and 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 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 each student should carefully assess his or her level of preparedness to benefit from field education and to fulfill the demands of professional social work practice. Readiness for field is dependent upon the presence of various factors, including: commitment, energy, communication skills (both verbal and written), interpersonal skills, objectivity, personal self-awareness, and a personal schedule that allows sufficient time and flexibility. The student must have a level of psychological, behavioral, and emotional stability that will allow for successful completion of field placement. Questions or doubts about a student's readiness must be addressed by the Associate Director of Field Education, before a field match can be finalized.

Student responsibilities include:

1. Being available for field placement 15 hours per week for Field Practicum I & Field Practicum II.
2. Attending interviews for potential placements and having confirmation forms signed and returned to finalize the placement.
3. Arranging, completing and paying for background checks and fingerprinting as required by individual field placement sites.
4. Successfully passing the online ethics course prior to starting placement.
5. Educating themselves about the agency and its clients and services.
6. Maintaining the confidentiality of client information and using knowledge of the agency in a professionally responsible manner.
7. Acting in a professional manner as a representative of the agency.
8. Completing all agency and school paperwork, recordings, and assignments in a timely way.
9. Completing all professional duties in compliance with the NASW Code of Ethics.

Additionally, students are expected to share the responsibility for their own learning in the field instruction process by maintaining a portfolio of written recordings for supervision, preparing an agenda, and participating actively in the evaluation process. Students initiate the final evaluation with their Field Instructor and participate in its completion. Students should keep a copy of the evaluation for their own use. Students initiate contact with their Field Liaison to share information and feedback, and must be present at the agency when the Field Liaison visits, even if it is not a regular field day. Students are responsible for providing their own health insurance and for obtaining their own health care.

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

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

In order to comply with the NASW Code of Ethics, students in field agencies must identify themselves to clients as students in training for a specific period of time. They should never be asked 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 placements per year. However, they are broken up into two individually graded courses. Field Practicum I & II which is the one year-long field placement.
3. Students are expected to complete the Field Placement Planning Form which directs the Field Education staff to students' experience and interests.
4. Students in field must always take the required concurrent practice course for the specific semester they are in field. If the student fails *either* field *or* the practice course, both must be repeated.
5. In order to be placed in an agency, students must be in good academic standing.
6. Any interruption of enrollment for field must be approved by the Executive Director of Field Education.
7. All disability accommodation plans that involve field education must be developed by the University Office of Disability Services for Students in coordination with the Associate Director of Field Education. Such plans should be developed prior to the start of field education whenever possible.

Schedules and Hours

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

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

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

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

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

Field Placements cannot be provided for evening and weekends only. It is the responsibility of the student to have the hours available to do the field practicum, Monday through Friday during business hours. There may be placements that offer some weekend and evening hours, but this cannot be guaranteed. Occasionally, students may need to accommodate the agency and participate in events that are not during their usually scheduled field hours, however these events are not to conflict with the students' other classes.

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

least one evening per week, although the total hours per week should be maintained at 15 per week. If any agency is closed for a holiday (Columbus Day, for example), the student is still required to complete the required number of hours. If the hours are short one week, the expectation is that the total hours will be brought into compliance the next week. The same applies to missing field for a religious holiday. School recordings (such as process recordings) can be done at the agency when time and the Field Instructor permits (but should equal no more than 2 hours per week), otherwise these recordings must be completed on the student's own time.

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

Some frequently asked questions:

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

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

Supervision

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

BASW and MSW Program Advisory Committee

The Committee, approved by the Dean, led by the BASW and MSW program directors and consisting of agency and community social work representatives, faculty, and field instructors serves as an important link between the professional community and the School. The purpose of this committee is to advise the school regarding the human resource needs of the agencies and community, to discuss the pedagogical outcomes of field education, and to share other information. The Committee meets periodically during the academic year.

Requesting a Change of Placement

A field placement can be changed only with the approval of the regional 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. If a student is dismissed

from a field placement as a result of the student's unprofessional behaviors/actions, the field education department is not obligated to find an alternative placement.

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 regional Associate Director of Field Education or regional Field Coordinator.

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

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

Student Safety in Field 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 regional Associate Director of Field Education, the regional Field Coordinator and the Field Liaison, and follow that with a written report. The incident report should include the date, time, and location of the incident, a detailed description of the events and of those involved, and how the situation was managed. Students may not transport clients in their own vehicles. Students may transport clients in agency owned vehicles, with the agency's permission.

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 and Certification

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

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 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 regional Associate Director of Field Education or regional Field Coordinator for approval before such an arrangement can be finalized.

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

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

Assignment to Field Agency

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

Important Message Regarding the Assignment 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 social work profession. For example, if a student has two field placements working with children in school settings, this in no way infers that 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. 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.

Subsequently, 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.

The placement 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 outlined in the learning contract and evaluation.

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

The Faculty Field Instructor

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

The Task Supervisor

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

- d. Participates in all meetings and evaluations regarding the placement.

Criteria for the Selection of Field Agency Sites

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 signing 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 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 an MSW degree with 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 regional 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; NASW Code of Ethics, and requirements that students self-identify as students; safety and risk management; procedures to evaluate the quality of field placement setting.

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

of agency/field instruction quality).

Field Instructors

Seminar in Field Instruction (SIFI) certification is required for all Field Instructors providing supervision to students in placement at the Rutgers University School of Social Work. The SIFI certification may be offered by Rutgers either online or on-campus. Twenty continuing education credits are awarded for course completion, 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 Canvas, an on-line course system available at Rutgers. Field Instructors are enrolled in the on-line course and log on to the program at their convenience. The course may be completed within 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: 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, and requirements that students self- identify as students; field visitations and monitoring of the field practicum; procedures for evaluation of student field performance; characteristics and needs of adult learners; stages of learning for a social worker; learning patterns and style; issues of cultural competence in supervision and practice; processes and relationships in field education; parallel process, transference, counter-transference; safety and risk management; and issues of termination.

Throughout the seminar there are opportunities for Field Instructors to raise questions or concerns regarding their students.

Required Student Field Documents: Time Sheets, Recordings, Learning Contracts and Portfolios

Field Preparation Workshops Getting Ready for Field Placement

As part of the first year field experience, students are required to participate in one and one half days of Field Preparation Workshops and complete the on-line Ethics Course on Canvas. 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 Canvas to submit their timesheets, learning contracts, recordings and evaluations to the school. Ongoing tracking of field hours via time sheets and process recordings prevents unpleasant surprises at the end of the semester and enables 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 Canvas. The student's progress and completion of the work will be monitored by the liaison and the regional field office monthly. All work and hours will be verified by the liaison at the agency visit.

Timesheets

Time sheets are kept in an excel workbook available to students on Canvas

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

Learning Contracts

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

The Learning Contract 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 field placement.

The Learning Contract incorporates all of the core competencies of social work education. Field activities are the way students operationalize and demonstrate the competencies.

The Learning Contract is available on Canvas and accessible to all field education students. Students download the document and complete it in conjunction with their 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, 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 Canvas by the designated due date on the field calendar.

Process Recordings

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

Recording Requirements

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

- Generalist Field Placement; Field Practicum I & II
- 12 process recordings per semester.

It is at the discretion of the agency to give students time to complete field recordings while at the agency (up to 2 hours per week). If the nature of the work is such that this is not possible then students must complete the recordings on their own time.

Purpose of Process Recordings

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

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

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

supervision.

Instructional Use of Recordings

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

Field Liaisons: The liaison will track that regular submissions (at least monthly) are being made to Canvas. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at placement, the liaison will review a sampling of the recordings in Canvas. At the visit, the liaison will review a portfolio of the student's recordings and other agency work, including time sheets and recordings with the Field Instructor's comments. The Field Liaison will make an assessment of the student's work and progress as well as the overall placement experience, and submit an Agency Visit Report to the regional field office.

Field Portfolio

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

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

GUIDELINES FOR PROBLEM RESOLUTION

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

Performance Improvement Plan

The Performance Improvement Plan (PIP) is recommended to be utilized immediately as the result of unsatisfactory student behavior or performance in field placement. It is intended to identify behavior or performance problems clearly, with the written participation of all parties, in order to improve the behavior or performance outcomes. The BASW Field Education Manual clearly outline student responsibilities; please refer to the BASW Field Education Manual to assist in the completion of this form.

The Performance Improvement Plan is a form document and is to be completed by the Field Instructor in consultation with the Rutgers University Field Education Liaison, and the student. Upon completion, the Form must be submitted for review and approval to the Associate Director of Field Education for which campus the student is assigned. Performance Improvement Plan forms should be obtained through the regional Office of Field Education with which the student is affiliated.

Grade Grievance Procedure

1. A grade grievance may be initiated by the student notifying his/her advisor and by submitting a letter outlining the basis of the grievance to the Associate Director of Field Education within two weeks of notification or posting of the grade. The Associate Director of Field Education will render a decision in writing whether or not to uphold the grade within two weeks of receipt of the grievance letter.
2. If the outcome of step 1 is not satisfactory to all involved parties, the student may appeal in writing to the

Executive Director of Field Education. This appeal must be communicated in writing no later than one week after the student has received the letter from the Associate Director of Field. Within one week of receipt of this letter, the Executive Director will render a decision as to whether or not to uphold the grade.

3. If the outcome of step 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 Management and Policy, as there are distinct core competencies addressed in these three types of field placements. The evaluation is based demonstration of the core competencies, and assignments specified by the Learning Contract. A grade of PASS or FAIL is recommended by the Field Instructor. The evaluation is submitted electronically to the field office by the field instructor by the due date on the field calendar.

Grades

The grade for field placement performance is either PASS or FAIL (no credit). The Associate Director of Field Education gives the grade at the end of each semester; however, the Executive Director must approve and enter all F's. The Field Instructor is asked to rate the level of student performance with submission of the written evaluation. The Field Liaison also recommends a grade based on the site visit and portfolio review.

The written evaluation must be received before grades are due. A passing grade is contingent upon the student successfully completing the required hours and recordings, as well as receiving a passing evaluation. In the event of a failure in field, the student's situation will be referred to the Associate Director of Field Education for review and the student 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 field placement must register for a section of Field Practicum to receive credit for the course. Registration for a section of the course also automatically places students in a section of Canvas.

Field Practicum I: (6 Credits) 50:910:471 (Camden and Mays Landing)

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

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

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

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

Field Practicum II: (6 credits) 50:910:473 (Camden and Mays Landing)

09:910:473 (New Brunswick) Prerequisites: 50:910:471, 472 or 09:910:471,

472

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

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

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

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

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

Goals and Expectations: First Semester

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

Students have an initial identification with the profession and are beginning to incorporate social work values in practice (e.g. they understand the value of self-determination for clients). Students are familiar with the NASW Code of Ethics and how it applies to social work. Students are punctual, conscientious about the use of time and presentation of their professional self, and efficient in completing paperwork and other tasks in a timely way. Students are able to take a self-reflective stance on a beginning level and respond to constructive criticism or feedback in a positive way. They develop the ability to identify their own strengths and weaknesses and train for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Goals and Expectations: Second Semester

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

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

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

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

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

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

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

Skills and Tasks

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

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

Examples of appropriate tasks include:

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

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

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

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

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