



**Master of Social Work
FIELD EDUCATION MANUAL**

2018-2019

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Dear Social Work Students,

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

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

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

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

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

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

Yours, in Partnering for Change,

The Office of Field Education

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INTRODUCTION

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

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

Field Definitions

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

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

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

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

Program Coordinators of Certificate Programs: Coordinates placements on all campuses, training and field education support for students in the Aging and Health, Addictions Counselor Training and Violence Against Children and Women 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 on site who does not have an MSW but who assigns tasks to the students and oversees the student’s schedule.

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

Field Education Offices by County



NORTHERN NEW JERSEY

(Including New York State & NE Pennsylvania)

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Rutgers, The State University of New Jersey 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 in New Brunswick, Newark, and Camden; through the Online MSW Program; through the Blended MSW Program; and through the Intensive Weekend MSW Program. The undergraduate degree, the Bachelor of Arts with a major in Social Work, is offered in cooperation with the Faculty of Arts and Sciences on the New Brunswick and Camden Campuses.

Mission of the School of Social Work

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

MSW CURRICULUM

MSW Goals and Objectives

The goals and objectives of the MSW program are aligned with the nine competencies, developed by the Council of Social Work Education and the School's faculty, and operationalized through the tasks accomplished in the Foundation, Clinical Social Work, and Management and Policy Curricula. The nine competencies, which need to be achieved by students in the course of their social work education, are addressed in field placements, substantiated in the Learning Contract, and are evaluated at the end of each semester.

2015 Educational Policy and Accreditation Standards

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

The field placement is the environment in which to learn and integrate the profession’s role in focusing on both social/economic justice and the dignity and worth of the person. A variety of field placements are available representing the range of social work practice.

Objectives of Field Education

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

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

ROLES AND RESPONSIBILITIES OF THE PARTICIPANTS

The School

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

The Office of Field Education

The Office of Field Education is dedicated to arranging, monitoring and assuring the quality of each student placement. The goal is to foster the connection between the theoretical and conceptual contributions of the classroom and field practice setting. Field education is systematically designed, supervised, coordinated and evaluated based on criteria by which students demonstrate the achievement of the CSWE competencies. There are Field Education Offices at each of the three campuses. These offices are situated regionally to promote relationships with the local agencies and communities.

The Executive Director of Field Education

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

Associate Directors of Field Education

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

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

The Field Education Coordinator

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

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

The Field Liaison

The Field Liaison connects the agency, the student and the school. The Field Liaison provides support for the Field Instructor and serves as a mentor for the student. The Field Liaison holds a MSW from a CSWE accredited program, a social work license (LSW or LCSW), at least 3 years of practice experience after receiving the MSW, and must have experience as a Field Instructor. The Field Liaison is available to both the student and the Field Instructor for consultation and advice. The Field Liaison informs the Associate Director of Field Education about any problems, and meets with the Associate Director of Field Education or Field Coordinator, along with the student, as needed. The Field Liaison completes an independent assessment of student work by reading her or his portfolio of process recordings and journals, and provides feedback to both the student and the Field Instructor. The liaison's ongoing monitoring assures that the student is learning the competencies as demonstrated through doing related tasks.

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

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

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

The goals of the field site visit are to:

1. Review the student's assignments and tasks (via the learning contract).
2. Provide support for the student.

3. Provide support for the Field Instructor.
4. Discuss any 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.
9. Promote discussion of the student's performance, potential, and interests.
10. Troubleshoot problems and difficulties.
11. 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 grading decision rests with the Associate Director and Executive Director of Field Education.

The Field Agency

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

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

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

The Field Instructor

The Field Instructor must hold a MSW, and a minimum of two years of employment in the field since completion of the graduate degree from a CSWE accredited program. If the individual has never supervised a student, she or he must take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement. The SIFI curriculum guides Field Instructors in designing and identifying learning opportunities that permit students to demonstrate achievement of the competencies. Field Instructors must be in compliance with all state licensing laws and regulations for their scope of practice as defined by the NJ Board of Social Work Examiners and the regulations of the agency.

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

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

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

The Field Instructor reads and comments on the student's process recordings or journal entries. During weekly supervisory meetings with the student, the process recordings should be reviewed. The Field Instructor completes the Field Evaluation collaboratively with the student and meets the deadline for submission to the

School. Field Instructors are responsible for contacting the Field Liaison if there are problems, or if information or advice is needed.

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

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

The Student

The learning demands and time commitments of the field practicum are rigorous. Each student must assess realistically her or his level of readiness to engage in 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 schedule that allows sufficient time and flexibility. The student must possess a level of psychological, behavioral, and emotional stability to successfully complete her or his 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 and Field Practicum II, and 22.5 hours per week for Field Practicum III and Field Practicum IV.
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. 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 contribute to 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 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 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. (Advanced Standing is the only exception-- see #2).
2. Advanced Standing students are required to begin their field placement during the summer semester.
3. Students have two separate field placements, one per year. Field education placements are the equivalents of four academic courses: Field Practicum I and II, for the first year placement, followed by Field Practicum III and IV in the following year.
4. Students complete the Field Placement Planning Form which indicates the students' experience and interests.
5. Students in field must always take the required co-requisite practice course for the semester they are in field. If the student fails either the field placement or the practice course, both must be repeated.
6. In order to be placed in an agency, students must be in good academic standing.
7. Any interruption of enrollment for field must be approved by the Executive Director of Field Education.
8. All disability accommodation plans that involve field education must be developed by the University Office of Disability Services for Students in coordination with the Regional 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 MSW program complete 1,125 hours of field during their two years of field placement, **450** in Field Practica I and II in the Foundation Curriculum, and 675 in Field Practica III and IV in the Advanced (second year) Curriculum.

	Hours per Week	# Of Weeks	Term	Total Hours
Field Practicum I and II (Foundation)	15	15	Fall	225
	15	15	Spring	225
	Total Foundation Year Field Hours			450
Field Practicum III and IV (Advanced)	22.5	15	Fall	337.5
	22.5	15	Spring	337.5
	Total Advanced Year Field Hours			675
Advanced Standing Field Practicum III and IV (Advanced)	21	10	Summer	210
	22.5	15	Fall	337.5
	22.5	15	Spring	337.5
Total Advanced Standing Field Hours			885	

Students planning to complete their degree in two years (full-time) must complete Field Practicum I and Field Practicum II in the first year and Field Practicum III and Field Practicum IV in their second year. Students in the four year program (part-time) will complete Field Practicum I and Field Practicum II in their second year and Field Practicum III and Field Practicum IV in their third year.

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) a grade of 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 and/or evening, (i.e. 9am - 9pm).

1. Students in Field Practicum I and II (Foundation) complete 15 hours per week.
2. Students in Field Practicum III and IV (Advanced) complete 22.5 hours per week.

The student is responsible for being available to complete the field practicum, Monday through Friday, during business hours. Some placements may offer occasional weekend and evening hours, but this is not guaranteed and students should not anticipate that this will be available. 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.

Students who are completing their degrees over four years (part-time program) do their field work (two field placements and four concurrent practice courses) in their second and third years. In their first and fourth years, they take foundation courses and advanced specialized courses, respectively. Requirements for field hours, assignments, and recordings are the same as for full-time students.

Calendars are distributed for each semester indicating dates for classes, field, and holidays. A field work day is defined as whatever is consistent with agency policy regarding a usual agency working day, for example, 9am to 5pm, or 8:30am to 4:30pm. If agency staff take a lunch break, students are expected to follow the same pattern. Lunch or dinner breaks are not counted as field hours. 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 for Field Practicum I and II and 22.5 hours for Field Practicum III and IV.

If an agency is closed for a holiday the student is still expected to complete the required number of hours. If the hours are reduced in a particular week, students should plan to make up those hours in the next week, in consultation with the Field Instructor. This also applies to missing field for religious observances.

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

"Banking hours" for early completion of the field placement is not permitted. All students are to attend 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 that is at the student's discretion and no credit is awarded for those hours.

FAQs: Some frequently asked questions:

- Does a student receive field hours for driving to training/internship? - No.
- Does a student receive field hours for lunch or dinner break? - No.
- Does pre-training at the agency count towards field hours? - Yes.
- Does a conference related to the field work count towards field hours? – Yes (with prior approval from a Field Instructor.)

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

Supervision

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

BASW and MSW Advisory Committee

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

Requesting a Change of Placement

A field placement can be changed only with the approval of the regional Associate Director of Field Education. Student preference for another setting or another location is not an adequate reason for changing a placement. Students who desire a change must contact their Field Instructor and Field Liaison to discuss the situation and make a formal request. If it is agreed that the educational environment is not appropriate, the Liaison may recommend to the Associate Director of Field Education that the placement be terminated and the student be reassigned.

Field Placement Disruption

Field placement is an integral component of social work education, and a disruption for any reason may interfere with a student's professional development and her or his timely completion of the program and eventual graduation. Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, and/or unethical behavior on the part of the agency staff or student, the student must immediately contact his or her Field Liaison, the field office, and her or his academic advisor to set up a meeting to discuss and resolve the problems. If 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 Education staff member can authorize a premature termination of field placement. Students who terminate their field placements without prior authorization from the Field Education Department may fail their field placement and be dismissed from the MSW program.

Stability of Field Settings

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

Acceptance of an agency as a field teaching setting is predicated upon both parties' agreement that such an educational climate can be provided to the student. An affiliation agreement is signed by the School and the field agency to formalize the terms of the relationship. Temporary or long-term disruptions of agency operations and programs adversely affect the educational environment.

A labor strike is construed as constituting a disruption of services and requires the removal of students from the agency for the duration of the strike. In the event of a strike, students must contact her or his regional Associate Director of Field Education or regional Field Coordinator.

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

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

Student Safety in Field Placements

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

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

Background Checks and Screening

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

New Jersey State Licensure

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

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

PROFESSIONAL ETHICS

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

NASW Ethical Principles

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

Value: ***Service***

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

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

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

Value: ***Social Justice***

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

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

unemployment, discrimination, and other forms of social injustice.

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

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

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

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

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

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

Value: ***Integrity***

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

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

Value: ***Competence***

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

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

Work-Study Field Placement Requirements

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

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

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

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

Assignment to Field Agency

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

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

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

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

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

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

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

SELECTION OF AGENCIES AND FIELD INSTRUCTORS

Field sites reflect the diverse settings where professional social workers practice. Some agencies are staffed primarily by social workers; some are “host settings” where other professionals predominate and where social work is part of a multi-disciplinary team, such as in medical center or school.

The School requires that agencies have a clear definition of the social worker role so that students will strengthen their identification as social workers. Appropriate assignments, a qualified MSW with adequate time to supervise a student, and a commitment to teaching the competencies outlined in the learning contract and evaluation, must be provided.

In the event that an agency provides a quality service experience but lacks an MSW supervisor, or where the MSW supervisor has fewer than two years post MSW experience, the agency will provide a Task Supervisor and the School will provide a Faculty Field Instructor, pending the approval of the Executive Director.

The Faculty Field Instructor

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

The Task Supervisor

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

Criteria for the selection of Field Agencies

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

Criteria used for screening and selecting organizations for field settings:

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 involved in the joint endeavor to educate social work students, and accept and follow the School requirements for participation in the field program. This is formalized by signing the Affiliation Agreement.
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 provide a comprehensive learning experience for students, including opportunities to work in agency client services, and attend staff meetings and other training sessions.
5. The agency must provide the physical resources, such as workspace and access to telephones or computers, as appropriate, to accommodate student placements.
6. The agency program and services must be delivered without reliance on students, thus protecting students’ educational needs, purpose, and function.

Criteria for the selection of Field Instructors

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

1. The Field Instructor should be committed to the values of the social work profession.
2. Field Instructors must hold an MSW degree from a CSWE accredited school, and have a minimum of two years of employment in the field since completion of the graduate degree. The Field Instructor cannot be a current or prior supervisor of the student. If this individual has not supervised a social work student, it is necessary that she or he take the Seminar in Field Instruction (SIFI) course concurrently with the student's placement.
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. The Field Instructor should hold state social work licensure as required by the scope of practice and requirements of the agency.
6. Field Instructors must be able to supervise the student in a minimum of one hour of weekly supervision.

ORIENTATION, TRAINING AND MONITORING BY FIELD LIAISONS AND FIELD INSTRUCTORS

Field Liaisons

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

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

Field Instructors

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

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

The content of SIFI includes: mission of the School; curriculum and program guidelines, policies and procedures of the Field Education Department, competencies; orientation of student to agency; learning contracts and their implementation; use of the portfolio concept of recording/documentation; grading; guidelines and requirements of Work-Study; NASW Code of Ethics, and requirements that students self- identify as students; field visitations

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

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

Field Preparation Workshops: Getting Ready for Field Placement

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

Our Electronic System Canvas

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

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

Timesheets

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

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

Learning Contracts

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

The Learning Contract incorporates the competencies of social work education. Through task at their field work, students operationalize and demonstrate the competencies. The Learning Contract is available in Canvas and accessible to all field education students. Students download the document and complete it with their Field Instructor. The completed document is then electronically submitted by the student to Canvas. The Learning Contract is read and given a PASS or FAIL grade by the Field Liaison. If the Learning Contract is deemed to be unsatisfactory, the student will modify it as needed for the Liaison's approval.

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

Process Recordings and Journal Entries

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

Recording Requirements

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

Continued disregard for regularly submitting recordings will place students in jeopardy of failing.

- Foundation year (first year field placement, Field Practicum I & II)
- 12 process recordings per semester (for the first 6 weeks journal entries may be written in lieu of process recordings).
- Advanced year (second year field placement, Field Practicum III & IV)
- Clinical Social Work: 12 process recordings per semester.
- Nonprofit and Public Management: 12 journal entries 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 and Journal Entries

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

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

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

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

Instructional Use of Recordings

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

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

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

Field Portfolio

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

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

GUIDELINES FOR PROBLEM RESOLUTION

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

Performance Improvement Plan

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

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

Grade Grievance Procedure

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

EVALUATION OF STUDENT PERFORMANCE

Evaluation

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

Grades

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

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

FIELD REGISTRATION, CURRICULUM, AND REQUIREMENTS

The MSW Goals and Objectives are operationalized through a field curriculum comprised of a Foundation (Generalist) field placement and an Advanced Practice field placement in an area of concentration; Clinical Social Work or Management and Policy.

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 eCollege.

Field Practicum I: (2 Credits) 19:910:508

To be taken concurrently with 19:910:500, Social Work Practice I.

Field Instruction prepares students for responsible entry into the profession by providing opportunities to practice social work with a generalist perspective in agency settings under educational supervision. This beginning experience includes service to vulnerable and oppressed populations while learning generalist skills.

Field Practicum II: (3 credits) 19:910:509

To be taken concurrently with 19:910:501, Social Work Practice II.

Builds upon and extends the learning of problem-solving skills and strategies begun in Field Practicum I and prepares students to enter the advanced curriculum.

Field Practicum III: (3 credits) 19:910:600 (Advanced Standing summer course number 19:910:565 AS, 3 credits)

Prerequisite: Successful completion of Professional Foundation, and 19:910:509 to be taken concurrently with either Clinical Social Work I or Management Practice and Theory.

Placement is determined by choice of concentration and area of specialization. Opportunities are provided for students to become competent in the provision of advanced social work services and the application of theory and concepts of practice, as preparation for advanced professional practice.

Field Practicum IV: (4 credits) 19:910:601

Prerequisite: 19:910:600, Field Practicum III. To be taken concurrently with Clinical Social Work II, or Program and Strategic Planning.

Foundation Curriculum

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

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

The Foundation Practice Curriculum includes two required foundation courses: Social Work Practice I, which provides an introduction to the generalist perspective and its application to the early phases of problem-solving on the individual, family, and group levels; Social Work Practice II, which covers the problem-solving process to the agency, community and societal 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.

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 strength 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 Foundation Practicum emphasizes the use of a problem-solving model of practice within a person-in-environment framework, incorporating social work values and ethics. It is expected that field agencies will provide opportunities for students to use the skills of engagement, assessment, contracting, intervention, evaluation, and termination. An effort should be made to assign students at least one client or client system that will allow for a **sustained, on-going** relationship (with a minimum of three service contacts). Note that the Foundation (generalist) field year requires that students participate in both micro and macro-oriented activities so learning will take place not just in the traditional worker-client dyad, but also within the context of group, community, and organization. Examples of appropriate tasks include:

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

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

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

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

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

Block Placements

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

Advanced Curriculum **Specializations Overview**

The advanced field curriculum provides students with opportunities to gain expertise in an area of concentration, either Clinical Social Work or Management and Policy. This is the second level of the graduate practicum curriculum.

Clinical Social Work Concentration

The concentration in Clinical Social Work prepares students to conceptualize, provide, and supervise the delivery of clinical social work services to individuals, couples, families, and small groups. Emphasis is on developing competence in those helping processes used to ameliorate psychological, social and behavioral problems and to enhance, develop, and restore social functioning. Courses required for the concentration and which must be taken concurrently with a direct practice field practicum are:

- 19:910:511 Clinical Social Work I (3)
- 19:910:512 Clinical Social Work II (3)

Management and Policy Concentration

The concentration in Management and Policy is designed to prepare social workers to perform administrative functions or planning, organizing, and policy functions within organizations, communities, and in the larger society. Courses required for the concentration and which must be taken concurrently with a Nonprofit and Public Management field practicum are:

- 19:910:535 Management Practice and Theory (3)
- 19:910:536 Program and Strategic Planning (3)

Clinical Social Work Practicum

The Clinical Social Work concentration focuses on methods of intervention with individuals, couples, families, and groups. As a result of this concentration, students in practicum will:

- Develop professional interpersonal skills including the disciplined, differential, and conscious use of the self, the ability to establish working alliances, and collaborative relationships.
- Develop the conceptual and logical skills involved in problem analysis and planning of direct practice interventions with client systems, and the mastery of assessment and case formulation from a variety of clinical perspectives.
- Analyze, evaluate, and integrate clinical practice theories to become a more sophisticated and critical consumer of theory.
- Use psychotherapy skills such as engagement, assessment, and intervention in a variety of settings including those that do not primarily provide psychotherapy, such as child welfare settings, hospitals, hospices, and schools.
- Enhance skills in working with special populations including the poor, LGBTQ individuals, the disabled, and clients from diverse cultural and ethnic groups.
- Identify, analyze, and respond professionally to ethical and value dilemmas encountered in day-to-day clinical practice.

The Clinical Social Work field experience emphasizes clinical and advanced casework interventions with diverse individuals, couples, families, and groups. Students are provided assignments that allow sustained, on-going relationships with individuals, couples, families, and groups.

The Clinical Social Work field practicum builds on the skills and perspectives taught in the foundation curriculum and Social Work Practice, in which there is an emphasis on the roles of advocate, broker, and case manager. Advanced clinical theories are applied within the context of person-in-environment, with assessment including interventions that address personal and/or interpersonal systems. The roles of clinician, counselor, and advanced case manager are emphasized.

Advanced-year field placement students in the Clinical Social Work curriculum will build upon their work during the foundation of their previous year of generalist practice. This will provide students with an understanding and ability to assess and interact with the systems that impact clients. As they work to alleviate the emotional suffering of their clients, their approach should take into account the effects of society's discrimination, organizational perspectives, and the opportunities and limitations of service agencies. This understanding will have been integrated in the student's work with individuals, families, and small groups in their field placement. Students will have learned to practice with their clients within the systems in which their clients operate, from family to school to community to organization.

Students in their first semester of advanced practice will develop skills in identifying gaps in services in local social service systems. They will be sensitive to the need for activity on behalf of their clients, and be willing to become involved in working on concrete issues. Students will have a beginning understanding of the bureaucratic structure and its concomitant opportunities and demands.

Students' assessment skills should be well-developed in this semester and they should perceive this development as a dynamic process. They will be applying various conceptualizations of family structures and patterns, and evaluating their clients within these family systems. Their ability to present themselves as professionals with empathy and respect is present in this semester, and students should be comfortable with clients who are different from themselves. Students' intervention skills will be uneven as they are applying skills and specialized knowledge learned from class and readings.

Theory is understood in some situations, and students are expected to seek out information when needed. Students will continue to identify their own biases and judgments of clients and should be willing to criticize their own work. Openness in the approach to learning is expected in this semester, as well as a willingness to experience the stress that accompanies learning. Work with other professionals and staff should be done with respect and full understanding of confidentiality needs. By the end of this semester, students should be taking responsibility for their continued learning and should be clear about their skill deficits and how they will address them.

An important aspect of this first semester advanced evaluation is the assessment of the kind of learner that a student is, including the identification of strengths and learning needs and the patterns that are beginning to emerge in the work. A Field Instructor who is clear about the ways in which a student learns best, e.g., through detailed examination of written recording or through role playing of troublesome interactions, will be able to plan the learning for the rest of the year in a productive manner. Students should be contributing their own understanding of how they learn best, thus increasing the mutuality of the educational process and helping to take responsibility for their own progress and learning.

Students about to graduate from the Master's program who specialized in the Clinical Social Work track should be ready to assume a professional role. This means they will have integrated the ethics and values of the profession and are dedicated to providing services to vulnerable and needy populations. They should have a sophisticated understanding of the interplay of the social policies, social institutions, and social norms that contribute to the presenting problems of clients. They should identify themselves as professional social workers ready to provide any necessary services for clients.

Students should be skilled in making assessments and providing clinical services to individuals, families, and small groups, based on a solid foundation of knowledge and theory about human behavior and social systems.

There will, of course, be variations in the levels of specific skills; some will be stronger than others. All students, however, should be performing as beginning professionals. Students should be able to make skillful judgments about the services needed for their clients and be comfortable providing different kinds of services. Their advanced-year specialization of cluster courses has provided them with in-depth knowledge and theory about a specific population. Finally, graduating students will have self-awareness and a sense of responsibility about the quality of their practice knowledge and skills, and will be motivated to continue their learning.

Skills and Tasks

Social Work with Individuals: Intake and assessments including development of diagnostic impression using the DSM-5 and other instruments; creating service plans; advanced case management; advocacy; counseling and therapy; research and evaluation of service via single subject design, client feedback, goal attainment, measurement of task completion; termination issues.

Social Work with Couples and Families: Intake and assessments; assessment of the impact of family dynamics on individuals; creating service plans; advanced case management; advocacy; counseling and therapy; research and evaluation of services via single-subject design, client feedback, goal attainment, measurement of task completion; termination issues.

Social Work with Groups (including treatment groups, peer support groups, boards of directors, task groups, committees): Review of membership criteria; interviews with potential members; review of minutes and reports; contracting with a group; co-facilitation or facilitation of a group; committee participation; staff group participation; research and evaluation; termination issues.

Social Work Supervision and Consultation: Prepare and present a staff training; prepare and present a workshop to members of the community; participate in supervising agency volunteers; provide consultation to a community volunteer organization.

Management and Policy Practicum

Goals and Expectations: First Semester

The Management and Policy track at the School of Social Work has been designed to meet the needs for trained social workers to perform administrative, policy, and/or planning functions within organizations, communities, and the larger society.

The MAP concentration educates and prepares social work students to:

Apply a theory and knowledge base which enables them to initiate, design, operate, and evaluate the delivery of social policies and services. Develop a set of intervention skills appropriate for managerial, planning, and policy functions. Function as change agents in a variety of organizational and community contexts.

Integrate the knowledge, ethics, values, and skills needed for practice in this area, and apply them to practice with diverse groups and communities. Students in their advanced year of field placement who specialize in the MAP track will build on the foundation of the generalist first year or the undergraduate field year. They then have the opportunity to focus on several macro areas of practice: planning, organizational management, human resources management, fiscal management, leadership, communications/marketing, and research/analysis/evaluation. A description of some of these skills and tasks follows.

By the end of this first semester in this track, students should know basic information about their agencies, for example, the kinds of services given, demographics of the client groups, and the relationship of the presenting problems to the community context. They will understand the relationship of their assignments to the agency purpose and will be comfortable initiating their tasks and responsibilities.

After one semester in the agency, students should be able to present their work and their learning concerns to their Field Instructor for discussion and criticism. They will have the ability to self-criticize and consider alternatives for their thinking and work.

An important aspect of this first semester advanced evaluation is the assessment of the kind of learner that a student is, including the identification of strengths and learning needs, and the patterns that are beginning to emerge in their work. A Field Instructor who is clear about the ways in which a student learns best, e.g., through detailed examination of written recording or through role playing of troublesome interactions, will be able to plan the learning for the rest of the year in a productive manner. Students should be contributing their own understanding of how they learn best, thus increasing the mutuality of the educational process and helping to take responsibility for their own progress and learning.

Goals and Expectations: Second Semester

Students that are ready to graduate from the MAP track have been taught to perform a variety of functions and tasks. The expectation is that students are ready for practice that involves autonomy and initiative in the work. It is expected that students have achieved the following goals of social work professionals:

1. They accept a societal responsibility for working to meet basic human needs.
2. They possess a theory and knowledge base that enables them to initiate, design, operate, and evaluate the delivery of social services within, between, and among social agencies, governmental bodies, and geographical entities.
3. They have developed a set of intervention skills appropriate for administrative, planning, and/or policy functions.
4. They function as change agents in a variety of contexts.
5. They integrate the knowledge, ethics, values, and skills needed for practice in these areas as a professional social worker. The second-semester MAP student takes full responsibility for his or her own work and continued growth as a professional.

Skills and Tasks

The following are examples of the skills and tasks that advanced MAP field placements may cover in the areas of planning, organizational management, human resources management, fiscal management, leadership, community work, communications/marketing, and research/analysis/evaluation.

Planning:

- Analyze political, economic, social, and technological trends
- Conduct community needs assessments
- Evaluate alternative courses of action
- Determine goals and measurable objectives
- Involve citizens, consumers, boards, target groups and others in a participatory planning process
- Understand and use structured group processes (nominal group, focus groups) as data collection and participatory processes
- Design service delivery system/participation in program development
- Distinguish between short-range and long-range planning procedures and methods
- Design and participate in strategic planning processes
- Prepare a time schedule/Gantt chart for planning process
- Draft a preliminary budget
- Design and integrate program evaluation into the planning process
- Assess process and outcome objectives

Organizational Management:

- Develop an understanding of an organization's policies, functions, and structure
- Participate in staff meetings, board meetings (as appropriate), committee and other meetings
- Prepare agendas for meetings
- Understand and use appropriate parliamentary procedures for meetings
- Design feedback or reporting forms

- Construct an organizational chart
- Facilitate program implementation through task delegation
- Monitor program implementation via supervision

Human Resources Management:

- Involves the selection and training of employees, performance appraisal, and planning.
- Develop job descriptions
- Observe and participate in processes for interviewing, hiring, and staffing
- Understand and implement hiring directives consistent with Affirmative Action and Equal Employment Opportunity legislation
- Develop policy and procedures manuals
- Develop and design staff training, orientation, or professional development seminars
- Analyze systems of staff rewards and sanctions
- Understand and participate in performance appraisals
- Develop employee evaluation and satisfaction surveys
- Conduct needs assessment regarding staffing, resources, and facilities

Fiscal Management:

- Develop an understanding of financial statements, audits, and tax compliance
- Expand knowledge, skills, and understanding of an agency's funding process, including sources of funds
- Create a flow chart of funding sources and uses
- Develop and monitor budgets
- Observe, understand, and oversee grant and contract administration
- Design and implement purchase of service contracts

Leadership:

- Clarify an agency's goals and values; articulate the agency's mission and staff alignment with that mission
- Resolve ethical dilemmas in accord with values and standards of the social work profession
- Identify and implement ways to motivate and generate enthusiasm among staff
- Facilitate consensus building and conflict resolution
- Involve staff, consumers, and stakeholders in organizational processes
- Identify different supervisory techniques and the basis for their selective use with agency staff
- Recognize key influential formal and informal organizational participants

Community Work:

- Monitor policy and legislation relevant to an agency's mission
- Participate in community education and outreach activities
- Serve as liaison with other agencies for inter-agency coordination
- Attend professional association and other conferences
- Participate in community task forces or other associations
- Understand, design, and implement strategies for policy or social change

Communications/Marketing:

- Be able to communicate the agency's purpose, goals, and objectives
- Write descriptive materials including organizational flyers, pamphlets, or brochures
- Prepare press releases
- Analyze and assess local public opinion toward social services or a particular agency
- Write memos
- Prepare grant proposals
- Create and deliver PowerPoint presentations
- Participate in public forums or other venues for presenting agency mission/work
- Prepare and disseminate findings from organizational evaluations or research

Research/Analysis/Evaluation:

- Expand knowledge, skills, and understanding in program evaluation
- Determine sample design and appropriate sampling techniques for research and evaluation
- Collect and analyze empirical data
- Evaluate program or policy objectives
- Participate in quality assurance/utilization reviews
- Analyze data with appropriate software (SPSS, Excel)
- Understand and manage Management Information Systems
- Design, develop, or monitor information systems
- Design, develop, or monitor database systems
- Analyze service delivery systems to determine program efficiency and effectiveness
- Conduct evaluations of practice
- Develop implications from findings
- Prepare policy or research reports
- Distribute results to consumers, decision makers, and constituents

Certificate Programs

Aging and Health Certificate Program

The Aging Certificate program is designed to prepare students to better meet the needs of the aging population. It is a special program within the School of Social Work that requires students to focus activities that fulfill general requirements of the MSW curriculum specifically in the area of Aging. Students completing the requirements for the certificate program will receive notation of completion of the certificate program on their transcripts. Students enrolled in the Aging certificate program are required to complete at least a one year-long placement working with, or on behalf of, older adults and their families. Because older adults interface with social work in so many different settings, students' placements in aging have been with many different types of organizations as well, including agencies, healthcare (hospitals, hospice, skilled nursing, assisted living, primary care), community-based nonprofits (family service, senior resource centers), public agencies (County Offices on Aging), advocacy organizations (AARP, Alzheimer's Foundation), and more.

Violence against Women and Children Certificate Program

Through its Center on Violence against Women and Children (VAWC), the School of Social Work is pleased to offer a certificate program for MSW students. The certificate program is intended to offer students the opportunity to specialize their advanced year learning on issues of violence against women and children in order to be prepared to enter this field upon graduation. The VAWC related field placement focuses on key areas related to violence against women and children, including prevention, practice, nonprofit management, and policy. Placement will be arranged in conjunction with the field office and VAWC. Students accepted into the VAWC Certificate Program are guaranteed a VAWC- relevant field placement (working in the areas of domestic violence, sexual violence, stalking, child abuse and neglect, and trafficking). Effort is made to take the interests of the students and their requested/suggested placements into account; however, it cannot be guaranteed that students will receive their top choice of agency or topic area. Students completing the requirements for the certificate program will receive notation of completion of the certificate program on their transcripts.

Addiction Counselor Training (ACT) Certificate Program

The ACT program prepares students for clinical licensing in social work (LCSW) and addictions (LCADC). Students complete specialized courses and field placements while in the MSW program, and earn all of the education hours and many of the supervised field hours required for the LCADC. ACT students also receive guidance through an expedited licensing process, mentorship throughout the program, and a network for postgraduate employment. This competitive leadership program is offered in partnership with the Center of Alcohol Studies and is funded by the NJ Division of Mental Health and Addiction Services. Students enrolled in the ACT Certificate program are required to complete at least one year of their field placement in a NJ Division of Mental Health and Addiction Services funded substance abuse program. The Field of addictions is extremely broad and offers students the opportunity to learn in a variety of addictions treatment settings including but not limited to healthcare rehabilitation facilities (hospital and non- hospital based in-patient and out- patient

programs), community-based nonprofits (group homes for people with co-occurring diagnoses) court mandated programs (NJ Departments of Probation, Parole and Corrections), and more.

Areas of Emphasis

In addition to the requirements for their concentration, students may also wish to develop an optional area of emphasis. MSW students may opt to complete an area of emphasis as they complete their course requirements. An area of emphasis focuses on a student-identified and student-driven topic, population, or specialization. An area of emphasis involves three relevant courses and a field placement.

Students are encouraged to seek prior approval from the School of Social Work's Office of Student Affairs for courses taken from other departments, to ensure that courses will be applied toward their MSW degree. Specific information about the policy and procedures for the area of emphasis will be provided at new student orientation.

OVERVIEW OF FIELD EDUCATION INTENSIVE WEEKEND PROGRAM

Students in the Intensive Weekend program generally complete their field internship at their place of employment. Students placed in an internship at their place of employment must be involved in a variety of learning activities. Their field placement must differ from their customary work assignment and be supervised by an MSW Field Instructor who is not the same as their work supervisor. If there is a new job assignment/promotion within the employing placement, this would not qualify as field work. Rather specific activities must be identified for the field assignment that is clearly delineated from the employment responsibilities. A field instructor who is not the employment supervisor must supervise the field work.

Agency personnel policies differ with respect to whether the student may be able to complete their field hours as part of their work schedule, or whether their own time must be used. Students are encouraged to verify their particular agency's policy with regard to the completion of field hours and any time needed to attend class. Students are encouraged to plan and complete special projects in their placement that require new clinical, administrative, or research skills as part of their placement, in consultation with their Field Instructor.

Special projects help ensure that students are able to practice the full range of MSW skills while in placement, help students develop new skills, and contribute to the work of the agency.

Whether an internal or external placement, the student's field education experience is expected to include activities that correspond to demonstrating competencies expected of Social Workers at the foundation through more advanced levels of MSW clinical practice. Therefore the field work assignment must be progressively challenging for the student and offer new skill building opportunities.

Important Elements of a Successful Field Work Internship

Field education is an integral part of MSW education. Field work is the signature pedagogy of social work education: the place where students try out new skills, test newly learned theories and reflect on their practice as social workers and on their developing professional persona. When you are already working in the field or a related human services field, your field internship takes on a particularly significant role. It may also create some challenges. These are tips for success:

- You will be learning practice approaches and new ways of looking at social work that may take you out of your comfort zone and may even lead you to question how you practice now. Be open to the questions. Look at your work critically. Try to get a handle on the context of the work you do from a policy and organizational perspective and think about how it might be improved. Accept a certain amount of ambiguity between who you are now, what you do at work, and the professional social worker you will become.
- Appreciate that your internship provides the opportunity to reflect on, enhance, and expand your practice skills, perhaps experience a new area of practice.
- Remember that taking time as a learner as part of your field education experience is essential to your professional development. This is quite different than "learning-on-the-job." Students are expected to look deeply into their practice and question and critique their experience, through process recordings,

- supervisory and self-evaluation every step of the way.
- Recognize that learning to fulfill professional and educational commitments strengthens your professional credibility and value. We expect that you have come into the program with strong practice skills and that, by the time you leave, those skills will be measurably improved.
 - Be aware that field education is a collaborative process, between the field placement agency, field instructor and the student, framed by the pedagogical requirements of the School of Social Work and the Council on Social Work Education.
 - Expect that you may be torn between your identity as a staff member at your agency and your identity as a student. You may also be torn between your job responsibilities and the work you have committed to do as an intern. How you resolve these multiple challenges and pressures can be part of your growth process.
 - Communicate with your Liaison or Advisor about your progress and any questions or difficulties you might be having in field. Don't wait until problems get out of hand, or you find yourself not learning or advancing in social work skills and competencies, not getting the client contact you need, or not getting adequate supervision. Share even the smallest concerns about the viability of your field placement with your Liaison and/or Advisor, as soon as you first experience them. We consider your field education to be an integral part of your MSW program and hope you will, too. You will gain as much as you put into this endeavor.

Agency/School of Social Work Responsibilities

Agencies providing a field placement for Rutgers students are expected to complete an Affiliation Agreement and to submit 3 signed originals to the School of Social Work prior to the start of placement. This document is required for purposes of liability coverage for student placements and outlines responsibilities of the agency and the School of Social Work. Agencies that have provided field placements for students from Rutgers may already have an Affiliation Agreement in place. Please consult with agency administration if you are not sure, or if an agreement is needed for your particular department, and ensure its prompt submission if your agency or department is new to providing a field placement. An Affiliation Agreement is needed prior to the beginning of the placement. The field placement agency provides the student with an MSW field instructor and the SSW provides the student with a MSW Field Liaison and MSW Field Advisor.

Field Instruction and Supervisory Responsibilities

Good, supportive, and challenging field instruction and supervision is probably the most important and meaningful aspect of a student's MSW field experience. Field instructors are required to have an MSW and 3 year's post masters experience and Seminar in Field Instruction (SIFI) certification. SIFI is a course of study that prepares supervisors to provide supervision to Social Work students in the field. If the field instructor has not already completed the SIFI course at Rutgers or another accredited school of social work, the SIFI course must be completed during the course of the placement year, starting when the student begins field placement. The SIFI is an on line course and is free to those providing Field Instruction for Rutgers students, 20 CE units may be provided for successful completion.

We expect the Field Instructor to provide regular supervision to the student and ensure that the student is assigned tasks that further professional growth and skill development in accordance with the student's learning objectives and the goals of field education. Individual supervision must be provided to the student by the Field Instructor for a minimum of 30 minutes per week.

The Field Instructor and the student each complete their respective sections and sign the "Confirmation Form" a contractual agreement confirming provision of the placement. The field instructor provides consultation on the development of the student's learning contract, reviews and comments on student process recordings, approves and signs time sheets and confirms completion of field hours, and evaluates student progress. The Field Evaluation is conducted conjointly with the student, and provides important feedback to the student on his/her progress in field, as well as assessing needs for further development.

Field Liaison and Field Advisor Responsibilities

Liaisons are contracted by the School of Social Work's Field Department to provide mentorship and oversee student progress in field, serve as the link between the School and the placement, and as a resource for both student and field instructor. In addition to reviewing students' field documentation, which is submitted online, Liaisons visit the student and their field instructor once every four months. During this visit Liaisons discuss student field work assignments and over all progress in field work. The Liaison must review the student's portfolio during this visit. Liaisons are responsible for completing and submitting a Field Visit Report, documenting their site visit, no more than two weeks after the visit takes place. They are also required to complete a monthly Accounting Form documenting student's progress in field, no later than the 10th business day of the following month. Both of these reports are submitted by the Liaison to the Field Advisor via the eCollege course management system.

Students also receive support related to their field and academic experience during the weekends in which they are in class. Field Advisors meet regularly with students on class weekends as a group and individually as needed and may host field or other discussion groups, as well as share information pertinent to their studies. Field Advisors oversee the work of the Field Liaisons and work closely with the student and Liaison to ensure progress in field education. Field Advisors oversee liaisons and approve grades, based on liaison review and recommendations.

Students and Field Instructors are encouraged to consult with the Liaison regarding the field placement and any issues or concerns. The Field Advisor is generally the next point of contact, regarding any unresolved issues or questions. The Intensive Weekend Program's Assistant Director, who oversees Field Education, and the Program's Director, who serves as academic advisor, are available for consultation should there be any additional questions or need for clarification.

Administrative personnel of the Intensive Weekend program work in close concert with School of Social Work administration and the Field Department to ensure that the program meets the School's standards and expectations for MSW education.

Student Responsibilities

Students are expected to engage fully with their placement, to conduct themselves in a professional manner and in accordance with workplace policies and expectations and the Code of Ethics of the Social Work profession. As learners, they are expected to collaborate with their Field Instructor to establish a feasible and appropriate learning contract. This will lay out objectives for their professional growth and the tasks that they will accomplish during a given practicum.

They are expected to complete assigned tasks and documentation as required by the placement and the program, remain open to learning and trying out new skills, engage in self-reflection, and participate fully and actively in supervision.

Students are responsible to keep up with their field hours and ensure that required documentation of their work in field is submitted in a timely fashion. Student field documentation is submitted online through a course management system entitled eCollege, to which the student has access. All original hard copies, including signed time sheets, reviewed and commented process recordings, evaluations, project samples, etc., which are signed by their Field Instructor, are kept in a **Field Portfolio**, a binder issued to the student. The Field Portfolio must be available for review by the Liaison during the site visit.

We expect students to plan ahead and provide the field instructor with process recordings prior to supervision so that they have adequate time to review, and so they can incorporate process recording feedback into supervisory sessions. Students are expected to communicate with their field instructor with regard to their schedule, any need for schedule adjustments, and are encouraged to share what they are learning in their academic courses.

Students are expected to maintain regular communication with their Field Liaison via Rutgers email and/or phone. Students are responsible for informing the Liaison of any concerns in placement, or issues regarding documentation.

**The Structure of Field Education in the Intensive Weekend
Program**

Rutgers School of Social Work requires that students complete 1125 hours of field education or 885 for students admitted with advanced standing, who hold an undergraduate social work degree from a CSWE accredited program. Intensive Weekend students complete the same number of hours as all Rutgers Social Work students, but do so over a longer period of time, as they are in field for only 8-14 hours per week. As do on campus students, IW students complete four, three-credit field practicum courses, totaling 12 credits of field, with hours divided between each of four practicum courses. Students holding a BSW and admitted with advanced standing complete 9 credits of field in three field practicum courses. However, because of the structure of field, students' field practica are based on the completion of hours and do not correspond to University semesters and associated field time frames and due dates.

A minimum of 8 hours and maximum of 14 hours per week is devoted to field for the duration of the program, in an assignment that differs from the student's customary work assignment, and is supervised by an MSW with three year's post masters experience. The supervisor must be different from the student's customary work supervisor. Field placements are year round and generally last 24 - 36 months, 18 – 28 months for students admitted with advanced standing.

This means that students will be spending from 4 - 7 months in each of Field I and II and from 6 - 11 months in each of fields III and IV, depending upon the number of hours per week. Students must ensure that they are in field when they are taking practice classes.

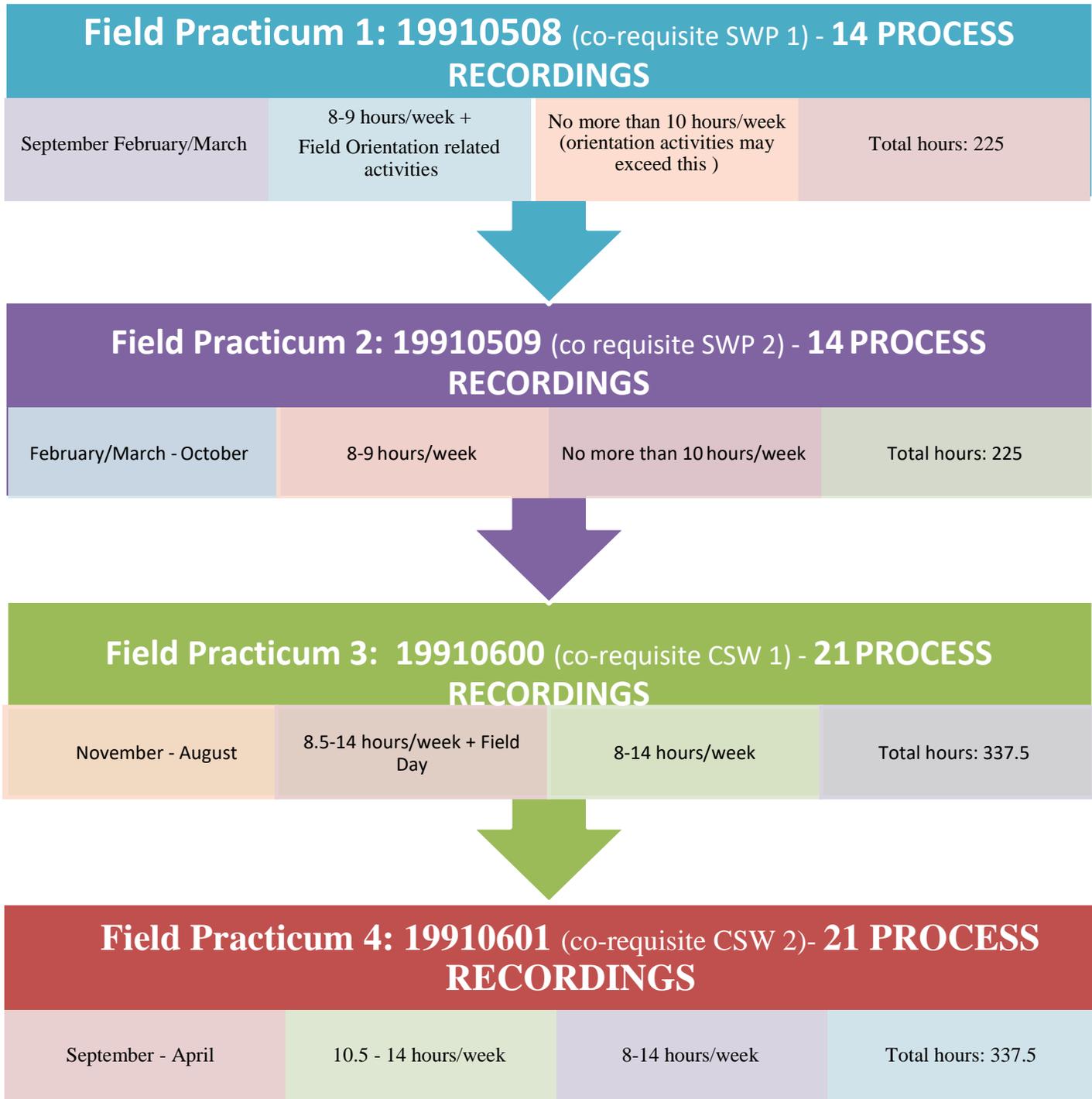
We recommend that the student devote no more than 10 hours per week during field practicum 1 and 2. Students may wish to expand hours up to 14 hours per week during field practicum 3 and 4 when they are in the Advanced Clinical curriculum. This structure of field ensures that the student is able to keep up with field work practice and documentation requirements while fulfilling their work responsibilities.

It also ensures that that the field internship appropriately synchronizes with course work, particularly practice classes. Students are expected to be in field throughout the duration of course work and MUST be in Field during practice classes, as discussed further below. The exact schedule of the field placement is arranged individually with the student and Field Instructor and requires the approval of the student's Field Liaison.

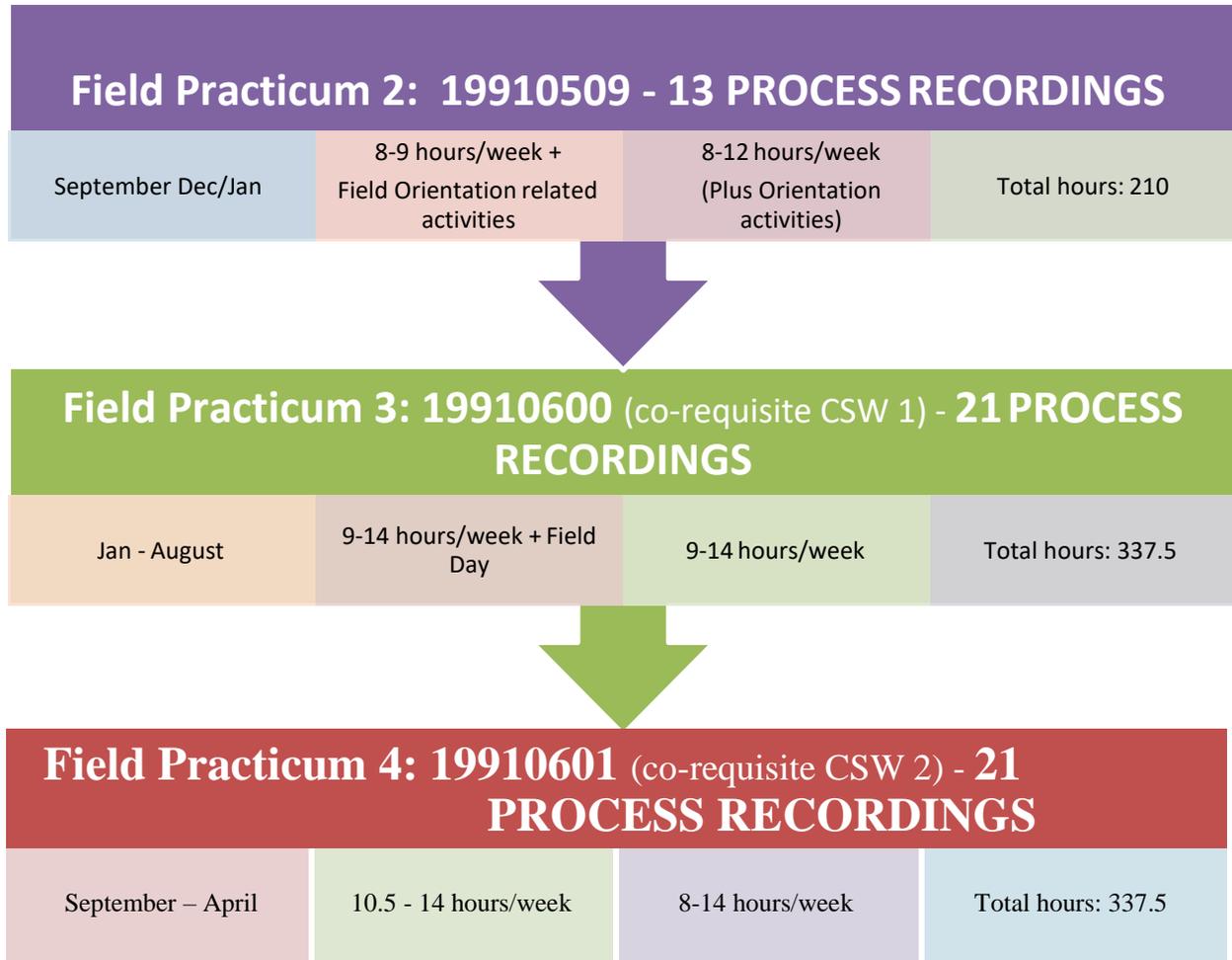
Please see Course and Field Sequencing information below.

Planning your Field Hours and Process Recordings

3-YEAR PROGRAM FIELD HOURS: 1125



ADVANCED STANDING FIELD HOURS: 885



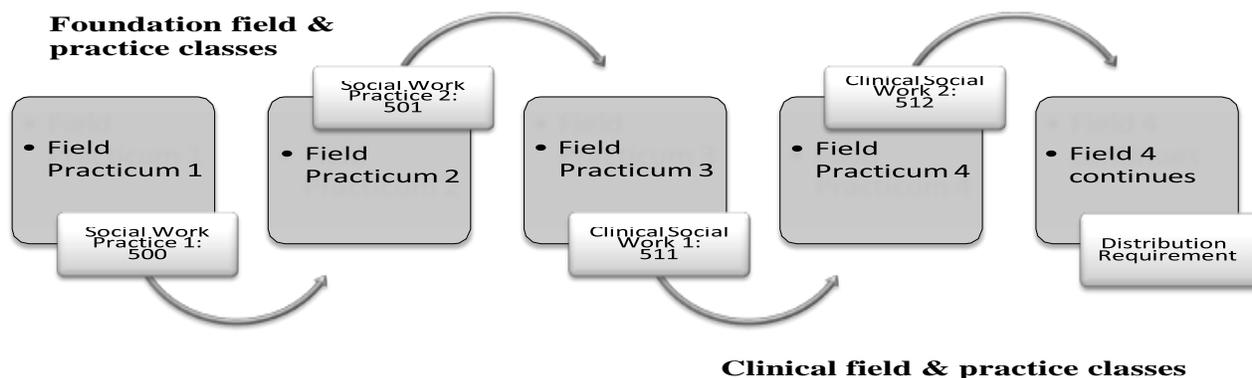
Integration of Field and Academic Coursework

PRACTICE CLASSES AND FIELD PRACTICUM ARE CO-REQUISITE

The Intensive Weekend program closely follows the School of Social Work’s CSWE accredited curriculum, with a Clinical Concentration in the advanced years of study. Social Work Practice and Clinical Social Work classes, which are co-requisite with field, have a particularly close relationship with the student’s field education experience. There are 5 of these courses in the program, 2 Social Work Practice classes in the Foundation year and 3 Clinical Social Work courses in the advanced curriculum, one of which is a distribution requirement. Students are expected to be in field continuously throughout the duration of the program. However, regardless of extraneous circumstances, they *must be in field during the time they are in Social Work Practice and Clinical Social Work classes*. Field education in the program is *planned to coincide with these practice classes*, but students must be particularly attentive to the relationship between field and their associated Social Work practice courses. Moreover, in order to achieve credit for a Field Practicum, students must successfully complete the corresponding Social Work Practice or Clinical Social Work course. Similarly, in order to receive credit for the Social Work Practice or Clinical Social Work course, the student must successfully complete the associated Field Practicum.

Each field practicum is intended to initiate some time before the Social Work Practice course begins and continue until the hours for that practicum are complete, followed immediately by the succeeding practicum. This means that students must plan the timing of field carefully to ensure that their field hours coincide with practice classes, and plan activities, such as the completion of all documentation and the final evaluation, to coincide with or just prior to the end of each practicum’s completion of hours.

Figure 1. Field practicum courses are closely linked to the practice classes interspersed throughout the course of study. However, field in the IW program is continuous, while the four required Social Work practice courses comprise 12 week overlapping segments just like the other courses in the program.



ACADEMIC COURSES AND FIELD PRACTICUM

Because students take one course at a time, each of their academic courses potentially function as “practice classes.” While practice courses have assignments associated with students’ work in field, the nature of the program facilitates the integration of what is learned in coursework across the continuum of study and its application to practice.

Prescribed electives in the program are determined with consideration of cohort interests and a particular focus on relevance for graduate level social workers who have already been working in the field. Electives include a course on Supervision and Human Resource Management. Students and Field Instructors are encouraged to examine the calendar of classes and syllabi for individual courses to further integrate what is learned in class and field.

The Field Placement: Expectations

How many placements?

Students complete their field education requirements at a single agency, provided it meets School of Social Work requirements and pedagogical goals. Assignments must keep pace with new skills the student is learning in coursework as the student progresses from the foundation to the clinical curriculum. Sometimes changes to different departments within an agency can broaden the field experience.

What do I have to do to move from one practicum to the next?

Students must complete the time and documentation requirements for each practicum, and receive a grade for the practicum, prior to crediting hours for the next practicum. If a student reaches the required hours for any practicum but has not met the process recording requirement, the student will need to spend additional hours in the practicum to complete required number of process recordings. The student should arrange an evaluation meeting with their Field Advisor at least 1 month prior to the scheduled completion of their practicum to ensure that the evaluation is complete at the point the student has completed all other requirements for the practicum. If the student has met the required number of hours and documentation other than the evaluation which is being held up by the field instructor, the student may accrue hours toward the next practicum. Nothing may be posted in the succeeding practicum until the student has been notified that a grade for the current practicum has been requested. The student should contact their assigned Liaison towards the end of their placement, as they complete their final documentation for a practicum, to schedule a review of their final documentation.

Once all documentation and hours are complete, the Liaison reviews the drop box and recommends a grade for the practicum to the Field Advisor, via email. The Field Advisor completes a final review and if approved notifies the Asst. Director who requests that the grade be posted, with a copy of this request to the student. Once the student has received this notification, they are officially permitted to move to the next practicum. Going forward the student will submit all documentation to the new practicum shell and will download a new time sheet workbook from doc sharing for use throughout the practicum.

The timing of these requirements, with associated documentation and signatures that the student needs to submit to successfully complete field and obtain a grade, is indicated in APPENDIX 1 to this document, *Field Requirements*.

Are there target dates for field practicum completion?

Students within the Intensive Weekend program move through their field work at a somewhat individual pace, based on the numbers of hours they devote to field each week, which is a minimum of 8 and no more than 14 per week. However, to meet the co-requisite for field work and practice class completion target dates for completion are developed for each practicum and students are encouraged to ensure that their field practica fall within these time frames.

Target dates for each practicum can be found on the Program Calendar, located in section titled “Planning your Field Hours/Process Recordings and Target completion” or the “Course Sequencing” section of this Handbook.

Can I apply training hours to field work hours?

The Field Instructor may require the student to participate in training opportunities intended to enhance skills. Only training hours relevant to the placement may be applied to field hours. However, no more than 20 hours of training per practicum may be applied to field work hours. Documentation of training is at the discretion of the Field Instructor, and, in no circumstances will be this documentation be credited toward required process recordings. Note that when training hours are applied to field work the student must complete process recordings reflecting on direct client contact at a greater rate in order to compensate for training hours.

The Field Placement: Unexpected Circumstances

What if a single placement does not meet field requirements?

The student, Field Instructor, Liaison, or Field Advisor may initiate discussion of a change in placement if the initial placement does not meet field requirements or does not provide the student with the range and depth of practice opportunities expected for an MSW student. For example, a change may be required because the placement does not provide sufficient clinical practice opportunities as the student begins clinical Social Work courses in the clinical year, or because there is no longer a qualified field instructor available. Any placement change must be approved by the Field Advisor in conjunction with the Assistant Director.

Changes in assignment within the current field placement agency:

Within agency placement changes are possible, usually in order to expand the breadth of the student's experience, but should be planned carefully, so that the student has sufficient depth in each area of practice. All such changes require prior approval of the Field Advisor in consultation with the Assistant Director. A Confirmation form must be completed to reflect change in Field Instructor and faxed to the New Brunswick Field Office and uploaded to the students drop box on eCollege.

Changes in field placement agency:

If a change within placement agency is not possible, a change in placement agency may be considered upon the approval of the Field Advisor in consultation with the Assistant Director. If approved the student will be provided with and asked to complete the **Request for Placement Change** form. Except in the case of an unexpected change in placement circumstances, the Liaison and Advisor must be consulted at least 3 months prior to the proposed change in placement, to review necessity and options for change. If a placement change is required, it should occur after the student has completed Foundation Field Practicum 1 and 2. Similarly, the student should remain in a single setting in Field Practicum 3 and 4, to ensure sufficient depth and range in the clinical practice experience.

Request for Placement Change form:

If a change in placement agency has been approved, the Field Advisor will provide the student with the Request for Placement Change form. The student must fully complete this form and return it to the Advisor. Using information from the Request for Placement Change form, the Field Advisor in collaboration with the Assistant Director will work along with the student to locate and confirm a new placement agency. The student may not seek out a new placement agency on their own.

All placement changes require prior approval of the Field Advisor, in consultation with the Assistant Director, and must be in approved placements, with a qualified Field Instructor, within an agency with an active Affiliation Agreement with the School of Social Work. Once a new placement agency has been approved a Confirmation form must be completed to reflect change in Field Instructor and faxed to the New Brunswick Field Office and uploaded to the students drop box on eCollege.

- *Permission to change placement agency will be granted only if the agency cannot provide a progressively challenging field assignment, or if a qualified Field Instructor is not available to the student.*
- *All changes in placement require the submission of a new Confirmation form, which lists the location and Field Instructor.*

What if I make a change in employment?

Changes in employment risk disruption of the placement and should be considered carefully. The student should inform their assigned Liaison and Advisor of any impending change in employment and discuss possible ramifications with respect to field and course work. If a change in employment is made a Confirmation form update must be completed and uploaded to eCollege and faxed to the number on the form.

What if I need to take a leave or leave of absence from the IW program?

In the event that you need to take a Leave or Leave of Absence from the program for personal, medical or other reasons you must inform your Liaison, Field Advisor, Assistant Director and Director (who is your Academic Advisor) as soon as you suspect this may be necessary. A "Leave" signifies absence for part of semester in which you maintain registration for some courses. A "Leave of Absence" means that you are not registered for courses in a given semester and must pay a fee to maintain your matriculation status. You are permitted up to two semesters of Leave of Absence.

Notification of Leave:

Once initial plans are established, you must complete the **Notification of Leave** form and submit it via email to the Director, Assistant Director, Field Advisor, and as appropriate (if field is involved) your Liaison and Field Instructor. The notification of Leave form can be found on eCollege in the doc share tab of the shell titled "SSW Intensive Weekend Program Students". Appropriate submission of this form will ensure that you and support personnel are clear about your leave plans and can assist you accordingly with your educational plans. If the plan changes, please contact the Director and other appropriate persons and submit an updated form.

What if I fall behind in my trajectory/ hours due to leave or other circumstances?

Personal issues, field placement agency issues, weather related issues and others may result in a student falling behind in their trajectory and the student may need or want to work extra hours to “catch up”. If a student needs or wants to work greater than 14 hours per week, they may propose a plan to do so by completing the **Proposal to Apply Greater than 14 Hours per Week to Field Work**.

Proposal to Apply Greater than 14 Hours per Week of Field Work: the format for this proposal can be found on eCollege in the shell titled “SSW Intensive Weekend Program Students”. The proposal must be completed in collaboration with the field instructor and emailed from the field instructor’s email to the Field Advisor, with copy to Liaison and Asst. Director, thereby indicating approval of plan by field instructor. The proposal must demonstrate that extra hours will be spent doing substantive social work activities which enhance the students growth.

Note that when extra hours are completed, process recordings must be completed at a rate commensurate with hours applied to field work. The Field Advisor will notify all copied of the approval of extra hours.

Field Documentation

Field documentation is an important element of the field education experience. Process recordings are an essential part of field documentation and are a distinct pedagogical tool that builds attention to detail in practice, develops conscious use of self and self-reflective practice. Process recordings are also used to facilitate field instruction supervision as the student acquires and develops new practice skills. In the field of Social Work, documentation represents a measure of professional accountability and meeting documentation requirements is thus integral to field education. Finally, continuous submission and review of documentation are also a primary means to evaluate student progress for both the Field Instructor and the program. *To obtain full advantage of processing their field work, students should plan to complete process recordings as soon after the event or intervention as possible, usually within 24-48 hours and no longer than a week following the event, if copious notes are taken. We recommend that students upload their recordings to eCollege immediately after completion of the recording and subsequently submit the recording to their Field Instructor, for comments, as directed.*

Due Dates

In the field of Social Work, documentation represents a measure of professional accountability and meeting documentation requirements is thus integral to field education. All field work documentation must be uploaded to the student’s eCollege drop box no later than the 5th working day of the month. It is recommended that students submit all process recordings as soon as they are completed. Field Liaisons review student submissions by the 10th working day of each month. A hard copy of all signed original documents must also be filed in the student’s Field Portfolio, a binder that the student is issued at the beginning of the program. Documents in the eCollege drop box and Field Portfolio should include:

- Copy of signed Confirmation form
- Timesheets, signed at least monthly by the Field Instructor
- Learning Contract, cosigned by student and Field Instructor
- Process and other recordings, with comments and signature by Field Instructor
- Evaluation, cosigned by student and Field Instructor
- Request for Placement Change form if appropriate
- Notification of Leave form if appropriate
- Proposal to work greater than 14 hours in field if appropriate
- Performance Improvement Plan if appropriate
- Updated Confirmation for any changes in placement, field instructor, employment title or employment
- The Field Portfolio must be available for review by the Liaison, during field visits.

Summary of Required Field Documentation

Confirmation form: The Confirmation form must be completed and signed prior to the start of field work. In addition to uploading this document to eCollege (uploaded version does not have to be signed), a signed copy must be faxed or mailed, or a scan emailed to the Intensive Weekend program’s Administrative Assistant (**732-932-6023**). An updated Confirmation form must be completed and faxed or mailed to the IW Administrative Assistant at the fax number above when there is any change in placement location, Field Instructor or employment status. The

updated Confirmation form must also be uploaded to the students drop box on eCollege.

A copy of the original signed document is placed in the Field Portfolio. Signatures are only required for new placements or new field instructors.

Learning Contract: Students, in conjunction with their Field Instructor, must complete a Learning Contract *for each practicum*. This document outlines tasks and activities that are expected to build skills leading to the development of competencies. Successive Learning Contracts must demonstrate progressively challenging work assignments. The start date and projected end date must be entered on this Contract. The Learning Contract is due in Canvas, within 30 days of the start of each practicum. *The original, signed by field instructor and student, is placed in the Field Portfolio.*

Process Recordings: The purpose of process recordings is to develop the student's professional use of self and to promote growth in the student's practice skills. Process recordings must demonstrate student introspection and analysis of their performance. All students are required to complete process recordings, which are reviewed and commented on by their Field Instructor and provide a basis for supervisory conferences. **One process recording for every 16 hours of field is required.** Process Recordings must reflect recent interventions and should be written shortly after the event or occurrence, as described above. **Process recordings will not be accepted if they are written or submitted to Canvas more than 30 days after the event.** Field Instructors are expected to comment on the recordings – although comments are not required prior to submission to Canvas. Process Recordings must be uploaded to the students in Canvas no later than the 5th business day of the month succeeding their completion. Commented and signed recordings should be placed in the student's Field Portfolio and should be available for review by the Field Liaison at site visits.

Lack of process recordings may result in non-approval of hours, or necessitate extended hours within a practica to complete required number of recordings.

Time sheets: Time sheets must be completed for each day a student participates in field work and submitted to Canvas monthly. Time sheets also include a column to indicate number on process recordings submitted during each month. The number of process recordings entered on the time sheet must match the number of actual process recording documents found in the students drop box.

A time sheet workbook is downloaded from doc sharing at the start of each practicum and is used for the entire practicum. A new time sheet workbook is down loaded for use at the start of each new practicum. Time sheets must be uploaded to the students in Canvas no later than the 5th business day of the month succeeding their completion. Time sheets must be signed monthly by Field Instructor as means of placement agency approval of time in field and placed in the student's Field Portfolio. *Lack of signed time sheets may result in non-approval of hours.*

Evaluation: An evaluation of the student's performance is required for each practicum. The evaluation should entail a process where the student and Field Instructor together review the student's strengths and weaknesses and identify areas for skill building in the next practicum. It is the student's responsibility to initiate the evaluation process and provide the Field Instructor with the evaluation instrument. The evaluation process should begin approximately one month prior to the completion of each practicum. The evaluation is due no later than the date on which the student reaches the required number of hours for the practicum. Once complete the evaluation is submitted to the school via Qualtrics. The original signed copy is placed in the student's Field Portfolio for review.

Policy on Timeliness of Submission of Documents

In the field of Social Work, documentation represents a measure of professional accountability and meeting documentation requirements is thus integral to field education. Moreover, timely completion and review of process recordings is an integral component of the field education pedagogy. In the event of tardy or incomplete submissions of time sheets and process recordings for 2 months in a row, or if chronic tardy or incomplete submissions occurs, there may be an "F" posted in eCollege for the month's documentation. Process Recordings must reflect and support the hours spent in field, and if not completed and/or submitted, approval of hours is in jeopardy. A written email notice will be sent to the student by the Liaison, with a copy to the Field Advisor, informing them that they have received an "F" for the month, and an "F" will appear in gradebook. A Performance Improvement Plan may be initiated at this time as well.

If documentation is not submitted on time for 3 months in a row, the Field Advisor will review the situation.

If warranted, hours accrued during these three months may not be approved and the student will be given written notice

by the Liaison. A Performance Improvement Plan will be initiated. If field documentation has not been uploaded to eCollege by the following month, written notification will be provided to the Assistant Director and Director of the Program. If further actions are unsuccessful, the student will be referred to the Associate Dean of Student Affairs and may face further action, including notification of academic jeopardy or dismissal from the program.

At the discretion of the Field Advisor in consultation with the Assistant Director, and depending on the delinquency of submissions, an “F” may be changed to a “P”, and hours may be reconsidered for approval once documentation has been submitted. Regardless, all process recordings must concern events or interventions that have occurred within the past 30 days.

Performance Improvement Plan

In the event that a student’s performance or professional behavior is unsatisfactory and is not meeting the expectations of the program and/or may lead to disruption of placement, a Performance Improvement Plan (PIP) must be initiated. This document is intended to identify specific performance or behavior issues, with the written participation of all parties, to develop a plan targeted at improvement of performance or behavior.

After consultation with and approval from the student’s Field Advisor, this form is to be completed by the Field Liaison, in conjunction with the Field Instructor and the student. While this plan must be developed mutually, this may take place in person or via phone and/or email. Upon completion the PIP must be submitted to the student’s Field Advisor and a copy filed in the student’s portfolio. The PIP must be actively monitored by the Field Liaison in collaboration with the Field Instructor and Field Advisor.

APPENDIX 1
SUMMARY OF FIELD REQUIREMENTS & DUE DATES

Form Name	Submission Due Date / Comments
Application for the Program/Admission	
<p>Preliminary Field Education Proposal: Submitted with supplementary materials at the time of application. A Field Placement Survey is required to be completed if placement is sought that is outside the student’s employing agency.</p>	<p>For the student admitted to the program, this document is the starting point for planning the field placement, unless the student has an approved placement at their place of employment. Student will work with their advisor to make any needed adjustments, or if a placement has not been identified, to secure a placement.</p>
For Each PLACEMENT	
<p>Affiliation Agreement: Needed for the placement to proceed. Agencies providing a placement for the first time need to complete this form. Agencies may complete the form for the agency, or for each department providing a placement.</p>	<p>3 originally signed documents are required. One will be returned to the agency signed by RU SSW legal representative. This is necessary for liability coverage for the student and is confirmed with the agency and the School; student not generally involved.</p>
<p>Confirmation of Placement: Signed by Field Instructor. Faxed to INTENSIVE WEEKEND PROGRAM (732)932-6023, emailed to Advisor/Coordinator AND submitted to the Drop Box of the first field practicum course on eCollege. This form is also used for <i>changes in Field Instructor, placement, contact info or employment</i></p>	<p>Due prior to the start of placement, <i>and whenever a change in the placement or employment occurs. Important: you are not officially in placement until this form is submitted;</i> it is required for purposes of liability coverage. <u>Required to receive a grade for the corresponding field practicum.</u></p>
<p>SIFI: Field Instructor is required to complete certification for Seminar in Field Instruction if they haven’t done so before.</p>	<p>Offered online. Field Instructors needing SIFI will be informed by the Field Advisor</p>
For Each PRACTICUM	
<p>Student Field Learning Contract</p> <ul style="list-style-type: none"> • Foundation Social Work Practice Field Practicum I & II (Advanced standing Field II only) • Clinical Social Work, Field Practicum III & IV 	<p>Due no later than 2-3 weeks after the start of a field placement</p> <ul style="list-style-type: none"> • 3 year students: 4 contracts • Advanced standing 3 contracts <p>A new contract with steadily evolving tasks building on the previous LC should be submitted with each Practicum</p>
<p>Time Sheets: One Timesheet Workbook per Practicum.</p>	<p>Submit monthly, 5th working date of the following month. Original must be signed by field instructor and kept in the Field Portfolio.</p>
<p>Process Recordings: PRs must be completed on a continual basis, as soon after the interaction as possible (usually 24-48 hours). They must be submitted to Canvas by the 5th working day of the succeeding month of the event or intervention documented. PRs submitted later than 30 days after the event processed will not be credited towards field requirements. Process recordings required for each Practicum: If 210 hours: 13 PRs; If 225 hours: 14 PRs; If 337.5 hours: 21 PRs</p>	<ul style="list-style-type: none"> • Students should complete one process recording for every 16 hours. • Process recordings should be submitted to the field instructor at a minimum of every two weeks for review and use in supervision. PRs with supervisory comments should be kept in the student’s field portfolio (only student’s original PRs need be uploaded on Canvas.). • Submit no later than the 5th working date of month succeeding their completion. • We recommend immediate upload of PRs to the Canvas to serve as a secure back-up for your documentation.
<p>Student Evaluations</p> <ul style="list-style-type: none"> • Foundation Social Work Practice Field Practicum I and II • Clinical Social Work Field Practicum III and IV <p>Advanced standing students: evaluations for Field II, III, IV. Once the evaluation is complete and all documentation and hours are completed, the student may begin the next practicum. To ensure continuity of their field placement, student must initiate planning to complete the evaluation prior to the end of the placement.</p>	<ul style="list-style-type: none"> • Schedule and begin preparation 4 weeks prior to placement or practicum ending. • Student and Field Instructor jointly complete the evaluation; each should review student progress, using the LC, PRs and Evaluation form prior to meeting to complete the evaluation. • All completed documentation, in addition to the evaluation are required for the grade • Student may not begin next practicum until a grade is achieved.

APPENDIX 2
SUMMARY OF FIELD PROTOCOL FOR UNEXPECTED CIRCUMSTANCES

Form Name	Initiation / Submission protocol and Due Date / Comments
Field placement agency is not able to provide appropriate field work and/or field instruction	
Request for Placement Change	After consultation with and approval from field liaison, advisor in consultation with Asst. Director, form is provided to student who must complete and return to Advisor with a copy for Liaison and Asst. Director. Must be completed 3 months prior to expected date of change. Advisor will work with student in consultation with Asst. Dir. to secure a new placement agency.
Need for leave or leave of absence from IW program	
Notification of Leave	After consultation with and confirmation from Director that a leave or leave of absence is warranted, complete form found in eCollege SSW Intensive Weekend Student shell doc share tab. Return to Director with copy to Asst. Director, Field Advisor, Liaison and Field Instructor. Must be completed as soon as need for Leave is determined and prior to start of Leave.
Need to increase hours to catch up with or fulfill target field trajectory	
Proposal to Work Greater than 14 hours per week	After consultation with liaison and field instructor complete proposal format found in eCollege SSW Intensive Weekend Student shell in doc share tab. Field Instructor must email completed proposal from their email to indicate approval , to Liaison, Advisor and Asst. Director. Advisor will inform student and Field Instructor of approval with copy to Liaison and Asst. Director.
Performance in field does not meet expectations and may lead to dismissal or disruption of placement	
Performance Improvement Plan (PIP)	Advisor in consultation with Liaison and Asst. Director requests Liaison to initiate a PIP. Liaison develops plan mutually with field instructor and student and submits to Advisor with a copy to Asst. Director. Advisor monitors implementation of PIP.

GENERAL INFORMATION ABOUT ONLINE MSW FIELD PRACTICUM

This section provides general information about the field component of the social work curriculum. As a student in the online MSW program, you will receive a complete and updated student field handbook during your first semester. Field education Staff and faculty will outreach to you early in your first semester to begin the process of locating and assigning your field placement. They will ask you to complete the Field Placement Planning Form (to be sent to you) which directs the Field Education staff to students’ experience and interests.

Rachel Schwartz, the Assistant Director of Online Education, oversees the coordination of field placement. She can be contacted by email at rschwartz@ssw.rutgers.edu.

Your field placement begins in the third term of your first year (for fall admits, this is summer; for spring admits, this is fall; for summer admits, this is spring). As a student in the 100% online MSW program, you will complete two separate field placements. The foundation placement (comprised of field practicums 1, 2 and 3) and the advanced placement (comprised of field practicums 4, 5, 6, and 7). Once field education begins, you will be spending 1 ½ to 2 days in your placement. Field Education has been called the “signature pedagogy” of social work education by the Council on Social Work Education (CSWE). This indicates that field instruction is the central learning tool in the study of the profession. The field experience is the venue through which new potential graduates are socialized to the profession. At Rutgers School of Social Work, the field and class experiences are closely tied and operate in tandem.

Rutgers online MSW program offers field placements throughout the country. The vast assortment of agencies provide opportunity for the student to explore many areas of interest including child welfare, corrections, housing, LGBT issues, community development, domestic violence, crisis intervention, mental health, aging, substance abuse, addictions, healthcare, homelessness and others. Field placements represent human services across the lifespan from child development to geriatrics. The field placements provide opportunities in direct clinical practice and non-profit and public management. Our field education faculty and liaisons bring years of experience to the training of our students to assure that each student has support and a quality experience. The field placement provides the entry into the world of endless possibilities in the profession of Social Work.

Field Education Curricular Requirements

Students in the online MSW program complete 1,125 hours of field work during the program, 450 in the first three semesters of placement (foundation field education practicum 1, 2 and 3) and 675 in the following four semesters of placement (advanced field education practicum 4, 5, 6 and 7.) The schedule is as follows:

Fall Start – Field Hours

	Hours per Week	# of Weeks	Term	Total Hours
Foundation	11.25	10	Summer (year 1)	112.5
	11.25	15	Fall (year 2)	168.75
	11.25	15	Spring (year 2)	168.75
	Total – Foundation			450
Advanced	13.5	10	Summer (year 2)	135
	13.5	15	Fall (year 3)	202.5
	13.5	15	Spring (year 3)	202.5
	13.5	10	Summer (year 3)	135
	Total – Advanced			675

Spring Start – Field Hours

	Hours per Week	# of Weeks	Term	Total Hours
Foundation	11.25	15	Fall (year 1)	168.75
	11.25	15	Spring (year 2)	168.75
	11.25	10	Summer (year 2)	112.5
	Total – Foundation			450
Advanced	13.5	15	Fall (year 2)	202.5
	13.5	15	Spring (year 3)	202.5
	13.5	10	Summer (year 3)	135
	13.5	10	Fall (year 3)	135
	Total – Advanced			675

Summer Start – Field Hours

	Hours per Week	# of Weeks	Term	Total Hours
Foundation	11.25	15	Spring (year 1)	168.75
	11.25	10	Summer (year 2)	112.5
	11.25	15	Fall (year 2)	168.75
	Total – Foundation			450
Advanced	13.5	15	Spring (year 2)	202.5
	13.5	10	Summer (year 3)	135
	13.5	15	Fall (year 3)	202.5
	13.5	10	Spring (year 3)	135
	Total – Advanced			675

Field hours must be completed in the above sequence. Only after successful completion of the professional foundation courses, foundation field hours and the statistics requirement, can students begin the advanced curriculum. Please note that our field education practicums have co-requisites with practice courses.

As stated above, practice classes and field practicum are co-requisite. Social Work Practice and Clinical Social Work classes, which are co-requisite with field, have a particularly close relationship with the student's field education experience. Thus, *students must be in field during the time they are in Social Work Practice 1 and 2, Clinical Social Work 1 and 2, and the Advanced Practice Distribution Requirement.* Field education in the program is planned to coincide with these practice classes, but students must be particularly attentive to the relationship between field and their associated Social Work practice courses. Moreover, in order to achieve credit for a Field Practicum, students must successfully complete the corresponding Social Work Practice courses, Clinical Social Work courses, and the advanced practice distribution requirement course. Similarly, in order to receive credit for the Social Work Practice courses, Clinical Social Work courses, and the advanced practice distribution requirement, the student must successfully complete the associated Field Practicum.

Basic Field Policies and Procedures

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

1. Students have two separate field placements, one each year.
2. Students are expected to complete the Field Placement Planning Form which directs the Field Education staff to students' experience and interests.
3. 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.
4. In order to be placed in an agency, students must be in good academic standing.
5. All disability accommodation plans that involve field education must be developed by the University Office of Disability Services and approved by the Director of Field Education. Such plans should be developed prior to the start of field education whenever possible. Please see disability policy section of this handbook for additional information.

Field Education Hours

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

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

Work-Study Field Placement Requirements

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

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

- In an effort to ensure the student's role as learner, the field assignment must qualitatively differ from the student's work as a regular employee with regard to assignments and designated supervisor (Field Instructor).
- The proposed Field Instructor must have an MSW and a minimum of 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 participate in the field supervisor orientation.

- The student should be given assignments that are appropriate to a student, not an employee. Fifty percent of the fieldwork practicum must be in practice. The other fifty percent can be spent in activities such as staff meetings, case/agency presentations, agency documentation, and supervision. The required time for field instruction supervision is at least one hour per week.
- The Work-Study agreement must be signed by the proposed Field Instructor, agency executive/administrator, and the student.
- The employment situation should be stable enough to bear the challenges of field education. That is, the student, Field Instructor, and Field Education staff/faculty should be reasonably certain that the position will not be disrupted in some way prior to the end of the field education period. Furthermore, the student's schedule needs to take into consideration time for course work, for field activities that are educationally focused, and for receiving field supervision. Likewise, the Field Instructor must have sufficient time in his/her schedule to properly carry out the responsibilities involved in providing an acceptable field experience for the student.
- The agency and Field Instructor must meet all of the criteria established for other field settings and supervisors, including a fully executed agency affiliation agreement.

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