FIELD EDUCATION PRACTICUM III

SOCIAL WORK

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

Syllabus/Course Overview

Catalog Course Description

Opportunities provided to become competent in providing advanced social work services and applying theory and concepts to practice in preparation for advanced professional practice. Prerequisites: Successful completion of the professional foundation courses and concentration specific. To be taken concurrently with 19:910:511 (Clinical Social Work Concentration) or 19:910:535 (Nonprofit and Public Management Concentration). Placement is determined by choice of concentration.

Field Education Practicum III

Practice social work in agency settings under qualified professional educational field instruction. 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.

Course Overview

The primary purpose of the Advanced Practicum is to educate students to apply advanced social work services. Students use professional social work field instruction to advance learning and apply knowledge and social work ethics and values to their practice with clients and communities that enhance social well-being.

Place of Course in Program

This three credit course is designed to provide the opportunity for the operationalization of advanced year social work skills. This is accomplished in individualized Field Education Placements and these are arranged by the regional Field Education Offices. The below courses are corequisite for Field III in either the Clinical Social Work Concentration or the Management and Policy Concentration.

Clinical Social Work Practice I
Focuses on advanced social work clinical and client advocacy skills and techniques at each stage of the helping process, and with difficult practice situations as these apply to individuals, client groups, couples, and family systems. Case examples are drawn particularly from the client populations. Prerequisites: Successful completion of professional foundation courses. Corequisite: Must be taken concurrently with Field Education Practicum III (19:910:600).This is the advanced practice course for students that have selected the Clinical Social Work concentration.

Management Practice and Theory
Core theories, elements, and functions of human services management are analyzed with a particular focus on the knowledge, skills, and abilities necessary to lead public and private human service agencies in the environment of today and the future successfully. Emphasis on internal management functions, such as budget and finance, human resource administration, applications of information technology, and governance relationships; and on external functions, such as legislative, media, and community relationships. Crosscutting topics enhance skills in leadership, mediation, and conflict resolution. Prerequisites: Successful completion of the professional foundation courses. Corequisites: Must be taken concurrently with Field Education Practicum III (19:910:600). This is the advanced practice course for students that have selected the Nonprofit and Public Management concentration.

Goals and Expectations

Students develop an 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 selves, and efficient in completing paperwork and other tasks in a timely way

Students are able to take a self-reflective stance and respond to constructive criticism or feedback in a positive way. They continue to foster the growth of the ability to identify their own strengths and needs for learning. They plan for supervision by preparing an agenda and recording contacts with clients and other agency experiences.

Students develop an understanding of their field 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.

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

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.

Course Objectives

Enhanced Competencies at the Specialization Level
CSWE Competencies for the area of Specialization: Clinical Social Work

Competency 1: Demonstrate Ethical and Professional Behavior
Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical- and value-guidelines for professional practice. Clinical social workers differentially utilize theories, research, and their clinical skills to enhance the well-being of individuals, families and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and they use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner.

Competency 2: Engage Diversity and Difference in Practice
Clinical social work practitioners are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity socioeconomic status, race/ethnicity etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work practitioners integrate anti-oppressive stances and attend to clients' experiences of oppression and marginalization while also working to avoid undue pressure or use of power over clients.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental

justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Clinical social workers rely on the scholarly literature to guide their practice, and they are aware of the most current evidence-informed practices. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to marginalized populations. Clinical social workers can use their knowledge and skills to critically evaluate extant research and their interventions with clients. Clinical social workers elicit feedback from clients and value their perspectives; they use this knowledge to improve treatments outcomes and modify case theory. Practitioners of clinical social work select interventions informed by extant research, previous experience, client feedback, and practice wisdom.

Competency 5: Engage in Policy Practice
Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies and laws, and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how their work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating for policy reform.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities *(Note that MAP focuses on highlighted groups while these focus on CSW)*
Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and that it directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on individuals and explain these to clients while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the *Diagnostic and Statistical Manual of Mental Disorders* to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process, reflect upon varied meanings of the assessment, and share these assessment outcomes with clients.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Clinical social workers value empirically derived evaluation of practice and assure that it is an ongoing component of advanced practice with diverse individuals, families, groups, organizations and communities. Clinical social workers recognize the critical need to use client feedback to evaluate clinical processes and outcomes with diverse populations. Clinical social workers understand theories of human behavior and the social environment, the systematic effects of oppression and marginalization on the well-being of clients, and critically apply this knowledge in evaluating outcomes. Clinical social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, use appropriate

methods for evaluating practice, and rely upon the scholarly literature to guide their evaluation processes. Clinical social workers also recognize that evaluating practice means examining barriers to effective treatment including but not limited to countertransference, systems- and community-knowledge, and client satisfaction.

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Enhanced Competencies at the Specialization Level
CSWE Competencies for the area of Specialization: Management and Policy

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Competency 1: Demonstrate Ethical and Professional Behavior
Social work practitioners engaged in management and policy are fully familiar with the NASW code of ethics and understand how that code applies to their specific professional endeavors and behaviors. They understand the role of an organizational and policy leader as an articulator of organizational and community values. They are fully aware of practices that may constitute a conflict of interest and how to avoid them and are proficient in managing their affective reactions and setting and maintain boundaries in their relationships with clients, supervisees, supervisors, volunteers and contractors. They treat organizational employees and property with respect and are able to model ethical behavioral and mentor others in adhering to ethical principles. Social work practitioners focused on management and policy understand the ethical implications of current and emerging technologies within the larger organizational and policy context. They recognize how their personal values may enhance or hinder their ability to work effectively within the context of an organization and implement policies and procedures of that organization.

Competency 2: Engage Diversity and Difference in Practice
Social work practitioners engaged in management and policy understand the importance of working to assure openness to and support of diversity and inclusiveness in all aspects of the organization or community they serve and in the policies they advocate and implement. Diversity referred to here includes, but is not limited to, race, ethnicity, gender, gender identity, age, religion, income or class status, culture, sexual orientation, and ideas and points of view. Practitioners of management and policy value the diversity that builds organizational and community strength and equal opportunity. They understand the structure of power and oppression and understand how organization and policy practices can help to ameliorate varying forms of inequality. They have insight into their own biases about certain groups and communities and can reflect on how these biases may affect their ability to carry out the organization's mission and goals.

Competency 3: Advance Human Rights and Social, Economic and Environmental Justice
Social work practitioners engaged in management and policy are committed to assuring that the work of the organization or community in which they practice, and the policies for which they advocate and implement, respect and advance the rights of all those served, all those employed therein, and all those impacted by that work. They are aware of major laws and court decisions

that affect such rights in their work. They are knowledgeable about social inequalities, human rights violations, and other forms of oppression in the communities they serve and their root causes.

Accordingly they are able to develop and implement policies and training to assure such rights are fully accepted and integrated into the organization and its culture. They have the skills to understand how policies oppress the rights of others and recognize how these polices may not advance social, economic, or environmental justice; and how such policies may be amended to protect and further human rights and social, economic and environmental justice. Social workers engaged in management and policy practice reflect on their reactions to these injustices and discuss them with their colleagues and others in a professional manner.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social work practitioners engaged in management and policy recognize the value of adapting evidence-informed programs and services for the organization and community in which they practice. They also understand the value of using scientific evidence to inform the policies that they advocate and implement. They seek to achieve the best possible outcomes for those they serve and recognize that the most effective manner to achieve this end is to employ those services and programs that have demonstrated positive results as documented by research and evaluation conducted consistent with sound scientific methods. Social workers practicing in management and policy positions use research conducted by their staff or appropriate and qualified third parties on the programs and services provided by their organization or community in order to contribute to the body of knowledge relative to evidence-informed interventions. They have the skills and knowledge to identify qualified staff and third parties to conduct evaluations on the programs and services provided by their organization. Social workers engaged in management policy practice can reflect on the processes used to collect and analyze data from evaluations where the results are not what they expected, and can present these findings in a non-judgmental manner to board members and other constituents.

Competency 5: Engage in Policy Practice
Social work practitioners engaged in management and policy fully understand the process through which social welfare policy is developed, the underlying values and ideologies that guide policy choices, and the impacts that social welfare policies may have on individuals, families, organizations, and communities. They recognize their roles and responsibilities in participating in policy development, implementation, and analysis. They engage in policy practice at the mezzo and macro level to promote equality, social justice, and human rights. They recognize how policies may enhance or limit disproportionality in life outcomes or status such as morbidity, mortality, poverty, incarceration and others. Social workers engaged in management and policy practice consistently reflect on the unintended consequences of policies and can develop strategies to address these consequences.

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

Social work practitioners engaged in management and policy practice often work in leadership roles in organizations that deliver social welfare, healthcare, education and human services or promote policy innovations in these areas. They understand the nature, process and value of community engagement in order to tailor the services provided to meet the needs and aspirations of the various communities served, to make those services culturally competent and accessible for community members; to promote participatory processes as appropriate; and, to foster a sense of partnership between the organizations and the communities served. They can identify the structure, composition and general membership characteristics of the client, geographic, political and professional communities in which they operate and engage with these communities. Social workers engaged in management policy practice reflect on the reasons why they could and could not engage effectively with individuals, families, groups, organizations and communities, and document the lessons learned, to ensure successful provisions of services in their future endeavors.

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

Social work practitioners engaged in management and policy practice have developed the capacity to organize, manage and support efforts relative to assessing the needs of diverse individuals, families, groups, organizations and communities. They have the skills to develop and implement organizational, program and policy evaluations; and to create program and strategic plans to meet the current and future needs of the populations served by the organizations, the organization itself and the communities that are impacted, given the rapid and ongoing growth and change in policy, finance, client demographics, use of technology and other factors,

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

Social worker practitioners engaged in management and policy practice design and manage the delivery of services and interventions targeted to individuals, families, groups, organizations and communities. This may involve recruiting and retaining an adequate workforce; securing and managing the necessary funds and resources to support the intervention; partnering and collaborating with outside organizations; applying appropriate applications of information technology to support clients, staff and management; assuring services are culturally competent; and exercising the initiative and leadership to build an organizational culture that recognizes and rewards professionalism along with policies and programs that further social justice.

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

Social worker practitioners engaged in management and policy practice must understand the value, importance and methods of evaluation of interventions with individuals, families, groups,

organizations and communities. They apply critical thinking to design, craft and employ various methods and interpret results to enhance the quality and efficacy of the organization's programs and services. They are also knowledgeable as to the existence of evidence informed services and advocate for the use of these when appropriate. Social workers engaged in management policy practice have the skills to evaluate practice with individuals, families, groups, organizations, and communities or identify qualified third parties to do such evaluation. They can reflect on the processes used to collect and analyze evaluation data, including unexpected results, and can present these findings in a non-judgmental manner to board members and other constituents.

V.   Readings

NASW Delegate Assembly (2014). Code of Ethics of the National Association of Social Workers. Retrieved from
http://socialworkers.org/pubs/code/code.asp

Rutgers School of Social Work, Master of Social Work Field Education Manual
http://socialwork.rutgers.edu/Current/Field.aspx

VI.   Course Requirements

METHODS OF INSTRUCTION
This course uses a combination of practical learning through field placement tasks and supervision by the field instructor (or task supervisor.)

FIELD INSTRUCTOR AND STUDENT ROLES
The Field Instructor plays an active part in the learning process. Students can expect that the field instructor will convey clear, specific information about the field agency, social work practice, and social work values and ethics.
The student plays an active part in the learning process. As with all social work courses, participating in the process of the field educational experience is vital. It is expected that students will attend all scheduled field days and come to the field placement prepared to interact within the agency as agreed upon in the Learning Contract.

Students are expected to:
1. Participate in the Office of Field Education's introductory liaison meetings. Workshops and meetings will vary depending on the program format. Please speak to your specific program director or advisor for specific information. Intensive Weekend Students will be expected to attend pre field workshops and a Writing for Social Workers Seminar.
2. Attend all scheduled field days, participate in weekly supervision, complete a learning contract. Process Recordings/ Journal Entries, weekly timesheets, and a field evaluation over the course of the semester. Please be aware that the number of process recordings will vary depending on the program format. Please speak to your specific program director or advisor for specific information (Online, Intensive Weekend, Blended)

3. Adhere to the University's Policy on Academic Integrity as well as the NASW Code of Ethics.

ASSIGNMENTS
Written process or journal recording assignments are due at the designated times outlined by the Office of Field Education.

Resources for Writing
Publication Manual of the American Psychological Association. Washington, DC. APA.

Szuchman, L.T. & Thomlinson, B. (2004). *Writing with style: APA style for social wor*k.
      Belmont, CA: Brooks/ Cole.

VII.   **Grading**

Grade Statement:
This course is graded as Pass/Fail.
Students are evaluated by their field instructors at the end of each semester/practicum.
Students who have been determined by their field instructor, field liaison and the Associate Director or Program Director (Traditional and Online MSW) in her or his field education office to have participated successfully in their field placements, completed written assignments and who demonstrated foundation social work practice competencies, may receive a Pass for the semester.

Students who have been determined by their field instructor, field liaison and the Associate or Program Director (Traditional and Online MSW) of her or his field education office to not have participated successfully in their field placements, completed written assignments and who have not demonstrated foundation social work practice competencies, may receive a Fail for the semester.

Students are expected to attend all scheduled field days. Absences may occur due to unforeseen circumstances. The student must notify their field instructor in advance or as soon as possible about any absences. Missed field hours will be excused by the Field Instructor only for compelling reasons (e.g., illness, emergency, or other, to be determined by the field instructor); *notification does not automatically indicate an excused absence*.

Students are responsible for making up missed field hours and obtaining the approval of the Field Instructor and Associate Director or Program Director of Field Education if deemed necessary.

Grades:
P=Pass
F=Fail

VIII. **Course Evaluation**
Rutgers University surveys students about their experiences in field. This survey is completed by students during the last semester/practicum of the Advanced field placement, and all answers are confidential and anonymous.

IX. **Assignments for Field Education Practicum III**

A. **Learning Contract**

All students in Field Education Practicum III complete a Learning Contract with their Field Instructor at the beginning of the first semester/practicum of their Foundation placements. The purpose of the Learning Contract is for the student and the Field Instructor to plan jointly for the assignments and learning to be accomplished during the year. The Learning Contract creates an understanding of expectations for both the student and the agency. It should be specific and measurable, including targeted dates for completion of tasks.

The Learning Contract is used as the basis for the end of semester/practicum evaluation. The Learning Contract provides a basis for accountability for both the agency and the student. It provides a guide to measure progress throughout the semester and year, and protects the student from having too much or too little to do in field placement. The Learning Contract incorporates the CSWE's core competencies of social work education. Through field activities, students operationalize the practice behaviors that demonstrate their level of competence.

The Learning Contract template is available on eCollege and accessible to all field education students. Students download the document and complete it in conjunction with their Field Instructor. The completed document is then electronically submitted by the student to the DROPBOX. The Learning Contract is read and given a PASS or FAIL grade by the Field Liaison. If the Learning Contract is deemed to be unsatisfactory, the student is to redo it until it is approved by the liaison.

B. **Process Recordings/Journal Entries**
The forms and examples of process recordings and journal entries are found on eCollege. **The recording formats detailed in the *examples* on eCollege are the only acceptable formats**. The process recordings/journal entries are all to be submitted via eCollege. This allows for efficient storage and tracking of all student work. Please note that the recordings submitted to eCollege are not required to include the Field Instructor's comments. Therefore, please do not wait for your field instructor's commentary to upload your recordings. In addition to submission to eCollege, recordings/journal entries are to be printed or sent electronically to the Field Instructor for comment and discussion during supervisory sessions**.** 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. **The recordings, with comments, will be reviewed by the Field Liaison at the agency visit.**

Purpose of Process Recordings/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/practicum student evaluation.
- The writing of process recordings are an acquired skill. It takes time for most students to produce a recording that fits both the student's needs and the Field Instructor's objectives for learning.

Process recordings and journal entries differ from agency recordings, such as case files, case notes or medical records, 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.

Recording Requirements

Process recordings are to be done on a regularly scheduled basis which is provided by the Office of field Education. There must be a consistent flow of submissions to prevent recordings being submitted all at once toward 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.

- Advanced year (second year field placement, Field Practicum III)

*Traditional MSW Process Recording/ Journal Entry Submission Schedule

Month	Week 1	Week 2	Week 3	Week 4
September			1 Recording Due	1 Recording Due
October	1 Recording Due	1 Recording Due	1 Recording Due	1 Recording Due
November	1 Recording Due	1 Recording Due	1 Recording Due	1 Recording Due
December	1 Recording Due	1 Recording Due		

*Online MSW Process Recording/Journal Submission Schedule

Semester	Process Recordings Due
Fall/Spring	9
Summer	6

100% online students should refer to the eCollege course calendar for specific monthly due dates for Field Practicum III.

*Intensive Weekend MSW 14 Process Recordings/Journal Entries due each Practicum.

Instructional Use of Recordings (Process Recordings and Journal Entries)

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 confirm that the student's weekly submissions are being made to eCollege. The liaison may choose to read the recordings to assist the student with an issue or question. Prior to visiting the student at her or his field placement, the liaison will review a sampling of the recordings in eCollege. 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.

C.   Timesheets

*Traditional MSW Field Practicum III students are expected to attend their Field Agency for 22.5 hours per week

*100% online students are expected to attend their Field Agency for 11.25 hours per week.

*Intensive Weekend MSW students are expected to attend field for 8-10 hours per week.

Time sheets are kept in an Excel workbook available to students on eCollege. 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 eCollege the same workbook with the various monthly hours added. This workbook will total the hours completed and be monitored by the Field Liaison. **Each month the timesheet is due no later than the 2nd business day of the next month for Traditional and Online MSW and the 5th business day of the month for the Intensive Weekend Program.**

D.   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.

E.   Field Liaison Meeting
Liaisons conduct agency site visits to meet with the student and the Field Instructor at least once a semester for the traditional MSW and 100% Online program and once every four months for the Intensive Weekend MSW Program. Additional visits are scheduled and made, if necessary, through the identification of need by any party (student, field instructor, field agency administrator, and field education staff).

An agency visit report is electronically submitted for each field visit detailing student progress in meeting the core competencies through demonstration of practice behaviors.
The goals of the field site visit are to:
- Review the student's assignments and tasks (via the learning contract).
- Provide support for the student.
- Provide support for the Field Instructor.
- Discuss any issues that have arisen.
- Monitor that the student is receiving a quality field experience.
- Ensure that the student is receiving appropriate supervision (1 hour per week).
- Review the portfolio to verify that the student is completing the work and that the Field Instructor is commenting on process recordings.
- Discuss the integration of class and field work.
- Promote discussion of the student's performance, potential, and interests.
- Troubleshoot problems and difficulties.
- Compile an Agency Visit Report for Field Education faculty.
It is the responsibility of the Field Liaison, in consultation with the Field Instructor, to recommend the student field grades (pass or fail), while the final decision rests with the Associate Director or Program Director and Executive Director of Field Education.

F. Field Evaluation
At the end of the semester/practicum the student receives a field evaluation. The evaluation is completed by the Field Instructor with input from the student and task supervisor, if applicable. There are specific evaluation forms located on eCollege for the Foundation Practicum as there are distinct core competencies addressed in this field placement. The evaluation is based on the core competencies, practice behaviors and assignments specified by the Learning Contract. A grade of PASS or FAIL is recommended by the Field Instructor. *The evaluation is submitted to the DROPBOX by the student in eCollege by the due date indicated by the Office of Field Education.*

X.   Academic Integrity
It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own.   Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment…" and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows:
"Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:
- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

XI. Disability Accommodation
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.