



RUTGERS
UNIVERSITY | NEWARK

**SENIOR FIELD
EDUCATION
MANUAL**

**Social Work Department
Rutgers University
Newark Campus**

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INTRODUCTION

This manual is designed to provide the reader with the basic information about the objectives, curriculum, policies, and procedures guiding the Department of Social Work's Field Education Program. This manual describes in detail the supervised fieldwork experience taken by all social work majors during their senior year. It is designed for use by students, faculty, field instructors, and agency executives. To view this manual online, please visit Canvas.

Agency based field education is a major component in the educational process of professional social workers. Students begin to apply and test the theories and information that constitute the knowledge base of social work education within their agency based educational experience. Within this context students acquire and refine the skills they need for professional social work practice. It is within the agency based field education experience that students begin to develop their personal style of work within the parameters of ethical/professional values and the "state of the art" generalist mode of beginning professional practice.

Social work field education placements are carefully selected to meet the individual needs of each student. The director of field instruction individually addresses particular needs and concerns not specifically covered by this manual.

We would appreciate your feedback regarding student preparation for field placement, as well as the field placement selection process, by contacting the director of field instruction, listed below. You are also invited to become a member of the Social Work Advisory Council, where you may provide input concerning the Field Education Program and the educational goals and curriculum of the Department of Social Work. If you are interested, please contact the Chairperson.

Thank you for your contribution to the field education program. We would especially like to thank the agency field instructors whose dedication and wisdom are major components in the training and development of competent, committed professionals.

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SOCIAL WORK MISSION, GOALS AND OBJECTIVES

Mission Statement

The Social Work program has as its mission the preparation of students who are able to carry out the mandates of the social work profession as generalist practitioners with a variety of client systems and with the most vulnerable members of society. The program seeks to develop a cadre of diverse, competent practitioners who adhere to social work ethics and values, understand diversity and the environment in which they and others dwell, and serve as advocates for social and economic justice. Students are encouraged to develop themselves as leaders, capable of effecting change and committed to pursue avenues leading to lifelong learning.

Primary goal:

Utilizing the liberal arts foundation and social work knowledge, value and skill base, educate and prepare students, for beginning level, generalist, social work practice, with diverse populations and with a variety of client systems including individuals, families, groups, communities and institutions.

LIST of FIELD WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior (C1)

- 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 (C1.1)
- Use reflection and self-regulations to manage personal values and maintain professionalism in practice situations (C1.2)
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication (C1.3)
- Use technology ethically and appropriately to facilitate practice outcomes (C1.4)
- Use supervision and consultation to guide professional judgment and behavior (C1.5)
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Competency 2: Engage Diversity and Difference in Practice (C2)

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels (C2.1)
- Present themselves as learners and engage clients and constituencies as experts of their own experiences (C2.2)
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (C2.3)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (C3)

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (C3.1)
- Engage in practices that advance social, economic, and environmental justice (C3.2)

Competency 4: Engage In Practice-informed Research and Research-informed Practice (C4)

- Use practice experience and theory to inform scientific inquiry and research (C4.1)
-
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (C4.2)
- Use and translate research evidence to inform and improve practice, policy, and service delivery (C4.3)

Competency 5: Engage in Policy Practices (C5)

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (C5.1)
- Assess how social welfare and economic policies impact the delivery of and access to social services (5.2)
- Apply critically analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (5.3)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (C6)

- Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies (C6.1)
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (C6.2)

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities (C7)

- Collect and organize data and apply critical thinking to interpret information from client and constituencies (C7.1)
- 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 (C7.2)
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (C7.3)
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (7.4)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (C8)

- Critically choose and Implement interventions to achieve practice goals and enhance capacities of clients and constituencies (C8.1)

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (C8.2)
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (C8.3)
- Negotiate, mediate, and advocate with and on behalf of clients and constituencies (C8.4)
- Facilitate effective transitions and endings that advance mutually agreed-on goals (C8.5)

Competency 9: Evaluate Practice with Individuals, Families, Groups Organizations, and Communities (C9)

- Select and use appropriate methods for evaluation of outcomes (C9.1)
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (C9.2)
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes (C9.3)
- Apply evaluation findings to improve practice effectiveness at the micro and macro levels (C9.4)

CURRICULUM SEQUENCE

Typical Distribution and Course Sequence

Total of 120 credits required for graduation. Courses are taken once; listed twice to show options. Where feasible a course can be used to meet a general education as well as major requirement.

FIRST YEAR

FALL

1. *Intro to Psychology 102 or Sociology 201
2. Biological Science/Lab
3. General College Requirement
4. General College Requirement
5. General College Requirement

SPRING

- *1. Intro to Psychology 102 or Soc. 201
2. Biological Science/Lab
3. General college Requirement
4. General College Requirement
5. General College Requirement

SECOND YEAR

FALL

1. Intro to Social Work OR
2. General College Requirement
3. Contemporary Social Welfare
4. General College Requirement
5. American National Government

SPRING

1. Intro to Social Work
2. General College Requirement
3. Social Welfare Policy 1930's
4. General College Requirement
5. General College Requirement

THIRD YEAR

FALL

1. Soc. Research I or Statistical Methods
for the Cognitive & Behavioral Sciences
2. Human Behavior & Social Environment
3. Social Welfare Policy Before 1930's
4. General College Requirement or Elective
5. General College Requirement or Elective

SPRING

1. Soc. Research II or Experimental Methods
for the Cognitive & Behavioral Sciences.
2. Human Diversity
3. SW Theory and Methods I
4. SW Professional Development
5. Contemporary Social Welfare Policies

FOURTH YEAR

FALL

1. SW Theory and Methods II
2. SW Senior. Field Practice I
3. SW Senior Seminar I
4. General College Requirement or Elective
5. General College Requirement or Elective

SPRING

1. SW Theory and Methods III
2. SW Senior. Field Practice II
3. SW Senior Seminar II
4. General College Requirement or Elective
5. General College Requirement or Elective

All SW majors must meet with a SW Department advisor regularly to discuss their schedule.

Social work majors must be advised by a faculty or staff person in the undergraduate Social Work Dept. A student's entrance point into the major, course availability, requirements, and availability, are some of the factors that will determine when courses are taken.

SW major requires at least 3 credits in a human biology. This may be satisfied through several course options.

****Field placements/ internships can usually be arranged to meet the needs of students, but evening and weekend placements cannot be guaranteed.**

English composition requirements must be completed in order to enroll in any writing intensive courses, social work senior field, and senior seminar. If English Comp course are in process, a student may be able to get special permission to enroll in the social work courses for the upcoming semester; seek the advice of the SW Chairperson. Social Work classes should be integrated into the student's class schedule as soon as possible.

Do not wait until all General Education requirements are met to begin the major courses.

FIELD PROGRAM ORGANIZATION and OVERVIEW

The goal of the Rutgers-Newark department of social work is to educate students who as practitioners will be able to intervene in an array of different social situations and with a variety of client systems. The three-course methods sequence adopts a generalist approach to social work practice, emphasizing problem solving with an ecosystems perspective as the primary intervention method to be used by the future practitioner.

The first methods course, SW Theory & Methods I (910:346), is accompanied by SW Professional Development course (910:333) in spring semester of junior year. Completion of SW Theory & Methods I with a grade of C or higher and SW Professional Development with a PA is mandatory pre-requisite for senior-year sequence courses.

During their senior year, students must register for the Senior Seminar I (910:413), Senior Field Practice in Social Work I (910:471), and SW Theory & Methods II (910:411, unless taken in the summer) in fall semester. In the last semester of senior year, students must register for and complete the Senior Seminar II (910:414), Senior Field Practice in Social Work I (910:472), and SW Theory & Methods II (910:412, unless taken in the summer). The field practice courses and the Senior Seminars are designed as companion courses, with the sequencing of their content determined by that of the methods courses.

The goal of the Methods sequence is to enable students to develop the knowledge, skills, and values essential to beginning level social work practice. The liberal arts foundation, conjoined with the specific values and knowledge base of social work taught in the introductory level course are used as the underlying base for the multi-level methods sequence. The social policy sequence is integrated in the methods sequence by reinforcing the conception of the generalist practitioner as an active participant in making organizations, services, and systems more responsive and effective in meeting client system needs.



FIELD PRACTICE EXPERIENCE

Sample Workload Distribution:

Learning Contract tasks and assignments: weekly, approximately 11 hours

Individual or group supervision with field instructor: one (1) hour per week

Recording, process recoding, agency documentation, help with agency record-keeping, etc.: approximately 2-4 or more hours per week. **As the opportunity arises, attending, planning and implementing agency events, meetings, in-service training, workshops, groups, out-reach, representing the agency to the public, etc.:**

Students are placed in social service agencies, where under careful supervision, they apply what they have learned and are learning in class to real life situations using the problem solving and ecological system approach. Students have a variety of opportunities to develop skills and to apply the knowledge that they have learned from their coursework, within a context of the values and ethical principles of the profession of social work. They do so with a variety of client systems, including individuals, small groups, families, organizations and communities.

Senior level field practice is designed to provide students with an opportunity to implement and apply the theory and skills they have studied in courses such as Social Work Methods I, II and III. The co-requisite Senior Seminars course provides students with a small group opportunity to process and analyze how theory applies to their field experience. Syllabi for the Senior Seminar as well as the Methods courses and other relevant materials are provided to agency based Field Instructors at the Field Instructors' Seminars each semester.

ALL FIELD DOCUMENTS MUST BE UPLOADED TO CANVAS.

REQUIREMENTS

Time and Attendance

During their senior field placement experience, students spend 16 hours a week during 2 consecutive semesters at their agency placements, for a total of 420 hours of supervised field education. Students must complete 210 hours by 12/12 in field placement.

Typically, a student spends 2 full work days a week at the agency, 7 hours per day (**lunch time does not count**). After considering individual needs, alternative arrangement can be negotiated among the Field Instructor, the Director of Field Instruction, and the student. All 3 persons must agree to variations of the 2 full days a week schedule. Variations from the norm will be approved only if it does not adversely affect the educational purpose of the field experience.

It is the student's responsibility to complete bi-weekly timesheets & list his /her activities, and to present the

timesheets to the Field Instructor for signature every 2 weeks. Student must upload all signed time sheets to CANVAS. In addition, during each semester, the student is asked to keep a cumulative timesheet for the agency supervisor. Students must keep originals for their own records.

The University is closed for a winter recess. Student is responsible for field performance for a portion of this period, and to negotiate this with the Field Instructor. Times spent in the agency over the winter recess **may** be used to offset time from the spring semester. This allocation must be clearly contracted with the Field Instructor in writing to assure appropriate client termination and other processes. Students must not terminate from the field placement earlier than the middle of April.

LEARNING CONTRACT

Purpose

The purpose of the Competency-Based Learning Contract is to offer both the student and the Field Instructor the opportunity to specify areas where professional and personal development need to take place. During the first 2-4 weeks of the field practicum, the **student must construct, conjointly with the agency Field Instructor, an individualized Learning Contract** detailing the student's learning tasks and activities for the semester, taking into account the student's level of ability as well as her / his professional interests. The Learning Contract establishes the student's assignments and tasks for the semester. The completed and signed Learning Contract must be uploaded to Canvas by **10/01 and 2/1**. Because the Learning Contract provides direction and clarity of purpose for all student activities at the agency, failure to submit the Learning Contract by the due date will have a negative impact on the field placement experience.

Selection of Learning Tasks and Assignments

The Learning Contract outline includes a list of the CSWE generalist social work competencies, along with the practice behaviors, which are specific knowledge or skill objectives that will help the student attain each competency. Each practice behavior is accompanied by a list of learning experiences, activities or tasks that can help the intern attain the objective. The next column specifies the observable indicators for how the student will demonstrate the fulfillment of each activity.

The components of the Learning Contract outline are used to monitor progress throughout the semester and to establish guidelines for student evaluation. The formal Learning Contract is developed from the perspective of agency programs and services, while incorporating the educational outcomes (competencies). A sample Learning Contracts are provided along with suggested tasks and learning activities. A copy of the Learning Contract form is available on the Sr. Field Practice under "Course Documents" in Canvas.

Learning Contract is the basis of the End-of-Semester Evaluation.

PROCESS RECORDINGS & OTHER ASSIGNMENTS

Process recording is a tool used by the student, the field instructor, and the faculty to examine the dynamics of a certain interaction. The *process recording* is an excellent teaching device for learning and refining interviewing and intervention skills. From October through April, students are required to submit at least 4 process recordings per semester for review by the Field Instructor. The process recordings are a verbatim (word-by-word) account of a face-to-face interview with an individual client, family, or group, or with agency staff. Process recordings are strictly confidential, and must not identify the clients

or the persons involved. Identity must be disguised to protect the confidentiality of clients and others through the use of pseudonyms.

After Field Instructor's review and comments, scanned Process Recordings must be uploaded to <https://canvas.rutgers.edu/> The **End-of-Semester Evaluation of student's work must be completed & signed by the Field Instructor and the students** by the last day of class of each semester. The signed and dated Evaluation must be uploaded to Canvas by due dates.

TIME MANAGEMENT & PROFESSIONAL RESPONSIBILITY

Students need to develop time management skills as part of their professional responsibility to their clients and to the agency. Throughout their field experience, students will observe the competing demands on their own time, and on the time of other professional within the agency. Student-intern must learn to prioritize their work so that they can meet their professional and academic commitments. A good way to begin to accomplish this is

to use a **planner (Outlook or appointment book)** to schedule your commitments such as client meetings, supervisory sessions, agency paperwork, and school assignments due dates.

EDUCATIONAL OUTCOMES

Agencies differ from one another in terms of structure, staffing, clients' presenting problems, mission and so forth. However, the academic experience provides a distinct sequence of course content in the senior year in both of the Social Work Practice Theories and Methods courses and in the Senior Seminar courses geared towards the development of the beginning generalist practitioner.

To bridge the differences in actual practice experiences offered to students by the various agencies, and the sequential aspects of the academic experience, the following guide highlights what each student should be especially focused upon at any specific time in the semester. Supervision of the student should focus on the following practice development issues during these time periods in addition to any other supervisory needs evidenced by the students as they carry out typical agency functions:

Weeks during the Fall Semester	Areas for student practice and demonstration of competence
1	Understanding agency, the student role in it, interviewing skills, and record keeping
2-4	Application of problem solving method and systems theory (micro & mezzo levels)
5-6	Planning
7-10	Intervention techniques
11-12	Functions of agency structure and service delivery systems in facilitating or hindering service delivery to clients
13-14	Advocacy, brokering, resource identification
15	Termination

Weeks during the Spring Semester	Areas for student practice and demonstration of competence
1-3	Application of the problem solving method and systems theory at macro and mezzo levels
4-6	Application of specific intervention techniques at the macro level
7-8	Use of research in advancing knowledge, skills, and competencies
9-13	Application of computer technology to social work practice
14-15	Evaluating practice, including self-evaluation

It is recognized that agency experiences differ. However, assignments focusing on the particular areas noted in the above charts, over those respective times, will be especially supportive of student growth and development. Students are expected to demonstrate beginning level competence in each of the areas noted in the above charts. Supervisors should, in addition, use their professional judgment as to other areas in which the student might need help. All of this must of course be grounded in the values and ethical principles of the profession.

DEPARTMENT OF SOCIAL WORK RESPONSIBILITIES REGARDING FIELD EDUCATION

The department's primary responsibility is to ensure that each student is provided with an appropriate, meaningful, stimulating field practice experience. Toward this end, the responsibilities of the department include:

- Assessing and reassessing student readiness and appropriateness for field placement.
- Assessing and reassessing field placement agencies and field instructors.
- Providing guidelines for field instruction content and evaluation processes.
- Linking students with appropriate agencies and field supervisors.
- Providing agency based field instructors with curriculum materials in order to enhance the integration of class and field learning.
- Providing the agency field instructor with information concerning department and University policies and procedures that affect field education.
- Consulting with field instructors regarding student performance.
- Reviewing and taking appropriate action in problem situations related to field education.
- Providing seminars and other education/training and supportive experiences for agency based field instructors.
- Providing timely comments and feedback to students and field instructors regarding performance in the field education component.
- Assigning grades to students, taking into consideration the field instructor's evaluation and recommendation.
- Obtaining liability coverage through the University for students while they perform duties assigned as part of the field education experience.

GUIDELINES FOR THE SELECTION OF FIELD EDUCATION AGENCIES

The agency should demonstrate its interest in undergraduate social worker education and that it values such education by allotting time, professional staff, and resources, including appropriate physical space and use of telephones, to facilitate the training of social work students. In addition:

- The agency must enter an affiliation agreement with the Rutgers University Department of Social Work. The agreement will specify the learning experiences that will be provided for the student, and the student responsibility to the agency.
- The agency, or the social work department within the agency, will have the appropriate legal and social sanctions to provide social work services to individuals, families, and/or community groups.
- The agency must not discriminate on the basis of race, religion, ethnicity, gender, sexual orientation. This anti-discriminatory policy should apply to staff and clients as well as students.
- The agency staff should have the appropriate qualifications and credentials in relation to their specific profession and responsibilities.
- The agency should provide practice experiences which are appropriate for undergraduate social work students, as detailed above.
- The agency should provide time for field instructors to supervise students and attend field education meetings and seminar.

GUIDELINES FOR THE SELECTION OF AGENCY BASED FIELD INSTRUCTORS

The selection of professional social workers to function as on-site teachers (herein referred to as agency based field supervisors, or field instructors) is the responsibility of the Department of Social Work, College of Arts and Sciences, Rutgers University, Campuses at Newark and Western Monmouth.

The criteria used for the selection of Field Instructors include:

- A Masters degree in Social Work from a program accredited by the Council on Social Work Education with at least 2 years post master's professional experience. An agency social worker with a BSW, with at least 2 years of professional experience, may act as field instructor with the approval of the Department.
- Interest in teaching and the supervisory role
- Understanding of the knowledge, skills, and values required for beginning professional practice.
- Familiarity with the agency's program and services.
- Willingness to devote time for regular hourly supervisory conferences on a weekly basis with the

- student on a one-to-one basis, or on a small group basis if there is more than one intern.
- Agency approval for undertaking the field instructor responsibility.
- Attendance at training and professional development seminars sponsored by the Social Work Department related to field education.

BASIC RESPONSIBILITIES OF FIELD INSTRUCTORS

- Orient the student to the programs and services of the agency. Provide the student with the opportunity to read agency policies and procedures. Give the student information regarding the organizational structure of the agency. Inform student of agency's safety policies and procedures.
- Construct with the student an individualized learning plan, with goals and objectives that set forth the learning expectations for the student at the field placement. Select appropriate assignments and educational opportunities to implement the department goals as they are implemented in the learning plan.
- Develop learning activities and experiences at the agency that are appropriate to and allow the student to fulfill the assignments of the Social Work Senior Seminar, including early and on-going contact with clients/client systems, opportunity to become oriented to the agency and its services, as well as its organizational structure and funding.
- Reserve time each week, for a minimum of 1 hour, for a supervisory session with the student, either one-to-one basis, and/or on a small group basis, during which the student's professional development is discussed. Supervisory sessions include a review of the student's experiences, as well as a review of journals, assessments, and agency paperwork. Feedback on process recordings is discussed, as well as progress toward completion of assignments outlined in the learning plan.
- Be available for consultation with the student as needed.
- Maintain notes regarding student experiences and progress. This information can be used as a basis for discussion during the director of field instruction's visit to the agency. It can also be used to make plans for the amelioration of any problem situations that may arise.
- Prepare End-of-Semester Student Evaluation with the student as a partner in the evaluation process. Ensure that the completed and signed evaluation form will be submitted to Rutgers BSW program no later than last day of class each semester.
- Attend the Orientation Workshop for Field Instructors in September. In addition, there are seminars in field instruction during the academic year, on topics concerning the different phases of the field instruction process. Attendance at these seminars is required for all new field instructors, and for those who have not attended the seminars given previously on a particular topic.
- Communicate with Director of Field Education regarding any problem situations that are not resolved at the agency level.

FIELD EDUCATION POLICIES AND PROCEDURES

Field Placement Process

During the spring semester of their junior year, while enrolled in the SW Professional Development and Theory & Methods I courses, students begin the placement process. Here is an overview of field placement requirements and the practicum experience:

1. Students are advised to consider whether their personal and academic lives can be arranged to accommodate the required 16 hours per week in the field agency, during the coming academic year. **Students who foresee difficulties allocating 2 full days per week for the internship are advised to wait another year** until they have greater flexibility to accommodate the requisite 16 hours per week in the field agency.
2. Students must **complete, sign and date the Senior Field Placement Application**, answering questions 1-7 concerning their background, interests, and individual learning styles. Along with the application, students must submit their **resume** and only then schedule the appointment and **meet in person with the Director of Field Education / Assistant Director of Field for the pre-placement interview before May 1**.
3. During the in-person pre-placement interview at Rutgers in April, various placement options will be considered, in accordance with the student's learning needs and interests. A student will be given a description of the kind of work they will do as a student-intern at that agency. Student can suggest an agency of their choice for approval by Dir. of Field Ed; otherwise, s/he will be provided with three (3) prospective agencies contact information.
4. Students **are responsible for contacting the potential Field Instructor at the agency within 1 week** of the meeting with Rutgers Director / Assistant Director of Field Education to schedule an interview for the upcoming year internship.
5. If the interview was successful, student must get the **Confirmation Form** signed by the prospective Agency Field Instructor and deliver it to Rutgers either in person or via e-mail by July 1.
6. If a student was refused acceptance by three (3) agencies based on their interview performance, student can find their own placement by July 1 that satisfies Rutgers Dept. of Social Work requirements; otherwise, student has to drop senior year internship and seminar sequence. Student is allowed to return next academic year to repeat the process.
7. Student must notify Rutgers Director / Assistant Director of Field Education of the interview outcome and complete agency's required on-boarding process (background check, medical check-up, etc.).

Field Agency Fair

During the month of March of the spring semester, the Department of Social Work conducts a Field Agency Fair, for the purpose of providing information about the array of field agencies that provide field instruction to Rutgers undergraduate social work interns. All senior interns are expected to prepare a display table that portrays their field agency's services and programs. As part of the field placement selection process, all students who are enrolled in SW Professional Development course are required to attend the Fair.

Change of Placement

A request for a change in placement may be initiated by the agency field instructor, the student, or the Director of Field Education. Change of placement can be disruptive to the learning process, and it is therefore strongly discouraged. Nevertheless, there are times when a change of placement is necessary. The student's assigned field placement can be changed when the Director of Field Education has determined that an appropriate

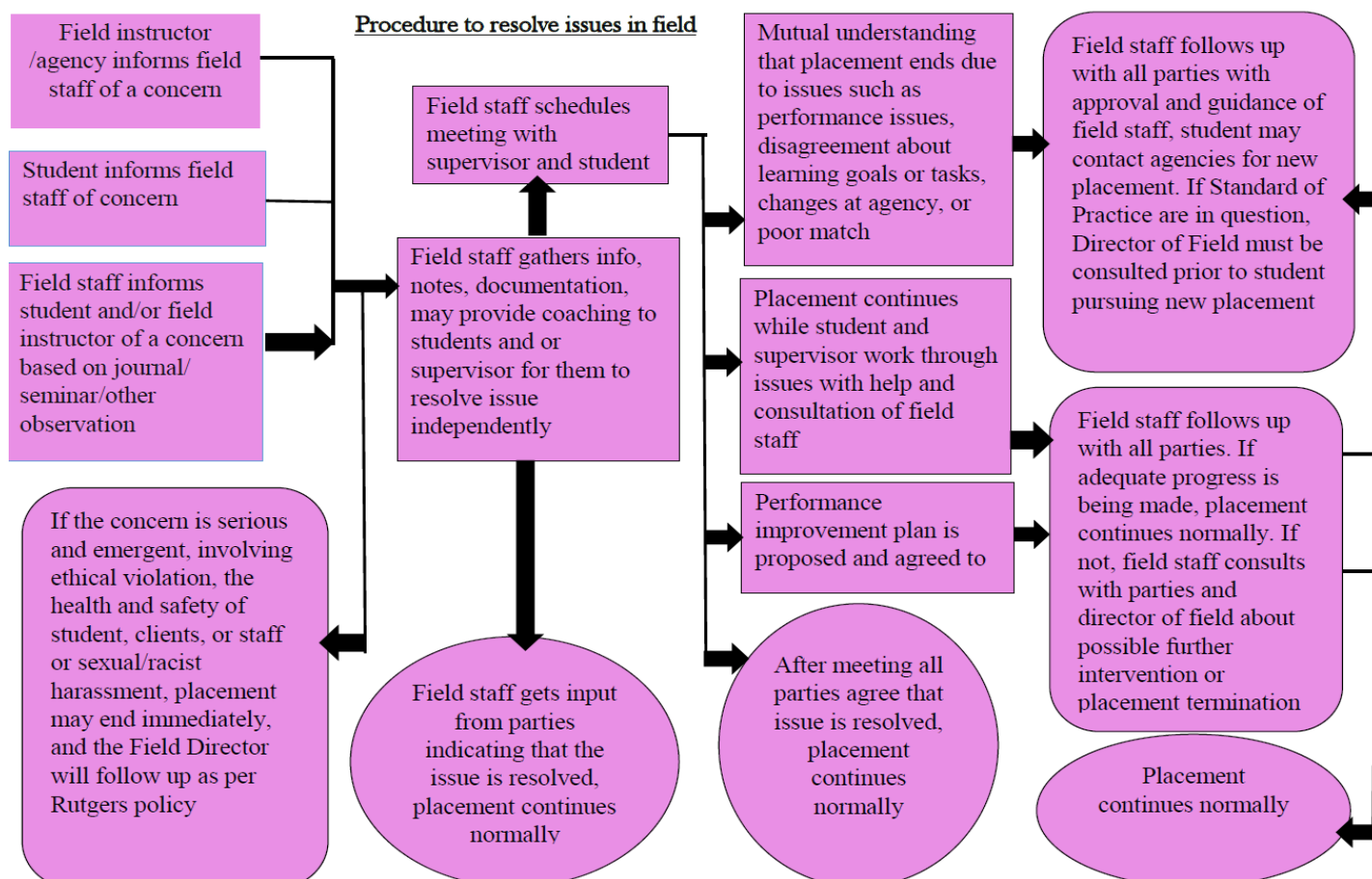
learning environment is not being provided at the agency. Reasons may include the disruption of agency programs or services due to personnel problems, the departure of the field, or budgetary problems at the agency.

Students may request a change of placement based on their desire for a different agency setting, no later than the middle of the first semester, providing that the student began their field work by the first week of October. In such cases, the student will lose the hours accumulated at the original agency and will start the new set of hours at the new agency which could delay the student's graduation date. When a request for a change of placement is initiated by the student, the Director of Field Education / Assistant Director meets with the agency Field Instructor and the student to make an assessment. Upon agreement between the Director of Field Education and the agency Field Instructor, the student's field placement can be changed.

Student Grievances

Students who have a complaint about a grade for either the Senior Seminar or Field Practice must direct the complaint to the Director of Field Education. Students with unresolved disputes at this level are referred to the protocol as set forth in the Department of Social Work Student Handbook.

If a student is experiencing other problems related to fieldwork, the student needs to follow the chain of command and the process outlined below:



If problems are not resolved after a meeting with the field instructor and the Director of Field Education, then the student should follow the procedure set forth in the Department of Social Work Student Handbook.

Termination from Field Agency

Formal admission to the BSW program and acceptance by the agency do not guarantee completion of the social work degree. Students can be asked to discontinue their field placement at an agency for a number of reasons. Where appropriate, every effort will be made to find an alternative placement for the student. However, when the student is asked to leave the agency as a result of actions that violate basic social work professional standards and values or that violate the NASW Code of Ethics, the Department reserves the right to terminate the student's progress in the Field Practice sequence. Reasons for termination include, but not limited to:

1. A breach of NASW Code of Ethics.
2. A breach of a field agency's policies.
3. A hostile or resistant attitude toward learning or supervision.
4. Inappropriate or disruptive behavior toward colleagues, fellow interns, faculty, and staff at the field placement, college or other setting. Impaired performance secondary to alcohol and/or substance abuse, or being tested positive for substance.
5. Persistent inadequate performance of assigned field/internship activities.
6. Behavior that is emotionally or physically damaging to clients which includes but is not limited to canceling appointments and following through on agreed tasks.
7. Chronic absenteeism or tardiness.
8. Lack of ability to accept and / or utilize corrective feedback effectively.
9. Conviction of a crime or arrest during one's course of study.
10. Repeated failure to demonstrate an ability to work effectively with client systems.

In the event that a student is terminated from field placement, the student may be given a plan and timeframe for remediation, depending on the severity of the problem. If termination from the program is considered, the student will be referred to the Chairperson of the Department of Social Work in accordance with the procedures in the Department of Social Work Student Handbook.

Field Education Safety Policy

Safety Issues Related to Working with Clients

Social work profession is not risk free and that by extension, practical training (field practicum) for the profession is not risk free either. Participation in field practicum is voluntarily with the understanding that successful completion of Field Practicum is a requirement to obtain a Bachelor of Social Work (BSW) degree. Not all risks can be prevented and could result in bodily injury, up to and including death; Rutgers University and staff are not liable for these those risks. Students are responsible to understand and follow the Agency's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any tests or immunizations which the Agency and University may recommend and/or require. Rutgers University does not provide health and accident insurance for practicum participants; students are financially responsible for any medical bills incurred as a result of emergency or other medical treatments and required to have a health insurance.

Students must consult with agency Field Instructors regarding the handling of specific situations that have the potential for threatening personal safety. For example, students and Field Instructors need to discuss and plan for situations in which a student may have contact with clients who are intoxicated, high on drugs or in withdrawal, have neurological problems, or for other reasons have difficulty dealing with overwhelming emotions or with impulse control. In such situations there may need to be a plan for assistance with clients. The Field Instructor and student should discuss any such issues related to safety measures in the agency or field setting.

The Department of Social Work prohibits students from making visits to clients' homes except with the accompaniment of agency staff. Students are not allowed to transport clients in their own cars. Going with another worker is the only acceptable plan. Even when accompanied by staff, it is important to know something about the client prior to the home visits to plan for emergencies. When a student is traveling by car with a staff member for a home visit, lock car doors and close windows, leave personal items and valuables out of sight.

When meeting with clients within the office setting, students need to ensure personal safety by making client appointments when agency staff are present. If students are going to another agency or to another department at the agency, or if students are visiting residential client(s) in their room within the facility, they are expected to always let the staff know where they are going and when they will return. The nature of the agency setting, as well as the individual client, must be considered when planning for personal safety.

Critical Incidents Reporting

The Rutgers Social Work Department is committed to ensuring the safety of our students at all times while they are fulfilling the field placement requirements. To most effectively protect the safety needs of students in field placements, the following steps should be observed when your safety has been compromised.

1. Immediately notify agency supervisor of the incident, indicating what happened, who was involved, and the type of injury sustained (if any). authority. A copy of this report should be sent to the Director of Field Education within 2 days of the incident.
2. If medical attention or police involvement is needed, student should coordinate with the agency supervisor (or designee) to contact the appropriate parties to obtain the needed services. The student will immediately contact the Director of Field Education.
3. The student will complete any agency required incident reports and submit them to the appropriate
4. If the agency does not have an incident report, the student will draft a memo briefly detailing the particulars of the incident, including what happened, where, when, who was involved; and the outcomes. This report will be submitted to the Director of Field Education and the agency Field Instructor within 2 days of the incident.

Sexual Harassment Policy (Title IX)

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

All provisions of the University's sexual harassment policy apply to agency field placements. Students enjoy the protections provided by the University's policy within their field placements. Prohibited Sexual Misconduct at Rutgers University includes sexual harassment, gender-based harassment, sexual intimidation, sexual exploitation, sexual assault and non-consensual sexual contact, relationship violence, stalking, and retaliation.

Students are required to conduct themselves within the guidelines of the National Association of Social Workers Code of Ethics. Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. The full sexual harassment policy is explained in the Rutgers Department of Social Work Student Handbook.

Procedure for Approval of Place of Employment as Practicum Setting

A student who is employed in a social service or social work agency may make a request to the Department of Social Work that s/he is granted the privilege of using their place of employment as their practicum site. Such a request is considered on a case-by-case basis by the Director of Field Education, who will coordinate the approval process. The “Proposal for Practicum at Place of Employment” form can be found in Blackboard and Canvas. The form is to be completed, listing the hours that student is employed and hours that are assigned specifically for the practicum / internship, with a description of proposed practicum activities as well as a description of the student’s employment activities.

Student can begin the process by discussing potential internship with his / her supervisor and the agency’s administration. Practicum assignments need to be performed in a program or unit that is separate from the program or unit in which the student works as a paid employee. This requirement is based on the Council on Social Work Education’s (CSWE) policy that students are to be placed in agencies that are different from their place of prior or current employment. The goal is for students to increase their social work practice experience during the time that they are fulfilling the requirements for a degree in social work. The student’s Work Supervisor, and the prospective Field Instructor at the agency must sign the “Proposal for Practicum at Place of Employment” form, to ensure that all parties are aware of the requirements and supportive of the plan.

The Director of Field Education will confirm with the students’ Work Supervisor and the future Field Instructor that the Rutgers field requirements will be met by the student and by the proposed agency Field Instructor. The agency needs to provide learning activities that are different from the regular duties that the employee must perform for their paid position. The agency and proposed field instructor are advised that the new tasks must meet the goals and objectives of the Department of Social Work, and must be set forth in a Learning Plan that is developed by the Field Instructor.

It occasionally happens that a student who is not an employee of an agency is offered a paid position at their fieldwork agency. This may happen early in the practicum, at mid-year or later. At such times, the student and the Field Instructor are informed that the student’s activities need to be educational, with a focus on their Learning Plan activities. The Proposal for Practicum at Workplace must be filled out at that time and submitted to Rutgers. Employee related activities cannot be the only basis for the students’ work at the agency. This requirement is in accordance with the above-cited Council on Social Work Education policy.

Health Insurance Policy

Payment for medical, hospital and emergency treatment, in the case of illness or injury must be borne by the student. Students are required to maintain health insurance coverage. Health insurance is available for purchase through the Rutgers University. Further information and an application may be obtained at the Student Health Center.

Professional Liability Insurance for Social Work Field Practice Students

Students enrolled in the Social Work Field Practice I and II courses will be covered by malpractice insurance through Rutgers University if the agency fully executes the Affiliation Agreement with Rutgers University.

Conflict of Interests

No student will be placed in an agency wherein she / he or an immediate family member or a loved one was, or is, a client or Field Instructor. The Department of Social Work does not ascertain client information from

agencies or students, thus it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. Students who are found attempting to secure or who secured a placement in an agency where they or a member of their family, are or were a client or a Field Instructor will be administratively dropped from the Social Work program.

STUDENT PERFORMANCE & EVALUATION OF FIELD PRACTICE

The Social Work Department grades each student based on combination of the agency Field Instructor's field practice evaluation, participation and contributions in the Senior Seminar, and the quality of written assignments completed by the student. A formal written End-of-Semester evaluation form is due from the agency Field Instructor at the end of each semester. The written evaluation has several purposes:

1. to provide the department with an evaluation of the student's level of performance and professional integration, which can serve as a base for grading, and for the writing of scholarship reports and job references;
2. to provide data which will enable the Director of Field Education and the Field Instructor to work cooperatively toward enhancing the student's learning opportunities in class and field;
3. to focus and summarize the Field Instructor's formulation of the student's progress and problems, as a guide in directing particular choices of future teaching content, emphasis, and method;
4. to focus and summarize student performance, ways of learning, problem areas, and immediate and future goals between student and agency field instructor;
5. to enhance mutuality in the on-going teaching-learning experience to help the student view self and performance with increasing objectivity, self-awareness, and responsibility.

Field education objectives serve as guidelines for student evaluation. The evaluation for the fall semester is completed within the context of the student as a beginning practitioner, with some theoretical knowledge of basic social work principles and skills. Evaluation of the student in the spring semester includes the increased scope of the student experience within the agency, as one more developed in interactional skills with staff and client groups, and capable of assuming more responsibility within the framework of appropriate assigned roles. The student is a partner in the evaluation process, and a signatory on the evaluation form. Students who disagree with any part of the evaluation should submit a letter discussing these points to the Director of Field Education one week before the end of semester.

It is the student's responsibility to ensure that all fieldwork assignments including the End-of-Semester form are uploaded to Canvas. Students will not receive a passing grade for Senior Field Practice until the completed evaluation form is received. This means that if incomplete / temporary grade is not changed to passing grading by January 3, the registrar system may automatically drop student's registration for Sr. Field II and Sr. Seminar II and prevent them for repeat registration, affecting student's financial aid.

APPENDIX

1. BI-WEEKLY TIMESHEET/FIELD PLACEMENT ACTIVITY FORM	19
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Department of Social Work
 Bi-weekly Timesheet / Field Placement Activity Form
Upload the signed timesheet to Canvas and keep a hard copy.

Student's Name (please print) _____

Agency: _____

Agenda for supervision (cases, situations, questions, dilemmas, ideas):

1. _____
2. _____
3. _____

Hours worked at your field placement during this 2-week period:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
DATES:							
Start Time – End Time							
DATES:							
Start Time – End Time							
Total number of hours for this 2-week period:							
Cumulative (total) hours worked this semester:							

Reason for any absences during this two-week period:

I certify that this student has worked the total number of hours indicated above at my agency.

Field Agency Supervisor Signature _____ **Date:** _____

Student to list and describe Primary Activities at the field placement during this 2 week period:

PROCESS RECORDING MADE EASY

Identifying Information: (Include your name, the date of the meeting, place and purpose)

Presenting problem (It will also be helpful to identify how many interviews you have previously held with client.)

CONTENT/DIALOGUE	GUT-LEVEL FEELINGS	ASSESSMENT / ANALYSIS OF THE SESSION / CLIENT	FIELD INSTRUCTOR'S COMMENTS
<p>This is a verbatim recording ("S/he said, I said," etc.)</p> <p>Record word-for-word what happened during the interview.</p> <p>Include both verbal and non-verbal communications. Example:</p> <ul style="list-style-type: none"> • She shrug her shoulders • He looked away • She's tapping her foot • He's fidgeting • He's starring at her <p>Be sure to include interruptions and other occurrences that were not planned. Example:</p> <ul style="list-style-type: none"> • phone rang • door opened 	<p>Refer to your own feelings here, not those of the client's, as the verbal exchange was taking place.</p> <p>Look at your feelings and write things such as:</p> <ul style="list-style-type: none"> • I'm sad / worried • I'm bored / uneasy • I'm lost • I don't like this • I want to get out • I don't want this meeting to be over • I feel a strong connection to this client, like he's my father • I like this client <p>Be as open and honest as you can.</p>	<p>A paragraph or two in which you summarize your thinking about the interview you have just recorded:</p> <ul style="list-style-type: none"> • What social work skills and techniques did you use here? • Identify the stage of work with client (engagement, assessment, planning, intervention, evaluation) • What psychosocial theories (crisis, systems, psychodynamic, developmental and other theories from HBSE course) are applicable to / can explain client' situation or behavior? • What is your client's stage of development (according to Erickson's / Koelberg's / Piaget's theories) or stage of change (pre-contemplation, contemplation, preparation, action, maintenance or relapse)? • What do you think client is really feeling? • Do you think client's words are matching his / her feelings? • Why do you think client said what he said? • Have you achieved the purpose of the meeting? • What can be / should be done next? 	<p>The Field Instructor makes remarks opposite the interaction or gut-level feelings that have been recorded.</p> <p>These include his/her observations and thoughts regarding what has occurred during the interview.</p>

PROCESS RECORDING

Intern's Name: _____ Client's Initials: _____

Interview Date: _____ Session #: _____

PURPOSE OF THE SESSION:

CONTENT/ DIALOGUE	Student's own feelings / emotions	ASSESSMENT / ANALYSIS OF THE SESSION / CLIENT	FIELD INSTRUCTOR'S COMMENTS

RUTGERS UNIVERSITY BSW SENIOR FIELD LEARNING CONTRACT

Student's Name _____ Field Instructor's Name _____
 Semester: Fall Spring Year __20__ Field Instructor's E-mail _____
 Agency's Name _____
 Supervision Day & Time (Rutgers Field Program requires one hour of supervision per week) _____

Instructions: Competencies along with the expected learning outcomes (practice behaviors) are outlined in the columns on the left. **Students** (in consultation with their field instructors) **are to describe learning activities that will help them reach these practice behaviors.** In the "Criteria for Completion" column, students are also to describe how their learning and performance will be evaluated. Please note that **in fall semester, only competencies 1,2,3 and 6,7,8,10 are to be completed;** in **spring semester, all 10 competencies of SW knowledge and skills are to be completed.**
 This and other forms may be downloaded from Canvas, Sr. Field 910:471.

COMPETENCIES	EXPECTED LEARNING OUTCOMES OR PRACTICE BEHAVIORS	LEARNING ACTIVITIES List 2-3 specific Activities & Tasks which will help the intern develop the knowledge, values, and skills. List Criteria for Completion (process recordings, journals, field instructor's observations, documentation in client record, summaries/reports, presentations, etc.)	DUE DATES <input type="checkbox"/> 1 st month <input type="checkbox"/> Mid-Semester <input type="checkbox"/> End of Semester <input type="checkbox"/> Ongoing
1. Demonstrate Ethical and Professional Behavior:	1. 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;		
	2. Use reflection and self-regulation to manage personal values & maintain professionalism in practice situation;		
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;		
	4. Use technology ethically & appropriately to facilitate practice outcomes;		
	5. Use supervision and consultation to guide professional judgment and behavior.		
2. Engage Diversity and Difference in Practice:	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels;		
	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences;		
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.		
COMPETEN	EXPECTED LEARNING OUTCOMES	LEARNING ACTIVITIES	DUE DATES

CIES	OR PRACTICE BEHAVIORS	List 2-3 specific Activities & Tasks which will help the intern develop the knowledge, values, and skills. List Criteria for Completion (process recordings, journals, field instructor's observations, documentation in client record, summaries/ reports, presentations, etc.)	<input type="checkbox"/> 1 st month <input type="checkbox"/> Mid-Semester <input type="checkbox"/> End of Semester <input type="checkbox"/> Ongoing
3. Advance Human Rights and Social, Economic, & Environmental Justice:	9. Apply the understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;		
	10. Engage in practices that advance social, economic, and environmental justice.		
4. <i>Spring Semester</i> Engage in Practice-informed Research and Research-informed Practice:	11. Use practice experience and theory to inform scientific inquiry and research;		
	12. Engage in critical analysis of quantitative and qualitative research methods and research findings;		
	13. Use and translate research findings to inform and improve practice, policy, and service delivery.		
5. <i>Spring Semester</i> Engage in Policy Practice:	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		
	15. Assess how social welfare and economic policies impact the delivery of and access to social services;		
	16. Critically analyze & promote policies that advance human rights and social, economic, and environmental justice.		
6. Engage with Individuals, Families, Groups, Organizations, and Communities:	17. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies;		
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
7. Assess Individuals, Families, Groups, Organizations & Communities:	19. Collect and organize data and apply critical thinking to interpret information from client & constituencies;		
	20. 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;		
	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;		
	22. Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies.		

COMPETENCIES	EXPECTED LEARNING OUTCOMES OR PRACTICE BEHAVIORS	LEARNING ACTIVITIES List 2-3 specific Activities & Tasks which will help the intern develop the knowledge, values, and skills. List Criteria for Completion (process recordings, journals, field instructor's observations, documentation in client record, summaries/ reports, presentations, etc.)	DUE DATES <input type="checkbox"/> 1 st month <input type="checkbox"/> Mid-Semester <input type="checkbox"/> End of Semester <input type="checkbox"/> Ongoing
8. Intervene with Individuals, Families, Groups, Organizations and Communities:	23. Critically choose & implement interventions to achieve practice goals and enhance clients & constituencies capacities.		
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
	26. Negotiate, mediate, and advocate with and on behalf of clients and constituencies;		
	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.		
9. <i>Spring semester:</i> Evaluate Practice with Individuals, Families, Groups Organizations, & Communities	28. Select and use appropriate methods for evaluation of outcomes;		
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes;		
	31. Apply evaluation findings to improve practice effectiveness at the micro and macro levels.		
10. Agency Specific Competencies	A. Time management (punctuality, proper prioritization of tasks, preparedness for emergencies)		
	B. Professional Communication (Verbal, non-verbal, and written)		
	C. Adaptability (adjusting to changes, demands and expectations of the agency)		

Submit properly completed and signed Learning Contract to Canvas by **October 1 in fall semester and February 1 in spring semester**. Review Learning Contract once a month to assess progress toward attaining the practice behaviors for that semester.

Date _____ Student's Signature _____ Supervisor's Signature _____



DEPARTMENT OF SOCIAL WORK

MID-SEMESTER EVALUATION

Student's Name		Field Instructor's Name	
		Field Instructor's E-mail & Phone#	
Date:		Agency's Name	

INSTRUCTIONS FOR COMPLETING THIS FORM:

- The student is to prepare the draft of this evaluation rating her / his skills and give the draft to the Field Instructor for final changes **at least 2 weeks** before the evaluation is due to Rutgers. During the meeting, Field Instructor and student review and finalize the evaluation by signing and dating the last page of the form. The student then uploads the scanned / photographed form to <https://Canvas.rutgers.edu/>.
- Please evaluate how well the student performed in the areas listed below. The rating scale is qualitative, with 5 possible ratings per item. Check the box for the appropriate number on the scale, as follows:
 - To achieve a "5," the student must demonstrate **superior achievement** on a consistent basis.
 - 4 indicates that the student has demonstrated **good achievement** on a frequent basis.
 - 3 indicates **average** level of achievement.
 - 2 indicates achievement **below average**.
 - 1 indicates a serious problem in that the student has shown **poor achievement**.
 - If there is no sufficient information to make an assessment, write it in the comments.
- If any of the skills / behaviors are rated 1 or 2, section B must be completed with a plan of improvement of student's performance.

Section A. Expected Behavior / Skill	1	2	3	4	5
1. Understanding of agency policies and function.					
2. Sensitivity toward clients' attitudes, feelings, aspirations, and values.					
3. Punctuality (on time, keeping appointments, submitting all work by due date, time management)					
4. Verbal skills					
5. Writing skills (including email etiquette)					
6. Computer skills					
7. Appearance (appropriate grooming (hair, nails, etc.), appropriate dress)					
8. Follow through on commitments & assignments					
9. Engagement skills					
10. Assessment skills					
11. Self-awareness (awareness of own feelings & limitations, taking responsibility for own actions, etc.)					

Expected Behavior / Skill	1	2	3	4	5
12. Flexibility (willing to change self, adjust to changes, including but not limited to schedule change, work demands, supervisor's expectations, various personalities at the agency)					
13. Professional demeanor (including but not limited to accepting constructive criticism without taking things personally, versus making excuses or blaming others)					
14. Ethical behavior (confidentiality, dignity of individual, respect for individuality, etc.).					
15. Taking initiatives to make things better (generate enthusiasm and ideas; contribute to positive & supportive work environment, provide assistance and resources to help others do their jobs, etc.)					
16. How many process recordings were submitted? <input type="checkbox"/>					
Comments (including student's achievements)					

Section B. Plan of Improvement

Skills / Behaviors rated 1 or 2	Plan of action to improve student's performance.

Does this student have the potential and motivation to become a competent professional social worker?
Yes No Not sure (explain)

Has the evaluation been discussed with the student? Yes No

Field Instructor's Signature _____ **Student's Signature** _____ **Date** _____

Student's signature reflects that the evaluation has been reviewed with the student; it does not express agreement or disagreement with the evaluation. Student disagreements with the evaluation should be noted in writing, and copies should be submitted to the agency Field Instructor and to the Director of Field Education.



END-OF-SEMESTER BSW SENIOR FIELD EVALUATION FORM

STUDENT: _____

AGENCY _____

NAME OF FIELD INSTRUCTOR: _____

CONTACT INFORMATION: Phone _____ E-mail _____

FALL SEMESTER
Due December 12

SPRING SEMESTER
Due May 1

YEAR 20 _____

Grading Instructions

The nine (9) competencies, which are the basis for this evaluation form, have been established by the Council on Social Work Education. Each competency category includes related SOCIAL WORK practice behaviors for the beginning generalist social worker.

Please note that in **fall semester, only competencies 1,2,3 and 6,7,8,10 are rated; in spring semester, evaluation should include student's performance rating on all 10 competencies.**

Please evaluate how well the student performed in the practice behaviors listed below.

The rating scale is qualitative, with 5 possible ratings per item.

For each Practice Behavior, Circle the appropriate number on the scale, as follows:

- To achieve a "5," the student must demonstrate **superior achievement** on a consistent basis.
- A rating of "4" indicates that the student has demonstrated **very good achievement** on a frequent basis.
- A rating of "3" would indicate **average achievement**, in that the student is usually able to achieve outcome.
- A rating of "2" indicates that the student is **sometimes able** to achieve the outcome.
- A rating of "1" indicates a serious problem in that the student has shown **poor achievement**.
- **If a student will not have experience working towards a particular practice behavior listed on this evaluation form, please indicate that by checking "no option to observe (N/O)" rather than providing a numerical rating.**

EVALUATION OF COMPETENCIES IN FIELD WORK

Competency 1 (C1): Demonstrate Ethical and Professional Behavior						
	N/O	1	2	3	4	5
C1.1 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:						
C1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situation:						
C1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication:						
C1.4 Use technology ethically and appropriately to facilitate practice outcomes:						
C1.5 Use supervision and consultation to guide professional judgment and behavior:						
Competency 2 (C2): Engage Diversity and Difference in Practice						
	N/O	1	2	3	4	5
C2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels:						
C2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences:						
C2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies:						
Competency 3 (C3): Advance Human Rights and Social, Economic, and Environmental Justice						
	N/O	1	2	3	4	5
C3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels:						
C3.2 Engage in practices that advance social, economic, and environmental justice:						
Competency 4 (C4): Engage In Practice-informed Research and Research-Informed Practice - THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER						
	N/O	1	2	3	4	5
C4.1 Use practice experience and theory to inform scientific inquiry and research:						
C4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings:						
C4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery:						
Competency 5 (C5): Engage in Policy Practice - THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER						
	N/O	1	2	3	4	5
C5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services:						
C5.2 Assess how social welfare and economic policies impact the delivery of and access to social services:						
C5.3 Apply, critically analyze, formulate, and promote policies that advance human rights at social, economic, and environmental justice:						

Competency 6 (C6): Engage with Individuals, Families, Groups, Organizations, and Communities						
	N/O	1	2	3	4	5
C6.1 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies:						
C6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies:						
Competency 7 (C7): Assess Individuals, Families, Groups, Organizations and Communities						
	N/O	1	2	3	4	5
C7.1 Collect and organize data and apply critical thinking to interpret information from clients and constituencies:						
C7.2 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:						
C7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies:						
C7.4 Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies:						
Competency 8 (C8): Intervene with Individuals, Families, Groups, Organizations, and Communities						
	N/O	1	2	3	4	5
C8.1 Critically choose and Implement interventions to achieve practice goals and enhance capacities of clients and constituencies:						
C8.2 Apply knowledge of human behavior & the social environment, person-in-environment & other multidisciplinary theoretical frameworks in interventions with clients & constituencies:						
C8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes:						
C8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies:						
C8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals:						
Competency 9 (C9): Evaluate Practice with Individuals, Families, Groups Organizations, and Communities- THIS COMPETENCY IS RESERVED FOR THE SPRING SEMESTER						
	N/O	1	2	3	4	5
C9.1 Select and use appropriate methods for evaluation of outcomes:						
C9.2 Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes:						
C9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes:						
C9.4 Apply evaluation findings to improve practice effectiveness at the micro and macro levels:						
AGENCY SPECIFIC COMPETENCIES						
	N/O	1	2	3	4	5
A. Time management (punctuality, keeping appointments, submitting all work by due date, planning for emergencies)						
B. Professional Communication (student adjusts own verbal and non-verbal communication to improve rapport)						
C. Adaptability (willing to change self, adjust to changes, including but not limited to schedule change, work demands, supervisor's expectations, various personalities at the agency)						

Questions for Brief Narrative:

Please attach a narrative discussion of your responses to the following questions including explanation for any evaluation items on which you were not able to rate the student at this time:

1. Briefly summarize the student's work activities for the semester. Include the size and variety of caseload with individuals and families, and the nature of any work with groups or communities.

2. Comment on performance areas in which the student was outstanding: s/he may be particularly effective with certain types of clients or methods of practice. Also identify area where student needs significant improvement.

The field internship grade of **Pass / Fail** will be determined jointly between the student, field instructor and the Director of Field based on the student's performance in completing all tasks agreed upon as specified in their learning contract.

Field Instructor's Signature: _____ Date: _____

The following section should be completed by the intern:

My field instructor and Director of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

I agree with the evaluation

I do not agree with the evaluation.

Intern's Signature: _____ Date: _____

*****Note:** If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to Lana Church, Director of Field Education, upon receiving the evaluation. A meeting between the student, field staff, and faculty members as appropriate will then be held to discuss the disagreement.

Student must retain a copy of this evaluation for own record (it is needed for admission to MSW program).
Student must upload fully signed and dated Evaluation to Canvas by
12/12 for the fall semester and 5/1 for spring semester.

BASIC STUDENT RESPONSIBILITIES IN FIELD PLACEMENT

I agree to abide by the following professional responsibilities of senior social work interns:

Register and regularly attend the co-requisite courses, Senior Seminar I (910:413) for the fall semester, and Senior Seminar II (910:414) for the spring semester, as well as Social Work Theory & Methods II (910:411) for the fall semester, and Social Work Theory & Methods III (910:412) for the spring semester (unless taken during the summer).

Know and observe the **NASW Code of Ethics**, including identification of myself as a student-intern with regard to clients, and maintaining confidentiality regarding knowledge of clients and knowledge of the agency. My behavior will demonstrate respect for the clients, agency field instructor and other agency staff.

Read the **Senior Field Education Manual** & abide by the requirements and policies as set forth in the **Field Manual**. **I understand that I must complete 210 of fieldwork hours for Senior Field Practice I (910:471) by 12/12, and 210 hours for Senior Field Practice II (910:472) by 5/01. I cannot terminate my internship before 4/15.**

Take responsibility for keeping records of time spent at the field placement. Submit completed **bi-weekly timesheets** to field instructor for signature. I know that it is the student's responsibility to **upload all timesheets to Canvas**.

Be on time with the semester's **Learning Contract**, ensuring that it is completed and **uploaded to Canvas** by 10/1 for the fall semester, and by 2/1 of the spring semester.

Prepare an agenda for each supervisory session. I must arrange an appointment for these sessions each week. Due to agency needs, supervisory sessions may not always be held during the same time slot, so it is the student's responsibility to schedule a time each week that is convenient for both the student and the field instructor.

Be punctual, according to the schedule that I have agreed upon with my field instructor. Students are entitled to observe their religious holidays and holidays designated by their internship agency, as well as jury duty. However, when regularly scheduled hours occur on a holiday or jury duty day(s), I am still responsible for completing those hours on another day.

If I must be absent or late, I shall **call in advance** to let my agency supervisor know the reason for my absence. If I am leaving a message with someone at the agency, I will follow it up with a confirming call. When I need to make up hours

that I have missed, I must get approval from the field instructor with regard to scheduling make-up hours.

If I am unable to fulfill my regular field hours at the agency for more than 24 hours or 3 full internship days, I must inform the Director of Field Education at (973) 353-5867 as soon as possible.

I understand that SW profession is not risk free and that by extension, practical training (field practicum) for the profession is not risk free either. It is my responsibility to have a health insurance to cover medical emergencies if such occur at the internship. I will read, understand and follow Agency's safety policies and procedures and will obtain any tests or immunizations which the Agency and University may recommend and/ or require.

Treat my field placement as a professional position. Be aware of my position as a role model to clients. Maintain a professional presence.

I am aware of the fact that I am not just a student. I am a representative of the agency, the Department, and the University. Dress professionally, in keeping with the prevailing dress code of the agency. I will follow the 5 rules of successful internship:

1. Never take things personally,
2. Focus on the situation, not the person,
3. Not complain unless I have ideas for potential solutions,
4. Volunteer to make things better,
5. Maintain my self-esteem & respect others.

I will **follow the 10/90 Principle**. Keep my field instructor apprised of school requirements. Bring ideas from class to supervision. Offer suggestions, trust my ideas, AND be open to having my ideas modified. Be open to criticism and change.

I know that it is my responsibility to submit ALL field assignments properly completed on time in Canvas. I will keep a copy of this document for myself, as a copy is needed for the graduate admission process.

Be flexible in my expectations.

Be aware of agency policy appropriate to the internship and the fact that I am a guest at the agency.

Student's Name _____ Signature: _____ Date: _____

Sign and return this document to the Field Education office by March 1 via Blackboard.

Students may not start their fieldwork until this form has been signed and submitted.