

Georgian Court University Social Work Program Field Manual



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Revised**

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Introduction

Field Education, the signature pedagogy of the profession, at Georgian Court University is designed to educate and provide practice experience in social work practice to the professional entry-level generalist social worker for the purpose of connecting theoretical and conceptual classroom work with the practice setting. The major concepts of field education include “thinking (the intellectual aspect or knowledge base of the profession), performing (the practical aspect or the profession’s skills), and acting with integrity (the moral aspect or the ethical base of a profession) – *the mind, the hand, and the heart*, (Schulman, 2005).

Its emphasis is on the Core Competencies as defined by the Council on Social Work Education. The intent is to foster the implementation of an evidence-informed practice and to develop competence in specific practice behaviors. Competence in specific practice behaviors as established by an accrediting body “certified to the public that the professional program has met a set of curriculum and resource standards designed to produce a minimum or threshold level of competence in its graduates. Such accreditation incorporates the principle of quality assurance, leads to institutional or program improvement, and informs potential consumers of quality (Hunter, 2015).

A student graduating from Georgian Court University with a Bachelor of Social Work Degree is prepared with the knowledge, skills, values and ethics of the profession to enter any social work setting as a professional employee and assume beginning social worker responsibilities. The knowledge and skills the student learns will empower her/him to promote, restore, maintain, and enhance the functioning of individuals, families, groups, organizations, and communities by helping her/him to accomplish tasks, prevent and alleviate distress, and use resources.

In addition, the student will be prepared to plan, formulate, and implement social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities. This will be done through the use of advocacy and social/political action to promote social and economic justice. It should be noted that the Social Work Program conducts all aspects of the educational program without discrimination on the basis of race, color, gender, creed, age, ethnic or national origin, religion, handicap, political or sexual orientation, and in accordance with the Affirmative Action Plan developed and adopted by Georgian Court University (See Volume III, GCU Policy Manual, Revised October 2014, Appendix 3.1.2.1). The program welcomes and encourages women, men and minorities as students, faculty, and program personnel to add to the richness of the program, and to contribute to the overall educational process of the professional social worker at Georgian Court University.

Georgian Court University Mission Statement:

Georgian Court University, founded and sponsored by the [Sisters of Mercy](#) of New Jersey, provides comprehensive liberal arts education in the Roman Catholic tradition. The university has a special concern for women and is a dynamic community committed to the core values of Justice, Respect, Integrity, Service and Compassion, locally and globally.

Georgian Court University provides students with:

- *a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;*
- *an environment for the entire university community to grow through shared educational, cultural, social and spiritual experiences;*
- *the will to translate concern for social justice into action.*

Our Core Values

Georgian Court University is committed to the following guiding principles:

- *Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.*
- *Integrity: We believe that fidelity to moral principles, honesty, and sincerity are the basis of trustworthiness in all encounters.*
- *Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.*
- *Compassion: We embrace the joys and sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.*
- *Service: We joyfully extend our energy and resources on behalf of the poor, sick and uneducated, working to relieve misery and address its causes where possible.*

These values are the roots from which Georgian Court University activities, decisions and behaviors flow.

Catherine McAuley, the foundress of the Sisters of Mercy created the “House of Mercy” in 1831. Within this “community”, she and other women provided educational, religious and social services to poor women and children who were homeless and in need. From her vision Mercy Core values were created to serve people who suffer from poverty, sickness, and ignorance. The Sisters of Mercy of New Jersey founded Georgian Court University. A liberal arts education is provided within the context of a Roman Catholic tradition and a special interest and concern for women permeates the environment of the University. This special interest and concern for women is evidenced in the social work curriculum, our choice of field agencies, the endeavors of the Social Work Club and in the Forums presented by the program.

The Bachelor of Social Work Program Mission and purposes are congruent with the overall institutional mission of Georgian Court University as both reflect core values of Respect, Service, Competence,

Integrity, Justice and Compassion. The program acknowledges the importance and integrates the institution's commitment to addressing the needs of the vulnerable populations it serves.

The mission of the Bachelor of Social Work Program at Georgian Court University is to educate and prepare students as entry-level generalist social work practitioners who are capable of thinking critically, applying social work ethical principles, and comprehending and using knowledge of human behavior. Central to its mission is the promotion of human and community well-being, the prevention of conditions that limit human rights, the elimination of poverty, the quest for social and economic justice, and the enhancement of the quality of life for all persons. In keeping with the university's geographical, cultural, and historical context, a special emphasis is placed on vulnerable populations including women, the elderly, and Latino and Hispanic immigrants. The program is committed to providing students with diverse educational practice opportunities that integrate the skills, values, and knowledge of the social work profession on both a local and global level and are guided by a person and environment construct.

This mission statement aligns with the purpose and values of the profession through its ability to emphasize within its program context, the importance of human and community well-being by joining with the university in its commitment to educate women who would not otherwise have received an education; to educate its students in the desire to turn a concern for social justice into action especially with its population of Latino and Hispanic immigrants and large population of elderly citizens. Emphasis is on the enhancement of the quality of life for all persons with an understanding of working with multi-levels of interventions within the community. This context is emphasized and infused throughout our implicit and explicit curriculum.

BSW Program Goals

1. To empower students to promote human and community well-being along with the enhancement of the quality of life for all in order to preserve the dignity and worth of all persons which will be accomplished by using the person and environment construct.
2. To provide students with the knowledge, values and skills to effectively incorporate advocacy on a local and global level as well as respect for human diversity, social and economic justice, the elimination of poverty and the prevention of conditions that limit human rights.
3. To prepare students to formulate knowledge based in scientific inquiry and to use advanced technology in order to consistently increase competence throughout their careers in social work.

THE SOCIAL WORK PROGRAM CORE COMPETENCIES

The Social Work Program operates within the Social Work Department. As with every academic department within the university, the Social Work Department must develop its overall program objectives in accordance with, and building from, the overall mission of Georgian Court. Additionally, the Social Work Program models its outcomes according to the recommendations provided by the Council on Social Work Education. The following standards are taken from the Educational Policy on Academic Standards [EPAS-2008] and include the following behavioral objectives:

Educational Policy 2.1.1

Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2

Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4

Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple National Association of Social Workers (approved 1996, revised 1999). Code of Ethics for Social Workers. Washington, DC: NASW. International Federation of Social Workers and International Association of Schools of Social Work. (2004). Ethics in Social Work, Statement of Principles. Retrieved January 2, 2008 from <http://www.ifsw.org> factors including age, class, color, culture, disability, ethnicity,

gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5

Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6

Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7

Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9

Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)

Engagement Social Workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)

Assessment Social Workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)

Intervention Social Workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)

Evaluation Social Workers

- critically analyze, monitor, and evaluate interventions.

Field Education is designed to provide the student with sufficient generalist practice opportunities for the student to demonstrate the 41 practice behaviors of the 10 Core Competencies. The purpose of this content area is for students to be able to put into practice all that they have learned in their social work courses and to develop the necessary skills to do so while under the supervision of a BSW and/or MSW who graduated from a CSWE-accredited program. The student should progress in their practice with individuals, families, groups, organizations and communities from *SW390, Macro Junior Field Education* to *SW496 Senior Field Education* with the culmination of social work competence occurring in *SW497, Advanced Senior Field Education*. An Integration Seminar is held concurrently, on a weekly basis, during all field education experiences for the purpose of having faculty members who have provided classroom instruction assist in the connection of the theoretical and conceptual contributions acquired during the those classroom experiences.

PROJECTED OUTCOMES OF THE FIELD EDUCATION

Having met the classroom benchmarks for the 10 Core Competencies and successfully, the student will have demonstrated that she/he has acquired the social work knowledge, skills, and values to move toward the field education experience, evaluate her/his own practice and openness toward constructive supervision, and manifest the practice behaviors required for a generalist professional social worker. It is expected that the student will successfully integrate the knowledge, skills, and values into practice behaviors that will be observed, supervised, and evaluated by SIFI-certified Field Instructors in qualified agencies. The major projected outcome for the social work program is for all students to achieve a minimum benchmark score of 4 out of a 1-5 range for all practice behaviors prior to graduating.

PREPARATION FOR FIELD EDUCATION

1. REQUIREMENTS

“Class and Field are equal”
(Dean Pierce)

Field Education is an integral part of preparation for professional entry-level generalist social work practice. The Field Education integrates field experience with a weekly Integration Seminar specifically for the purpose of connecting the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice. A faculty member who has provided classroom instruction in the foundation courses is responsible for instructing the Integration Seminar. Approved social work agencies provide the Field Education experiences and are located off

campus. A total of 525 hours is required of all social work majors: 125 hours in the junior year (3 credits) via *SW390 Macro Junior Field Education* and 400 hours in the senior year for a total of 12 credits via *SW496 Senior Field Education* – 6 credits/one semester/200 hours and *SW497 Advanced Senior Field Education* - 6 credits/one semester/200 hours.

The Social Work Program of Georgian Court University believes that Field Education is an academic experience and is a continuation of the classroom experience that integrates cognitive and behavioral performance.

It is the consensus of the Social Work faculty, Advisory Board and Field Instructors of Georgian Court University that the profession of social work calls for characteristics above and beyond academic mastery and intellectual capacity. We believe professional characteristics should be present that would create a suitable candidate for the social work major. Graduating professionals must be academically, behaviorally, and ethically suitable for the profession.

It is vital for the student to understand that no distinction exists between class work and fieldwork/internship performance. Professional behavior, especially in the field practice setting is an academic requirement not to be delineated from the educational component of the B.S.W. program (Cole, B.S. & Lewis, R.G., 1993). Academic AND professional performance is included in the term “Academic Standards” in this professional program.

The Social Work Program has identified characteristics that demonstrate capacity for these “Academic Standards”. These characteristics will be identified as ***Academic Standards for Admission and Retention*** and will include the following criteria by which a student intending to graduate as a professional social worker from Georgian Court University’s Social Work Program must demonstrate:

Academic Standards for Admission and Retention:

1. The student must maintain an overall GPA of 2.5 prior to entering *SW390 Macro Junior Field Education* and a 3.0 GPA in social work required courses prior to entering *SW496 Senior Field Education* and *SW497 Advanced Senior Field Education*;
2. The student must demonstrate sound written communication skills which are evidenced by essays, course term papers, weekly assignments throughout the academic experience, and satisfactory scores on the Accuplacer (80) and Write Placer Plus (6) Examination prior to entering *SW496 Senior Field Education*; the Accuplacer and WritePlacer Plus must have been taken at least once prior to entering SW390. This test may be taken after scheduling an appointment with the Academic Development Center located in the lower level of the GCU Media Center;
3. The student must demonstrate sound verbal communication and interpersonal skills sufficient to provide the foundation for professional interaction that is evidenced by a demonstrated ability to establish and maintain constructive, purposeful relationships with clients, faculty, coworkers, and peers;
4. The student must demonstrate a level of commitment to her/his education and profession that is evidenced by consistent attendance, completion of assignments, classroom participation, and community service/ service club involvement including student governance;
5. The student must demonstrate a professional readiness for work with clients and colleagues in a professional context which is evidenced by an adherence to the Code of Ethics (NASW), a level of self-awareness that can support professional practice, the ability to advocate for self and others in an appropriate and responsible manner, and an appreciation for the strength in diversity;

6. The student must demonstrate emotional and mental stability that provides for sound judgment and performance in the program as well as the practice of social work that is evidenced by behaviors in the classroom, Field Education, and with peers that indicates a compliance with program policies, institutional policies, and the Code of Ethics (NASW);

The process of assessing appropriateness of fit with the major and profession of Social Work is a dynamic work in progress and can involve the student, her/his advisor, the Social Work faculty, the Program Director, the Field Coordinator, and Field Instructors. The assessment process is continual and is designed to achieve the maximum potential of the student with an involved mutual decision-making between the social work faculty and the student. To meet this need, the student is assigned the same faculty advisor for the duration of her/his academic experience in the Social Work Program at Georgian Court University. Personal, individualized appointments are scheduled prior to each semester to determine the progress through the major on multiple levels. These appointments serve the purpose of advising the students in appropriate sequential taking of courses as well as appropriate fit for the social work major. Documentation (See Appendix 6, Review of Readiness for Field Education) will be maintained within the students' file within Advising Section and may be accessed by and added to by faculty and field liaisons.

Utilizing the Review of Readiness for Field Education form, feedback is provided to the student throughout the academic and experiential learning opportunities by the course instructor, faculty advisor, Field Coordinator and Field Instructor so the student may assess her/his professional commitment to social work and her/his progress towards graduation (e.g. the assessment of the student's values and attitudes, identification of professional performance behaviors that need attention, development for field education, and a consideration of special interests and client populations with which she/he prefers to work). The student's feedback and reflection on these assessments is crucial to the dialogue during these discussions as it reflects self-awareness and introspection on her/his strengths, limitations and preferences and the compatibility of these characteristics with the profession of social work.

The following requirements are to be accomplished **prior** to entering *SW390 Macro Junior Field Education*:

1. Completion of the Accuplacer Sentence Skills Test and WritePlacer Plus Essay;
2. Successful completion of *SO101-Principles of Sociology*, *PS111-Introduction to Psychology*, *BI111-Life: Human Biology*, *SW203-Introduction to Social Welfare*, *SW253 Human Rights & Social Justice*, *SW295-Communication Skills in Social Work*, *SW305-Human Behavior and the Social Environment I*, and *SW306-Human Behavior and the Social Environment II*. (*SW253*, and *SW306* may be taken concurrently with *SW390-Macro Junior Field Education*; *SW313* must be taken concurrently with *SW390*);
3. 2.5 cumulative grade point average in all courses.

SW390 Macro Junior Field Education is a Macro field experience and there will be no credit given for previous social work experiences or current job experiences.

The following requirements are to be accomplished prior to entering *SW496 Senior Field Education*:

1. Successful completion of the Accuplacer/WritePlacer Plus (requires a score of 80 on the sentence skills and 6 on the essay);

2. *Successful completion of SW310 Methods of Social Work Research, SW313 Social Work Practice I, and SW390 Macro Junior Field Education; SW323 Social Policy and SW414 Social Work Practice II will be taken concurrently with SW496 Senior Field Education;*
3. 3.0 Grade point average in social work major courses.

SW496 Senior Field Education is for Social Work majors only and focuses on direct practice experience – micro and mezzo; there will be no credit given for previous social work experiences or current job experiences.

The following requirements are to be accomplished prior to entering *SW497 Advanced Senior Field Education*:

1. Successful completion of *SW323 Social Policy, SW414 Social Work Practice II and SW496 Senior Field Education*.
2. *SW440 Advanced Policy and Practice* will be taken concurrently with *SW497 Advanced Senior Field Education*
3. 3.0 Grade Point Average in social work major courses.

2. PRE-PLACEMENT MEETING

Prior to the registration period to the upcoming semester, the Field Coordinator of the Social Work Program will schedule a pre-placement meeting. This meeting serves the purpose of informing students of the preparation process and answering questions prior to students seeking agency placements. All majors will be notified of this meeting by public announcement on the Social Work Majors bulletin board outside Room 115 of the Arts and Science Building and by campus email. Social Work Faculty members will be requested to make announcements in their classes. If a student is unable to attend this meeting, the Power Point entitled “Pre-Placement Information” may be viewed by accessing the Social Work Website: www.georgian.edu/socialwork.

Process of selecting internship site

At the completion of this initial meeting, students will be requested to begin the process as follows for all field education experiences (SW390, SW496-SW497):

1. Download following forms listed under “Forms”, social work website, left-hand side:
 - a. Field Liability Form
 - b. Application for Field Education
 - c. Social Work Education Contract
 - d. Course Syllabus and BSW Learning Plan for your specific course
 - e. Field Placement Interview
2. Review the list of currently approved field agencies found on GCU-SW website; [continually check for new announcements on GCU email for any changes in agency status - note revision date on list to assure it is current];
3. Discuss your choices of field agencies with your advisor and Field Coordinator so guidance may be offered based on your learning needs and the culture of the agency;
4. Complete forms a., b., and c. and submit to the Field Coordinator;

5. Prepare Academic Resume [see below];
6. Upon completion of interviews, students are to advise the Field Coordinator of the choice immediately so the placement may be secured.
7. Student is to advise other agencies where interview was granted of the decision so internship positions may be made eligible for other students.
8. Upon approval from Field Coordinator, student is to begin process of any necessary orientation trainings, criminal background checks, health screenings, and schedule development in preparation for next semester.
9. It is expected that the student will have completed this process **prior** to the first day of the next semester.

Developing the Academic Resume

Candidates for both SW390 and SW496 are requested to prepare an academic resume for interviews: An academic resume is a purposeful collection of student work that tells the story of your achievement and growth as a social work major. Therefore, it should contain, at least, the following:

- a brief narrative of courses you have taken [not their titles, this means little to the field instructor] but a brief narrative e.g. SW295-Communication Skills provided the student with experience in the interview and data collection skills when working with individuals.
- any social work experience the student has had such as volunteer work, the 40-hour experience completed in SW203-Introduction to Social Welfare, and any prior internship such as SW390, or any paid social service experience.
- any service learning experiences, community organization experiences or research projects inside or outside the campus.
- A writing sample to demonstrate writing skills

This academic resume is to be taken on each agency interview for review by the Agency Interviewer.

During this time and throughout the academic year, the student should always access “Announcements” on GCU email for any new information the Field Coordinator may have entered. Information may include current agencies accepting students, information about specific agencies’ policies for student acceptance, or any change within an agency pertaining to their capacity to supervise student or new field instructors.

If a student has any additional questions pertaining to agencies not included on the list or requirements for entering field education experiences the student is encouraged to request clarification from the Field Coordinator.

Selecting an agency not on the Agency List

If a student has an interest in a field setting not included on the agency list it is required for the student to bring this to the attention of the Field Coordinator. Because the Social Work Program attempts to place students in qualified settings where prepared Field Instructors have agreed to supervise students according to CSWE accreditation standards the program reserves the right to assure these conditions exist prior to entering a contractual agreement between the university, student and agency. When the Field Coordinator has been advised of a student’s interest in a particular agency within a reasonable amount of time [during the advisement period], the Social Work Program is willing to seek to develop a relationship with that agency. The Field Coordinator or Field Liaison will be responsible for contacting the agency and determining if the agency would be willing to coordinate a joint effort between the school and the social service setting; the Field Coordinator or Field Liaison will then assume the responsibility for following

the procedure of certifying agencies as defined under "Field Education Setting, Section 1 in this Field Manual.

Employment-Based Practica

If a student requests to have a field experience in a particular agency in which the student is an employee, it will be determined by the Field Coordinator if sufficient opportunities are available within the agency to provide the following criteria:

- a. Student will be located in a separate unit/module/department such that
- b. Different supervision is provided and
- c. A different aspect of services are being provided to the population and
- d. The student is developing new and different knowledge, values, and skills as a result of this internship.
- e. This is to be documented and signed by both the agency representative and Field Coordinator
- f. Students are reminded they are responsible to see that the necessary contracts are completed prior to beginning Field Education. No credit for hours completed prior to submissions of contracts will be considered. All students are required to have liability insurance that will be obtained through the university via a lab fee to be charged at the point of tuition payment.

Transporting Clients

Under no circumstances are students permitted to transport clients in their own car. In certain situations (DCP&P), students may travel with a supervisor/task manager as a passenger while transporting clients.

Accountability for hours in agency

The student is responsible for logging weekly hours and must submit them, signed by the Field Instructor, with the Final Evaluation/Learning Plan at the end of the semester before a final grade can be submitted.

Any student having less than 80% of their required hours completed at the time of the due date will receive an "Incomplete" by the Integration Seminar Instructor and will have 6 weeks to complete the remaining hours. Any student with more than 80% of their hours completed but less than 100% is responsible for completing these hours before the commencement of the next semester; a grade will be submitted based on the Final Evaluation/Learning Plan and Integration Seminar Grade.

Any off-site trainings, conferences, campus academic activities, major meetings in which students are required to attend as part of their academic requirements will be considered accountable internship hours. Time spent commuting to and from the agency is not considered to be accountable internship hours; lunch is not considered to be accountable internship hours.

Failure to show

Unlike the classroom experience, not informing an agency (Field Instructor, Receptionist, Task Manager) is considered a "failure to show" and could be considered a 'breach of ethics'. The student is responsible to address how the Field Instructor requires notice should a health, family, or transportation emergency arise unexpectedly during the first week of the field practica.

Vacations/time-off

Students are permitted to take vacations or time-off prior to approval from the Field Instructor. School holidays do not legitimize student's time off from the agency.

During winter break in between SW496 and SW497, students are permitted to continue to attend their agency for interning as professional liability insurance is in place and faculty are available for consultation. However, the student must be assured of qualified supervision at all times.

Criteria for counseling a student out of the Social Work Major

During Field Education, it may become necessary to request a student review their suitability for social work. The following points represent ground for such a review:

1. Failure to meet criteria for Academic Standards for Admission and Retention as stated in the Policy and Procedure Manual, page 17,
2. Failure to develop behavior that is consistent to social work values and ethics (NASW Code of Ethics),
3. Failure to work effectively in the Field Education or classroom due to active addiction, drug or alcohol abuse, or active mental health issues or,
4. Failure to establish productive relationships with colleagues, faculty/administration/field supervisors/agency/field placements.

The purpose of the request for the review is:

1. To determine the accuracy of the statements made in the request for the review,
2. To determine what steps have been taken to assure the student is receiving the highest quality of advising and information,
3. To see if further remediation is warranted and realistic,
4. To ensure that clients, agencies, university employees and fellow students are not at any risk perpetuated by a student,
5. To ensure due process for the student undergoing the review.

The outcome of the review can involve, but is not limited to, the following:

1. The student may be placed on academic probation with the following recommendations:
 - a. Class attendance and assignments must meet the requirements as stated in the course syllabi;
 - b. Tutoring considered from the Academic Development Center;
 - c. Learning disability testing considered from The Learning Center.
2. The student may be removed from the field site and provided another placement elsewhere (which would also include removal from the Integration Seminar,
3. The student may be removed from the field site with no placement occurring at this time,
4. The student may be encouraged to take a medical leave of absence (if applicable) and/or seek mental health counseling and/or supportive services.
5. The student may be asked to delay Field Education,
6. The student may be requested to retake courses which have resulted in the lowered GPA.
7. The student may be terminated from the program.

Process

The faculty advisor, faculty members, administrators, field instructors, staff, and a fellow student may request a review of the student. A Request for Review of Student form must be completed and submitted to the Program Director. Within 3 days of receipt, the Program Director must advise the identified student in writing (certified, return-receipt requested mail) of the Request for Review, schedule an appointment with the originator of the review and the identified student for the purpose of 1) clarifying the facts in the stated issue, 2) reconciling the stated issue, and 3) determining if a Review Hearing is necessary. If the stated issue pertains to a Field Education issue, the Field Coordinator may be asked to be present at the meeting.

If no successful resolution is achieved during this initial meeting with the Program Director, a Review Hearing will be convened involving the originator of the Request for Review and the identified student within ten working days of the initial meeting with the Program Director. The faculty advisor and one additional university faculty member chosen by the student may also be present. If the stated issue pertains to a field practicum issue, the Field Coordinator must be present at the meeting. No one else may be permitted at this hearing. No legal counsel will be permitted at the Review Hearing.

It is mandatory that the student be present at this meeting with written documentation of the stated issue as the student understands it. She/he should be prepared to present her/his interpretation of the situation. Included in this should be any extenuating circumstances that contributed to the poor performance and any steps that would be taken to alleviate the impact of those factors and to improve performance if continuance in the program is permitted. The faculty member whose attendance has been requested by the student will be asked to provide information on the student's past performance. If the student fails to attend the hearing, the Review will still take place and a decision will be made based on the information available at that time. The student is notified in writing within three working days of the Review Hearing.

At the hearing, the faculty advisor should provide background information regarding the student's overall performance as well as make recommendations that might resolve the student's performance problems.

The student does have the right to appeal the decision of the Review Committee for the following reasons:

1. If the student disagrees with the decision,
2. If additional information needs to be considered in the decision,
3. If the student feels due process was not provided.

If the student does not attend the Review Hearing, she/he loses her/his right to appeal this decision unless:

1. There is additional information which needs to be considered and/or
2. The student feels due process was not provided.

If requesting a hearing, the student must present, in writing, prior to this hearing, her/his reasons to substantiate the claim for her/his right to appeal.

The student's appeal will be considered by the Dean of the School of Arts & Sciences. The student must present this appeal in writing within two weeks of receiving the written decision of the Review Committee. A meeting will be convened with the Dean, The Program Director and the identified student. The student's documentation must include the following:

1. The student's basis for disagreeing with the decision made at the Review Hearing,
2. Any additional information the student feels was not included at the Review Hearing,
3. The student's statement of a violation of rights or loss of due process (if applicable).

The Dean will respond to the information provided at this meeting by the student and the Program Director in writing within three working days of receiving the meeting. The decision of the Dean is considered final.

The above-stated timeline for removal from the classroom/field site is suspended if there is reason to believe the student's behavior could be considered dangerous to self or others (e.g. behavior indicating serious mental illness, attending class or field work under the influence of alcohol or drugs, physically threatening another person, verbally threatening another or verbally threatening to harm self, harassment of another) In cases such as these, the social work faculty has the right and responsibility to immediately remove the student prior to any formal review of the student. The review of the student will occur within three working days following the removal of the student and a determination of the student's status will occur during this review. The student will be notified in writing within ten working days of this review meeting.

All procedures related to the Review Hearing assure the student of her/his right to confidentiality regarding information about her/his academic records, professional performance, and/or personal affairs.

It should be noted that termination from the Social Work Program is a rare occurrence, and that faculty, with the student, make every attempt to remediate any situation that may present itself. However, if termination is deemed necessary by those present at the Review Hearing, the social work faculty advisor has the responsibility of providing assistance to the student by in developing appropriate alternatives and will work towards achieving a smooth transition. Termination from the Social Work Program does not necessarily mean termination from GCU.

Academic Integrity

Georgian Court University is a Mercy School based on core values and the BSW Program represents a profession committed to values and ethics. Academic integrity is taken seriously and requires a response when it has been proven that a student has cheated in some way.

In the event that a social work major at Georgian Court has admitted to and/or been found guilty of academic dishonesty based on the description provided in the 2014-2015 Undergraduate Catalog, pp. 14-15, the Social Work Program shall be advised as to the process followed by the university and the sanctions applied:

- Reduction of grade on the assignment
- Zero on the assignment
- Course grade of F
- Verbal and/or written warning
- Educational remediation
- Counseling remediation
- Probation
- Suspension from the university
- Dismissal from the university

The Social Work Program will require the student to seek academic support from the Academic Development Center, TRIO, or Student Support Services. If a second offense occurs, the student may be counseled out of the major.

Students with specialized needs

All students capable of meeting the academic and non-academic standards of the Social Work Program are considered for Field Education. No disclosure regarding a student's specialized needs shall be discussed with an agency without the student's written permission. The student is always encouraged to initiate this conversation.

Sexual Harassment Policies while in agency

Students are urged to seek out the agency's policy on sexual harassment upon beginning the field internship. The student is guided by the policy of the agency while interning, not the University's policy on sexual harassment as the University has no jurisdiction over the agency policies on such matters.

3. FIELD COORDINATOR RESPONSIBILITIES

It is the responsibility of the Field Coordinator for Georgian Court University to establish, implement, and evaluate the following processes in preparation for Field Education:

1. Agenda notification and implementation of pre-placement meetings;
2. Student advisement and placement in collaboration with the student's advisors regarding Field Education sites;
3. Negotiation of social work agency contracts between appropriate individuals;
4. Preparation of all Field Instructors for appropriate supervision of students;
5. Overseeing Field Liaison regarding progress and/or remediation of field students;
6. Revising of the Field Manuals as needed;
7. Reporting on all Field Education activities to Social Work Field Advisory Board.

THE FIELD EDUCATION SETTING

1. THE AGENCY

A. Standards for Selecting Agencies

The Social Work Program endeavors to establish standards for Field Education settings that measure the agency's ability to deliver social work service and practices based on the objectives of the educational program and the learning needs of each student. It is the responsibility of the school to direct, coordinate and monitor each education experience to ensure that structured learning opportunities occur that enable students to compare their practice experience, integrate the knowledge acquired in the classroom, and expand their knowledge beyond the scope of the education setting.

1. Appropriateness of Setting:
Adequate size, the maturity of development, the financial support of the mission, and the presence of a diverse client population are required in keeping with generalist social work practice as opposed to specialization. In addition, the mechanical layout of the offices must contribute to the delivery of social work services as defined by the department's definition of professional entry-level generalist social worker.

2. Ability of Setting to Provide an Educationally Directed Field Experience:

a) *Orientation Programs:*

The agency shall be able to provide sufficient framework for the student to learn and understand the organizational structure of the agency as well as the patterns of operation. **Orientation programs must be developed.** The student must be offered an opportunity to identify with the mission of the agency.

b) *Evidence of Willingness to Dedicate Time to the Education of the Students:*

Sufficient time shall be allocated to the Field Instructor to educate and supervise the student adequately; similarly, there shall be evidence the setting provides professional time for social workers to educate themselves via seminars, workshops, and in-service presentations. Sufficient space shall be provided for the Field Instructor and the student to conduct their interviews and supervision, client contacts, and discussions of recordings in a private, confidential manner.

c) *Evidence of an Arena for the Development of Professional Identity:*

The agency's practice and values will reflect the same values and ethics as the NASW Code of Ethics.

Within the agency there shall be support of the professional organization associated with the profession on the part of the Field Instructor and the agency. This shall be manifested by the professionals' utilization of professional readings, the Code of Ethics, and professional social work research cited in NASW journals to substantiate theories and their integration of knowledge with skills, values and ethics. Further, the reading of professional journals to integrate evidence-based practice with practice-based knowledge is paramount in supervision. There shall be evidence of professional direction and support to assist the student in dealing with the realities of the profession, and clients' concerns take priority. Students will be expected to conduct negotiations concerning conflict with other students, professionals, and clients according to guidelines set forth by the profession. It is expected that "parallel social work role modeling" will be evident in the comportment of the professional social workers within the agency.

3. Evidence of a Commitment to Provide Learning Opportunities and Assignments to the Students As Opposed to Work Assignments:

There must be clear differentiation between work assignments and learning assignments:

In each learning assignment there shall be clear rationale behind the task with primary motivation being one of experiential learning. This should be evidenced in the Learning Contract in the goals and objectives. This can be done using many modalities; however, in each case, the student shall have access to supervision. The student shall be provided with the atmosphere to explore appropriate problem solving techniques so as to understand the problem as defined by the client, to learn appropriate assessment skills, interventions, and to implement and evaluate those interventions. The student needs sufficient time to complete this. Field Instructors cannot always be present to do this; therefore, administrative or other professional staff such as Task Managers must be willing to take on this responsibility keeping foremost in thought the advocacy for the client and then, the student.

The agency setting shall be prepared to provide sufficient experience for each student: *SW390 Macro Junior Field Education* requires 125 hours in a fifteen-week period of time; *SW496 Senior Field Education* and *SW497 Advanced Senior Field Education*, require 200 hours, each in a fifteen-week period of time for a total of 30 weeks or two semesters. During that time fifty percent of the student's time must be involved in direct client contact.

The education shall be able to provide supervised practice experience in the application of social work knowledge, practice skills, values and ethics to enhance the well-being of people and to work towards the reduction of particular environmental conditions that create adverse situations for the client population served. It is for this reason that students are discouraged from selecting field practicum that are too narrowly focused, or specialized, to educate students as entry-level, generalist social workers. Agencies will be selected on their ability to provide the student with social work practice with individuals, families, groups, communities and organizations.

B. Procedures for Selecting Agencies

Initial site visits or telephone contact for certification to potential Field Education settings are prompted for the following reasons:

1. An agency is requesting placement of a student for Field Education;
2. A student is requesting placement in a particular agency for Field Education.

C. Agency Certification

The initial visit to any agency being considered for Field Education setting must produce positive indication of a clear presence of the following on-site:

1. Adequate size, financial support and support staff sufficient to provide appropriate delivery of social work services;
2. A diverse client population in which professionals seek to improve access to populations-at-risk, the impoverished and disenfranchised;
3. Evidence of mechanisms to impact social and economic justice that may be in the form of an active Advisory Board;
4. Evidence of appreciation for continuing education and life-long learning which is manifested in promotion of attendance by its professional staff at professional meetings;
5. Evidence of an existing orientation program for student interns;
6. Agreement by the administration to provide sufficient time for Field Instructors to attend Seminars in Field Instruction, Continuing Education Seminars on campus and within the profession, and willingness to replace agency hours with time to provide private supervision, education and evaluation of the student.
7. Ability to accept students with special needs, if necessary.

Following the initial visit or telephone contact, agencies must be willing to sign contracts with the school agreeing to complete responsibilities and fulfill standards as stated in this Field Manual. These contracts are Social Work Field Education Contract and Agreement of Cooperation Regarding Field Placements for Georgian Court University's Bachelor of Social Work (BSW) Students.

At the completion of each student's Field Education, the student will be requested to complete an evaluation of the setting. The Agency will also be requested to complete an evaluation of the Social Work Program and the effectiveness of the coordination between school and agency.

D. Responsibilities of the Agency

While the academic setting prepares the student by developing the foundation for learning via classroom instruction, the Field Education setting is largely responsible for completing the process of integrating social work theories with practice-based knowledge into the delivery of services to the client population. Needless to say, it is paramount to the students' educational experience that both school and agency be congruent and synergistic in their goals for educating students.

Once the Field Education setting accepts the assignment of working with the student(s), the agency becomes responsible for the following: maintaining an atmosphere conducive to learning as defined under Section 1-A) under "The Field Education Setting":

1. Providing an orientation program for the purpose of learning the organizational structure of the agency;
2. Presenting an arena for professional development which is evident among its professional staff, as well as for students which can be manifested in:
 - a. Fulfilling students' requests to attend professional seminars and meetings, providing opportunities for staff members to attend professional seminars and meetings, offering reliable opportunities for professional supervision
 - b. Demonstrating, for all staff members, as well as students, a clear and present commitment to participate in curriculum development and training programs offered by this university, demonstrating a commitment to advanced education in the profession by support of the professional who chooses to return to graduate school, and displaying an overt application of the values and ethics of the profession as seen published in the NASW Code of Ethics.

The agency has an overall responsibility to establish itself within the larger community organization as a role model that seeks social and economic justice and is dedicated to enhancing the well-being of other individuals, families and groups, especially populations-at-risk, and honors and values the strength of diversity. In addition, the agency will be expected to demonstrate social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

2. THE FIELD INSTRUCTOR

A. Standards for Selecting Field Instructors

Field Instructors will be considered for Field Education based on the presence of the following criteria:

1. Professional Education

Field Instructors shall have an MSW degree from a CSWE accredited school or a BSW from a CSWE-accredited school plus two years of experience in the particular agency unless it has been determined by the Field Coordinator that less time is sufficient. In addition, they must demonstrate a willingness to pursue advanced education and life-long learning in their field which is evidenced

in their resume by attendance in post-graduate studies, in-service, or continuing education for professional social workers.

2. Commitment to the Values and Ethics of Social Work

Field Instructors shall have an awareness of and an ability to demonstrate their commitment to professional Social Work values and ethics, as well as an agreement with the overall mission of the school. This is evidenced in their professional demeanor in local and county organizations and their active presence in impacting departmental school policy. This is also evidenced, in their expressed interest in the process of field supervision, i.e., other Field Instructors have participated in and attended workshops and open curriculum meetings offered by the school to all field agencies.

Potential Field Instructors should also show experience in and a commitment to working with client populations of all sizes (i.e. individuals, families, groups and communities) to provide social work services and appropriate resources that impact change. The Field Instructor should be able to convey a sense of professionalism to the student regarding strengths and limitations within the agency and other resources.

3. Willingness to attend a SIFI [Seminar in Field Instruction] unless previously certified by any other accredited BSW/MSW program. It is preferred that the SIFI be completed by the applicant prior to assignment of students. If this is not feasible, the applicants must be currently involved in the program while working with the students. It must also be documented that a qualified Field Instructor is employed and present in each agency while the applicants are being trained and working with the students.

4. Competence in Practice

Field Instructors must be familiar with the community resources (both public and private) available to the agency's client population. Field Instructors should be up-to-date with the knowledge base in their particular area of expertise to effectively stimulate accurate learning experiences for the student.

5. Interest in Teaching

Field Instructors should demonstrate an interest in the school curriculum to understand the foundation of the student's academic experience in order to facilitate the practice skills in the field as they apply.

Field Instructors should be able to identify and effectively convey knowledge and skills to the student. This requires the Field Instructors to identify types of learning on the part of the students and to be aware of what part the students should play in their own learning process. It also requires the Field Instructors to be familiar with their own teaching styles in order to understand how to maximize the teaching-learning experience for all involved. The Field Instructor's learning style is explored by taking "Do What You Are" before supervising a student.

B. Procedures for Selecting Field Instructors

The Social Work Department of Georgian Court University has selected the following procedures for selecting Field Instructors, and the Field Coordinator is responsible for implementing these procedures:

1. An interview appointment, to take place at the field agency or over the telephone, is established when interest is expressed by the professional social worker, the student, or the field agency for the purpose of evaluating the presence of “Standards for Selecting Agencies” and the “Standards for Selecting Field Instructors” as outlined in the previous sections under “The Agency” and “The Field Instructor”. The potential Field Instructors are provided with an electronic version of the Field Manual and access to it on the GCU website so they may review their responsibility to the school and student as a Field Instructor.
2. The potential Field Instructor is requested to complete an application for this position. The application is reviewed by the Department Chairperson and the Field Coordinator. If it is agreed that standards have been met, the potential Field Instructors are advised to enter into contract with the school. (See Appendix 6: Forms) This contract states that they have read the Field Manual, agreed to the stated responsibilities and are willing to attend one Developmental Training Program and to participate in informal curriculum meetings and workshops held on campus.
3. If for any reason the applicants are not considered qualified according to this department's standards, they may re-apply at any time they feel they have corrected any deficiencies cited during the process.

C. Responsibilities of the Field Instructors

Once the Field Instructors become qualified and accept the assignment of supervising a student, they become responsible for the following:

1. Field Instructors shall oversee an initial orientation program so that the student is well integrated into the system and can adequately "network" with appropriate agency resources.
2. To teach social work effectively requires that Field Instructors be capable of translating knowledge of social work services into teaching skills and to develop competence in this area. This is done during the weekly 1 hour formal one-on-one supervision, privately, with a prepared agenda, with the student, for the purpose of examining and instructing her/him towards the integration of knowledge into skills. It is also done via examination of the student's process recording if the Field Instructor chooses this method of supervision. Supervision should be conducted on a weekly basis.
3. Field Instructors shall be responsible for knowing their own learning style and that of the student via the “Do What You Are” instrument so that learning assignments are best suited to the individual learner or so that the student can be helped to become a more self-directed learner in order to move toward lifelong learning.
4. Regarding the Field Liaison’s visits to the agency, the Field Instructor has the responsibility to notify the student of the visit and its purpose as discussed with the Field Liaison. The Field Liaison should inform the student of his/her responsibility in this visit. The Field Instructor shall have the necessary paperwork prepared as requested by the Field Liaison.
5. Field Instructors shall be responsible for completing the mid-semester and final evaluation located within the Learning Plan and having it signed by the student in the presence of the Field Liaison at the time of the evaluation meeting. The Field Instructor and student are to have reviewed the evaluation before the meetings with the Field Liaison.

3. THE FIELD COORDINATOR

A. Role as a Member of the Social Work Program

The Field Education component at Georgian Court University assumes a leadership role in making the essential connections among the school, the student, and the agency. It sets the overall objectives for the Field Education components. It establishes the objectives and projected outcomes for educating the professional, entry level, and generalist social worker. Input from the social work practice community, including the consumers of this service, is an essential part of evaluating and improving this process.

The Field Education component assumes these responsibilities by assuring that the following instruments and procedures are established and implemented:

1. A full-time professional social worker qualified to oversee and coordinate the Field Education component;
2. Objectives and projected outcomes for the Field Education;
3. Developmental training programs to educate new and potential Field Instructors;
4. Meetings, seminars, and workshops to assist in the integration of academic knowledge with practice-based knowledge for faculty and Field Instructors;
5. Guidelines for the selection and continual use of Field Education settings;
6. Provision of a Field Manual;
7. Procedures for ongoing assessment and evaluation of the student's work experience in specific, measurable ways to determine the mastery of the projected outcomes as set forth by the Social Work Program; and procedures for ongoing assessment of the Field Education and academic program by the agency administrators, Field Instructors, faculty and students.

B. Responsibilities to Students

The objectives and projected outcomes as set forth by the Social Work Program will be represented most obviously throughout the Field Education by the Field Coordinator. The Field Coordinator functions as the representative of the school who consults with the agency administrator, Field Instructor, Field Liaison, and student regarding the needs and expectations of all parties involved in the Field Education component. The Field Coordinator is the primary person responsible to see that the school requirements are met.

The areas of responsibility are as follows:

The Field Coordinator is responsible for being aware of and responding to the individual educational needs of each student:

1. The Field Coordinator presents suggestions of potential placements with as much information about each as is possible to acquire, and attempts to help the student identify if her/his goals can be achieved in this particular agency setting.

The Field Coordinator is also responsible to assist the student in articulating goals and objectives. Students must be aware of any experiential aspirations they have prior to these goals, i.e.: Do they wish to work in a medical setting? Would they prefer a greater concentration of contact with

program and policy development? Are they seeking generalist social work practice in a correctional facility or in a school setting? Do they feel they need supervision in developing greater skills with research?

All of these areas are issues that may need greater clarification for the student and the Field Coordinator must utilize knowledge of the particular social service setting, style of teaching of the Field Instructor and learning style of the student in order to properly counsel the student in achieving maximum learning in the Field Education;

2. The Field Coordinator maintains the emphasis as being one of learning through experience and differentiation between work and student experiences. Each student assignment must include clear rationale of purpose with supervision to ensure that the student makes the connection between theory and practice;
3. The Field Coordinator's role of advocacy and advisor should be clarified at the beginning of the placement. This role extends into the area of professional, educational goals, and personal issues which are stimulated by the content of the field Education experience. Because these issues can affect learning in the field Education experience, the Coordinator has a responsibility to respond directly to the areas of professional, educational goals and indirectly (with appropriate referral) to the area of personal issues. The Field Coordinator and the Field Instructor must not fall into the role of therapist for the student.

C. Responsibilities to Field Instructors:

1. The Field Coordinator is responsible to assist the Field Instructor in developing teaching skills and becoming an active member of the teaching team in conjunction with the Seminar in Field Instruction and in service programs and workshops offered on campus.
2. The Field Coordinator and/or Field Liaison is responsible for establishing appointments for consultation visits to discuss the progress of individual students. The visits may vary depending on the experience of the Field Instructor: new instructors may need more contacts, but a minimum amount of contact should be at least one visit during the semester to review the Learning Plan and one visit at the end of the semester to review the Final Evaluation (See #5, "The Field Liaison", 1, 3 and 4).
3. Field Instructors also need information about their students relative to the student's educational needs and as authorized by the student, but also to include the anticipated learning needs of their students. Field Instructors must be kept current of any curriculum and/or administrative changes within the school.
4. Field Instructors need to know classroom content being taught via discussions of material used and course syllabi. The Field Instructor must be prepared to provide a competency-based evaluation utilizing the 10 Core Competencies and 41 practice behaviors.

D. Responsibilities to the Agency:

1. It is imperative that the Coordinator makes every effort to define the expectations and responsibilities of all parties involved so that behaviors and outcomes are clear. Administrators

should be informed of any major changes in the curriculum or administration of the Social Work Program. This should be done initially upon formal visits with the agency to establish presence of necessary criteria for performance as a qualified Field Education setting. Because the B.S.W. degree requires academic and professional performance standards (sometimes referred to as technical standards in legal jargon), the Field Coordinator will routinely educate Field Education agencies concerning needs of students with disabilities. The Field Coordinator advocates for agencies to meet the special needs of students and always assesses for their abilities to accommodate disabled students.

2. Administrators and Field Instructors are requested to sign contracts with the program prior to student placement. This contract states that all parties involved have read the Field Manual and are in agreement to comply with the standards within. This contract is kept on file in the student's permanent record as well as in the agency. A copy of this contract may be reviewed on GCU email under the "Social Work Department"- "Content Area"- "Forms and Manuals" and at the end of the Field Manual. Administrators are entitled to know background information on the students who will be learning in their agency setting. Such background should include education, employment history, and strengths and limitations as viewed by the Field Coordinator. This will be provided with written authorization from student if requested by the agency administrators.
3. Administrators are entitled to be made aware of the student's progress as well as the Field Instructor's performance in the education of the student.

4. THE INTEGRATION INSTRUCTOR

Role as a Member of the Social Work Program:

These faculty members provide a major connection piece between the classroom curricula and the field education of SW390 Macro Junior Field Education, SW496 Senior Field Education and SW497 Advanced Senior Field Education.

Therefore, they will be knowledgeable of the curriculum of this program and will be capable of connecting theory with practice in all areas of the profession. They will do this by:

1. Facilitating a weekly meeting for the purpose of connecting theoretical and conceptual contributions in the classroom with the practice setting, fostering the implementation of evidence-informed practice;
2. Preparing and implementing learning plans with each student for the purpose of achieving mastery in Core Competencies and practice behaviors;
3. Facilitating a group work seminar to focus on self-awareness values/ethics, and personal adjustments to field.

5. THE FIELD LIAISON

The Field Liaison will be the educational extension of the Social Work Program by maintaining the integrity of the Field Education experience outside the classroom and inside the agency. Therefore, she/he will be knowledgeable of the curricula of this program and will be capable of translating the Core Competencies for SW390 Macro Junior Field Education, SW496 Senior Field Education, and SW497 Advanced Senior Field Education into Learning Assignments suitable for a generalist social worker and

commensurate with the Expected Course Outcomes as stated in each Course Syllabi. She/he will do this by:

1. Scheduling appointments with the Field Instructor and field student during the first four weeks of field placement for the purpose of approving suitable Learning Plans. The Learning Plan will be signed by the Field Instructor and the student. Within the first 3 weeks of the semester, the student will have the Field Liaison review the Learning Plan for the purpose of determining that 1) the agency can provide the learning experiences noted in the Learning Plan, 2) that these learning experiences meet the Core Competencies, and 3) the student has agreed to these learning experiences.
4. Advising the Field Coordinator and Integration Instructor of mid-semester grades and if necessary, and after consultation with faculty involved, conducting mid-semester remediation for any student who, in the opinion of any faculty member [including the agency Field Instructor], has reason to think the student's performance is inadequate within the agency. At this meeting, any remediation necessary must be placed in written contractual form and signed by all parties. Weekly progress updates may be necessary and will be determined by faculty involved.
5. Addressing any difficulties conveyed to the Field Liaison by the Field Instructor and/or the Integration Instructor of the *SW390 Macro Junior Field Education* students, the *SW496 Senior Field Education* or *SW497 Advanced Senior Field Education* with a telephone contact and an agency visit at any time during the semester.
5. Scheduling final evaluations with the Field Instructor and field students of SW390 Macro Junior Field Education, SW496 Senior Field Education and SW497 Advanced Senior Field Education during the thirteenth to fifteenth week of the semester to finalize the signing of the final evaluation and to terminate the experience. In exceptional circumstances (inclement weather, long distances to agencies) the Field Liaison reserves the right to conduct a telephone conference call in lieu of the agency visit. This visit serves the purpose for identifying the student's strengths and limitations which indicates areas for improvement in the process of life-long learning.

6. THE STUDENT

The student must be prepared to deal with the level of commitment necessary for working with people who need help in solving problems. This will require they be willing to meet the educational objectives as established by Georgian Court University's Social Work Program.

A. Responsibilities to the Program

1. The student is responsible for attending all necessary pre-placement meetings, for completing the Field Application Form in a timely fashion, returning this to the Departmental Secretary or Field Coordinator, completing the interviews and selecting a field placement all prior to the end of the semester. In the event that this is not completed in time, the student risks having to withdraw from the field education experience due to a failure on her/his part to address the initial responsibility in this aspect of the academic experience.

2. The student is responsible for completing the pre-requisite requirements in a timely fashion, specifically, the completion of the Accuplacer and Write Placer Test and submitting the results to the Department Secretary. This test may be taken after scheduling an appointment with the Academic Development Center located in the basement of the GCU Media Center.
3. The student is responsible for beginning placement in a timely fashion based on the semester schedule. Students shall not begin placements prior to the commencement of the semester. Special considerations will be given when pre-placement training is required by the agency. This must be discussed with the Field Coordinator. No credit for hours in field will be given if the process is not followed.
4. The student has the responsibility to advise the Field Liaison/Field Coordinator if, in her/his opinion, weekly supervision is not taking place and learning assignments are not being provided or for any other reason that affects the student's learning, well-being or ability to follow the NASW Code of Ethics.
5. Students with special needs, as defined by the Americans with Disabilities Act (ADA), should make an appointment with the Field Coordinator when declaring a social work major, or shortly thereafter, to discuss the possibilities in the selection of a Field Education site. (Students need to refer to the Policy and Procedure Manual's section, "Students with special needs".)

B. Responsibilities to the Field Instructor

1. The student is responsible for establishing, with the Field Instructor, a time schedule that will facilitate completion of the required hours during the semester.
2. The student is responsible for arranging with the Field Instructor a time for weekly supervision and for preparing an agenda for each meeting.
3. The student is responsible for attending Learning Contract Meetings and Final Evaluation meetings with the Field Coordinator/Field Liaison and the Field Instructor. The student is also responsible for presenting the Learning Contract during these evaluations.
4. The student is responsible for advising the Field Instructor if she is unable to be present due to an illness or personal emergency and to determine how this shall be done i.e. voicemail, email, etc.
5. The student is responsible for sharing information about her/his special needs/disabilities, if any, with her/his Field Instructor. The faculty of the Social Work Program respects the rights of the student to determine what information will be shared with the field education site; however, if the Field Coordinator believes that the student's disability might preclude services to clients, the Field Coordinator reserves the right to advise the Field Instructor of the student's disability.

The Social Work Program is committed to providing equal opportunity for academically qualified students in an atmosphere free of bias and discrimination toward any group, including person with disabilities. Staying consistent with the Georgian Court University policy, the Social Work Program abides with the Americans with Disabilities Act to provide barrier-free access to the learning environment and is dedicated to the vision of access, retention, and success for all members of our community who wish to pursue the educational opportunity of a B.S.W. degree.

Furthermore, in accordance with the American with Disabilities Act of 1990 (Disabilities Act) amendment to the Rehabilitation Act, “an individual with handicaps does not include an individual who is currently engaged in the illegal use of drugs...”.

The Social Work Program and the University will offer reasonable accommodations for those persons who are able to certify they have a disability. To qualify for an accommodation under the provision of the Americans with Disabilities Act (ADA), a disabling condition must represent a major obstacle to the student’s ability to effectively participate in the learning environment/process. The goal of reasonable and appropriate accommodation is to level the playing field by making the facilities and learning process equally accessible.

The Social Work Program has established the following guidelines for students with special needs:

1. The student must meet the Academic Standards for Admission and Retention as defined on page 9 in this Manual for participation in the program despite her/his special needs;
2. The Program cannot lower or modify its Academic Standards for Admission and Retention to accommodate a person with special needs;
3. The Program will not use testing methods or criteria that adversely affect the student with special needs. Reasonable accommodation for outcome measurement of performance criteria will be offered to the student at the recommendation of The Learning Center;

C. Responsibilities to the Agency

1. The student has the responsibility to fulfill the obligations of the Field Education Contract, as well as any employee obligations as designated by the agency policy and procedure manual.
2. The student is responsible for maintaining the confidentiality of the agency functioning, as well as client confidentiality. No removal from the agency of identifying client information shall take place for any purpose.
3. The student is responsible for following HIPAA regulations within the agency.

The student is expected to progress towards graduation by demonstrating the Academic Standards for Admission and Retention as a result of the classroom experience, Field Education experience, and mentorship of the faculty advisor as well as support of the social work faculty, staff, and field instructors.

On occasion, it becomes necessary to advise the student to re-consider her/his choice of social work as a major due to a failure to meet the Academic Standards criteria (a failure to pass a Field Education course, personal problems which prevent the student from functioning effectively in the field of the B.S.W. social worker, and/or a failure to develop the professional comportment required in the field of the B.S.W. social worker, a lack of commitment to the values and ethics, inappropriate personal boundaries during the classroom and field experience, and/or an intolerance for diverse populations.)

The student is afforded the opportunity to remediate any issues which may be delaying such progress through the faculty advisement meetings and/or any other faculty/staff which the student feels would enhance her/his progress. On occasion, when this process has not corrected the

identified academic and/or professional performance issue, it can become necessary for the faculty advisor to request a review of the student. Other faculty members, administrators, field instructors, staff, and fellow students may also request a review of the student. (See Appendix I Review of Student Performance).

The Social Work Department feels strongly that student rights must be upheld and protected and that students must advocate on their own behalf. Each student shall make herself/himself fully aware of the Grievance and Appeal Procedures and activate the process when necessary.

Because the relationship between the student-Field Instructor-Field Liaison-Field Coordinator is significant to the ultimate outcome of the Field Education experience, it is essential that a clear procedure for dealing with problem situations be understood by all involved prior to such occurring so there will be no unnecessary delays or unpleasant consequences in the resolution.

A student wishing to resolve a grievance/complaint about the field placement should first attempt to do so through discussion with the instructor, in this case, the Field Instructor. If resolution is not achieved, the student should meet with her/his Field Liaison. If this does not resolve the grievance, a meeting with the student, Field Instructor and Field Liaison shall be scheduled to discuss the stated issue. If resolution still has not been achieved, the Field Liaison notifies the Field Coordinator who arranges a meeting with the student, Field Instructor, and herself/himself. If this does not resolve the issue, a subsequent meeting shall be scheduled to include those as before and, in addition, the Department Chairperson. A decision is reached within the program as a whole and the student is notified in writing within three working days of the meeting as to the result of the program's decision. If the student is not satisfied with the decision, the program shall encourage the student to air her/his grievance to the appropriate university department of Georgian Court designed to deal with the particular area of concern, i.e. Dean of Student Affairs, Affirmative Action, etc.

The field instructor would follow the same procedure up to and including having a meeting with the Field Coordinator, student, and Field instructor in order to resolve a grievance/complaint about the student.

COURSE SYLLABI

Georgian Court University School of Arts & Sciences Syllabus

SW390 Macro Junior Field Education

Course Description:

This course involves the student in 125 hours of supervised experience in a social service agency to begin to develop an understanding of entry-level generalist social work with various systems on the macro level (groups, communities, and organizations). It is the conviction of the Social Work Program that students who have received preparation in working with the larger systems are better able to identify and provide solutions on multi-level systems of service. Therefore, in addition to understanding the administrative and managerial levels of human service organizations, students will be prepared to take on the responsibility of direct practice upon entering Senior Field Education (SW496) and Advanced Senior Field Education (SW497). Professional socialization will be emphasized. There will be a weekly Integration Seminar to be held on campus for the purpose of a collective group experience and for the integration of academic knowledge with the field experience. This course is available to social work majors only. No prior or current social work experiences will be given credit towards this practicum. Offered spring semester.

Required Text(s):

Kiser, P., (2012). *The Human Services Internship: Getting the Most from Your Experiences* (3 ed.). Belmont, CA: Brooks/Cole Cengage Learning.

Other Materials/Readings:

The instructor will provide this at the beginning of the semester

Course Goals & Objectives/Core Competencies:

In accordance with the Core Competencies of CSWE [as noted below], this course will address the following as part of its Course Objectives:

Competency #1 - The student identifies with the Social Work Profession.

Objective: The student will identify as a professional social worker and conduct her/himself accordingly within the context of group, committees, and organizational structures (measures ISLG's #3, #5). *Macro Adaptation: The student is able to complete assignments on time and is punctual with appointments and work schedules; she/he demonstrates appropriate appearance in dress, behavior, and communication; shows evidence of professional boundaries and appropriate communication with colleagues.*

Competency #2 - The student applies ethical principles in practice.

Objective: The student will apply social work ethical principles while guiding the planned-change process among and between clients and colleagues (measures ISLG's #1, #2, #3). *Macro Adaptation: The student is able to demonstrate an understanding of confidentiality even with multidisciplinary staff that may have different professional codes; the student demonstrates appropriate professional boundaries when working with various committees, groups, and organizations.*

Competency #3 - The student applies critical thinking in practice.

Objective: The student will apply critical thinking to inform and communicate professional judgments and to do so with respect and consideration for clients and colleagues (measures ISLG's #1, #3). *Macro Adaptation: The student is able to assess actions, choices, decisions, and plans for pitfalls and fallacies based on non-scientific reasoning.*

Competency #4 - The student incorporates diversity in practice.

Objective: The student will engage diversity and differences within the group context to emphasize inclusion and strengths (measures ISLG#9). *Macro interpretation: The student is developing the ability to recognize how a culture's structure and values may marginalize privilege and power resulting in reduced funding; the student can identify practices within the agency that will promote economic and social justice; the student can speak to the strengths of diversity and uses it in program development and policy practices.*

Competency #5 - The student advocates for human rights and social and economic justice. Objective: The student will advance human rights and social and economic justice on the group and community level (measures ISLG's #4, #6, #8, #9). *Macro Adaptation: The student can use groups, community meetings, and trainings to problem solve, advocate, and plan for macro change and develop both oral and written communication skills for effective practice.*

Competency #6 - The student engages in research-informed practice and practice-informed research.

Objective: The student will identify, analyze, and implement empirically-based research methods as part of the planned change process (measures ISLG's #1, #2). *Macro Adaptation: The student can evaluate, assess, and survey results of her macro interventions such as fundraising efforts, grant writing attempts, training processes, volunteer recruitment efforts; the student can research evidence-based work to inform her practice.*

Competency #7 - The student applies knowledge of human behavior and the social environment. Objective: The student will apply developmental variables and theoretical frameworks to understand interactions among and between groups, organizations, and communities (measures ISLG #6). *Macro Adaptation: The student shows understanding of the role 'membership' plays in the community; the student can identify 'macro' models and frameworks when planning programs and policies, and groups.*

Competency #8 - The student engages in policy practice to advance social and economic well-being.

Objective: The student will engage in group planning and practice to advance social and economic well-being and to deliver effective social work services (measures ISLG's #1, #2, #3, #4, #6, #8). *Macro interpretation: The student understands how community organizing shapes and influences social policy implementation and vice-versa.*

Competency #9-The student responds to the contexts that shape practice.

Macro Adaptation: The student can identify the agency philosophy, policies, organizations, and structure that contribute to the agency change effort;

The student can identify the knowledge, values, and skills needed to engage in macro change to best create empowerment in a community organization;

The student is able to learn the parameters that constitute a community, a neighborhood, and an organization including how to discover and assess the needs and power centers of a community including its strengths.

Competency #10 – The student engages, assesses, intervenes, evaluates with individuals, families, groups, organizations, and communities. *Macro Adaptation: The student can use interviewing and assessment skills to problem solve, advocate, and plan for macro change and develop both oral and written communication skills for effective practice.*

Course Prerequisites: Introduction to Social Welfare (SW203), Human Rights & Social Justice (SW253), Communication Skills (SW295), Human Behavior & Social Environment I (SW305), Human Behavior & Social Environment II (SW306), Social Work Practice I (SW313) may be taken concurrently, and completion of the Accuplacer and WritePlacer Plus, and an overall GPA of 2.5.

Major Topics Covered:

- Macro Practice
- Historical Roots of Macro Practice
- Understanding Community and Organization Problems
- Diversity In Practice
- Knowing and Understanding Communities
- Assessing Communities
- Understanding Organizations
- Assessing Human Service Organizations
- Supporting Change
- Strategies and Tactics
- Planning and Implementing
- Monitoring and Evaluating
- Application of Learning to Your Agency
- Assessment of Agency Macro Practice

Evaluation: Learning Plan is a pass/fail assignment – based on submission on time Final Evaluation from agency is a pass/fail grade.

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SW496 Senior Field Education

Course Description:

Senior Field Education in Social Work (SW496) provides the student with the opportunity to work in a social work agency for 200 hours performing all duties and responsibilities of the entry-level generalist social worker. A weekly integration seminar is held in conjunction with the field placement to discuss clinical experience and to strengthen social work skills.

During this weekly 2-hour seminar multiple weekly experiences will be brought into the group meeting in order to connect that with classroom knowledge so the students begin to understand how the course material plays out in the field and what makes for good practice behaviors. This course is less about *acquisition* of knowledge and more about *application* of knowledge.

A benchmark level of expected practice behaviors must be achieved during this course and Advanced Senior Field Education in Social Work (SW497). Those practice behaviors are noted within each Core Competency listed in this syllabus. It is required that the Core Competencies manifested during this semester reach a benchmark of at least a 3 [C] in order to move forward. Not all Core Competencies will be represented but, it is the expectation that, those not practiced in Senior Field Education in Social Work (SW496) will be practiced in and Advanced Senior Field Education in Social Work (SW497) giving the student a full range of measured accomplishments in all 10 Core Competencies.

The course is open to seniors only and is the first semester in the senior capstone experience.

Required Text(s):

Larkin, Shelagh (2013). *Applying Your Generalist Training: A Field Guide for Social Workers*. Independence, KY: Cengage Learning.

Other Materials/Readings:

Coggins, K. & Hatchett, B.F. (2002). *Field Practicum: Skill Building from a Multicultural Perspective*. Peosta, IA: Eddie Bowers Publishing Co., Inc.

Thyer, Bruce A. & Wodarski, J.S. Editors. *Social Work in Mental Health*. (2007). New York, NY: John Wiley & Sons.

Zastrow, C.H. (2010). *The Practice of Social Work: A Comprehensive Worktext*. Independence, KY: Brooks/Cole, Cengage Learning.

Course Goals & Objectives/Core Competencies:

The following are the goals and objectives for this course and, as stated in the Course Description above, reflects some of the minimum standards of practice behaviors of the entry-level generalist social worker:

Core Competencies with Behavioral Objectives Specific to Field (CSWE - EPAS, 2008)

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Practice behaviors include:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries; demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- use supervision and consultation effectively and appropriately;

Educational Policy 2.1.2—Apply social work ethical principles to guide recognize and manage personal values in a way that allows professional values to guide practice; **professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision- making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Practice behaviors include:

- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Practice behaviors include:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Practice behaviors include:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are

knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Practice behaviors include:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Practice behaviors include:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Practice behaviors include:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Practice behaviors include:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Practice behaviors include:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge

includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement Practice behaviors include:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment Practice behaviors include:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention Practice behaviors include:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation Practice behaviors include:

- critically analyze, monitor, and evaluate interventions.

Course Prerequisites: Methods of Social Work Research (SW310), Social Work Practice I (SW313), Macro Junior Field Education (SW390), Social Policy (SW323) – should be taken concurrently with Senior Field Education in Social Work (SW496), Successful completion of the Accuplacer (80) and WriterPlacer Pluc (6), 3.0 Grade Point Average in Social Work Major Courses

Major Topics Covered:

- Core Competency #1: Orientation, Building Learning Plan with Curriculum Review, culture of the agency
- Formatting your Learning Plan, the pace of learning follows a pattern
- Core Competency #1: Self-care, Assessment of Agency safety policies
- Core Competency #1 and #2: Purpose of Supervision, legal and ethical concerns
- Core Competency #3, 10: Interviewing, Process Recordings, Documentations
- Core Competency #2: Ethics Audit, Ethical Dilemmas
- Core Competency # 4 and #5: Cultural competence, social justice & human rights
- Core Competency # 3: Critical Thinking as a core competency, analysis of the task, Case Presentations, what is EBP?
- Core Competency #3, #6, #7, & #8: Putting the PCP to use in Practice, review of theoretical models and frameworks from previous curriculum content

- Your progress as noted in your journal
- How have you advanced in this area in the past 3 months?
- Reflecting on what you did learn and what you may have missed.
- Preparing for SW497
- Core Competency #7 and #10: Case Presentations – some may be presenting to SW203- Introduction to Social Welfare and/or SW295.

Evaluation:

The student's progress throughout the semester will be measured with specific assignments addressing each Core Competency as noted in this syllabus. Assignments completed for the Integration Seminar will vary by instructor but will always comprise 50% of the student's final grade for the course. The remaining 50% comes from the student's progress in the field experience. The Field Instructor offers a recommended grade; the school will make the final decision on the grade the student receives for the field experience.

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SW497 Advanced Senior Field Education

Course Description:

Advanced Senior Field Education in Social Work (SW497), the Senior Capstone Experience, provides the student with the continuing opportunity to work in a social work setting for 200 hours performing all duties and responsibilities of the entry-level generalist social worker. This course, in combination with Senior Field Education in Social Work (SW496), gives the student a total of 400 hours in senior field education. A bi-monthly integration seminar is held in conjunction with the field placement to discuss practical experience and to develop advanced social work skills beyond Senior Field Education in Social Work (SW496). The course is open to seniors only and fulfills the senior capstone experience. Offered spring semester; 6 credits. The primary focus of this semester is on the integration of the knowledge, values, and skills developed in prior academic experiences. Therefore, the measure of achievement will be determined by the student's ability to demonstrate [through field work and seminar] her/his ability to apply, integrate and execute this foundation into an active practice for clients. It is expected that the students' dialogue will become more overtly professional indicating critical thinking and assessment regarding interventions and strategies for clients, families, groups, organizations, and communities. In class meetings, seminar assignments and field learning assignments will provide opportunities to reflect this. The field practicum will be a pass/fail experience; the integration seminar will be graded using the university letter grading scale.

The course is open to seniors only and is the first semester in the senior capstone experience.

Required Text(s):

GCU Social Work Field Manual found on the social work website: <http://www.georgian.edu/socialwork>

Other Materials/Readings:

- Corey, G., Corey, S., and Callanan, P. (1998). *Issues and Ethics in the Helping Profession*. Pacific Grove, CA: Brooks/Cole.
- Germain, C. B. and Gitterman, A. (1980). *The Life Model of Social Work Practice*. New York, NY: Columbia University Press.
- Hunter, Ski. (2002). *Women at Midlife: Life Experiences and Implications for the Helping Professions*. Washington, DC: NASW Press.
- Huxtable, Marion, (2002). *School Social Work Worldwide*. Washington, DC: NASW Press
- Lum, D. (1999). *Culturally Competent Practice*. Pacific Grove, CA: Brooks/Cole.
- O'Hare, T. (2005) *Evidence-Based Practices For Social Workers*. Chicago, IL: Lyceum Books, Inc.
- Straussner, Shulamith, Lala, & Ashenberg (2002). *International Aspects of Social Work Practice in the Addictions*. Binghamton, NY: Haworth Press.
- Winkelman, M. (2005). *Cultural Awareness, Sensitivity & Competence*. Peosta, IA: Eddie Bowers Publishing Co., Inc.

Course Goals & Objectives/Core Competencies:

A detailed explanation of performance criteria is offered in the Field Instructor's Final Evaluation of the student. For Advanced Senior Field Education in Social Work (SW497), the student will be working towards mastery of the following Core Competencies:

Core Competency #1:

Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Core Competency #2:

Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Core Competency #3:

- **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social worker
- distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Core Competency #4:

- **Engage diversity and difference in practice.** Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

Core Competency #5:

- **Advance human rights and social and economic justice.** Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Core Competency #6:

- **Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Core Competency #7:

Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Core Competency #8:

- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.** Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Core Competency #9:

- **Respond to contexts that shape practice.** Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Core Competency #10:**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals, using research and technological advances, evaluating program outcomes and practice effectiveness, developing, analyzing, advocating, and providing leadership for policies and services, and promoting social and economic justice.

Engagement Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Assessment Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Intervention Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Evaluation Social workers

- critically analyze, monitor, and evaluate interventions.

These performance outcomes are directly supported by content in the junior and senior year courses in social work practice methods and field seminars, and the content and sequencing of courses in HBSE, social welfare policy and services, and in research for social workers.

It is the goal of the program that, in this final semester, the student will:

1. Articulate a framework or frameworks for the differential use of these intervention methods and techniques with at least two social systems levels [individuals, family, small groups, organizations, neighborhoods, communities].
2. Learn a variety of intervention methods and techniques for use with individuals, families, small groups and for service delivery and change in organizations, neighborhoods and communities, and
3. Incorporate this knowledge and skill with the values and ethics of the profession.

Course Prerequisites: Senior Field Education in Social Work (SW496), Social Work Practice II (SW414)

Major Topics Covered:**Section One:**

- A. Advanced application of theory to practice
- B. Advanced social work intervention skills (Program Objectives 1, 3, 4, 5, 7, 8, 9 and 10)

Section Two:

- A. Cultural awareness and competence for effective intervention with diverse populations within and between groups.
- B. Knowledge of cultural encapsulation; cross-cultural development; the psycho-cultural model; cultural systems models; the development of cross-cultural competence; race and ethnicity; and, cross-cultural work in different settings.
- C. Evaluation of your agency's cultural awareness and competence.
(Social Work Program Objectives 1, 2, 3, 4, 5, 6, 8, 9 and 10)

Section Three:

- A. Advanced evidence-based practice knowledge and skills
- B. Evaluation of your agency's policies of teaching/practicing evidence-based knowledge and skills (Program Objectives 1, 2 and 3)

Section Four:

- A. Evaluation of the Education
- B. Evaluation of yourself as a graduating BSW student of your knowledge and facility in practicing the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS):
 - 1. Diversity
 - 2. Populations at risk and social and economic justice
 - 3. Human behavior and the social environment
 - 4. Social welfare policy and services
 - 5. Social work practice
 - 6. Research.

Evaluation:

In order to fully benefit from this educational experience, you must attend class regularly, participate in an educationally meaningful way, i.e., discuss cases from your field experience by incorporating the reading material, in an objective, professional manner with little to no use of personal anecdotes. All assignments are to be submitted on time. NO ASSIGNMENTS WILL BE ACCEPTED LATE. If an emergency arises, email your assignment to me on the day that it is due.

Since the class meets only once weekly, more than one unexcused absence will result in a lowering of the final grade by one full letter grade. There should not be more than two excused absences otherwise the student will not have received adequate instruction. Excused absences must include a note from a doctor with the date and reason for absence. If there are more than three absences of any kind, the student might be asked to repeat the class.

Attendance may be of registered students, only. Due to the nature of the class, children of students may be affected negatively by the content and, therefore, may not attend the class.

There is a possible total of 900 points for this class for nine assignments.

The student's progress throughout the semester will be measured with specific assignments addressing each Course Objective as noted in this syllabus. Assignments completed for the Integration Seminar will vary by instructor but will always comprise 50% of the student's final grade for the course. The remaining 50% comes from the student's progress in the field experience. The Field Instructor offers a recommended grade, the school will make the final decision on the grade the student receives for the field experience.

Grades:

- A = 95 and above - 4 quality points.

A- = 90-94 - 3.7 quality points.
B+ = 87-89 - 3.3 quality points.
B = 83-86 - 3 quality points.
B- = 80-82 - 2.7 quality points.
C+ = 77-79 - 2.3 quality points.
C = 73-76 - 2 quality points.
C- = 70-72 - 1.7 quality points.
D+ = 65-69 - 1.5 quality points.
D = 60-64 - 1 quality point.
F = 59 and below - 0 quality points.

Appendices

Appendix 1: Review of Student Performance

Grounds for such a review may include, but are not limited to the following:

5. Failure to meet criteria for Academic Standards for Admission and Retention as stated in the Policy and Procedure Manual, page 17,
6. Failure to develop behavior that is consistent to social work values and ethics (NASW Code of Ethics),
7. Failure to work effectively in the Field Education or classroom due to active addiction, drug or alcohol abuse, or active mental health issues or,
8. Failure to establish productive relationships with colleagues, faculty/administration/field supervisors/agency/field placements.

The purpose of the request for the review is:

6. To determine the accuracy of the statements made in the request for the review,
7. To determine what steps have been taken to assure the student is receiving the highest quality of advising and information,
8. To see if further remediation is warranted and realistic,
9. To ensure that clients, agencies, university employees and fellow students are not at any risk perpetuated by a student,
10. To ensure due process for the student undergoing the review.

The outcome of the review can involve, but is not limited to, the following:

8. The student may be placed on academic probation with the following recommendations:
 - a. Class attendance and assignments must meet the requirements as stated in the course syllabi;
 - b. Tutoring considered from the Academic Development Center;
 - c. Learning disability testing considered from The Learning Center.
9. The student may be removed from the field site and provided another placement elsewhere (which would also include removal from the Integration Seminar,
10. The student may be removed from the field site with no placement occurring at this time,
11. The student may be encouraged to take a medical leave of absence (if applicable) and/or seek mental health counseling and/or supportive services.
12. The student may be asked to delay Field Education,
13. The student may be requested to retake courses which have resulted in the lowered GPA.
14. The student may be terminated from the program.

Process

The faculty advisor, faculty members, administrators, field instructors, staff, and a fellow student may request a review of the student. A Request for Review of Student form must be completed and submitted to the Program Director. Within 3 days of receipt, the Program Director must advise the identified student in writing (certified, return-receipt requested mail) of the Request for Review, schedule an appointment with the originator of the review and the identified student for the purpose of 1) clarifying the facts in the stated issue, 2) reconciling the stated issue, and 3) determining if a Review Hearing is necessary. If the stated issue pertains to a Field Education issue, the Field Coordinator may be asked to be present at the meeting.

If no successful resolution is achieved during this initial meeting with the Program Director, a Review Hearing will be convened involving the originator of the Request for Review and the identified student within ten working days of the initial meeting with the Program Director. The faculty advisor and one additional university faculty member chosen by the student may also be present. If the stated issue pertains to a field practicum issue, the Field Coordinator must be present at the meeting. No one else may be permitted at this hearing. No legal counsel will be permitted at the Review Hearing.

It is mandatory that the student be present at this meeting with written documentation of the stated issue as the student understands it. She/he should be prepared to present her/his interpretation of the situation. Included in this should be any extenuating circumstances that contributed to the poor performance and any steps that would be taken to alleviate the impact of those factors and to improve performance if continuance in the program is permitted. The faculty member whose attendance has been requested by the student will be asked to provide information on the student's past performance. If the student fails to attend the hearing, the Review will still take place and a decision will be made based on the information available at that time. The student is notified in writing within three working days of the Review Hearing.

At the hearing, the faculty advisor should provide background information regarding the student's overall performance as well as make recommendations that might resolve the student's performance problems.

The student does have the right to appeal the decision of the Review Committee for the following reasons:

4. If the student disagrees with the decision,
5. If additional information needs to be considered in the decision,
6. If the student feels due process was not provided.

If the student does not attend the Review Hearing, she/he loses her/his right to appeal this decision unless:

3. There is additional information which needs to be considered and/or
4. The student feels due process was not provided.

If requesting a hearing, the student must present, in writing, prior to this hearing, her/his reasons to substantiate the claim for her/his right to appeal.

The student's appeal will be considered by the Dean of the School of Arts & Sciences. The student must present this appeal in writing within two weeks of receiving the written decision of the Review Committee. A meeting will be convened with the Dean, The Program Director and the identified student. The student's documentation must include the following:

4. The student's basis for disagreeing with the decision made at the Review Hearing,
5. Any additional information the student feels was not included at the Review Hearing,
6. The student's statement of a violation of rights or loss of due process (if applicable).

The Dean will respond to the information provided at this meeting by the student and the Program Director in writing within three working days of receiving the meeting. The decision of the Dean is considered final.

The above-stated timeline for removal from the classroom/field site is suspended if there is reason to believe the student's behavior could be considered dangerous to self or others (e.g. behavior indicating serious mental illness, attending class or field work under the influence of alcohol or drugs, physically threatening another person, verbally threatening another or verbally threatening to harm self, harassment of another) In cases such as these, the social work faculty has the right and responsibility to immediately remove the student prior to any formal review of the student. The review of the student will occur within three working days following the removal of the student and a determination of the student's status will occur during this review. The student will be notified in writing within ten working days of this review meeting.

All procedures related to the Review Hearing assure the student of her/his right to confidentiality regarding information about her/his academic records, professional performance, and/or personal affairs.

It should be noted that termination from the Social Work Program is a rare occurrence, and that faculty, with the student, make every attempt to remediate any situation that may present itself. However, if termination is deemed necessary by those present at the Review Hearing, the social work faculty advisor has the responsibility of providing assistance to the student by in developing appropriate alternatives and will work towards achieving a smooth transition. Termination from the Social Work Program does not necessarily mean termination from GCU.

Appropriate Forms Located in Appendix 6.

Appendix 2: NASW Code of Ethics

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics and it can be located on the following website.

<http://www.socialworkers.org/pubs/code/code.asp>

Appendix 3: Standards for Cultural Competence in Social Work Practice

The National Association of Social Workers has formally set standards for cultural competence in social work practice. To view the definitions of culture, competence, cultural competence and the goals and objectives of the standards, access the following website:

http://www.socialworkers.org/sections/credentials/cultural_comp.asp.

Appendix 4: Georgian Court University

Policy on Sexual and Other Unlawful Harassment

I. Statement of Policy

It is the policy of Georgian Court University that all members of the University community shall be able to enjoy a campus atmosphere free from harassment including, but not limited to sexual harassment

The University will not tolerate any form of harassment or intimidation by employees, students, or third parties based upon race, Color, creed, religion, age, gender, sexual orientation, marital status, pregnancy or pregnancy-related condition, national origin, physical or mental disability, citizenship status, military obligation, status as a disabled veteran or veteran of the Vietnam War, or any other basis that is protected under applicable law.

The University will not tolerate harassment by any employee or student. No University employee or student is exempt from this harassment policy. Moreover, the University will not tolerate retaliation in any form against individuals who report or oppose harassment.

Harassment and intimidation includes verbal or physical conduct based upon the above criteria that unreasonably interferes with another employee's or student's performance, creates an intimidating, offensive, or hostile environment, or otherwise adversely affects the employment or educational opportunities for all members of the University community. All university employees and students are expected to conduct themselves in a professional manner, to respect others in the workplace or campus environment, and to contribute to a productive work and educational environment that is free from harassing activity.

Employees and students of Georgian Court University are obliged to report incidents of harassment which are observed or witnessed. Any employee or student who witnesses or observes any form of prohibited harassment should immediately bring the matter to the attention of the appropriate official at Georgian Court University. An employee or student who fails to cooperate or to provide truthful information during an investigation of a complaint of harassment may be subject to discipline up to and including termination or expulsion. Georgian Court University administrators or faculty who become aware of harassment, whether or not an employee or student complained of it, should take prompt action to investigate or bring the matter to the attention of the appropriate University official.

II. Prohibited Conduct

A. Sexual Harassment

The University's policy against harassment includes a prohibition against sexual harassment. Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and Title IX of the Education Amendments of 1972 for students. Sexual harassment is also illegal under New Jersey- State Law Against Discrimination (N.J. S. A. 10:5-1). The Equal Opportunity-Employment Commission has ruled that sexual harassment constitutes unlawful sexual discrimination and has issued a set of Guidelines on Discrimination Because of Sex which includes a section that deals with sexual harassment.

Employees and students of Georgian Court University must refrain from sexually harassing behavior directed at employees, students, applicants for employment, applicants for enrollment or anyone else associated with Georgian Court University. Unwelcome sexual advances, requests demands for sexual favors, and visual, verbal, or physical conduct of a sexual nature including, but not limited to, unwelcome sexual comments, sexual teasing and joking, and other conduct directed toward a person because of his or her gender constitute sexual harassment when:

- Such conduct is explicitly or implicitly a term or condition of employment.
- Decisions concerning such items as career opportunities, promotions, admission, grades, or other educational opportunities are based on submission to, or rejection of such conduct; or;
- Such conduct unreasonably interferes with an individual's work or educational performance, or creates an intimidating, hostile, or offensive work or educational environment.

Sexual harassment manifests itself in many ways. Examples of prohibited sexually harassing behavior including but not limited to:

1. Unwelcome sexual advances or propositions;
2. Requests or demands for sexual favors;
3. Sex-oriented joking or teasing;
4. Continued or repeated verbal abuse of a sexual nature or based on the individual's gender;
5. Graphic or degrading comments about an individual or her or his appearance or behavior;
6. The display of sexually suggestive objects or pictures;
7. Subtle pressure for sexual activity;
8. Unwelcome physical contact such as patting, hugging, pinching, or touching another person's body;
9. Other verbal or physical conduct of a sexual nature;
10. Uninvited letters, phone calls, or electronic messages;
11. Uninvited pressure for dates;
12. Solicitation of sexual favors or other sexually related behavior by promise of rewards;
13. Coercion of sexual activity by threat of punishment and
14. Sexual crimes, including rape, acquaintance rape, and sexual assault.

B. Other Prohibited Conduct

Examples of prohibited behavior on the basis of race, age, national origin, or any other basis described the second paragraph of this policy include, but are not limited to:

1. Joking or teasing;
2. Verbal abuse;
3. Derogatory or degrading comments; and
4. The display of derogatory or degrading objects or pictures.

III. Harassment Complaint Procedure

Any decision including employees, students, applicants for employment, and applicants for enrollment, who believes that he or she has been subjected to sexual harassment or any other form of harassment may submit a complaint to the appropriate Georgian Court official. A complaint against a student should be brought to the attention of the Assistant Dean for Student Development. A complaint against a faculty member should be brought to the attention of the appropriate academic Dean. A complaint against a staff member should be brought to the attention of the appropriate unit administrator. Complaints against high level administrators of Georgian Court University should be brought to the attention of the Director of Human Resources. If the alleged harasser is the employee's supervisor or if an employee does not wish to complain to his or her supervisor, employees are free to bypass their supervisors and to bring the matter directly to the attention of the Director of Human Resources.

IV. Prompt Investigation/Remedial Action

All allegations of harassment will be investigated promptly and thoroughly by the University. If the investigation reveals that this harassment policy has been violated, The University will take prompt and appropriate remedial action. For employees of the University, such remedial action may include, but not be limited to, warnings, mandatory training, demotions, compensation actions, temporary removal from the workplace, and other discipline up to and including termination. For students, remedial action may include probation, suspension of enrollment, and other discipline up to and including expulsion. For victims of harassment, Georgian Court University may expunge negative evaluations in an employee's personnel file or grades or comments from a student's transcript that arose from the harassment.

V. Retaliation

The University prohibits retaliation by any member of the University community against an individual reporting or opposing an alleged incident(s) of harassment.

VI. Confidentiality

To the extent possible, information concerning a complaint of harassment will not be released by Georgian Court University to third parties or to anyone within the University community who is not directly involved in the investigation of the complaint. The purpose of this provision is to protect the confidentiality of the person who files the complaint, to encourage the reporting of any incidents of harassment, and to protect the reputation of any person wrongfully charged with harassment.

ALL STUDENTS ENTERING FIELD EDUCATION ARE URGED TO SEEK OUT THE AGENCY'S POLICY ON SEXUAL HARASSMENT AS IT MAY NOT BE THE SAME AS THE UNIVERSITY'S POLICY; THE STUDENT IS GUIDED BY THE POLICY OF THE AGENCY WHILE INTERNING, NOT THE UNIVERSITY AS THE UNIVERSITY HAS NO JURISDICTION OVER THE AGENCY PROTOCOLS ON SEXUAL HARASSMENT

Appendix 5: ADA Philosophy

ADA PHILOSOPHY

Georgian Court University is committed to providing equal opportunity for all academically qualified students in an atmosphere free of bias and discrimination toward any group, including persons with disabilities.

We embrace the spirit of the Americans with Disabilities Act to provide barrier-free access to the learning environment and are dedicated to the vision of access, retention and success for all members of our community who wish to pursue the educational opportunities offered by the university. The university will offer reasonable accommodations for those persons who are able to certify that they have a disability.

To qualify for an accommodation under the provision of the American with Disabilities ACT (ADA), a disabling condition must represent a major obstacle to the student's ability to effectively participate in the learning environment/process. The goal of reasonable and appropriate accommodation is to "level the playing field" by making the facilities and learning process equally accessible.

Appendix 6: Forms

- A. Field Instructor Application Form
- B. Review of Readiness for Field Education
- C. Student Field Application
- D. Liability Form for Field
- E. Agreement of Cooperation [between agency and school]
- F. Social Work Field Education Contract [between student and school]
- G. Review of Student Performance
- H. Review of Student Performance Form
- I. Field Instructors' Evaluation of Program

GEORGIAN COURT UNIVERSITY
SOCIAL WORK PROGRAM

FIELD INSTRUCTOR APPLICATION FORM

Please fill in this updated version even if you have previously filled one out

NAME _____

AGENCY _____

AGENCY ADDRESS _____

PHONE _____ BEGINNING DATE OF EMPLOYMENT _____

PRACTICE EXPERIENCE (List 2 previous positions which are the most recent - not including your present position)

1. Agency _____

Title _____

Type of Work (individual, group, family, etc.) _____

Dates Employed _____

2. Agency _____

Title _____

Type of Work (individual, group, family, etc.) _____

Dates Employed _____

TEACHING EXPERIENCE (distinguish between classroom teaching and field)

1. School _____

Level _____

Courses Taught _____

Dates _____

2. School _____

Level _____

Courses Taught _____

Dates _____

EDUCATIONAL BACKGROUND (Baccalaureate, Masters, Post Masters)

1. School _____

Degree completed _____

CSWE-accredited? ____yes ____no

Major _____ Dates attended _____

2. School _____

Degree completed _____

CSWE-accredited? ____yes ____no

Major _____ Dates attended _____

3. School _____

Degree completed _____

CSWE-accredited? ____yes ____no

Major _____ Dates attended _____

1. LICENSE: _____
Type of license: _____
State Issued: _____ Date received: _____

2. LICENSE: _____
Type of license: _____
State Issued: _____ Date received: _____

PROFESSIONAL ORGANIZATIONS (include date joined)

PARTICIPATION/PRESENTATION OF SEMINARS, WORKSHOPS

ATTENDANCE OF SEMINARS, WORKSHOPS

Review of Readiness for Field Education		
Student Name:		Date:
Person Completing This Form:		Advisor:
Semester: Fall/Spring (circle one)		Year: 20____
Relationship with Student (choose one)		
Advisor <input type="checkbox"/>		In 2 or More of My Classes <input type="checkbox"/>
In one of my courses <input type="checkbox"/>		Informal Mentor/Mentee <input type="checkbox"/>
Behaviors observed which may create difficulty in field education: (Check all that apply)		
COMMENTS		
Engaging in a supervisory relationship	<input type="checkbox"/>	
Making contact with clients	<input type="checkbox"/>	
Learning new information	<input type="checkbox"/>	
Respecting individual differences	<input type="checkbox"/>	
Acclimating to an agency setting	<input type="checkbox"/>	
Learning professional documentation skills	<input type="checkbox"/>	
Grasping the dynamics of the agency	<input type="checkbox"/>	
Making connections between the classroom and the field	<input type="checkbox"/>	
Completing concrete tasks	<input type="checkbox"/>	
Prioritizing multiple tasks	<input type="checkbox"/>	
Deciphering complex tasks and following through	<input type="checkbox"/>	
Handling tasks independently	<input type="checkbox"/>	
Working as part of a treatment/service team	<input type="checkbox"/>	
Developing time management techniques	<input type="checkbox"/>	
Handling stress	<input type="checkbox"/>	
Accepting critical feedback	<input type="checkbox"/>	
Consistently comes to class late	<input type="checkbox"/>	
Following through on assigned tasks or responsibilities	<input type="checkbox"/>	
Turns assignments in late	<input type="checkbox"/>	
Monopolizes class discussions	<input type="checkbox"/>	

Areas observed in personal characteristics and behaviors present seen as strengths: (Check all that apply)		
		COMMENTS
Leadership	<input type="checkbox"/>	
Dependability	<input type="checkbox"/>	
Charismatic personality	<input type="checkbox"/>	
Outstanding writing ability	<input type="checkbox"/>	
Goes out of way to help others	<input type="checkbox"/>	
Shows initiative	<input type="checkbox"/>	
Ability to know when and how to use self-care	<input type="checkbox"/>	
Responsive, not reactice	<input type="checkbox"/>	
Ability to think through options	<input type="checkbox"/>	
Extremely shy	<input type="checkbox"/>	
Compassionate	<input type="checkbox"/>	
Strong commitment to social justice	<input type="checkbox"/>	
Is open to new ideas	<input type="checkbox"/>	
Professional demeanor/comportment/dress	<input type="checkbox"/>	
Good coping skills	<input type="checkbox"/>	
Responds well to stressful situations	<input type="checkbox"/>	
Supportive of peers	<input type="checkbox"/>	
Strong commitment to social work values	<input type="checkbox"/>	
Strengths focused	<input type="checkbox"/>	
Accepts feedback openly	<input type="checkbox"/>	
Additonal Comments:		



DEPARTMENT OF SOCIAL WORK
APPLICATION FOR FIELD EDUCATION - OVERVIEW

The Social Work Field Education experience consists of 3 placements: SW390-Macro Junior Field [125 hours], offered in the spring, 3 credits, SW496-Senior Field Education [200 hours], offered in the fall, 6 credits, and SW497-Adv. Senior Field Education [200 hours], offered in the spring, 6 credits.

Prior to entering these field education courses, specific criteria must be met. The criteria are listed in the Field Manual and the student is responsible for seeing that compliance has been met prior to submitting this application.

Georgian Court's BSW Program follows a *concurrent field delivery model*. This means specific classes are taken concurrently with field education experiences. The field education experiences have been designed for the student to maximize classroom and field education by sequencing specific courses with each field experience. Please take this into consideration when registering for courses. Course requirements are also noted in the Field Manual and will be discussed during your advisement appointment.

Please complete the following form and submit it to Professor Kardos, Room 115C, A&S Center at least 1 month prior to the end of the semester in order to assure availability of agencies. Your application will be processed when your paperwork submission is completed.

**GEORGIAN COURT UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT FIELD APPLICATION**

NAME : _____

STUDENT I.D. NUMBER: _____

PREFERRED ADDRESS: _____

PREFERRED PHONE: _____

TRANSPORTATION ____ yes ____ no

I am applying for placement in [circle one]: SW390-Macro Junior Field, SW496 & SW497

Please indicate your status in the checklist below:

____ I have met the required course pre-requisites to be applying for this course;

____ I have completed the Accuplacer & WritePlacer Plus with scores of _____ & _____ and have submitted documentation of this to the Departmental Manager;

____ My current GPA;

____ I have reviewed the Learning Plan for the specific field experience (SW390, SW496 - SW497) and understand what particular experiences I am seeking (macro, mezzo, micro);

____ I have prepared my academic resume in preparation for the interviewer;

____ I have reviewed the agency's website so as to be informed of their mission in preparation for the interview.

A list of approved agencies are located on the social work website*. After reviewing this list, plan to contact an agency in which you might be interested in completing your internship. List below and submit to the Field Coordinator.

1.

2.

3.

I am certifying that I do not have any existing relationships with personnel in these agencies and that I have not been a consumer of any of the agencies in which I wish to do my placement.

Signature: _____ Date: _____

Submit this form to the Field Coordinator 1 month prior to the end of the current semester. Upon completion of interviews, contact the Field Coordinator to discuss selection of agency site for internship.

*The university reserves the right to limit placements to within a 30-mile radius of the campus.

Field Liability Form:

Please date, sign and print your name below to indicate that there are no prior legal suits, claims, arrests, convictions or incidents that would create a risk for the insurance company (malpractice/liability). Examples would be a felony conviction**, police record for a drug offense or incidents that would prevent you being able to work with minors, especially, but with any other population, as well.

Failure to return this form 14 days prior to the first day of your field experience will prevent adequate coverage of malpractice/liability insurance for your field education experience and, therefore, admission to the field and Social Work 390 or SW496/SW497.

This form must be in the Social Work Secretary's office 14 days prior to the first day of school.

Print Name: _____

Signature: _____

Date: _____

** The New Jersey State Board of Social Work Examiners reserves the right to refuse licensure/certification to convicted felons despite graduation from an accredited institutions; it is advised students seek legal clarification on this prior to committing to the process of their academic experience.

5-YEAR AGREEMENT OF COOPERATION

FIELD PLACEMENT FOR GEORGIAN COURT UNIVERSITY'S BACHELOR OF SOCIAL WORK (BSW) STUDENTS

THIS AGREEMENT is made this ____ day of 20__ by and between Georgian Court University located at 900 Lakewood Avenue, Lakewood 08701 [hereinafter referred to as "GCU"] and _____ [hereinafter referred to as "Agency"] and is on behalf of _____, social work student.

IT IS AGREED:

1. GCU and the Agency agree to collaborate in an effort that links classroom learning with practical experiences as stated and defined in the GCU Social Work Program Field Manual, Spring, 2015.
2. GCU agrees to provide a Faculty Field Liaison to:
 - (a) Conduct visits to the Agency's location to facilitate the terms of the Agreement, including the Learning Contract that is determined mutually with the student, Field Instructor, and Field Liaison.
 - (b) Engage in discussions with the student, the Agency designated Field Instructor and/or other appropriate representatives when the Faculty Field Liaison is advised of any problems, including those defined in the Field Manual's "Appeal Process," between a GCU student placed at the Agency and the Agency's Field Instructor or any other Agency employee or agent.
 - (c) Facilitate the Final Evaluation.
3. GCU agrees to identify curriculum content relevant to the field and conduct an Integrative Seminar in conjunction with the field experience.
4. Provide the agency with evidence of professional liability insurance coverage for the student in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
5. The Agency agrees to:
 - (a) Provide a mandatory orientation class (minimum of 8 hrs.) on general institutional security and conduct while working within a secured institution.

- (b) Provide either a BSW or an MSW level staff member who graduated from a CSWE-accredited program to act as the Field Instructor and to provide supervision and instruction of the GCU student. If this is not possible, the Integration Seminar Instructor of GCU will assume responsibility of implementing the social work perspective into the student's experience.
 - (c) Inform the Faculty Field Liaison or Coordinator of Field Education of any problems or concerns regarding the student within field instruction as defined in the "Appeal Process" in the Field Manual.
 - (d) Inform the Faculty Field Liaison or Coordinator of Field Education of any concerns within the agency of the student's well being "due to personal issues" as defined in the "Appeal Process" in the Field Manual.
 - (e) Provide weekly supervision to the student of approximately one hour for a student, group supervision shall be 1 ½ hours.
 - (f) Provide learning experiences and opportunities to practice specific professional behavioral skills for the student as defined in the Learning Plan.
 - (g) Provide office space and supplies, and access to agency records in accordance with HIPAA standards in order for the student to prepare and work effectively.
 - (h) Provide release time for the Field Instructor to effectively teach and supervise the student and to attend the Seminar in Field Instruction [SIFI].
- 6. This Agreement shall be effective for the 2015-16 school year.
 - 7. GCU or the Agency may terminate this Agreement at any time prior to its scheduled termination date upon providing written notice.
 - 8. GCU shall defend, indemnify and save harmless the Agency, its officers, agents and employees from and against all suits, costs (including attorney fees and costs, and court fees), claims, expenses, liabilities, loss, and judgments of every kind to which the Agency may be subjected by reason of providing services to GCU and the student(s), and any action taken by GCU, including its students, officers, agents and employees.
 - 9. The Agency shall defend, indemnify and save harmless GCU, its officers, agents and employees from and against all suits, costs (including attorney fees and costs, and court fees), claims, expenses, liabilities, loss, and judgments of every kind to which GCU may be subjected by reason of receiving services from the Agency, and any action taken by Agency, including its officers, agents and employees.

AGENCY:

Signature: _____

Name: _____

Title: _____

Date: _____

GEORGIAN COURT UNIVERSITY:

Signature: _____

Name: Linda Kardos, LCSW

Title: Field Coordinator

Date: _____

SOCIAL WORK FIELD EDUCATION CONTRACT BETWEEN STUDENT AND UNIVERSITY

As a Social Work Student Intern, I understand if my professional development is not deemed satisfactory as described by the Social Work Program and the NASW Code of Ethics, the Social Work Program has the responsibility to request reassessment of my suitability for the major in social work. The social work faculty will provide me with professional advising.

As part of the field education experience, I understand I must comply with the following criteria:

1. To continue my professional development through regular self-assessment of my academic, professional, and personal aptitude and performance;
2. To continue my professional development through regular faculty assessment of my academic and professional aptitude and performance;
3. To permit the Field faculty (Field Coordinator, Field Liaison, Field Instructors, and Integration Seminar Instructors) to discuss my progress in accordance with FERPA regulations (access the following link to read about FERPA) www.georgian.edu/registrar/FERPA.htm. Information will be shared on a “need-to-know” basis, i.e., information released will be done so only when it is necessary for the student’s professional success and/or the client’s safety.

All parties signed below agree to:

4. Recognize and agree to the clients’ needs as primary when making decisions;
5. Read the Field Manual;
6. Adhere to the NASW Code of Ethics;
7. Complete the contractual relationship until the required time of 125 hours (SW390) 400 hours (SW496 and 497) (circle one) are completed barring any extreme circumstances and then only when followed according to the appeal process as stated in the Field Manual;
8. Comply with agency protocols regarding HIPAA regulations.

DATE: _____

STUDENT: _____

**GEORGIAN COURT UNIVERSITY
SOCIAL WORK PROGRAM**

REQUEST FOR REVIEW OF STUDENT PERFORMANCE

Please include a summary of the specific reasons for the request to review. Include all supportive materials and documented conversations. This material will be kept confidential and does not become a permanent addition to the student's file unless facts are confirmed.

Person submitting request _____

Name of Student being reviewed _____

What is your relationship to this student _____

Request for Review concerns the following areas:

Grade Point Average _____

Communication problem _____

Code of Ethics issue _____

Professional Comportment _____

Request for Review is in relation to:

Course Name and Number _____

Field Education Agency _____

Time Period _____

Signature/position of person submitting report:

Date:

**BSW LEARNING PLAN – SW390 MACRO JUNIOR FIELD
GEORGIAN COURT UNIVERSITY**

Instructions:

The student and the field instructor discuss and enter agency activities (under the activity heading) the student will complete during the semester that will demonstrate the student's competency for each practice behavior. The activities noted within this Learning Plan are not an exclusive list. Approval on the part of the field instructor indicates the feasibility of the student having that experience within the agency. The student and field instructor will enter the target date the student plans to complete the activity. Remember, the date is only a "target" and may be modified based on activity. Approval on the part of the faculty liaison indicates that the learning plan meets the core competencies of the field education experience therefore **the student will submit this learning plan to the field liaison within the first 3 weeks of the semester.** This can also be reviewed during the initial field liaison visit that occurs within the agency.

At mid and end of the semester, the field instructor(s) will evaluate the student's level of competency demonstrated. Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided below. Inadequate performance requires immediate contact with the field liaison so remediation may be planned.

The student may continue to add to the learning plan, as appropriate, until the end of the practicum. **The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document.** The student submits the final learning plan to the faculty liaison at week 13. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student's personnel file at the end of the semester.

The field instructor is asked to evaluate the student's competency progress based on the evaluation rating scale below.

0	Not Observed	The practicum student has not had the opportunity to demonstrate the knowledge values, and skills related to the performance of the practice behavior.
1	Lacking Performance	The practicum student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.
2	Inadequate Performance	The practicum student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.
3	Competent Performance	The practicum student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.
4	Superior Performance	The practicum student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.
5	Mastered Performance	The practicum student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.

Competency # 1: Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
The student is able to complete assignments on time;				
The student is punctual with appointments and work schedules;				
The student shows evidence of professional boundaries;				
Demonstrate professional demeanor in behavior, appearance, and communication;				
The students shows evidence of appropriate communication with colleagues and staff;				
Use supervision and consultation appropriately.				

Competency # 2: Apply social work ethical principles to guide professional practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
The student is able to demonstrate an understanding of confidentiality even with multidisciplinary staff that may have different professional codes;				
The student demonstrates appropriate professional boundaries when working with various committees, groups, and organizations;				
The student can identify the presence of an ethical dilemma and can seek appropriate supervision in working through the process of applying NASW Code of Ethics.				

Competency #3: Apply critical thinking to inform and communicate professional judgments.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Work with respect and consideration for clients and colleagues;				

Assess actions, choices, decisions, and plans for pitfalls and fallacies based on non-scientific reasoning.				
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Competency # 4: Incorporates diversity in practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Is beginning to recognize the extent to which a culture's structures and values may marginalize privilege and power resulting in reduced funding;				
Can speak to the strengths of diversity and uses it in program development and policy practices;				
Can identify practices within the agency that will promote economic and social justice.				

Competency # 5: Advance human rights and social and economic justice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Can use groups, community meetings, and trainings to problem solve, advocate, and plan for macro change;				

Is developing both oral and written communication skills for effective practice with communities, groups, and organizations.				
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Competency # 6: Engage in research-informed practice and practice-informed research.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Evaluates, assesses, and survey results of one's interventions such as fundraising efforts, grant writing attempts, training processes, volunteer recruitment efforts;				
Can apply evidence-based research to inform one's practice.				

Competency # 7: Apply knowledge of human behavior and the social environment.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Understands the role "membership" plays in the community;				
Identifies "macro" models and frameworks when planning programs, policies, and groups.				

Competency # 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Understands how community organizing shapes and influences social policy implementation;				
Understands how social policy implementation influences the organization of a community.				

Competency # 9: Respond to contexts that shape practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Can identify the agency philosophy, policies, organizations, and structure that contribute to the agency change effort;				
Can identify what is needed [knowledge, values, skills] to engage in macro change to create empowerment in a community organization;				

Can identify the parameters that constitute a community, a neighborhood, and an organization and how to assess the needs and power centers.				
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Competency # 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
Substantively and effectively prepare for interaction with families, groups, organizations, and communities;				
Can use interviewing and assessment skills to problem solve, advocate, and plan for macro change.				

Student Signature_____

Field Instructor Signature_____

Date_____

Western Illinois University: http://www.wiu.edu/coehs/social_work/documents/practicum/BSW%20Sample%20Learning%20Plan.pdf. Retrieved 6/17/2104

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GEORGIAN COURT UNIVERSITY - BSW LEARNING PLAN – SW496 SENIOR FIELD

Instructions:

The student and the field instructor discuss and enter agency activities (under the activity heading) the student will complete during the semester that will demonstrate the student's competency for each practice behavior. The activities noted within this Learning Plan are not an exclusive list. Approval on the part of the field instructor indicates the feasibility of the student having that experience within the agency. The student and field instructor will enter the target date the student plans to complete the activity. Remember, the date is only a "target" and may be modified based on activity. Approval on the part of the faculty liaison indicates that the learning plan meets the core competencies of the field education experience therefore **the student will submit this learning plan to the field liaison within the first 3 weeks of the semester.** This can also be reviewed during the initial field liaison visit that occurs within the agency.

At mid and end of the semester, the field instructor(s) will evaluate the student's level of competency demonstrated. . Field instructors will enter their evaluation ratings for the student in the appropriate column on the far right using the numerical rating scale provided below. Inadequate performance requires immediate contact with the field liaison so remediation may be planned.

The student may continue to add to the learning plan, as appropriate, until the end of the practicum. **The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document.** The student submits the final learning plan to the faculty liaison at week 13. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student's personnel file at the end of the semester.

The field instructor is asked to evaluate the student's competency progress based on the evaluation rating scale below.

0	Not Observed	The practicum student has not had the opportunity to demonstrate the knowledge values, and skills related to the performance of the practice behavior.
1	Lacking Performance	The practicum student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.
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5	Mastered Performance	The practicum student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.

Competency # 1: Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
1. Advocate for client access to the services of social work				
2. Practice personal reflection and self-correction.				
3. Attend to professional roles and boundaries				
4. Demonstrate professional demeanor in behavior, appearance, and communication.				

5. Engage in career-long learning				
6. Use supervision and consultation.				

Competency # 2: Apply social work ethical principles to guide professional practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
7. Recognize and manage personal value in a way that allows professional values to guide practice.				
8. Make ethical decisions by applying NASW or International ASW Code of Ethics using ethical reasoning to arrive at principled decisions.				
9. Tolerate ambiguity in resolving ethical conflicts.				
10. Apply strategies of ethical reasoning to arrive at principled decisions				

Competency #3: Apply critical thinking to inform and communicate professional judgments.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.				
12. Analyze models of assessment, prevention, intervention, and evaluation.				
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues.				

Competency # 4: Engage diversity and difference in practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create /enhance privilege and power.				
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups				

16. Recognize and communicate understanding of the importance of differences in shaping life experiences.				
17. View themselves as learners and engage those with whom they work as informants				

Competency # 5: Advance human rights and social and economic justice.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
18. Understand the forms and mechanisms of oppression and discrimination				
19. Advocate for human rights and social and economic justice.				
20. Engage in practices that advance social and economic justice.				

Competency # 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
21. Use practice experience to inform scientific inquiry.				

22. Use research evidence to inform practice.				
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Competency # 7: Apply knowledge of human behavior and the social environment.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation				
24. Critique and apply knowledge to understand person and environment				

Competency # 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
25. Analyze, formulate, and advocate for policies that advance social well-being.				
26. Collaborate with colleagues and clients for effective policy action.				

Competency # 9: Respond to contexts that shape practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
27. Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.				
28. Provide leadership in promoting sustainable changes in service to improve the quality of services.				

Competency # 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
29. Substantively and effectively prepare for interaction with individuals, families, groups, organizations, and communities.				
30. Use empathy and interpersonal skills				
31. Develop a mutually agreed upon focus of work, goals, objectives and desired outcomes.				

32. Collect, organize, and interpret client data				
33. Assess client strengths and limitations				
34. Develop mutually agreed-on intervention goals and objectives				
35. Select appropriate intervention strategies				
36. Initiate actions to achieve organizational goals				
37. Implement prevention interventions that enhance client capacities.				
38. Help clients resolve problems				
39. Negotiate, mediate, and advocate for clients				
40. Facilitate transitions and endings				
41. Critically analyze, monitor, and evaluate interventions.				

Student Signature_____

Field Instructor Signature_____

Field Liaison _____

Date_____

GEORGIAN COURT UNIVERSITY - BSW LEARNING PLAN – SW497 ADVANCED SENIOR FIELD

Instructions:

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The student may continue to add to the learning plan, as appropriate, until the end of the practicum. **The student and the field instructor will print the document, sign and date in the appropriate line on the final page of this document.** The student submits the final learning plan to the faculty liaison at week 13. The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student's personnel file at the end of the semester.

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Competency # 1: Identify as a professional social worker and conduct oneself accordingly.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
1. Advocate for client access to the services of social work				
2. Practice personal reflection and self-correction.				
3. Attend to professional roles and boundaries				
4. Demonstrate professional demeanor in behavior, appearance, and communication.				

5. Engage in career-long learning				
6. Use supervision and consultation.				

Competency # 2: Apply social work ethical principles to guide professional practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
7. Recognize and manage personal value in a way that allows professional values to guide practice.				
8. Make ethical decisions by applying NASW or International ASW Code of Ethics using ethical reasoning to arrive at principled decisions.				
9. Tolerate ambiguity in resolving ethical conflicts.				
10. Apply strategies of ethical reasoning to arrive at principled decisions				

Competency #3: Apply critical thinking to inform and communicate professional judgments.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.				
12. Analyze models of assessment, prevention, intervention, and evaluation.				
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues.				

Competency # 4: Engage diversity and difference in practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create /enhance privilege and power.				
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups				

16. Recognize and communicate understanding of the importance of differences in shaping life experiences.				
17. View themselves as learners and engage those with whom they work as informants				

Competency # 5: Advance human rights and social and economic justice.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
18. Understand the forms and mechanisms of oppression and discrimination				
19. Advocate for human rights and social and economic justice.				
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Competency # 6: Engage in research-informed practice and practice-informed research.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
21. Use practice experience to inform scientific inquiry.				

22. Use research evidence to inform practice.				
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Competency # 7: Apply knowledge of human behavior and the social environment.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation				
24. Critique and apply knowledge to understand person and environment				

Competency # 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
25. Analyze, formulate, and advocate for policies that advance social well-being.				
26. Collaborate with colleagues and clients for effective policy action.				

Competency # 9: Respond to contexts that shape practice.				
Practice Behaviors	Activities	Date Complete	Midterm Evaluation	Final Evaluation
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32. Collect, organize, and interpret client data				
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34. Develop mutually agreed-on intervention goals and objectives				
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37. Implement prevention interventions that enhance client capacities.				
38. Help clients resolve problems				
39. Negotiate, mediate, and advocate for clients				
40. Facilitate transitions and endings				
41. Critically analyze, monitor, and evaluate interventions.				

Student Signature_____

Field Instructor Signature_____

Field Liaison _____

Date_____

Student Evaluation of Agency

Dear Student,

To assist us in determining the quality of the particular agency in which you were interning, would you please complete the following form:

- 1) Do you feel you were provided with a sufficient orientation period (you were familiarized with the organizational structure of the agency, staff, other students, the patterns of operation, the mission, values, and objectives of the agency)?

- 2) Do you feel your Field Instructor provided you with sufficient time for supervision, i.e., a minimum of 1 hour weekly? You were prepared with relevant activities when your field instructor was absent?

- 3) Were you encouraged to attend seminars, workshops and in-service education programs? Did your Field Instructor attend such programs?

- 4) Were you provided with sufficient space to conduct interviews and have private discussions with your Field Instructor?

- 5) Did it seem as if your field instructor was familiar with your curriculum for field integration?

- 6) Do you feel you have a constructive professional relationship with your field instructor?
- 7) Did you feel your assignments were oriented towards learning? Were the assignments prepared for you ahead of time?
- 8) Was supervision by social work professionals accessible to you during your work day?
- 9) Would you recommend this practicum to another student? Why? Why not?
- 10) Was this for SW390, SW496 or SW497?

Thank you - do not sign your name -

GEORGIAN COURT UNIVERSITY - SOCIAL WORK PROGRAM

FIELD INSTRUCTOR'S EVALUATION OF PROGRAM

The following scale is designed to evaluate the academic Social Work Program at Georgian Court University, and its ability to prepare the student for field education. You are requested to complete the following scale with the intent of evaluating what role the program played in providing the student with the necessary knowledge, skills, and values to function as an entry level generalist social worker. This requires that you attempt to separate the student's individual abilities from the academic foundation provided by the school.

Please complete the questionnaire with any additional feedback that would assist us in improving the program. Please include any strengths and weaknesses that you might want to suggest, and forward to:

Linda Kardos, Associate Professor
Field Coordinator
Georgian Court University
Social Work Program
900 Lakewood Avenue
Lakewood, NJ 08701
(732)-987-2368

Questions: Page 1 of 3	Very Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not Related
1. To what degree was the student educationally prepared for the concepts of:					
Purpose/Mission of Agency					
Services of Agency					
Resources of Agency					
Social Impact upon minorities					
2. How well prepared was the student for:					
Collecting data					
Recognizing relevant case information					
Understanding the purpose behind follow up of client					
3. To what degree did the student demonstrate a beginning knowledge base in:					
Levels of systems (micro, mezzo, macro)					
Diversity as it affects clients/worker					
NASW Code of Ethics					
Significance of respect for clients					
Significance of healthy working relationships with staff					
4. To what degree did the student exercise an awareness in application of:					
Utilization of field supervision					
Responsibility of self-learning					
5. How knowledgeable was the student in the area of:					
Social service system					
6. How well did the student understand the process and concept of:					
What an entry level generalist social worker does					
Systems Theory as it relates to the micro, mezzo and macro system					

Questions: Page 2 of 3	Very Well Prepared	Well Prepared	Adequately Prepared	Poorly Prepared	Not Related
7. How skillful was the student regarding the following:					
Interventions with individuals, families, groups					
Influencing agencies and their policies					
Community interaction and intervention					
8. How knowledgeable was the student in applying:					
Concept of person-in-environment					
Human Life cycle					
Psychology content					
Human Bio-physiology content					
9. How knowledgeable was the student in understanding the concept of:					
Social policy awareness					
Political / Governmental processes					
10. How aware was the student concerning:					
Vulnerable potential population-at-risk clients in her/his own area					
11. How skillful was the student in the following areas:					
Purpose of evaluation of her/his own practice					
An understanding of the "accountability" to the client and the client system					
Applying research information for the purpose of improving functioning in another area i.e. the individual, group, family or community organization					
12. How well prepared was the student to:					
Prepare well written, well documented communication utilizing agency equipment, i.e. computers					
Recognize and value diversity, and respond to it appropriately					

Questions: Page 3 of 3	Very well prepared	Well Prepared	Adequately prepared	Poorly prepared	Not related
Utilize the field instructor as defined by the Field Manual and according to the definition of the generalist social worker					
13. The student came to the agency prepared to:					
Apply knowledge of Social Policy					
Apply knowledge of problem-solving on the macro level					
14. The student demonstrates a knowledge base of how to seek out supervision via networking, resourcing, and advocating for self.					
15: You and your agency administrator were prepared for the cooperative effort between you and GCU					
16: The process of a cooperative effort with the school via the field liaison was organized					
Were the appointments well prepared?					
The back up support from the Field Liaison was?					
17: If the support of the Field Coordinator was needed:					
Was the field coordinator well prepared?					
The backup support of the field coordinator was:					
18: The evaluation tools in the Field Manual were prepared for ease of working?					
19: Suggestions for improvement of Georgian Court University's Social Work Program?					