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Georgian Court University Social Work MSW Program Field Manual



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**SOCIAL WORK IS
MERCY WORK!**

**February 2026
EPAS 2022
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I. 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 advanced 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 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 Master 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 advanced 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 Program Procedure and Policy Manual, Appendix 3.1.2). 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.

Specializations:

The MSW @ GCU is grounded in the model of Advanced Generalist Practice. The curriculum prepares students to work across system levels—individuals, families, groups, organizations, and communities—while integrating clinical practice, policy, administration, advocacy, and community development.

Students are trained to engage in culturally responsive, anti-racist, and anti-oppressive practice; critically evaluate and implement evidence-informed interventions; and assume leadership roles that promote social, racial, economic, and environmental justice. Practicum settings are intentionally aligned with the advanced generalist model, ensuring that students gain integrated experiences across micro, mezzo, and macro levels.

Interdisciplinary opportunities are also available through collaboration with other graduate programs at Georgian Court, including Theology, Education, and Psychology (Applied Behavior Analysis, Clinical Mental Health Counseling, and School Psychology). Students may design individualized pathways that reflect their professional goals while benefiting from the broad preparation of the Advanced Generalist Practice model.

Advanced Standing:

Advanced Standing for accredited BSW program Students entering the MSW program full time with an earned BSW from a program accredited by the Council for Social Work Education (CSWE) receive Advanced Standing in an accredited Master of Social Work program, the equivalent of one year of full-time study. Essentially, this makes an MSW @ GCU a four plus one program for BSW majors at GCU or any accredited program. The first year of the MSW program is actually the senior year of the BSW program. Students who have graduated with any other major can apply for admission to the MSW program without a BSW. The route typically takes two years of full-time study to complete. The 6 accretor requires that the MSW program be constructed such that students can complete it in two years.

Georgian Court University Mission Statement:

Georgian Court University, founded by the Sisters of Mercy of New Jersey in 1908 and sponsored by the Institute of the Sisters of Mercy of the Americas since January of 2007, provides a 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; and
- 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.

Program Mission and Objectives:

The mission of the MSW program at Georgian Court University (GCU) is to educate students to become competent and compassionate advanced social work professionals and

lifelong learners. The primary goal of the graduate social work program is development of students, who upon graduation, can effectively “lead for change” locally and globally through the Advanced Generalist Practice (AGP) model, which integrates clinical, policy, and administrative approaches. Grounded in a person-in-environment framework and an explicit anti-racist, anti-oppressive perspective, the program advances human rights and scientific inquiry across the explicit and implicit curriculum. At GCU, Social Work is Mercy Work!

The Master of Social Work prepares students for Advanced Generalist Practice and is considered a professional degree. The MSW program provides students with specialized knowledge, values, skills, cognitive and affective processes, and practice behaviors. Students who pursue an MSW degree at GCU are prepared to become Advanced Generalist Practitioners, capable of working across clinical, policy, and administrative settings to lead changes within the profession. After completion of a Master of Social Work, graduates will be eligible to sit for the Licensed Social Worker (LSW) examination given by the State of New Jersey. Georgian Court is not seeking The Licensed Clinical Social Worker (LCSW), requiring an additional 3000 hours of clinical practice and an additional exam.

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.

The Social Work Program goals are derived from the University and Program missions and reflect the purposes of social work education. The program seeks to inculcate the following: a curriculum broad enough to be truly liberal yet specialized enough to support further study and future careers; an environment for the entire college community to grow through shared educational, cultural, social, and spiritual experiences; and the will to translate concern for social justice into action.

The MSW program goals are to:

1. Prepare students, grounded in the liberal arts perspective, to become competent and effective advanced generalist social workers who integrate the history, purposes, and philosophy of social work with the profession’s knowledge, values, and skills

in practice with individuals, families, groups, organizations, and communities across micro, mezzo, and macro levels.

2. Equip students with advanced generalist competencies to provide ethical leadership in social service delivery, advance social justice, alleviate poverty, and advocate for oppressed and marginalized populations through evidence-based and research-informed social work practice at the local, national, and global levels.
3. Advance students' professional development as advanced generalist practitioners by strengthening critical thinking, professional judgment, leadership capacity, and a sustained commitment to social justice, ethical practice, and lifelong learning within complex and evolving practice environments.

The Social Work Program goals are to prepare entry-level generalist social workers well-grounded in social work history, purposes and philosophy that translate into skillful advanced generalist social worker who become leaders in the service delivery culminating in social justice and the lifelong continuation of developing social work knowledge.

Because of this, the expected student outcomes are:

- To be competent professional entry-level generalist social workers as noted in Goal # 1;
- To develop social work knowledge as noted in Goals # 1 and # 2;
- To provide leadership in the development of service delivery systems as noted in Goal # 2
- To have a strong foundation of the history, purposes, and philosophy of the profession which has been based on knowledge, values and skills as noted in Goal #1;
- To appreciate the value of a continuing development of knowledge and professional skills throughout their social work careers as noted in Goal #3.

II. THE SOCIAL WORK PROGRAM CORE COMPETENCIES

1. Program 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 (CSWE). The following standards are taken from the Educational Policy on Academic Standards (EPAS-2022) and include the following behavioral objectives:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- a) make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b) demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c) use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- a) advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b) engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- a) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- b) demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- a) apply research findings to inform and improve practice, policy, and programs; and
- b) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- a) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- a) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- a) apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- a) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- a) select and use culturally responsive methods for evaluation of outcomes; and
- b) critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Field Education is designed to provide the student with sufficient generalist practice opportunities for the student to demonstrate the **41 practice behaviors of the 9 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 *SW590, Field Instruction & Integrative Seminar I*, *SW592, Field Instruction & Integrative Seminar II*, *SW690 Field Instruction & Integrative Seminar III* and *SW692 Field Instruction & Integrative Seminar IV* with the culmination of social work competence occurring in *SW692 Field Instruction & Integrative Seminar IV*. 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 those classroom experiences.

2. Projected outcomes of the field education

Having met the classroom benchmarks for the 9 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. It is preferred that supervisors obtain SIFI certification or attend GCU field instructor training. The major projected outcome for the social work program is for all students to achieve a benchmark competent status in their field evaluation for all practice behaviors prior to graduating.

III. 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 900 hours is required of all social work majors: 400 hours in the first academic year via *SW590 Field Instruction & Integrative Seminar I* (4 credits) & *SW592 Field Instruction & Integrative Seminar II* (4 credits), 500 hours in the senior year via *SW690 Field Instruction & Integrative Seminar III* (4 credits) and *SW692 Field Instruction & Integrative Seminar IV Senior Field Education* (4 credits).

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 BSW/MSW 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 3.0 to qualify for all field courses: *SW590 Field Instruction & Integrative Seminar I, SW592 Field Instruction & Integrative Seminar II, SW690 Field Instruction & Integrative Seminar II and SW692 Field Instruction & Integrative Seminar IV*. Additionally, students who conclude their BSW. studies with a 3.0 average in major courses are eligible for advanced standing recommendation into graduate Master of Social Work (M.S.W) programs.
2. The student must demonstrate sound written communication skills which are evidenced by essays, course term papers, weekly assignments throughout the academic experience. Any professor who finds the student's writing to be inadequate will inform the student that a referral to the Writing Center will be made. The student must attend appropriate sessions at the Writing Center and provide the Social Work Department Chair with evidence of having completed recommended writing sessions.
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 a new faculty advisor in the Social Work Program at Georgian Court University each semester so that the student becomes familiar with all the faculty in the department. 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.

In addition to the expectations listed above, social work students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession. Behavior contrary to these ethics will be cause for review of the student's admission to the Program or continued future in the Program. Examples of behavior which would warrant such a review include derogatory oral and written statements towards other students, faculty, and/or 29 persons from populations reflecting racial, ethnic, handicapped status, religious, socio-economic, gender, and sexual preference differences.

Since the role of the social worker involves helping people from a variety of backgrounds and with a range of problems, it is important that the social work student not permit personal issues to interfere with this role and that she or he have the emotional and psychological resources to render effective assistance to those in need. In instances where students demonstrate behaviors which suggest that their own difficulties are not sufficiently resolved to be able to help and support others at this time, students may be denied admission to the Program or once admitted, may be asked to withdraw from the Social Work Program

The following requirements are to be accomplished prior to entering *SW690, Field Instruction & Integrative Seminar I*:

1. *Successful completion of SW510 Writing for the Profession*
2. *SW530 Social Work Practice I, SW546 Social Welfare Programming & Policy, SW550 Human Behavior in the Social Environment I, SW560 Marginalization & Oppression can be taken concurrently with SW590, Field Instruction & Integrative Seminar I and*
3. *Maintaining a 3.0 Grade point average for the program.*

The following requirements are to be accomplished prior to entering *SW592, Field Instruction & Integrative Seminar II*:

1. *Successful completion of SW510 Writing for the Profession*
2. *Successful completion of SW530 Social Work Practice I, SW546 Social Welfare Programming & Policy, SW550 Human Behavior in the Social Environment II, SW560 Marginalization & Oppression.*
3. *SW536 Social Work Practice II, SW565 Contemporary Social Problems, SW556 Human Behavior in the Social Environment II and SW580 Social Work Research can be taken concurrently with SW590, Field Instruction & Integrative Seminar.*
4. *Maintaining a grade point average of 3.0. in social work major courses.*

For advanced standing, applicants must have completed a CSWE-accredited BSW program within five years prior to enrolling in the MSW program. Students

The following requirements are required for advanced standing students entering *SW690, Field Instruction & Integrative Seminar III*:

1. *SW620 Ethical & Culturally Competent Practice of SW630 Community Organization & Advocacy, SW646 Supervision, W670 Clinical Assessment & Diagnosis can be taken concurrently with SW690, Field Instruction & Integrative Seminar II;*
2. *Maintaining a grade point average of 3.0.*

The following requirements are to be accomplished prior to entering *SW692, Field Instruction & Integrative Seminar IV*:

1. *Successful completion of SW620 Ethical & Culturally Competent Practice of SW630 Community Organization & Advocacy, SW646 Supervision, SW670 Clinical Assessment & Diagnosis, and SW690, Field Instruction & Integrative Seminar II;*
2. *SW676 Intervention & Treatment Planning, SW664 Global Social Policy can be taken concurrently with SW692, Field Instruction & Diagnosis Seminar IV;*
3. Grade point average of 3.0 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 through the social work group on blackboard and university email. Social Work Faculty members will make announcements in their classes.

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 (SW590, SW592, SW690, SW692)

1. Download the following forms located on Blackboard, GCU's Learning Management System (LMS), under Organization-Social Work-Content.
 - a. Application for Field Education
 - b. Field Liability Form
 - c. Field Information Form
 - d. Field Contract between Student and University
 - e. 5 Year Contract between GCU and Agency
2. Review the list of currently approved field agencies found on Blackboard (note revision date on list to assure it is current);
3. Discuss your choices of field agencies with the Field Coordinator so guidance may be offered based on your learning needs and the culture of the agency;

4. Complete forms a and b and submit to the Field Coordinator; forms c-e will be submitted once field placement is secured;
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 in SW590 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 of skills provided the student with experience in the interview and data collection skills when working with individuals;
- any social work experiences the student has had such as volunteer work, the 40-hour experience completed and any prior internship or any paid social service experience;
- any service-learning experiences, community organization experiences or research projects inside or outside the campus; and
- a writing sample to demonstrate writing skills

The student can utilize Career Services as a resource for development of resume- <https://georgian.edu/academics/career-services/>. 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 their GCU email as well as Blackboard 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 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 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 Practicum

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 training, 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 practicum.

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 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 always be assured of qualified supervision.

3. Criteria for Counseling a Student Out of the MSW Program

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;
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; and/or
4. Failure to establish productive relationships with colleagues, faculty/administration/field supervisors/agency/field placements.
5. A student may have personal problems which significantly and consistently prevent continuation of field.

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; and
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 that has been verified by the University's Disability office.
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; and/or
7. The student may be terminated from the program.

Process

1. The student will meet with the field seminar instructor to explore the issues. In most cases the field instructor will advise the student to explore these issues in detail with the field supervisor and will make suggestions for the student to improve her or his performance or address the deficiencies which have been raised.
2. If resolution at this point is unsuccessful, the student will meet with the field instructor and the Program Director. The field instructor and Program Director, in consultation with the field seminar teacher, will speak with the field supervisor to gain clarification of the problem areas and to determine the validity of the field supervisor's assessment of the student's deficiencies.
3. If resolution is still unsuccessful, the field instructor and Program Director will meet with the field supervisor and student to determine the student's suitability for continued field work. If it is determined that the field supervisor does not have sufficient reason for the student to be terminated from field, the student will be granted the opportunity to begin another field placement. At any point in this process, the student may be encouraged to seek counseling through the Counseling Center on campus, or through private professional sources.
4. In addition, if problems continue within placement, 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 three (3) days of receipt, the Program Director must advise the identified student in writing (certified, return-receipt requested mail or email) of the Request for Review, schedule an appointment with the originator of the review and the identified student for the purpose of:

- a) Clarifying the facts in the stated issue;
- b) Reconciling the stated issue; and
- c) 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 by the Program Director 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:

- a) If the student disagrees with the decision,

- b) If additional information needs to be considered in the decision,
- c) 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:

- a) There is additional information which needs to be considered and/or
- b) 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:

- a) The student's basis for disagreeing with the decision made at the Review Hearing;
- b) Any additional information the student feels was not included at the Review Hearing;
- c) 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.

4. Academic Integrity

Georgian Court University is a Mercy School based on core values and the MSW 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 on-line Undergraduate Catalog and in the Student Handbook, 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 and Support Center (ADSC), The Writing Center, and/or TRIO - 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.

5. 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; and
7. Reporting on all Field Education activities to Social Work Field Advisory Board.

IV. THE FIELD EDUCATION SETTING

1. The Agency- Field Agency Supervisors

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 services 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 up to Provide 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 that 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 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. SW590 & 592 require 200 hours, while SW690 & 692 require 250 hours. 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. Agencies will be selected on their ability to provide the student with social work practice with individuals, families, groups, communities, and organizations.

4. Work-Study and Employment-Based Field Placements

Work-study positions may not be used to fulfill field education requirements. A field placement in a student's place of employment is discouraged and may be approved only under exceptional circumstances. When approved, the following conditions must be met:

- The student must have a clearly defined field role separate from their employment role.
- The student must be supervised by a different MSW-qualified supervisor.
- The field role must occur in a distinct workspace.
- Employment hours may not count toward required field hours.
- Field activities must be documented in the Learning Contract and aligned with CSWE competencies.

Failure to maintain clear role separation may result in termination of the placement. To request permission for internship placement with a current employer, students must submit the form, Student Request for Practicum Placement at Current Work setting.

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 certain 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 enough 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 enough 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 Master of Social Work (MSW) 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.
 - c. 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.
 - d.

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 with a 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. The Field Coordinator and/or the Field Liaison will initiate more frequent contact with Field Instructors to ensure social work ethics and professionalism is maintained in the student's experience.

If a field supervisor does not have a professional social work degree, the Field Coordinator assesses the supervisor's credentials so that the instructor provides a social work focus to the student. When possible, an MSW affiliated with the agency can provide a structured one-hour weekly supervision to the student. Also, the Field Coordinator and/or the Field Liaison will initiate more frequent contact with the supervisor to ensure the student understands the uniqueness of a social work focus.

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 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 students 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. Field Instructors can also provide a group supervision with no more than three interns on a weekly basis. Group supervision should be no less than 1.5 hour per week of supervision.

3. Field Instructors shall be responsible for knowing their own learning style and that of the student in order to provide suitable teaching and learning opportunities to the student.
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 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 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
8. 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 for seeing 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 setting.

The Field Coordinator is also responsible for assisting 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 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 for assisting 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). Field visits can be made via telephone and/or video conferences.
3. Field Instructors also need information about their students related to the students’ educational needs and as authorized by the students, 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 9 Core Competencies and 31 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 MSW 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. Agency 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 agree 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. Agency 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 SW590, Field & Integrative Seminar I, SW590, Field & Integrative Seminar II, SW690 Field & Integrative Seminar III and SW692 Field & Integrative Seminar IV. 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 SW590, Field & Integrative Seminar I, SW592, Field & Integrative Seminar II, SW690 Field & Integrative Seminar III and SW692 Field & Integrative Seminar IV 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, Field Liaison, Field Coordinator, 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.
2. 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.
3. Addressing any difficulties conveyed to the Field Liaison by the Field Instructor and/or the Integration Instructor of SW590, Field & Integrative Seminar I, SW592, Field & Integrative Seminar II, SW690 Field & Integrative Seminar III and SW692 Field & Integrative Seminar IV with a telephone contact and an agency visit at any time during the semester.
4. Scheduling final evaluations with the Field Instructor and field students of SW590, Field & Integrative Seminar I, SW592, Field & Integrative Seminar II, SW690 Field & Integrative Seminar III and SW692 Field & Integrative Seminar IV 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 visits. This visit serves the purpose for identifying the students' 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 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.
3. 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.
4. 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 MSW 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 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 MSW social worker, and/or a failure to develop the professional comportment required in the field of the MSW 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 Students, 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.

V. COURSE SYLLABI

1. SW590 Field Instruction and Integrative Seminar I

Georgian Court University

School of Nursing and Wellness

Department of Social Work and Gerontology

Syllabus

Course # and Title: SW590 Field Instruction and Integrative Seminar I

Catalog Course Description:

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and are afforded the opportunity to demonstrate all nine practice competencies and behaviors in their field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through the integration of advanced practice methods. A weekly integration seminar is held in conjunction with the field placement to discuss practical experience and develop advanced social work skills. 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. Class meetings, seminar assignments and field learning assignments will provide opportunities to reflect this. The course is the first part of a year-long field experience.

Required Text(s):

American Psychological Association (2020). Publication manual of the American Psychological Association, seventh edition. Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:

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

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development,

and/or mastery of the competencies, e.g., agency mission and goals, annual reports, personnel manuals.

Other Materials/Readings/Journals:

Clinical Social Work
Journal of Human Behavior in the Social Environment
Social Work Education
Journal of Social Work Practice
Journal of Health & Social Policy
Social Work
Journal of Social Work

Knowledge Objectives:

- Understand key social work theoretical perspectives
- Learn how theoretical frameworks influence social work practice behavior
- Develop an understanding of the NASW code of ethics and CSWE Educational Policies and Accreditation Standards
- Understand the critical importance of assessment in treatment plan development

Skills Objectives:

- Identify the main features of various theoretical perspectives in social work
- Assess the interplay of biological, psychological, and social influences on theory development
- Analyze the various external systems at play that influence service delivery
- Differentiate the impact of life events and developmental tasks for people from various racial, ethnic, cultural, and socioeconomic backgrounds
- Enhance assessment and treatment planning skills in working with individuals, families, and groups
- Learn to critically appraise social work intervention and treatment outcomes
- Learn effective communication skills needed for service delivery

Cognitive and Affective Objectives:

- Increase awareness of personal biases that may impact social work practice
- Understand the core values of social work practice as identified by NASW
- Appreciate the critical importance of client self-determination and empowerment practice in social work intervention
- Utilize critical analysis and self-reflection
- Develop coping skills and self-care techniques to combat work-related stress and the potential for vicarious trauma

Learning Objectives and Core Competencies

At the completion of this course, the student will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- Select and use culturally responsive methods for the evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

This course corresponds to Georgian Court University’s Institutional Learning Goals:

GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World.
Learning Outcome:

- a) Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

- a) Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
- b) Written and oral communication
- c) Quantitative literacy
- d) Information literacy
- e) Teamwork and problem-solving

GOAL 3: Personal and Social Responsibility

Learning Outcomes: Students will demonstrate

- a) Ethical reasoning
- b) Global awareness and respect for diverse cultural perspectives
- c) Knowledge of the university’s mission and Mercy charism
- d) Civic knowledge—local/global

GOAL 4: Integrative Learning

Learning Outcome:

- a) Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

GOAL 5: Mastery of a Defined Body of Knowledge at a Masters Level

Learning Outcome”

- a) Students will attain their program's objectives and complete their major requirements.

Course Policies

Policies act as signposts or guiding stars: they give us direction and offer parameters. Please use the links to find out more information and where they are on our website.

Academic Calendar (Important Semester dates & holidays)

<https://georgian.edu/academics/academic-calendar/>

Nondiscrimination:

It is policy of Georgian Court University to maintain an academic environment free of discrimination, including harassment, regardless of gender, race, creed, color, religion, age, national and ethnic origin, sexual orientation, disability, or veteran status. The University is committed to creating an environment which is free from intolerance directed toward individuals or groups. For details, see the current GCU undergraduate catalog. All inquiries shall be addressed in the Office of Human Resources.

Disabilities Services:

Under [Campus Life, Services & Support](#) < [Georgian Court University](#), Georgian Court University is committed to ensuring that all students receive equal access to all services, programs, and activities. We support students with documented physical, sensory, learning, or psychological disabilities by providing reasonable and appropriate accommodations in accordance with applicable laws, such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To request accommodations and/or academic adjustments, please contact the Academic Development and Support Center on the lower level of the Sister Mary Joseph Cunningham Library. Call 732-987-2363 or send an email to lfarh@georgian.edu. For more information, see <http://georgian.edu/academics/adsc/#disabilities-services>.

Students are responsible for contacting the instructor early in the semester to discuss the implementation of approved accommodations.

Academic Integrity

Georgian Court strives to be a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge, and academic dishonesty is a serious offense which may result in failure for the course and even dismissal from Georgian Court. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty. According to GCU policy, academic dishonesty is any act of cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. One aspect of academic honesty that often surprises students is the expectation that you hand in original work *that was not already handed in for a different course*. Unless you have specifically obtained your instructor's permission to hand in previously completed work, this is a breach of

academic honesty. See the catalog or student handbook for additional information. Check with your instructor BEFORE an assignment's due date if you have questions about this policy.

Academic Early Warning System

1. Undergraduate Program (BSW): Georgian Court University utilizes an electronic **Academic Early Warning System** as an intervention and support tool for undergraduate students. Faculty may initiate an Early Warning alert when a student demonstrates academic difficulty, such as **sub-par academic performance, repeated late or missing assignments, attendance concerns, or patterns of disengagement.**

When an Early Warning alert is activated, the student will be notified, and a Georgian Court University professional may reach out to discuss strategies, resources, and supports to promote academic success. This process is **supportive rather than punitive** and is intended to help students address concerns early and remain on track in their coursework.

More information: See [Academic Early Warning System < Georgian Court University](#)

2. Graduate Program (MSW): Graduate students are expected to demonstrate a high level of professional responsibility, self-regulation, and timely completion of academic requirements. Concerns in graduate courses—such as repeated late submissions, missed assignments, lack of engagement, or unprofessional communication—may result in a Graduate Academic Review and Support Process, which may include instructor consultation, notification of the Program Director, and development of a plan for academic or professional improvement.

As part of this process, **relevant information regarding a student's academic performance, engagement, and professional conduct may be shared among appropriate program faculty and administrators** for the purposes of academic support, monitoring progress, and ensuring consistency in expectations across the MSW program. Such communication is intended to support student success and uphold the academic and professional standards of graduate education.

Academic Honesty Policy:

See [Academic Honesty < Georgian Court University](#)

- From the link above (item #3): “Plagiarized work may include, but is not limited to, words, ideas, data, and/or images. Likewise, the failure to cite information from an artificial intelligence (AI) source into a paper, assignment, quiz, presentation, or exam is a form of plagiarism.”
- Plagiarism is 100% unacceptable in my class. Zero tolerance policy for copying and pasting anything from the internet or an AI tool without citing it accurately. It demonstrates an *unethical choice*.

- We use **Turnitin** for submitting our work. We also use the APA format to show our citations and sources.
- We cite others' images (photographers, artists, sites, etc.) and words with care. It is a way to uphold academic INTEGRITY and RESPECT for artists and writers.
- Instructor will fail a paper with evidence of plagiarism, e.g., paper will earn a grade of F.
- All instances of plagiarism are reported to the Dean.
- All papers will be submitted in Blackboard as **Word doc/docx. Not PDFs!!!**
- **Students have access to their Turnitin Reports and early submissions can be resubmitted up until the due date.**
- At this level, students should demonstrate academic INTEGRITY, i.e., you may utilize AI for finding information, but don't use AI or Google for writing papers.
- **I value your insights more than a soulless AI response. Make connections.**

Add/Drop/Withdrawal from Class Policy & Important Dates

[Add/Drop, Withdrawal & Leave < Georgian Court University](#)

Our class runs in the “MAIN” semester, i.e., 14 weeks +1 final exam week. Always consult your academic advisor and financial aid officer if Withdrawal is an option for you. Click on this link for the [registrar's Important Dates](#) page for specific dates 2025.

- The Office of the Registrar in the Mercy Center/Skully can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; website: <http://georgian.edu/academics/registrar>.

Campus Life, Services and Support

[Campus Life, Services & Support < Georgian Court University](#)

General resource for a variety of links.

In-person Course Attendance Policies:

[Class/Course Information < Georgian Court University](#)

Your participation is not only an important part of *your* learning, it will also contribute to the learning of your peers. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other. This is why attendance is required. We meet once a week. Please take care to plan work, appointments, etc. during non-class time when possible. Evening classes include an expectation to consult Blackboard for materials and assignments to be completed before or after a class meeting. Low stakes quizzes and writing assignments help your professors gauge their class members' understanding and mastery of course content.

- If you miss more than **TWO** classes, each subsequent absence (*whether excused or unexcused*) will lower your class participation grade by a complete letter grade. In the case of an extended absence, college policy dictates that you inform the Dean's office, which in turn will inform your professors.
- **Punctuality is appreciated.**

- **Classroom Etiquette: Please Respect** the views of your classmates and refrain from talking to a classmate when another classmate has the floor.

Online Course Attendance and Participation Policies:

In an online course, **attendance is demonstrated through consistent, active, and timely engagement**, not physical presence. Participation is essential not only to individual learning, but also to the collective learning experience of the class.

Definition of Attendance/Participation in an Online Course

Attendance in this course includes all of the following:

- Logging into Blackboard regularly
- Completing required weekly activities by their deadlines
- Participating meaningfully in discussion boards and other interactive activities
- Viewing assigned lecture materials and instructional content
- Submitting quizzes, reflections, or low-stakes writing assignments as scheduled

Failure to complete required weekly activities constitutes an **absence for that week**.

Late Submission and Extension Policy

Timely submission of all required coursework is a fundamental expectation of this course and reflects professional responsibility. This policy applies **regardless of instructional modality** (online, hybrid, or in-person).

1. Scope of Late Submission

For the purposes of this course, **late submission** applies to **all required coursework**, including but not limited to:

- Major assignments
- Weekly tasks (e.g., discussion posts, reflections, presentations, quizzes, group tasks, etc.)

2. Extension Requests

Extensions are **not automatic** and must meet the following conditions:

- Requests for an extension must be made **in advance of the original due date**
- Requests must be submitted **in writing**
- Extensions are granted **at the discretion of the instructor**
- Approved extensions are limited to **no more than two weeks** beyond the original due date

Assignments not submitted by the approved extended deadline will receive a grade of **zero**, unless documented extenuating circumstances have been reviewed and approved.

3. Late Submissions Without Instructor Permission

Late submissions without prior approval from the instructor will be penalized as follows:

- A **2-point deduction per day** will be applied beginning **three (3) days after the original due date**

- Late work submitted **without instructor permission will not be accepted after one (1) week** past the original due date
- Assignments submitted after this one-week window will receive a grade of **zero**

4. Repeated Late Submissions and Academic Review

Patterns of repeated late submissions, missed deadlines, or non-completion of required assignments or tasks may:

- Result in an **Academic Early Warning** notification
- Trigger academic or program-level review
- Negatively affect overall course performance

Online Communication and Netiquette

Professional standards apply to **all forms of communication** in this course, including email, Blackboard messages, discussion boards, and virtual class interactions. Clear, respectful, and timely communication is an essential component of academic and professional responsibility.

University Email Requirement

Students are required to **regularly monitor their official Georgian Court University email account**. All course-related announcements, feedback, and official communications from the instructor will be sent to the student's **GCU email address**.

Failure to check university email does **not** constitute an acceptable excuse for missed deadlines, announcements, or course requirements.

Withdrawal from this Course

GCU policy permits undergraduate students to withdraw up to the 10th week (or equivalent for courses of shorter duration) and receive a “W” grade. This requires a "Request for Grade of W" form and a fee. You cannot withdraw from this course by not attending or by telling your instructor of your desire to withdraw. It is your responsibility to complete the official forms and procedures. An academic advisor must sign the form. A student who has not officially withdrawn will receive a grade based on all work, whether completed or not, including work assigned after the student stopped attending. The registrar publishes a list of deadlines to request a grade of “W” at <http://georgian.edu/academics/registrar/important-dates/>. ***WITHDRAWING FROM A COURSE CAN NEGATIVELY AFFECT YOUR FINANCIAL AID AND ACADEMIC STANDING – be sure to check with the Financial Aid Office and your advisor before dropping any course.***

The Office of the Registrar in the Mercy Center can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; web site: <http://georgian.edu/academics/registrar>.

Course Contents

Evaluation:

Evaluation will be based upon:

Component	Weight
Student Learning Contract	10%
Class Participation	20%
Process Recordings (3)	30%
Completion of Field Hours and Field Evaluation	40%
Total	100%

Grading Scale

Points	Letter Grade
95 and above	A
90–94	A-
87–89	B+
83–86	B
80-82	B-
Below 80	F

Student Learning Contract

I. Assignment Description

The Student Learning Contract (Learning Agreement) is a structured plan that operationalizes CSWE competencies within the student’s field placement. Students will collaborate with their field instructor to develop measurable, competency-based learning objectives that align with agency opportunities and professional growth goals.

The Learning Contract must demonstrate integration of knowledge, values, skills, and cognitive/affective processes within the field setting.

Required Components

1. Competency-Based Learning Objectives
 - Develop at least one measurable objective for each CSWE competency addressed during the semester.
 - Objectives must be behaviorally specific and observable.
2. Practice Activities
 - Identify concrete agency-based tasks aligned with each objective (e.g., assessments, group facilitation, advocacy efforts).
3. Evaluation Criteria
 - Explain how competency achievement will be measured (e.g., supervision feedback, documentation review, observation).

4. Integration of Use of Self
 - Reflect on strengths, growth areas, and professional identity development.
5. Supervisor Approval
 - Must include field instructor review and approval.

Students must demonstrate:

- Alignment with CSWE competencies
- SMART learning objectives
- Integration of theory and practice
- Professional planning and collaboration
- Self-awareness and reflective capacity

II. Rubric (Total = 100 points)

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
Competency Alignment	Objectives clearly aligned with CSWE competencies; comprehensive coverage.	Mostly aligned; minor competency gaps.	Limited competency coverage.	Minimal or incorrect alignment.
Measurable Learning Objectives	Objectives are specific, behavioral, and measurable (SMART).	Generally measurable; minor vagueness.	Objectives vague or partially measurable.	Unclear or not measurable.
Practice Integration	Activities clearly linked to agency tasks and competency development.	Adequate linkage; some gaps.	Weak connection to field activities.	Little or no integration with field setting.
Professional Planning & Organization	Clear structure, professional tone, thorough planning.	Mostly organized; minor clarity issues.	Some disorganization or lack of detail.	Disorganized or incomplete.
Reflection & Use of Self	Demonstrates thoughtful professional self-awareness and growth planning.	Some reflection; limited depth.	Minimal self-awareness.	Reflection missing or superficial.

Process Recordings (3)

I. Assignment Description

Students will complete three Process Recordings throughout the semester. Each recording documents and critically analyzes an interaction with a client, family, group, or community member. The purpose is to enhance self-awareness, improve clinical judgment, and strengthen skill integration through structured reflection and supervisory feedback.

Each Process Recording must include:

1. Interaction Transcript
 - Verbatim or detailed reconstruction of interaction.
 - Include both client statements and student responses.
2. Skills Identification
 - Identify engagement, assessment, or intervention skills used (e.g., reflective listening, reframing, clarifying).
3. Theoretical Integration
 - Explain how theory informed responses.
4. Emotional & Use-of-Self Reflection
 - Identify personal reactions, biases, or countertransference.
5. Supervisor Feedback Summary
 - Brief summary of feedback and identified areas for improvement.

Students must demonstrate:

- Active listening and engagement skills
- Ethical awareness and boundary management
- Cultural humility and responsiveness
- Ability to critically reflect on practice
- Integration of theory into live interactions

II. Rubric (Total = 100 points per recording)

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
Documentation of Interaction	Detailed, accurate transcript capturing dynamics clearly.	Generally detailed; minor omissions.	Limited detail; some gaps.	Incomplete or unclear documentation.
Skill Identification & Application	Clearly identifies and accurately analyzes practice skills used.	Identifies skills with some analysis.	Basic identification; limited analysis.	Skills unclear or inaccurately identified.
Theoretical Integration	Strong, explicit connection between theory and intervention choices.	Some theoretical linkage.	Minimal or weak theoretical connection.	No meaningful theoretical integration.
Reflection & Use of Self	Deep reflection on emotions, biases, and	Some meaningful reflection.	Limited insight; mostly descriptive.	Reflection absent or superficial.

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
	decision-making processes.			
Ethical & Cultural Responsiveness	Demonstrates strong ethical awareness and cultural humility.	Adequate attention; minor omissions.	Limited discussion of ethics/culture.	Ethical or cultural concerns unaddressed.

2. SW592 Field Instruction and Integrative Seminar II
Georgian Court University

School of Nursing and Wellness

Department of Social Work and Gerontology

Syllabus

Course # and Title: SW592 Field Instruction and Integrative Seminar II

Catalog Course Description:

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and are afforded the opportunity to demonstrate all nine practice competencies and behaviors in their field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through the integration of advanced practice methods. A weekly integration seminar is held in conjunction with the field placement hours of 200. Students will discuss practical experiences and develop advanced social work skills. 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. Class meetings, seminar assignments and field learning assignments will provide opportunities to reflect this. The course is the first part of a year-long field experience.

Required Text(s):

American Psychological Association (2020). Publication manual of the American Psychological Association, seventh edition. Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:

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

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development, and/or mastery of the competencies, e.g., agency mission and goals, annual reports, personnel manuals.

Other Materials/Readings/Journals:

Clinical Social Work
Journal of Human Behavior in the Social Environment
Social Work Education
Journal of Social Work Practice
Journal of Health & Social Policy
Social Work
Journal of Social Work

Knowledge Objectives:

- Understand key social work theoretical perspectives
- Learn how theoretical frameworks influence social work practice behavior
- Develop an understanding of the NASW code of ethics and CSWE Educational Policies and Accreditation Standards
- Understand the critical importance of assessment in treatment plan development

Skills Objectives:

- Identify the main features of various theoretical perspectives in social work
- Assess the interplay of biological, psychological, and social influences on theory development
- Analyze the various external systems at play that influence service delivery
- Differentiate the impact of life events and developmental tasks for people from various racial, ethnic, cultural, and socioeconomic backgrounds
- Enhance assessment and treatment planning skills in working with individuals, families, and groups
- Learn to critically appraise social work intervention and treatment outcomes
- Learn effective communication skills needed for service delivery
-

Cognitive and Affective Objectives:

- Increase awareness of personal biases that may impact social work practice
- Understand the core values of social work practice as identified by NASW
- Appreciate the critical importance of client self-determination and empowerment practice in social work intervention
- Utilize critical analysis and self-reflection

- Develop coping skills and self-care techniques to combat work related stress and the potential for vicarious trauma

Learning Objectives and Core Competencies

At the completion of this course, the student will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- Select and use culturally responsive methods for the evaluation of outcomes; and
- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

This course corresponds to Georgian Court University's Institutional Learning Goals:

GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World.

Learning Outcome:

- a) Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

GOAL 2: Intellectual and Practical Skills

Learning Outcomes: Students will demonstrate competence in

- a) Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
- b) Written and oral communication
- c) Quantitative literacy
- d) Information literacy
- e) Teamwork and problem-solving

GOAL 3: Personal and Social Responsibility

Learning Outcomes: Students will demonstrate

- a) Ethical reasoning
- b) Global awareness and respect for diverse cultural perspectives
- c) Knowledge of the university's mission and Mercy charism
- d) Civic knowledge—local/global

GOAL 4: Integrative Learning

Learning Outcome:

- a) Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

GOAL 5: Mastery of a Defined Body of Knowledge at a Master's Level

Learning Outcome:

- a) Students will attain their program's objectives and complete their major requirements.

Course Prerequisites: Methods of Social Work Research (SW310), Social Work Practice I (SW313), Macro Junior Field Education (SW390), Social Policy (SW323) and Practice II (SW414) – should be taken concurrently with Senior Field Education in Social Work (SW496). A minimum of a 3.0 Grade Point Average in Social Work Major Courses is required.

Format of the Seminar: This class will be taught in a seminar format to integrate class and social work theory in practice. Unlike a lecture format where it is assumed the professor has the most knowledge and is the prime communicator of ideas, in a seminar it is understood that each member has something significant to contribute or share. Learning will occur through direct observation of the professional social worker in the field, role modeling during class, direct contact in agencies with diverse representation of individuals, groups, community agencies and

organizations, group discussions with other students in Field Education. The purpose of the informal exchanges that take place is for the student to feel comfortable with the way her interventions are progressing. Hearing that your peers have had similar experiences can be very reassuring. The best integration seminar experiences take place for the student who has prepared ahead of time by reflecting on the past week's important events. Prioritize these when time is limited, so that the most pressing matters can be discussed first. The class will be a hybrid format with weekly meetings and weekly on-line discussions.

Course Policies

Policies act as signposts or guiding stars: they give us direction and offer parameters. Please use the links to find out more information and where they are on our website.

Academic Calendar (Important Semester dates & holidays)

<https://georgian.edu/academics/academic-calendar/>

Nondiscrimination:

It is policy of Georgian Court University to maintain an academic environment free of discrimination, including harassment, regardless of gender, race, creed, color, religion, age, national and ethnic origin, sexual orientation, disability, or veteran status. The University is committed to creating an environment which is free from intolerance directed toward individuals or groups. For details, see the current GCU undergraduate catalog. All inquiries shall be addressed in the Office of Human Resources.

Disabilities Services:

Under [Campus Life, Services & Support](#) < [Georgian Court University](#), Georgian Court University is committed to ensuring that all students receive equal access to all services, programs, and activities. We support students with documented physical, sensory, learning, or psychological disabilities by providing reasonable and appropriate accommodations in accordance with applicable laws, such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To request accommodations and/or academic adjustments, please contact the Academic Development and Support Center on the lower level of the Sister Mary Joseph Cunningham Library. Call 732-987-2363 or send an email to lfarh@georgian.edu. For more information, see <http://georgian.edu/academics/adsc/#disabilities-services>.

Students are responsible for contacting the instructor early in the semester to discuss the implementation of approved accommodations.

Academic Integrity

Georgian Court strives to be a moral community with ethical convictions. Academic integrity is essential to collegial pursuit of truth and knowledge, and academic dishonesty is a serious offense which may result in failure for the course and even dismissal from Georgian Court. Anyone who willfully assists another in the breach of integrity is held equally responsible and subject to the same penalty. According to GCU policy, academic dishonesty is any act of

cheating, fabrication, plagiarism, abuse of resources, forgery of academic documents, dissimulation, or sabotage, and any act of aiding and abetting academic dishonesty. One aspect of academic honesty that often surprises students is the expectation that you hand in original work *that was not already handed in for a different course*. Unless you have specifically obtained your instructor's permission to hand in previously completed work, this is a breach of academic honesty. See the catalog or student handbook for additional information. Check with your instructor BEFORE an assignment's due date if you have questions about this policy.

Academic Early Warning System

1. Undergraduate Program (BSW): Georgian Court University utilizes an electronic **Academic Early Warning System** as an intervention and support tool for undergraduate students. Faculty may initiate an Early Warning alert when a student demonstrates academic difficulty, such as **sub-par academic performance, repeated late or missing assignments, attendance concerns, or patterns of disengagement**.

When an Early Warning alert is activated, the student will be notified, and a Georgian Court University professional may reach out to discuss strategies, resources, and supports to promote academic success. This process is **supportive rather than punitive** and is intended to help students address concerns early and remain on track in their coursework.

More information: See [Academic Early Warning System < Georgian Court University](#)

2. Graduate Program (MSW): Graduate students are expected to demonstrate a high level of professional responsibility, self-regulation, and timely completion of academic requirements. Concerns in graduate courses—such as repeated late submissions, missed assignments, lack of engagement, or unprofessional communication—may result in a Graduate Academic Review and Support Process, which may include instructor consultation, notification of the Program Director, and development of a plan for academic or professional improvement.

As part of this process, **relevant information regarding a student's academic performance, engagement, and professional conduct may be shared among appropriate program faculty and administrators** for the purposes of academic support, monitoring progress, and ensuring consistency in expectations across the MSW program. Such communication is intended to support student success and uphold the academic and professional standards of graduate education.

Academic Honesty Policy:

See [Academic Honesty < Georgian Court University](#)

- From the link above (item #3): “Plagiarized work may include, but is not limited to, words, ideas, data, and/or images. Likewise, the failure to cite information from an

artificial intelligence (AI) source into a paper, assignment, quiz, presentation, or exam is a form of plagiarism.”

- Plagiarism is 100% unacceptable in my class. Zero tolerance policy for copying and pasting anything from the internet or an AI tool without citing it accurately. It demonstrates an *unethical choice*.
- We use **Turnitin** for submitting our work. We also use the APA format to show our citations and sources.
- We cite others’ images (photographers, artists, sites, etc.) and words with care. It is a way to uphold academic INTEGRITY and RESPECT for artists and writers.
- Instructor will fail a paper with evidence of plagiarism, e.g., paper will earn a grade of F.
- All instances of plagiarism are reported to the Dean.
- All papers will be submitted in Blackboard as **Word doc/docx. Not PDFs!!!**
- **Students have access to their Turnitin Reports and early submissions can be resubmitted up until the due date.**
- At this level, students should demonstrate academic INTEGRITY, i.e., you may utilize AI for finding information, but don't use AI or Google for writing papers.
- **I value your insights more than a soulless AI response. Make connections.**

Add/Drop/Withdrawal from Class Policy & Important Dates

[Add/Drop, Withdrawal & Leave < Georgian Court University](#)

Our class runs in the “MAIN” semester, i.e., 14 weeks +1 final exam week. Always consult your academic advisor and financial aid officer if Withdrawal is an option for you. Click on this link for the [registrar’s Important Dates](#) page for specific dates 2025.

- The Office of the Registrar in the Mercy Center/Skully can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; website: <http://georgian.edu/academics/registrar>.

Campus Life, Services and Support

[Campus Life, Services & Support < Georgian Court University](#)

General resource for a variety of links.

In-person Course Attendance Policies:

[Class/Course Information < Georgian Court University](#)

Your participation is not only an important part of *your* learning, it will also contribute to the learning of your peers. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other. This is why attendance is required. We meet once a week. Please take care to plan work, appointments, etc. during non-class time when possible. Evening classes include an expectation to consult Blackboard for materials and assignments to be completed before or after a class meeting. Low stakes quizzes and writing assignments help your professors gauge their class members' understanding and mastery of course content.

- If you miss more than **TWO** classes, each subsequent absence (*whether excused or unexcused*) will lower your class participation grade by a complete letter grade. In the case of an extended absence, college policy dictates that you inform the Dean's office, which in turn will inform your professors.
- **Punctuality is appreciated.**
- **Classroom Etiquette: Please Respect** the views of your classmates and refrain from talking to a classmate when another classmate has the floor.

Online Course Attendance and Participation Policies:

In an online course, **attendance is demonstrated through consistent, active, and timely engagement**, not physical presence. Participation is essential not only to individual learning, but also to the collective learning experience of the class.

Definition of Attendance/Participation in an Online Course

Attendance in this course includes all of the following:

- Logging into Blackboard regularly
- Completing required weekly activities by their deadlines
- Participating meaningfully in discussion boards and other interactive activities
- Viewing assigned lecture materials and instructional content
- Submitting quizzes, reflections, or low-stakes writing assignments as scheduled

Failure to complete required weekly activities constitutes an **absence for that week**.

Late Submission and Extension Policy

Timely submission of all required coursework is a fundamental expectation of this course and reflects professional responsibility. This policy applies **regardless of instructional modality** (online, hybrid, or in-person).

1. Scope of Late Submission

For the purposes of this course, **late submission** applies to **all required coursework**, including but not limited to:

- Major assignments
- Weekly tasks (e.g., discussion posts, reflections, presentations, quizzes, group tasks, etc.)

2. Extension Requests

Extensions are **not automatic** and must meet the following conditions:

- Requests for an extension must be made **in advance of the original due date**
- Requests must be submitted **in writing**
- Extensions are granted **at the discretion of the instructor**
- Approved extensions are limited to **no more than two weeks** beyond the original due date

Assignments not submitted by the approved extended deadline will receive a grade of **zero**, unless documented extenuating circumstances have been reviewed and approved.

3. **Late Submissions Without Instructor Permission**

Late submissions without prior approval from the instructor will be penalized as follows:

- A **2-point deduction per day** will be applied beginning **three (3) days after the original due date**
- Late work submitted **without instructor permission will not be accepted after one (1) week** past the original due date
- Assignments submitted after this one-week window will receive a grade of **zero**

4. **Repeated Late Submissions and Academic Review**

Patterns of repeated late submissions, missed deadlines, or non-completion of required assignments or tasks may:

- Result in an **Academic Early Warning** notification
- Trigger academic or program-level review
- Negatively affect overall course performance

Online Communication and Netiquette

Professional standards apply to **all forms of communication** in this course, including email, Blackboard messages, discussion boards, and virtual class interactions. Clear, respectful, and timely communication is an essential component of academic and professional responsibility.

University Email Requirement

Students are required to **regularly monitor their official Georgian Court University email account**. All course-related announcements, feedback, and official communications from the instructor will be sent to the student's **GCU email address**.

Failure to check university email does **not** constitute an acceptable excuse for missed deadlines, announcements, or course requirements.

Withdrawal from this Course

GCU policy permits undergraduate students to withdraw up to the 10th week (or equivalent for courses of shorter duration) and receive a “W” grade. This requires a "Request for Grade of W" form and a fee. You cannot withdraw from this course by not attending or by telling your instructor of your desire to withdraw. It is your responsibility to complete the official forms and procedures. An academic advisor must sign the form. A student who has not officially withdrawn will receive a grade based on all work, whether completed or not, including work assigned after the student stopped attending. The registrar publishes a list of deadlines to request a grade of “W” at <http://georgian.edu/academics/registrar/important-dates/>. ***WITHDRAWING FROM A COURSE CAN NEGATIVELY AFFECT YOUR FINANCIAL AID AND ACADEMIC STANDING – be sure to check with the Financial Aid Office and your advisor before dropping any course.***

The Office of the Registrar in the Mercy Center can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; web site:<http://georgian.edu/academics/registrar>.

Course Contents

Evaluation:

Evaluation will be based upon:

Component	Weight
Student Learning Contract	20%
Class Participation	10%
Online Blackboard Discussions/Reflection	10%
Process Recordings (3)	30%
Completion of Field Hours and Field Evaluation	30%
Total	100%

Grading Scale

Points	Letter Grade
95 and above	A
90–94	A-
87–89	B+
83–86	B
80–82	B-
Below 80	F

Student Learning Contract

I. Assignment Description

The Student Learning Contract (Learning Agreement) is a structured plan that operationalizes CSWE competencies within the student's field placement. Students will collaborate with their field instructor to develop measurable, competency-based learning objectives that align with agency opportunities and professional growth goals.

The Learning Contract must demonstrate integration of knowledge, values, skills, and cognitive/affective processes within the field setting.

Required Components

6. Competency-Based Learning Objectives
 - Develop at least one measurable objective for each CSWE competency addressed

during the semester.

– Objectives must be behaviorally specific and observable.

7. Practice Activities

– Identify concrete agency-based tasks aligned with each objective (e.g., assessments, group facilitation, advocacy efforts).

8. Evaluation Criteria

– Explain how competency achievement will be measured (e.g., supervision feedback, documentation review, observation).

9. Integration of Use of Self

– Reflect on strengths, growth areas, and professional identity development.

10. Supervisor Approval

– Must include field instructor review and approval.

Students must demonstrate:

- Alignment with CSWE competencies
- SMART learning objectives
- Integration of theory and practice
- Professional planning and collaboration
- Self-awareness and reflective capacity

II. Rubric (Total = 100 points)

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
Competency Alignment	Objectives clearly aligned with CSWE competencies; comprehensive coverage.	Mostly aligned; minor competency gaps.	Limited competency coverage.	Minimal or incorrect alignment.
Measurable Learning Objectives	Objectives are specific, behavioral, and measurable (SMART).	Generally measurable; minor vagueness.	Objectives vague or partially measurable.	Unclear or not measurable.
Practice Integration	Activities clearly linked to agency tasks and competency development.	Adequate linkage; some gaps.	Weak connection to field activities.	Little or no integration with field setting.
Professional Planning & Organization	Clear structure, professional tone, thorough planning.	Mostly organized; minor clarity issues.	Some disorganization or lack of detail.	Disorganized or incomplete.

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
Reflection & Use of Self	Demonstrates thoughtful professional self-awareness and growth planning.	Some reflection; limited depth.	Minimal self-awareness.	Reflection missing or superficial.

Process Recordings (3)

I. Assignment Description

Students will complete three Process Recordings throughout the semester. Each recording documents and critically analyzes an interaction with a client, family, group, or community member. The purpose is to enhance self-awareness, improve clinical judgment, and strengthen skill integration through structured reflection and supervisory feedback.

Each Process Recording must include:

6. Interaction Transcript
 - Verbatim or detailed reconstruction of interaction.
 - Include both client statements and student responses.
7. Skills Identification
 - Identify engagement, assessment, or intervention skills used (e.g., reflective listening, reframing, clarifying).
8. Theoretical Integration
 - Explain how theory informed responses.
9. Emotional & Use-of-Self Reflection
 - Identify personal reactions, biases, or countertransference.
10. Supervisor Feedback Summary
 - Brief summary of feedback and identified areas for improvement.

Students must demonstrate:

- Active listening and engagement skills
- Ethical awareness and boundary management
- Cultural humility and responsiveness
- Ability to critically reflect on practice
- Integration of theory into live interactions

II. Rubric (Total = 100 points per recording)

Criteria	Excellent (90–100)	Proficient (80–89)	Developing (70–79)	Needs Improvement (<70)
Documentation of Interaction	Detailed, accurate transcript capturing dynamics clearly.	Generally detailed; minor omissions.	Limited detail; some gaps.	Incomplete or unclear documentation.
Skill Identification & Application	Clearly identifies and accurately analyzes practice skills used.	Identifies skills with some analysis.	Basic identification; limited analysis.	Skills unclear or inaccurately identified.
Theoretical Integration	Strong, explicit connection between theory and intervention choices.	Some theoretical linkage.	Minimal or weak theoretical connection.	No meaningful theoretical integration.
Reflection & Use of Self	Deep reflection on emotions, biases, and decision-making processes.	Some meaningful reflection.	Limited insight; mostly descriptive.	Reflection absent or superficial.
Ethical & Cultural Responsiveness	Demonstrates strong ethical awareness and cultural humility.	Adequate attention; minor omissions.	Limited discussion of ethics/culture.	Ethical or cultural concerns unaddressed.

3. SW690 Field Instruction and Integrative Seminar III **Georgian Court University**

School of Nursing and Wellness

Department of Social Work and Gerontology

Syllabus

Course # and Title: SW690 Field Instruction and Integrative Seminar III

Catalog Course Description:

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and are afforded the opportunity to demonstrate all nine practice competencies and behaviors in their field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through the integration of advanced practice methods. A weekly integration seminar is held in conjunction with the field placement completing 250 field hours. Students will discuss practical experiences and develop advanced social work skills. 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. Class meetings, seminar assignments and field learning assignments will provide opportunities to reflect this. The course is the first part of a year-long field experience.

Required Text(s):

American Psychological Association (2020). Publication manual of the American Psychological Association, seventh edition. Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:

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

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development, and/or mastery of the competencies, e.g., agency mission and goals, annual reports, personnel manuals.

Other Materials/Readings/Journals:

Clinical Social Work
Journal of Human Behavior in the Social Environment
Social Work Education
Journal of Social Work Practice
Journal of Health & Social Policy
Social Work
Journal of Social Work

Knowledge Objectives:

- Understand key social work theoretical perspectives
- Learn how theoretical frameworks influence social work practice behavior
- Develop an understanding of the NASW code of ethics and CSWE Educational Policies and Accreditation Standards
- Understand the critical importance of assessment in treatment plan development

Skills Objectives:

- Identify the main features of various theoretical perspectives in social work
- Assess the interplay of biological, psychological, and social influences on theory development
- Analyze the various external systems at play that influence service delivery
- Differentiate the impact of life events and developmental tasks for people from various racial, ethnic, cultural, and socioeconomic backgrounds
- Enhance assessment and treatment planning skills in working with individuals, families, and groups
- Learn how to critically appraise social work intervention and treatment outcomes

- Learn effective communication skills needed for service delivery and agency performance.

Cognitive and Affective Objectives:

- Increase awareness of personal biases that may impact social work practice
- Understand the core values of social work practice as identified by NASW
- Appreciate the critical importance of client self-determination and empowerment practice in social work intervention
- Utilize critical analysis and self-reflection to optimize delivery of services
- Develop coping skills and self-care techniques to combat work related stress and the potential for vicarious trauma

Learning Objectives and Core Competencies

At the completion of this course, the student will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- Select and use culturally responsive methods for the evaluation of outcomes; and
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This course corresponds to Georgian Court University's Institutional Learning Goals:

GOAL 1: Foundational Knowledge of Human Cultures and the Physical and Natural World.

Learning Outcome:

- a) Students will demonstrate the ability to apply foundational knowledge in the arts, humanities, languages, mathematics, natural sciences, and social sciences.

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Learning Outcomes: Students will demonstrate competence in

- a) Critical and creative thinking, grounded in inquiry, analysis, and synthesis of information
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- c) Quantitative literacy
- d) Information literacy
- e) Teamwork and problem-solving

GOAL 3: Personal and Social Responsibility

Learning Outcomes: Students will demonstrate

- a) Ethical reasoning
- b) Global awareness and respect for diverse cultural perspectives
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GOAL 4: Integrative Learning

Learning Outcome:

- a) Students will demonstrate the ability to make connections among courses in multiple disciplines, as well as between their experiences inside and outside the classroom.

GOAL 5: Mastery of a Defined Body of Knowledge at a Masters Level

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- a) Students will attain their program's objectives and complete their major requirements.

Format of the Seminar: This class will be taught in a seminar format to integrate class and social work theory in practice. Unlike a lecture format where it is assumed the professor has the most knowledge and is the prime communicator of ideas, in a seminar it is understood that each member has something significant to contribute or share. Learning will occur through direct observation of the professional social worker in the field, role modeling during class, direct contact in agencies with diverse representation of individuals, groups, community agencies and organizations, group discussions with other students in Field Education. The purpose of the informal exchanges that take place is for the student to feel comfortable with the way her interventions are progressing. Hearing that your peers have had similar experiences can be very reassuring. The best integration seminar experiences take place for the student who has prepared ahead of time by reflecting on the past week's important events. Prioritize these when time is limited, so that the most pressing matters can be discussed first. The class will be a hybrid format with weekly meetings and weekly on-line discussions.

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- Plagiarism is 100% unacceptable in my class. Zero tolerance policy for copying and pasting anything from the internet or an AI tool without citing it accurately. It demonstrates an *unethical choice*.
- We use **Turnitin** for submitting our work. We also use the APA format to show our citations and sources.
- We cite others' images (photographers, artists, sites, etc.) and words with care. It is a way to uphold academic INTEGRITY and RESPECT for artists and writers.
- Instructor will fail a paper with evidence of plagiarism, e.g., paper will earn a grade of F.
- All instances of plagiarism are reported to the Dean.
- All papers will be submitted in Blackboard as **Word doc/docx. Not PDFs!!!**
- **Students have access to their Turnitin Reports and early submissions can be resubmitted up until the due date.**
- At this level, students should demonstrate academic INTEGRITY, i.e., you may utilize AI for finding information, but don't use AI or Google for writing papers.
- **I value your insights more than a soulless AI response. Make connections.**

Add/Drop/Withdrawal from Class Policy & Important Dates

[Add/Drop, Withdrawal & Leave < Georgian Court University](#)

Our class runs in the “MAIN” semester, i.e., 14 weeks +1 final exam week. Always consult your academic advisor and financial aid officer if Withdrawal is an option for you. Click on this link for the [registrar’s Important Dates](#) page for specific dates 2025.

- The Office of the Registrar in the Mercy Center/Skully can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; website: <http://georgian.edu/academics/registrar>.

Campus Life, Services and Support

[Campus Life, Services & Support < Georgian Court University](#)

General resource for a variety of links.

In-person Course Attendance Policies:

[Class/Course Information < Georgian Court University](#)

Your participation is not only an important part of *your* learning, it will also contribute to the learning of your peers. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other. This is why attendance is required. We meet once a week. Please take care to plan work, appointments, etc. during non-class time when possible. Evening classes include an expectation to consult Blackboard for materials and assignments to be completed before or after a class meeting. Low stakes quizzes and writing assignments help your professors gauge their class members' understanding and mastery of course content.

- If you miss more than **TWO** classes, each subsequent absence (*whether excused or unexcused*) will lower your class participation grade by a complete letter grade. In the case of an extended absence, college policy dictates that you inform the Dean’s office, which in turn will inform your professors.
- **Punctuality is appreciated.**
- **Classroom Etiquette: Please Respect** the views of your classmates and refrain from talking to a classmate when another classmate has the floor.

Online Course Attendance and Participation Policies:

In an online course, **attendance is demonstrated through consistent, active, and timely engagement**, not physical presence. Participation is essential not only to individual learning, but also to the collective learning experience of the class.

Definition of Attendance/Participation in an Online Course

Attendance in this course includes all of the following:

- Logging into Blackboard regularly
- Completing required weekly activities by their deadlines
- Participating meaningfully in discussion boards and other interactive activities
- Viewing assigned lecture materials and instructional content

- Submitting quizzes, reflections, or low-stakes writing assignments as scheduled
- Failure to complete required weekly activities constitutes an **absence for that week**.

Late Submission and Extension Policy

Timely submission of all required coursework is a fundamental expectation of this course and reflects professional responsibility. This policy applies **regardless of instructional modality** (online, hybrid, or in-person).

1. Scope of Late Submission

For the purposes of this course, **late submission** applies to **all required coursework**, including but not limited to:

- Major assignments
- Weekly tasks (e.g., discussion posts, reflections, presentations, quizzes, group tasks, etc.)

2. Extension Requests

Extensions are **not automatic** and must meet the following conditions:

- Requests for an extension must be made **in advance of the original due date**
- Requests must be submitted **in writing**
- Extensions are granted **at the discretion of the instructor**
- Approved extensions are limited to **no more than two weeks** beyond the original due date

Assignments not submitted by the approved extended deadline will receive a grade of **zero**, unless documented extenuating circumstances have been reviewed and approved.

3. Late Submissions Without Instructor Permission

Late submissions without prior approval from the instructor will be penalized as follows:

- A **2-point deduction per day** will be applied beginning **three (3) days after the original due date**
- Late work submitted **without instructor permission will not be accepted after one (1) week** past the original due date
- Assignments submitted after this one-week window will receive a grade of **zero**

4. Repeated Late Submissions and Academic Review

Patterns of repeated late submissions, missed deadlines, or non-completion of required assignments or tasks may:

- Result in an **Academic Early Warning** notification
- Trigger academic or program-level review
- Negatively affect overall course performance

Online Communication and Netiquette

Professional standards apply to **all forms of communication** in this course, including email, Blackboard messages, discussion boards, and virtual class interactions. Clear, respectful, and timely communication is an essential component of academic and professional responsibility.

University Email Requirement

Students are required to **regularly monitor their official Georgian Court University email account**. All course-related announcements, feedback, and official communications from the instructor will be sent to the student's **GCU email address**.

Failure to check university email does **not** constitute an acceptable excuse for missed deadlines, announcements, or course requirements.

Withdrawal from this Course

GCU policy permits undergraduate students to withdraw up to the 10th week (or equivalent for courses of shorter duration) and receive a “W” grade. This requires a "Request for Grade of W" form and a fee. You cannot withdraw from this course by not attending or by telling your instructor of your desire to withdraw. It is your responsibility to complete the official forms and procedures. An academic advisor must sign the form. A student who has not officially withdrawn will receive a grade based on all work, whether completed or not, including work assigned after the student stopped attending. The registrar publishes a list of deadlines to request a grade of “W” at <http://georgian.edu/academics/registrar/important-dates/>. ***WITHDRAWING FROM A COURSE CAN NEGATIVELY AFFECT YOUR FINANCIAL AID AND ACADEMIC STANDING – be sure to check with the Financial Aid Office and your advisor before dropping any course.***

The Office of the Registrar in the Mercy Center can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; web site:<http://georgian.edu/academics/registrar>.

Course Contents

Evaluation will be based upon:

Component	Weight
Student Learning Contract	20%
Attendance and Active Participation	15%
Process Recordings (2)	15%
Field Reflection	20%
Student Learning Evaluation	30%
Total	100%

Grading Scale

Points	Letter Grade
95 and above	A
90–94	A-
87–89	B+
83–86	B
80-82	B-
Below 80	F

Assignments

1. Student Learning Contract

The Student Learning Contract outlines individualized competency-based learning goals for the semester. The contract is structured around the CSWE EPAS competencies and serves as a roadmap for field learning and professional development.

Students will collaborate with their field instructor to develop measurable objectives and identify agency-based activities that support competency development.

The Learning Contract must include:

- Competency-aligned learning objectives
- Specific practice activities
- Evaluation methods for measuring progress
- Supervisor review and approval

This document reflects the student’s intentional plan for professional growth and competency integration within the field setting.

2. Attendance and Active Participation

Field Seminar is a professional practice course that requires consistent participation and engagement.

Students are expected to:

- Attend all scheduled seminar sessions
- Participate in discussions, case consultations, and role-plays
- Engage respectfully with peers
- Demonstrate preparedness and professionalism

Active participation supports reflective practice, peer learning, and integration of field experiences with classroom knowledge.

3. Process Recordings (2 Total)

Process recordings are structured reflective documents analyzing client or system interactions.

Each recording must include:

- Description or transcript of the interaction
- Skills utilized (engagement, assessment, intervention)
- Theoretical integration
- Self-reflection (thoughts, emotions, use of self)
- Ethical and cultural considerations
- Planning for next steps

Process recordings support development of:

- Clinical reasoning
- Ethical awareness
- Cultural humility
- Integration of theory and practice
- Professional self-awareness

Two recordings are required during the semester and must be discussed in supervision.

4. Field Reflection

Students will complete structured field reflections throughout the semester. Reflections are designed to deepen insight into professional identity, ethical reasoning, cultural responsiveness, and competency development.

Reflections should:

- Connect field experiences to CSWE competencies
- Examine challenges and growth areas
- Identify use-of-self considerations
- Demonstrate critical thinking and professional insight

Field reflections promote intentional learning and integration across micro, mezzo, and macro practice levels.

5. Student Learning Evaluation

The Student Learning Evaluation is a formal assessment of competency development completed by the field instructor at the end of the semester.

The evaluation process includes:

- Review of Learning Contract objectives
- Assessment of competency attainment
- Identification of strengths and growth areas
- Professional readiness feedback

Students are expected to participate in a collaborative review meeting to discuss performance and future learning goals.

This evaluation ensures accountability, transparency, and continued professional development aligned with CSWE standards.

4. SW692 Field Instruction and Integrative Seminar IV **Georgian Court University**

School of Nursing and Wellness

Department of Social Work and Gerontology

Syllabus

Course # and Title: SW692 Field Instruction and Integrative Seminar IV

Catalog Course Description:

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced field practicum. Students integrate and apply the material learned in the classroom and are afforded the opportunity to demonstrate all nine practice competencies and behaviors in their field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through the integration of advanced practice methods. A weekly integration seminar is held in conjunction with the field placement hours of 200. Students will discuss practical experiences and develop advanced social work skills. 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. Class meetings, seminar assignments and field learning assignments will provide opportunities to reflect this. The course is the first part of a year-long field experience.

Required Text(s):

American Psychological Association (2020). Publication manual of the American Psychological Association, seventh edition. Washington DC: Author.

National Association of Social Workers – Code of Ethics. Retrieved from:
<http://www.socialworkers.org/pubs/code/code.asp>

Additional readings: The seminar instructor and Agency field supervisor may require additional texts to assist students in their understanding of agency practice, professional development, and/or mastery of the competencies, e.g., agency mission and goals, annual reports, personnel manuals.

Other Materials/Readings/Journals:

Clinical Social Work
Journal of Human Behavior in the Social Environment
Social Work Education
 Journal of Social Work Practice
Journal of Health & Social Policy
Social Work
 Journal of Social Work

Knowledge Objectives:

- Understand key social work theoretical perspectives
- Learn how theoretical frameworks influence social work practice behavior
- Develop an understanding of the NASW code of ethics and CSWE Educational Policies and Accreditation Standards
- Understand the critical importance of assessment in treatment plan development

Skills Objectives:

- Identify the main features of various theoretical perspectives in social work
- Assess the interplay of biological, psychological, and social influences on theory development
- Analyze the various external systems at play that influence service delivery
- Differentiate the impact of life events and developmental tasks for people from various racial, ethnic, cultural, and socioeconomic backgrounds
- Enhance assessment and treatment planning skills in working with individuals, families, and groups
- Learn to critically appraise social work intervention and treatment outcomes
- Learn effective communication skills needed for service delivery

Cognitive and Affective Objectives:

- Increase awareness of personal biases that may impact social work practice
- Understand the core values of social work practice as identified by NASW
- Appreciate the critical importance of client self-determination and empowerment practice in social work intervention
- Utilize critical analysis and self-reflection
- Develop coping skills and self-care techniques to combat work related stress and the potential for vicarious trauma

Learning Objectives and Core Competencies

At the completion of this course, the student will be able to demonstrate the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
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- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Apply research findings to inform and improve practice, policy, and programs; and
- Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
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- **Students have access to their Turnitin Reports and early submissions can be resubmitted up until the due date.**
- At this level, students should demonstrate academic INTEGRITY, i.e., you may utilize AI for finding information, but don't use AI or Google for writing papers.
- **I value your insights more than a soulless AI response. Make connections.**

Add/Drop/Withdrawal from Class Policy & Important Dates

[Add/Drop, Withdrawal & Leave < Georgian Court University](#)

Our class runs in the “MAIN” semester, i.e., 14 weeks +1 final exam week. Always consult your academic advisor and financial aid officer if Withdrawal is an option for you. Click on this link for the [registrar's Important Dates](#) page for specific dates 2025.

- The Office of the Registrar in the Mercy Center/Skully can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; website: <http://georgian.edu/academics/registrar>.

Campus Life, Services and Support

[Campus Life, Services & Support < Georgian Court University](#)

General resource for a variety of links.

In-person Course Attendance Policies:

[Class/Course Information < Georgian Court University](#)

Your participation is not only an important part of *your* learning, it will also contribute to the learning of your peers. As members of our learning community, each of us has a responsibility to create an environment in which we can all learn from each other. This is why attendance is required. We meet once a week. Please take care to plan work, appointments, etc. during non-class time when possible. Evening classes include an expectation to consult Blackboard for materials and assignments to be completed before or after a class meeting. Low stakes quizzes and writing assignments help your professors gauge their class members' understanding and mastery of course content.

- If you miss more than **TWO** classes, each subsequent absence (*whether excused or unexcused*) will lower your class participation grade by a complete letter grade. In the case of an extended absence, college policy dictates that you inform the Dean's office, which in turn will inform your professors.
- **Punctuality is appreciated.**
- **Classroom Etiquette: Please Respect** the views of your classmates and refrain from talking to a classmate when another classmate has the floor.

Online Course Attendance and Participation Policies:

In an online course, **attendance is demonstrated through consistent, active, and timely engagement**, not physical presence. Participation is essential not only to individual learning, but also to the collective learning experience of the class.

Definition of Attendance/Participation in an Online Course

Attendance in this course includes all of the following:

- Logging into Blackboard regularly
- Completing required weekly activities by their deadlines
- Participating meaningfully in discussion boards and other interactive activities
- Viewing assigned lecture materials and instructional content
- Submitting quizzes, reflections, or low-stakes writing assignments as scheduled

Failure to complete required weekly activities constitutes an **absence for that week**.

Late Submission and Extension Policy

Timely submission of all required coursework is a fundamental expectation of this course and reflects professional responsibility. This policy applies **regardless of instructional modality** (online, hybrid, or in-person).

1. **Scope of Late Submission**

For the purposes of this course, **late submission** applies to **all required coursework**, including but not limited to:

- Major assignments
- Weekly tasks (e.g., discussion posts, reflections, presentations, quizzes, group tasks, etc.)

2. **Extension Requests**

Extensions are **not automatic** and must meet the following conditions:

- Requests for an extension must be made **in advance of the original due date**
- Requests must be submitted **in writing**
- Extensions are granted **at the discretion of the instructor**
- Approved extensions are limited to **no more than two weeks** beyond the original due date

Assignments not submitted by the approved extended deadline will receive a grade of **zero**, unless documented extenuating circumstances have been reviewed and approved.

3. **Late Submissions Without Instructor Permission**

Late submissions without prior approval from the instructor will be penalized as follows:

- A **2-point deduction per day** will be applied beginning **three (3) days after the original due date**
- Late work submitted **without instructor permission will not be accepted after one (1) week** past the original due date
- Assignments submitted after this one-week window will receive a grade of **zero**

4. **Repeated Late Submissions and Academic Review**

Patterns of repeated late submissions, missed deadlines, or non-completion of required assignments or tasks may:

- Result in an **Academic Early Warning** notification
- Trigger academic or program-level review
- Negatively affect overall course performance

Online Communication and Netiquette

Professional standards apply to **all forms of communication** in this course, including email, Blackboard messages, discussion boards, and virtual class interactions. Clear, respectful, and timely communication is an essential component of academic and professional responsibility.

University Email Requirement

Students are required to **regularly monitor their official Georgian Court University email account**. All course-related announcements, feedback, and official communications from the instructor will be sent to the student's **GCU email address**.

Failure to check university email does **not** constitute an acceptable excuse for missed deadlines, announcements, or course requirements.

Withdrawal from this Course

GCU policy permits undergraduate students to withdraw up to the 10th week (or equivalent for courses of shorter duration) and receive a “W” grade. This requires a "Request for Grade of W" form and a fee. You cannot withdraw from this course by not attending or by telling your instructor of your desire to withdraw. It is your responsibility to complete the official forms and procedures. An academic advisor must sign the form. A student who has not officially withdrawn will receive a grade based on all work, whether completed or not, including work assigned after the student stopped attending. The registrar publishes a list of deadlines to request a grade of “W” at <http://georgian.edu/academics/registrar/important-dates/>. ***WITHDRAWING FROM A COURSE CAN NEGATIVELY AFFECT YOUR FINANCIAL AID AND ACADEMIC STANDING – be sure to check with the Financial Aid Office and your advisor before dropping any course.***

The Office of the Registrar in the Mercy Center can answer questions, too. Telephone 732-987-2228; email registrar@georgian.edu; web site: <http://georgian.edu/academics/registrar>.

Course Contents

Evaluation will be based upon:

Component	Weight
Student Learning Contract	10%
Class Participation/Weekly Assignments	10%
Online Blackboard Discussions/Reflection	10%
Process Recordings (2)	20%
Competency Portfolio	20%
Completion of Field Hours and Field Evaluation	30%
Total	100%

Grading Scale

Points	Letter Grade
95 and above	A
90–94	A-
87–89	B+
83–86	B
80-82	B-
Below 80	F

Assignments

1. Student Learning Contract

The Student Learning Contract outlines individualized learning goals and practice tasks that guide the student's development in field education. The contract is structured around the nine CSWE EPAS competencies and serves as a roadmap for competency-based learning.

The student and field instructor collaboratively complete the contract as part of the supervision process. Students are expected to prepare an initial draft that identifies measurable learning objectives and aligned field activities. The field instructor reviews, provides feedback, and co-signs the finalized document.

The Learning Contract should:

- Align objectives with CSWE competencies
- Include clear, measurable learning goals
- Identify specific practice activities
- Outline evaluation methods for competency attainment

2. Weekly Field Supervision

Active participation in supervision reflects professional identity formation and ethical practice. Field instructors are expected to provide a minimum of one hour of supervision per week, preferably in a single block of time.

Students are responsible for preparing supervision agendas, which may include:

- Case consultations
- Ethical or boundary concerns
- Skill development questions
- Administrative or agency expectations

Supervision is a structured space for reflection, feedback, and professional growth.

3. Time Logs

Students must maintain accurate and detailed weekly time logs documenting field hours and activities.

- Logs must be completed weekly
- Field instructors must review and sign logs regularly
- Students are responsible for retaining copies
- Logs are not routinely submitted to the liaison unless requested

Time logs ensure accountability, verification of hours, and tracking of competency-related activities.

4. Process Recordings (Three Total)

Process recordings are structured learning tools designed to deepen students' clinical reasoning, self-awareness, and integration of theory into practice.

Each recording should include:

- Description or transcript of client interaction
- Identification of skills used
- Reflection on thoughts, emotions, and reactions
- Theoretical integration
- Planning and next steps

Process recordings promote:

- Development of diagnostic thinking
- Ethical awareness
- Use of self-reflection
- Skill refinement through supervision

Completion of three recordings per semester supports practice behaviors related to engagement, assessment, intervention, and evaluation across systems levels.

5. Blackboard Participation

This course includes a structured online component. Students are expected to participate in weekly Blackboard discussions and reflections.

Weekly posts may include:

- Reflection on readings
- Field-based experiences
- Ethical dilemmas
- Application of CSWE competencies

Online engagement supports reflective learning and peer consultation.

6. Student Field Evaluation

Field evaluations assess student progress toward competency development.

The field instructor completes the formal evaluation at the end of the semester. The evaluation process includes a joint discussion reviewing:

- Progress toward Learning Contract objectives
- Strengths and emerging skills
- Areas for continued development
- Professional readiness

The evaluation supports ongoing growth and prepares students to strengthen competencies in subsequent semesters.

7. Final Portfolio Project: CSWE Competency Integration

Students will develop a professional portfolio demonstrating integration of all CSWE core competencies.

For each competency, students must include:

Section 1: Understanding of the Competency

- Written in original language
- Demonstrates conceptual understanding
- Connects the competency to professional practice and specialization

Section 2: Application & Evidence of Learning

- Concrete field experiences
- Relevant coursework integration
- Skills applied and knowledge gained
- Reflective insight into growth

Optional Supporting Artifacts (confidentiality required):

- Redacted assessments or documentation
- Process recordings
- Policy briefs or advocacy materials
- Program evaluations
- Presentation materials
- Certificates or professional development evidence

Format Requirements:

- Professional portfolio (Word, PDF, or approved e-platform)
- Approximately 18–25 pages total
- Professional formatting, APA style where applicable
- Clearly labeled competency sections

Evaluation Criteria:

- Depth of reflection
- Demonstrated integration of competencies
- Clear linkage between experience and learning
- Specific, concrete examples
- Professional writing quality
- Ethical awareness and confidentiality compliance

VI. Appendices

APPENDIX 1: Review of Student Performance

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

1. Failure to meet criteria for Academic Standards for Admission and Retention as stated in the Policy and Procedure Manual.
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 Student Success office.
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.

APPENDIX 2: NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly following revisions to the NASW Code of Ethics and it can be located on the following website.

<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

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:

https://www.socialworkers.org/sections/credentials/cultural_comp

APPENDIX 4: Georgian Court University Sexual and Gender Based Conduct Policy

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

<https://georgian.edu/wp-content/uploads/Sexual-and-Gender-Based-Misconduct.pdf>

APPENDIX 5: ADA Philosophy

ADA PHILOSOPHY

Nondiscrimination:

It is policy of Georgian Court University to maintain an academic environment free of discrimination, including harassment, regardless of gender, race, creed, color, religion, age, national and ethnic origin, sexual orientation, disability, or veteran status. The University is committed to creating an environment which is free from intolerance directed toward individuals or groups. For details, see the current GCU undergraduate catalog. All inquiries shall be addressed in the Office of Human Resources.

Disabilities Services:

Georgian Court University is committed to ensuring that all students receive equal access to all services, programs, and activities. We support students with documented physical, sensory,

learning, or psychological disabilities by providing reasonable and appropriate accommodations in accordance with applicable laws, such as Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. To request accommodations and/or academic adjustments, please contact the Academic Development and Support Center on the lower level of the Sister Mary Joseph Cunningham Library. Call 732-987-2363 or send an email to lfarh@georgian.edu.

<http://georgian.edu/academics/adsc/#disabilities-services>

APPENDIX 6: Forms

1. Field Instructor Application Form
2. Review of Readiness for Field Education
3. Student Field Application
4. Liability Form for Field
5. Agreement of Cooperation [between agency and school]
6. Social Work Field Education Contract [between student and school]
7. Review of Student Performance
8. Review of Student Performance Form
9. Field Instructors' Evaluation of Program
10. Student Request for Practicum Placement at Current Work Setting Guidelines

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 Form

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:		

GEORGIAN COURT UNIVERSITY
SOCIAL WORK DEPARTMENT

Application for MSW Field Education- Overview

The Social Work Field Education experience consists of three (4) placements:

- SW590 Field Instruction & Integrative Seminar I
- SW590 Field Instruction & Integrative Seminar II
- SW690 Field Instruction & Integrative Seminar III
- SW692 Field Instruction & Integrative Seminar IV

Prior to entering SW590 Senior Field Instruction & Integrative Seminar I, the following criterion must be met:

- Any professor who finds the students' writing to be inadequate will inform the student that a referral to the Writing Center will be made. The student must attend appropriate sessions at the Writing Center and provide the SW Department Chair with evidence of having completed recommended writing sessions.
- Have an overall GPA of 3.0 in social work courses only.

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:

- SW590 Field Instruction & Integrative Seminar I **must be taken concurrently** with SW530 SW Practice I
- SW592 Field Instruction & Integrative Seminar II **must be taken concurrently** with SW536 SW Practice II
- SW690 Field Instruction & Integrative Seminar III must have completed SW592 prior to registering for this course.
- SW692 Field Instruction & Integrative Seminar III must have completed SW590 prior to registering for this course.

Please complete the following form and submit it to either the Social Work Field Coordinator or Staff Assistant of the Social Work Program in Room 114, Jeffries Hall at least one (1) month prior to the end of this semester in order to assure a full selection of agencies.

Your application will be processed when your paperwork submission is completed.

Student Field Application

**GEORGIAN COURT UNIVERSITY · DEPARTMENT OF SOCIAL WORK APPLICATION FOR FIELD
SW590 Field Instruction & Integrative Seminar I, SW592 Field Instruction & Integrative Seminar I,
SW690 Field Instruction & Integrative Seminar III or SW692 Field Instruction & Integrative
Seminar IV**

NAME: _____ STUDENT I.D. NUMBER:

PREFERRED ADDRESS:

PREFERRED PHONE: _____

I am applying for placement in: (please check one)

SW590 Field Instruction & Integrative Seminar I, _____

SW592 Field Instruction & Integrative Seminar II, _____

SW690 Field Instruction & Integrative Seminar III, _____

SW692 Field Instruction & Integrative Seminar IV, _____

I do ___ do not ___ have transportation to my agency

My GPA in Social Work courses is _____

*Please provide three (3) choices you have regarding your field agency selection with an explanation as to why you have selected these. You may add additional information on the back. Place them in order of preference:

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: _____

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

Liability Form for Field

GEORGIAN COURT UNIVERSITY

SOCIAL WORK DEPARTMENT

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/professional liability]. Examples would be a felony conviction; police record for a drug offense or incidents that would prevent you from being able to work with minor but with other populations as well.

Failure to submit this form 14 days prior to the first day of classes will prevent adequate coverage of insurance for the student resulting in a delay of entry into SW590, SW592, SW690, SW692. *(Please circle which course you are taking.)*

Printed 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 accredited institutions; it is advised students seek legal clarification on this prior to committing to the process of their academic experience.**

Agreement of Cooperation [agency/university]

**5-YEAR AGREEMENT OF COOPERATION
FIELD PLACEMENT FOR GEORGIAN COURT UNIVERSITY'S
MASTER OF SOCIAL WORK (MSW) 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 2023.
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 _____ 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

GEORGIAN COURT UNIVERSITY:

Signature: _____

Signature: _____

Name: _____

Name: Erica Hansen, MSW., LCSW

Title: _____

Title: Field Coordinator, Lakewood Campus

Date: _____

Date: _____

**5-YEAR AGREEMENT OF COOPERATION
FIELD PLACEMENT FOR GEORGIAN COURT UNIVERSITY'S
MASTER OF SOCIAL WORK (MSW) 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, Fall 2023.

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 _____ 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

GEORGIAN COURT UNIVERSITY:

Signature: _____

Signature: _____

Name: _____

Name: Erica Hansen, MSW., LCSW

Title: _____

Title: Field Coordinator, Lakewood Campus

Date: _____

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 400 hours (SW590 & SW592) or 500 hours (SW690 and SW692) (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: _____

FIELD INSTRUCTOR SIGNATURE:

FIELD COORDINATOR SIGNATURE:

Request for Review of Student Performance Form

**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: _____

GCU Social Work Field Learning Contract

GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

Georgian Court University Social Work Program

Field Learning Contract

- Check One:
- SW590 Field Instruction & Integrative Seminar I
 - SW592 Field Instruction & Integrative Seminar II
 - SW690 Field Instruction & Integrative Seminar III
 - SW692 Field Instruction & Integrative Seminar IV

Student:

Agency:

Field Instructor: _____

Phone Number of Field Instructor: _____

Email of Field Instructor: _____

Instructions:

The field learning contract is a tool used to facilitate the student's learning process. It provides a foundation for the learning experience to achieve learning outcomes of the Social Work Program's Curriculum. Field learning objectives and learning activities provided by the field agency should be clearly stated and integrated in the process of developing this agreement. The intended result of developing this contract is mutual clarity and consensus among all educational partners (student, field instructor, field liaison, social work program, and field agency) regarding responsibilities, tasks, and processes to achieve specified learning outcomes. Consequently, the field learning contract helps to set boundaries for the student and serves as the basis for evaluation of the student performance. It should be used to ensure that the Social Work Program's educational objectives for the field experience are met.

The student and field instructor should meet at the beginning of the semester to discuss agency expectations for student interns, outcomes expected by the Social Work Program, field learning objectives, and agency-based learning assignments. All students are required to receive an orientation to their field agency that includes topics of confidentiality and safety. In addition, a one-hour a week supervision schedule will be implemented. These

learning experiences should be incorporated in the learning contract. Over the course of the semester, it is suggested that the learning contract be continuously reviewed in supervision to assess the student's progress toward achieving the specified competencies. The learning contract completion date and signatures of the student, field instructor, and Coordinator of Field are required to reflect a mutual process and agreement between all parties in developing this document. **Two (2) copies** of the signed completed learning contract should be turned in to the Field Seminar Instructor no later than the **2nd Field Seminar Session**. Please download this template and complete it by typing in the Learning Activities. Contact your Field Coordinator and/or Field Liaison for any needed assistance in the development of learning activities.

Competencies and Practice Behaviors (the student will be able to...)	Learning Activities (the student will achieve this by....) <i>Must have at least 2 Activities for Each Competency</i>	
Competency 1: Demonstrate Ethical and Professional Behavior		Target Date
<p><u>Practice Behavior 1</u>: make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;</p> <p><u>Practice Behavior 2</u>: demonstrate professional behavior; appearance; and oral, written, and electronic communication;</p> <p><u>Practice Behavior 3</u>: use technology ethically and appropriately to facilitate practice outcomes; and</p> <p><u>Practice Behavior 4</u>: use supervision and consultation to guide professional judgment and behavior.</p>		
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		Target Date
<p><u>Practice Behavior 5</u>: Advocate for human rights at the individual, family, group, organizational, and community system levels; and</p> <p><u>Practice Behavior 6</u>: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p>		

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		Target Date
<p><u>Practice Behavior 7</u>: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p> <p><u>Practice Behavior 8</u>: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		Target Date
<p><u>Practice Behavior 9</u>: Apply research findings to inform and improve practice, policy, and programs; and</p> <p><u>Practice Behavior 10</u>: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p>		
Competency 5: Engage in Policy Practice		Target Date
<p><u>Practice Behavior 11</u>: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and</p> <p><u>Practice Behavior 12</u>: Apply critical thinking to analyze, formulate, and advocate for policies that advance</p>		

<p>human rights and social, racial, economic, and environmental justice.</p>		
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>		<p>Target Date</p>
<p><u>Practice Behavior 13</u>: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and</p> <p><u>Practice Behavior 14</u>: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p>		
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>		<p>Target Date</p>
<p><u>Practice Behavior 15</u>: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and</p> <p><u>Practice Behavior 16</u>: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		<p>Target Date</p>

<p><u>Practice Behavior 17</u>: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and</p> <p><u>Practice Behavior 18</u>: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p>		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		Target Date
<p><u>Practice Behavior 19</u>: Select and use culturally responsive methods for the evaluation of outcomes; and</p> <p><u>Practice Behavior 20</u>: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p>		

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

Field Liaison Signature: _____

Date: _____

Coordinator of Field Signature: _____

Date: _____

Adapted from Stockton State University:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=163&pageID=57>.

Retrieved July 14, 2016

Student Field Education Evaluation

GEORGIAN COURT UNIVERSITY

THE MERCY UNIVERSITY OF NEW JERSEY

Georgian Court University · Department of Social Work

Field Education Placement Evaluation Form

Name of Student:

Date:

Agency:

Field Instructor:

- Check One: SW590 Field Instruction & Integrative Seminar I
 SW592 Field Instruction & Integrative Seminar II
 SW690 Field Instruction & Integrative Seminar III
 SW692 Field Instruction & Integrative Seminar IV

Total Hours Student Completed in Field:

Instructions for Rating Interns on the Nine (9) Competencies:

The standard by which an intern is to be evaluated is that of an entry-level social worker. The nine (9) competencies specified in this evaluation form are those established by our national accrediting organization, The Council on Social Work Education (CSWE). Under each competency statement are skills that have been identified by the school as desirable for a student in a MSW generalist-practice placement. **The student learning activities that were assigned through the Learning**

Contract are the activities that become the basis for assessing the student’s skills at the end of the semester. Students are *not* expected to demonstrate all of the skills, and it is expected that there will be additional behaviors that are more appropriate to the agency and student learning that will be assigned to the student. The completion of this evaluation by the field instructor and the student can serve as a teaching-learning tool. It serves as a basis for assessing the student’s professional growth, performance, and level of skill attained.

RATING SCALE FOR EVALUATION

NC Not Competent	The intern has not met the expectation in this area. Student does not pass this practice behavior.
1 Developing	The intern has not as yet met the expectations in this area but gives indication she/he will do so in the near future.
2 Competent	The intern has met the expectations for interns in this area.
3 Advanced Competent	The intern is functioning above expectations for interns in this area.

Comments may be made under any competency statement if desired. Please make sure to indicate those areas in which you think the intern is particularly strong and those areas in which the intern needs improvement. This evaluation is intended to give the intern feedback about her/his performance. The field instructor’s rating of these items will be used to calculate 70% of the grade that is given to the student. The field coordinator has the responsibility of assigning the grade for field instruction. The grade that is assigned will be based on: the field liaison’s overall evaluation of the student’s performance in field placement in conjunction with the field coordinator’s evaluation and other submitted materials such as: intern logs; seminar participation; papers that integrate field with classroom instruction.

COMPETENCY 1: Demonstrate Ethical and Professional Behavior	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please check one box)</i> (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	--

1.1	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication;	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1.3	Use technology ethically and appropriately to facilitate practice outcomes; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
1.4	Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please check one box)</i> (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
---	--	--

2.5	Advocate for human rights at the individual, family, group, organizational, and community system levels; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
-----	--	---	---

2.6	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
-----	---	---	---

Comments:

COMPETENCY 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please check one box)</i> (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	---

3.7	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
3.8	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 4: Engage in Practice-Informed Research and Research-Informed Practice	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (please check one box) (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	---

4.9	Apply research findings to inform and improve practice, policy, and programs; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
4.10	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 5: Engage in Policy Practice	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (please check one box) (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	---

5.11	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
5.12	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please check one box)</i> (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	---

6.13	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
6.14	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 7: Engage with Individuals, Families, Groups, Organizations, and Communities	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? <i>(please check one box)</i> (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
--	--	---

7.15	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
7.16	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

	working with clients and constituencies, acknowledging them as experts of their own lived experiences.		
--	--	--	--

Comments:

COMPETENCY 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (please check one box) (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
---	--	---

8.17	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
8.18	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3

Comments:

COMPETENCY 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Experienced by student during this placement? Yes or No	Level of skill at the end of the learning activity? (please check one box) (nc) Not Competent (1) Developing (2) Competent (3) Advanced Competent
---	--	---

9.19	Select and use culturally responsive methods for the evaluation of outcomes; and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9.20	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> nc	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Comments:

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 workday?

9) Would you recommend this practicum as a **macro** placement to another student? Why? Why not?

Thank you.

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 workday?

9) Would you recommend this practicum as a **micro** placement to another student? Why? Why not?

10) What semester practicum was this?

Thank you.

Field Instructor's Evaluation of Program

GEORGIAN COURT UNIVERSITY

SOCIAL WORK PROGRAM

FIELD INSTRUCTOR'S EVALUATION OF PROGRAM

The following survey is designed to assist the Social Work Program at Georgian Court University in assessing students' preparedness for the field practicum experience.

We are requesting your help in identifying our student's knowledge, skills, and cognitive affective values to function as they pertain to generalist social work practice. We kindly ask you take a few minutes complete this questionnaire. We also welcome any additional feedback that would assist us in improving the program!

https://gcu.co1.qualtrics.com/jfe/form/SV_0J0mSBjDipyg5OR

Section I: Student Preparedness

Scaled Questions: (Very well prepared, well prepared, adequately prepared, poorly prepared, not related)

1. How prepared was the student to "engage" with clients?
2. How prepared would you say the student was with "accountability" to the client and the client system?
3. How prepared was the student to provide well written documentation (for example, case notes and assessments)?
4. How prepared was the student in his/her ability to communicate in a professional manner (written and/or verbal)?
5. How prepared was the student to recognize and value diversity?
6. How was the student prepared to appropriately respond to diversity of client needs?

7. How prepared was the student in the ability to apply direction given to him/her from the field instructor?
5. How prepared would you say the student was to provide evaluation of her/his own strengths and weaknesses?
6. How prepared was the student in the ability to apply problem-solving skills at your agency?

Section 2: Interaction with the University

Yes/No (with an option to explain)

1. Was the field liaison able to adequately organize appointments with your agency?
2. Was the field liaison able to provide feedback and support as needed?
3. If support from the Field Coordinator was needed, was it provided in a timely and effective manner?

Section 3: Additional thoughts and feedback

(open ended questions)

1. What thoughts do you have about better student preparation for the field experience at your agency (are their specific needs, trainings, awareness, etc.)?
2. Do you have any ideas or suggestions for enhancing communication between the GCU Social Work department and your agency?
3. Would you be interested in CEU opportunities and if so, what areas would you be interested in?
4. Would you be interested in offering professional development to the GCU Social Work community? If so, please describe.
5. Does your agency require additional SIFI training

**GEORGIAN COURT UNIVERSITY
SOCIAL WORK PRACTICUM**

Student Request for Practicum Placement at Current Work Setting

INSTRUCTIONS: Students who wish to negotiate an arrangement for a practicum placement at their current place of employment in accordance with the Council on Social Work Educational (CSWE) Policy and Accreditation Standards must prepare a proposal using the following guidelines and submit it for approval to the Coordinator of Practicum Education. Where appropriate, your work site administrator, who has authority to grant permission for release time for practicum placement, should be contacted before you submit the proposal to the Field Coordinator. Your proposal must be approved in writing by the Field Coordinator before you will be permitted to earn internship hours. It is therefore important that students complete and submit their proposals for approval no later than [_____].

CSWE Requirements:

- Students requesting permission to have an internship placement with a current employer must be supervised by an approved practicum instructor who does not supervise them during their paid employment hours.
- Students must complete tasks and assignments as an intern that are totally different than those tasks, assignments, responsibilities and duties they complete as paid employees.

This proposal should be typed and include the following information:

1. Name
2. Home Address (Street/City/State/Zip)
3. Telephone Number: (Home & Business)
4. Date
5. Year of Student in Social Work Program (e.g. 1st year MSW, 2nd year MSW)
6. Description and Function of the Agency (Name, Address, Telephone Number).
7. Student Employee Status (job title, function, job description, how long in position, name of immediate employment supervisor).
8. Proposed Practicum Placement Experience (placement function, address if different than above, clients to be served, and supervisor for placement).
9. Proposed Practicum Instruction Learning Objectives: Assignment/Range of Tasks to Meet Learning Objectives; Proposed Practicum Instructor including frequency and times for supervision.
10. Weeks, days, times for proposed internship hours to be completed.
11. Describe how internship tasks are substantially different from those the student completes as a paid employee.
12. Attach the current resume of the proposed practicum instructor and a letter from the agency director/administrator stating that s/he has reviewed the proposal and is in agreement.

*Note: Make sure that the tasks proposed for the internship meet the curriculum goals, objectives of the Social Work Program's Curriculum for the student's level of study.

Submit the completed proposal to Erica Hansen, MSW Field Coordinator at
ehansensw@georgian.edu