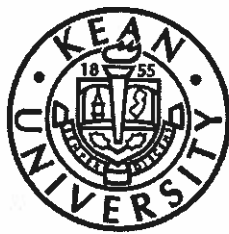


Kean University
Master of Social Work Program
Program Manual



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Graduate Social Work Department
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Welcome from the Program Director

Greetings Students,

Hello and welcome to the Kean University Master of Social Work program. Our program provides students with an engaging, inclusive, supportive and collaborate learning environment that prepares students for the profession of social work. Our students come to us from diverse local, regional, national and international backgrounds with an eagerness to learn. While in the program, students will find helpful faculty and staff willing to openly discuss topics, answer questions and provide quality insights that will promote their academic and professional success.

The Master of Social Work program offers quality instruction designed to prepare students for evidence-based clinical practice. The program aligns with Kean University's goal of respecting differences and celebrating diversity. The faculty and staff are dedicated and committed to ensuring that our students become critical thinkers prepared to engage in clinical practices that will foster, social, economic, and environmental justice for a diverse global society.

The program is designed to help each student obtain the skills and knowledge necessary to become an effective and competent professional social worker.

Dr. Godfrey Gregg

Program Director,

Welcome from the Field Education Director

As the Master of Social Work Field Education Director, I welcome students, faculty liaisons and site supervisors who engage in the interactive process of teaching and learning in the social work profession. The Field Education Office is committed to providing opportunities for our diverse students to develop skills in the most current practices, particularly in evidence-based interventions, and to receive supervision by practicing social workers.

The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2008). The Field Education Office is committed to arranging placements that are appropriate to the goals of the Master of Social Work program in collaboration with the student.

I look forward to working closely with each student, field liaison and site supervisor in the field education process. Student success in practicum is our program's goal!

Sincerely,

Professor Suzane Thomas

Department Directory

Location: Suite EC-218A, East Campus

College of Health Professions & Human Services

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SECTION 1: PROGRAM OVERVIEW

The University

Kean University is a public cosmopolitan teaching university serving undergraduate and graduate students in the liberal arts, the sciences, and the professions. The University dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. The University prepares students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

Kean University offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning to or entering higher education.

Kean University is steadfast in its dedication to maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. The University seeks to combine excellence with equity in providing opportunities for all students.

Kean University's faculty is dedicated to student learning as well as academic rigor. The focus on teaching excellence is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. Further, Kean University is committed to providing global educational opportunities for students and faculty.

Kean University is an interactive university and serves as a major resource for regional advancement. Kean University collaborates with business, labor, government and the arts, as well as educational and community organizations to provide the region with cultural events and opportunities for continuous learning. Kean University is committed to providing students and faculty, educational opportunities in national and international arenas.

The Master of Social Work Program

Program Overview

The Master of Social Work program's specialization is Direct Clinical Practice. The growing needs in the State of New Jersey and across the globe is to address more complex issues, including, trauma and substance abuse, which has lead the program to embrace a direct clinical practice focus. In addition, the program maintains the strength of its content in the generalist curriculum, where courses and the generalist practicum expand the students practice knowledge,

Prepare and educate students by: Developing clinically competent and ethically grounded social workers to engage in evidenced based clinical practice and research-informed advocacy.	Ensure knowledge is based on scientific inquiry.
Aim for the diverse students is: To promote social, economic, and environmental justice with diverse individuals, families, and groups.	<ul style="list-style-type: none"> · Promote social, economic, and environmental justice · Prevention of conditions that limit human rights · Elimination of poverty · Enhancement of the quality of life for all persons, locally and globally

Program Mission and Core Values

The mission of the Master of Social Work program aligns with the values of the social work profession. The central theme of the mission embraces the six core values of the profession as the program provides an engaging, inclusive, and supportive learning environment where the intent is to develop clinically competent diverse social workers. The goal is for these social workers to serve as advocates in clinical practice, and as ethically grounded professionals to promote social, economic, and environmental justice in a global society. In Table 2, the alignment between the program's mission and National Association of Social Workers' six core values are indicated.

Table 2: Program Mission and Core Values Alignment

Mission	Social Work Core Values
The Master of Social Work program's mission is consistent with this core value as the program seeks to expand the learning opportunities of students that are representative of a global society. This intent elevates the service to others by preparing diverse students to serve in an ever-changing society during the generalist and specialization practice.	Service

<p>The Master of Social Work program is committed to preparing diverse students for clinical practice where ethical behavior, professionalism, social work knowledge, values, skills, and cognitive and affective processes are applied in clinical practice. The program is dedicated to ensuring this value is demonstrated and applied in classroom and practicum experiences.</p>	<p>Integrity</p>
<p>The Master of Social Work program is committed to developing clinically competent social workers to engage in evidenced based direct clinical practice and research-informed advocacy. The diverse students are afforded opportunities build social work knowledge and skills in the class setting and apply such in the practicum experiences.</p>	<p>Competence</p>

Admissions Criteria

Program's Admissions Requirements

The criteria for admissions is as follows:

- A four-year earned baccalaureate degree with 16 credits in liberal arts from a United States regionally accredited college/university or an equivalent degree from another country approved by the International Social Work Degree Recognition
- A minimum of a 3.0 GPA and all transcripts for applicants applying to the Two Year and Three Year Option
- A minimum of a 3.25 GPA in the baccalaureate degree program in Social Work and all transcripts for applicants applying to the Advanced Standing Option
- A minimum of 400 generalist practicum hours completed in the baccalaureate degree program in Social Work for admissions into Advanced Standing Option
- The Office of Graduate Admissions stipulates that students who have completed any part or all their post high school education outside the United States have their foreign

- Conceptualize, analyze and synthesize concepts related to social justice and human rights
- Engage in critical thinking
- Exhibit scholarly writing skills
- Demonstrate ability to self-reflect upon personal life experience as it relates to interest in pursuing the Master of Social Work degree at the time of application, and how they have been able to resolve personal challenges.

Upon receipt of each application package, the Master of Social Work program's secretary is responsible of logging each applicant's name for proper recording keeping, assigning and distributing applicant files to two faculty members for admissions review and sharing the assignments with the program director. Faculty is encouraged to review the completed files using the program's admissions rubric, and submit an individual admissions recommendation to the program's secretary within 72 hours of receipt of each admissions file. This ensures prompt file review by the program director, and submission of the decision via the Office of Graduate Admissions online database for notification to each applicant.

The program director reviews each faculty members completed admissions rubric, which includes quantitative and qualitative measures. When an applicant file has two varying admissions recommendation, the program director will request a third faculty member review or conduct the third review personally. This process ensures fairness in the admissions process. Afterwards, the program director calculates the mean score and electronically posts the decision to accept or deny acceptance on the Office of Graduate Admissions database.

The Office of Graduate Admissions sends out letters to notify each applicant of the admissions decision. For applicants accepted to the program, each must submit the required deposit, which secures a seat in the upcoming fall semester classes. Additionally, accepted applicants receive a welcome letter from the program director which outlines pre-registration advisement and petitioning for fall semester classes.

Record of all decisions are maintained electronically by the program secretary and program director.

Courses of Study

The Two Year Full-time Option

This option requires students to complete sixty credits of coursework over a two-year academic period during the Fall and Spring semesters respectively. In year one of this option, students complete courses, along with two semesters of the generalist practicum. The generalist practicum is conducted in an approved agency or organization two (2) days per week. In year two of this option, students complete courses and two semesters of the specialization practicum in a

Educational Policies Governing the Program's Accreditation

The program's curriculum follows the Council on Social Work Educational Policy and Accreditation Standards 2015 (EPAS, 2015) as defined below:

- The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level. (Accreditation Standard M.2.0)

The Social Work Curriculum and Professional Practice

Social work education is grounded in the liberal arts, which provide the intellectual basis for the program design. The program's formal educational structure includes the generalist and specialization curricula. The goal is to prepare graduates to serve as clinically competent and ethically grounded social workers to engage in evidenced based clinical practice and research-informed advocacy to promote social, economic, and environmental justice with diverse individuals, families, and groups.

Program Specialization

The Master of Social Work program's specialization is direct clinical practice. The program adheres to the definition of direct clinical practice as outlined by the National Association of Social Workers, which states clinical social work is a specialty practice area of social work which focuses on the assessment, diagnosis, treatment, and prevention of mental illness, emotional, and other behavioral disturbances concerning individuals, families, and groups. All students enrolled in the Master of Social Work program complete the specialization curriculum where there are opportunities to apply and demonstrate evidenced based direct clinical practice and research-informed advocacy to promote social, economic, and environmental justice with diverse individuals, families, and groups. To this end, the specialization practice provides a coherent and integrated curriculum for both the classroom and field education experiences for the diverse students in the program.

2015 Council on Social Work Education (CSWE) Competencies

According to the Council on Social Work Education Inc. 2015 Educational Policy and Accreditation Standards (EPAS), "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being." The Council on Social Work Education EPAS (2015) recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment regarding unique practice situations.

SECTION 2: CURRICULUM OVERVIEW

Two Year Full-Time Option

Program Requirements

- 60 credits
- Four semesters of Field Education Experience

Generalist Curriculum

<i>FIRST SEMESTER – 15 CREDITS</i>		
SW 5101	Generalist Social Work Practice in a Multicultural Environment I	3 credits
SW 5201	Field Education Experience I	4 credits
SW 5301	Social Welfare Policy and Services I	3 credits
SW 5401	Human Behavior and Social Environment I	3 credits
SW 5501	Integrative Seminar I	2 credits

<i>SECOND SEMESTER – 15 CREDITS</i>		
SW 5102	Generalist Social Work Practice in a Multicultural Environment II	3 credits
SW 5202	Field Education Experience II	4 credits
SW 5402	Human Behavior and Social Environment II	3 credits
SW 5502	Integrative Seminar II	2 credits
SW 5601	Social Work Research I	3 credits

<i>ELECTIVES</i> <i>To be chosen from the following:</i>		
SW 6608	Issues of Social and Economic Justice	3 credits
SW 6703	Issues Confronting Contemporary Families	3 credits
SW 6704	Issues of Aging	3 credits
SW 6706	Comfort Care: A New Approach to End-of-Life Care	3 credits
SW 6707	International Issues in Social Work	3 credits
SW 6710	School Based Social Work	3 credits
SW 6801	Trauma in Social Work Practice	3 credits
SW 6802	Clinical Social Work Practice with Substance Use Disorders	3 credits

TOTAL OF 60 CREDITS TO COMPLETE PROGRAM

Three Year Extended Full-Time Option

Program Requirements

- 60 credits
- Four semesters of field education experience

Generalist Curriculum

<i>FIRST SEMESTER – 9 CREDITS</i>		
SW 5301	Social Welfare Policy and Services I	3 credits
SW 5401	Human Behavior and Social Environment I	3 credits
SW 5601	Social Work Research I	3 credits

<i>SECOND SEMESTER – 9 CREDITS</i>		
SW 5402	Human Behavior and Social Environment II	3 credits

SW 6202	Field Education IV ²	6 credits
	Elective	3 credits

*Since there is no Integrative Seminar in the third and fourth semesters, these courses have been linked to provide continuity.

<p style="text-align: center;"><i>ELECTIVES</i> To be chosen from the following:</p>		
SW 6608	Issues of Social and Economic Justice	3 credits
SW 6703	Issues Confronting Contemporary Families	3 credits
SW 6704	Issues of Aging	3 credits
SW 6706	Comfort Care: A New Approach to End-of-Life Care	3 credits
SW 6707	International Issues in Social Work	3 credits
SW 6710	School Based Social Work	3 credits
SW 6801	Trauma in Social Work Practice	3 credits
SW 6802	Clinical Social Work Practice with Substance Use Disorders	3 credits

TOTAL OF 60 CREDITS TO COMPLETE PROGRAM

Advanced Standing Full-Time Option Program Requirements

- 60 credits
- Four semesters of Field Education Experience

Specialization Curriculum

SW 6710	School Based Social Work	3 credits
SW 6801	Trauma in Social Work Practice	3 credits
SW 6802	Clinical Social Work Practice with Substance Use Disorders	3 credits

TOTAL OF 60 CREDITS TO COMPLETE PROGRAM

Evaluation of Student Academic Performance

The Master of Social Work program evaluates the academic performance of students to meet its responsibilities in providing quality professional education and to ensure that students' preparedness for professional social work practice. Students are evaluated in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills; and Scholastic Performance. Meeting the criteria for scholastic achievement is required, but is not sufficient to ensure continued enrollment in the program. Both professional behavior and scholastic performance comprise academic standards.

Basic Abilities Required to Acquire Professional Skills

- **Communication Skills:** Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.
- **Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in English in written assignments as specified by faculty.
- **Oral:** Communicates effectively and sensitively with other students, faculty, staff clients, and professionals. Express ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field education placement experiences, as specified by faculty.
- **Interpersonal Skills:** Demonstrates the interpersonal skills required to relate effectively to other students, faculty, staff clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the outcomes of these actions for others.
- **Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field education. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
- **Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* below for clarification.)

Emotional and Mental Abilities Required for Performance in the Program

- **Stress Management:** Demonstrates ability to deal with current life stressors using

and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the outcomes of these actions for others.

- **Cognitive Skills:** Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field education. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
- **Physical Skills:** Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

Emotional and Mental Abilities

- **Stress Management:** Demonstrates ability to deal with current life stressors using appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- **Emotional and Mental Capacities:** Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychological distress, substance abuse, or mental health difficulties do any of the following: compromise scholastic and other performance; interfere with professional judgment and behavior, or jeopardize the best interest of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics, National Association of Social Workers and the New Jersey State Board of Social Work Examiners for Social Work Licensure).

Professional Performance Skills

- **Professional Commitment:** Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in New Jersey. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- **Professional Behavior:** Exhibits behaviors that follow program policies, institutional policies, professional ethical standards, and societal laws in classroom, field education, and community. Appearance, dress and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others,

practicum. The Kean University Behavioral Intervention Team (KUBIT) is a multidisciplinary group that provides proactive intervention, caring support and appropriate institutional response to students exhibiting disruptive and/or concerning behavior in a confidential manner.

3. Step Three: When there is no indication of professional performance improvement after Step Two, the department conducts a Professional Performance Review meeting. An invitation via email is sent to the student, the faculty advisor, professor, or faculty liaison that conducted the initial consult, full time department faculty, field education director and department director to attend. If the concern is related to practicum, the site supervisor is invited to attend. The dean is notified of the formal meeting. The student has the opportunity to invite a student to attend as an advocate. During the meeting the student and faculty advisor, professor or faculty liaison that conducted the initial consult discuss the professional performance concern, the individualized performance plan and its impact on performance in the class or practicum. Possible outcomes of the meeting include, temporary withdrawal from the program, or dismissal from the program. Strict confidentiality is required of all participants. Additionally, every attempt is made to schedule meetings at a time convenient for participants. The recommendation for temporary withdrawal or dismissal from the program is submitted the Nathan Weiss Graduate College, Office of the Dean for final review and decision. The Dean of the Graduate College will make the final decision. Upon final decision, the student is notified by the Office of the Dean via U.S. mail, and the department director is notified via interoffice mail within seven (7) business days.

Student Notification of Policy and Procedures

Students enrolled in the Master of Social Work program are notified of the Professional Performance policy and procedures during new and returning student orientation, field education orientation, site visits, and beginning of each academic term. Additionally, students are reminded of the policy and procedures during student advisement with the program director and faculty.

Professional Performance Skills Required for Work with Clients

- **Professional Commitment:** Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in New Jersey. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- **Professional Behavior:** Exhibits behaviors that follow program policies, institutional policies, professional ethical standards, and societal laws in classroom, field education, and community. Appearance, dress and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the

been achieved. Performance or behavior that jeopardizes academic standing requires review by program director, who can elect to make decisions independently, or in consultation with relevant faculty and staff.

Any student that does not receive a minimum of a grade of “B” in any course is automatically placed on probation, per the Nathan Weiss Graduate College policy. A university learning management system identifies students who are in jeopardy of receiving a grade below a ‘B’ receive a letter from the Dean’s Office with a copy sent to the program director. Any student who receives a grade below ‘C’ in any course is not permitted to register for part II of any two semester sequence course. Students in field education practicum must receive either ‘CG’ (Credit Given) to advance to the second semester or the second year of field education. The students must have a minimum of a ‘B’ or grade point average of 3.0 in all courses to successfully complete the program.

For additional information, please consult The Kean University Code of Conduct Policies and Procedures.

Academic Grievance Policies and Procedures

If a student believes the grade for a course is unfair, it is the student’s right to initiate a grade grievance. A formal process exists for the resolution of such problems. The overall guidelines for the grade grievance process are uniform in the University departments/program. Requests for reconsideration of a grade must be brought to the faculty member as soon as possible after the conclusion of the course and no later than the end of the eighth week of the fall or spring semester. The steps in the process are outlined below; it is understood that if a satisfactory resolution is reached at any level, the process ends. If at a given step either party is dissatisfied with the proposed resolution, the dissatisfied party may request reconsideration at the next level. Decisions by the college dean are final, with no provision for further appeal beyond that point.

Steps in the Grievance Procedures

1. The student meets with the faculty member to request information about the faculty member’s grading decision or evaluative judgment. If after receiving an explanation from the faculty member, the student remains dissatisfied, the student may request reconsideration of the grade by the program director. This request must be filed within two weeks from the date of the initial meeting with the faculty member.
2. The student meets with the program director to discuss the assigned grade. The program director may choose to intervene directly at this point and attempt to seek a resolution or may decide to refer the question to the Academic Review Committee, and convene the committee in to hear the reconsideration request.
3. The Academic Review Committee, comprising faculty members and at least one student, hears the grievance within one month of the original request for reconsideration. The committee determines (in accordance with prevailing program practices and the specifics of the particular

Academic Probation and Dismissal

A grade point average of 3.0 is required to remain in good academic standing within the Master of Social Work program. Failure to meet this requirement will result in the student being placed on Academic Probation. Additionally, conditions to the probation may be set at the discretion of the Nathan Weiss Graduate College dean. Upon completion of 12 attempted graduate credits, if a student on academic probation fails to achieve a cumulative grade point average of 3.0, the student will be academically dismissed from Kean University. If the student achieves a cumulative grade point average of 3.0 or higher, the academic probation status will be removed. However, if at any time during subsequent semesters the student falls below a cumulative grade point average of 3.0, the student will be academically dismissed from Kean University. All notices of academic probation and/or dismissal will occur at the completion of the fall and spring academic semesters. If a student is academically dismissed from Kean University, the student is entitled to appeal the dismissal to the Academic Standards Committee of the Nathan Weiss Graduate College. This committee will be comprised of the Dean of the Nathan Weiss Graduate College, as well as administrators and faculty members appointed by the Dean. The appeal must be submitted in writing to the Director of Graduate Student Services within fourteen calendar days of the letter of dismissal. Failure to adhere to this time frame can result in the committee's refusal to hear the appeal. No in-person appeals will be accepted. All appeals will be reviewed within a reasonable time frame and the committee's decision will be communicated via an official letter from the University. A dismissed student does not have the opportunity to appeal the Committee's final decision. (Kean University Graduate Catalog 2016-2017).

Schedule Changes

For all schedule changes, students meet with the program director for a consult.

Withdrawals

To withdraw from one or more courses, a student must submit written notification (letter listing sufficient information to identify the course section to be dropped) to the Office of the Registrar. Students may also email, from their Kean University email account, their request to withdraw to regme@kean.edu. The request must be received in the Office of the Registrar or postmarked by the deadlines. Students who withdraw from a course during the first third of the semester or who withdraw from a course no later than one week past mid-semester will receive a grade of "W". The withdrawal grade is not counted in the cumulative grade point average. Any student who does not officially withdraw on or before the withdrawal date published in the academic calendar will be given a letter grade that reflects his or her achievement in the course. (Kean University Graduate Catalog 2016-2017).

Course Requirements (Class Syllabus)

Professors are expected to communicate to students, in writing, at the start of each semester the essential information concerning the course requirements, and expectations. The class syllabus will include information about course prerequisites, if any, textbooks, course objectives, course

B-	80-83 (2.7)	
C+	76-79 (2.3)	
C	72-75 (2.0)	
D+	67-71 (1.7)	
F	Below 66 (0)	
I / INC		Incomplete (see below)
CG		Credit Granted (see below)
W / WD		

Section IV: FIELD EDUCATION

Overview

Field education is the signature pedagogy of social work education. Field education policies are established by The Council on Social Work Education (CSWE) using the Educational Policy and Accreditation Standards (EPAS, 2015), and implement by the Field Education Director. The field education curriculum is integrated with EPAS and the graduate social work curriculum for direct clinical practice. Like all parts of the curriculum, it is subject to formal self-study and evaluation on a regular basis. Such assessment of the effectiveness of the field education results from input of students, faculty, and site supervisors. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur, and to seek resolution through policy or procedural changes where warranted with the guidance of the Field Education Director.

Students enrolled in the Two-Year Option and Three-Year Option of the Master of Social Work program complete the Generalist Curriculum Practicum, followed by the Specialization Curriculum Practicum. Students enrolled in the Advanced Standing Option of the Master of Social Work program complete the Specialization Curriculum Practicum.

The Generalist Curriculum Practicum requires the completion of 480 hours, of which 240 hours are completed in the first semester of the generalist curriculum, and 240 hours are completed in the second semester of the generalist curriculum. Typically, 16 hours are completed per week in each consecutive 15-week semester.

Criteria

1. The agency/organization must provide a full time social worker to serve as the site supervisor.
2. The site supervisor must hold a Master of Social Work degree from an accredited Council on Social Work Education program and have a minimum of two years post Master of Social Work degree professional work experience.
3. The agency/organization must provide the site supervisor adequate release time to site supervisor for one-hour weekly supervisor with the diverse student intern
4. The agency/organization must provide the site supervisor adequate release time to ensure the 480 hours (240 hours per semester) of generalist practicum or the 600 hours (300 per semester) of specialization practicum are successfully completed with the opportunity to demonstrate knowledge, values, skills, and cognitive and affective processes.
5. The agency/organization must provide adequate office space to accommodate the learning, opportunities of the diverse student intern.
6. The agency/organization must provide a safe, supportive, engaging, and inclusive practicum environment where social work generalist or specialization practice knowledge, values, skills, and cognitive and affective processes are applied and demonstrated.
7. The agency/organization must provide release time for the site supervisor to attend the Seminar Training in Field Instruction Training (SIFI).
8. The agency/organization must provide adequate release time for the site supervisor to collaborate with the diverse student intern to complete Learning Contract.
9. The agency/organization must notify the faculty liaison of changes in agency/organization personnel or resources which impact the diverse student intern's learning opportunities
10. The agency/organization is expected to engage the diverse student intern and refrain from nondiscriminatory practices.
11. The agency/organization is expected to provide services in a manner consistent with the guidelines for professional conduct articulated in the National Association of Social Work Code of Ethics with alignment to the Council on Social Work Education Educational Policy and Accreditation Standards for field education.
12. The agency/organization must support mission and values of the Master of Social Work

Procedures for Selecting Agencies and Organizations

- Agencies and Organizations interested in serving as a practicum site complete the Affiliation Agreement, which remains active for three years
- Field Education Director conducts a site visit to ensure the agencies and organizations can adhere to the aforementioned criteria
- Field Education Director reviews the Affiliation Agreement and submits the agreement to the Nathan Weiss Graduate College' Dean's Office
- The Affiliation Agreement is reviewed by the Dean and submitted to the Provost Office for final review

11. Following the interview, the agency/organization contact will notify the Field Education Director of the recommendation to accept or deny the student as a potential intern based on availability, quality of the interview exchange, fit for the agency/organization, client populations served, professionalism, and preparedness for generalist practicum.
12. If the agency/organization's recommendation is to deny, the student is informed and the procedure for practicum placement is repeated and consult is required with the Field Education Director. If the student is not accepted for a practicum placement after three interviews, the student may be subject to program dismissal. The student may not reject the agency/organization recommended acceptance for practicum placement without consultation with the Field Education Director. The Field Education Director has sole responsibility for final decision on practicum placements.
13. Upon receipt of a recommendation to accept the student, the Field Education Director communicates the decision to the student and confirms the decision with the agency/organization.

Specialization Practicum

1. The Field Education Director conducts an advisement session with each student one semester before the specialization practicum commence. The student has the opportunity to share insight on agencies and organizations for practicum placement consideration.
2. The Field Education Office provides the eligible student the Field Education Application.
3. The student completes and returns the Field Education Application, along with a current resume to the Field Education Office via email by December 1 for current students, and May 1 for students entering the program as Advanced Standing. Any changes are at the discretion of the Field Education Director.
4. The Field Education Office reviews the student's application and provides feedback, as needed.
5. The Field Education Director contacts the approved agency or organization to discuss the availability of placements. The Field Education Director provides a summary of student's professional background. Based on the discussion, the Field Education Director and agency/organization decide whether a student in person interview should occur.
6. The Field Education Office informs the student of the agency/organization practicum opportunity and shares the contact information to ensure the student schedules an in-person interview. Each student is provided two referrals for agency/organization interviews.
7. It is the responsibility of the student to arrange the in-person interview within three days.

experience and given insight on reporting safety questions and concerns. For example, if there is a safety concern, students are advised to promptly report the matter to the assigned site supervisor. Further, the concern should be shared with the assigned faculty liaison as well. The extensive discussion ensures potential risk factors are presented with opportunities to gain support from the agency and University via the faculty liaison. At all times, students are expected to self-report to ensure their well-being and comfort to ensure a safe, engaging, and supportive learning environment in the practicum experience. To this end, students are made aware of the importance of personal safety and act in a manner that minimizes risks when possible. The annual orientation provides an engaging forum to promote safety for students.

- (b) **Integrative Seminar and Clinical Practice courses-** Students enroll in the Integrated Seminar I and II courses while completing the Generalist Practicum. In the Integrated Seminar courses, the instructors lead discussions on safety, offer opportunities for weekly discussion on safety, and time for students' reflection on practicum learning experiences. These opportunities provide an in-person exchange for students to share any safety matters. Additionally, students enrolled in the Integrated Seminar I and II courses participate in role-plays concerning safety, self-care, self-reporting, weekly site supervisor supervision, which provide additional opportunities to support a safe practicum learning environment and time for students to share matters concerning safety. Students enroll in the Clinical Practice I and II courses while completing the Specialized Practicum. In the clinical practice courses, the instructors require students to demonstrate and discuss the application of direct clinical practice knowledge and skills. This is done via classroom group discussions, and role plays where safety standards are presented among the small groups, and shared with the class. Additionally, faculty provide opportunities for students to fully share insight on safety measures applied with working with individual clients, communities, groups, and site supervisor during the weekly one on one supervision. The clinical practice courses provide additional opportunities for students and faculty to collaborate and ensure safety in the practicum experience.
- (c) **Site-Supervision** – Site Supervisors are required to meet with student interns at the beginning of practicum experience to discuss the agencies safety policies and procedures. The discussion is expected to include the process student interns must adhere to when formally reporting safety issues to ensure personal well-being and to minimize risk within the agency. This requirement is an essential part of the students' orientation to the agencies. It is expected that agency leaders, site supervisors, and staff refrain from leaving student interns unsupervised. This supports the site supervisor-student intern model of continuous professional support for the demonstration and application of social work knowledge, values, skills, and cognitive and affective processes in the agency. Further, it is the policy of the Master of Social Work program that students should be in charge of agency tasks without direct supervision to ensure the safety of the student,

professional liability insurance via Kean University. The purpose of the policy is to protect both the agency and the student against malpractice liability claims. The limits of liability under the University's insurance policy are \$2 million per occurrence and \$4 million per general aggregate. The affiliation agreement and professional liability insurance are additional requirements offered to ensure the safety and well-being of the student interns.

If a student encounters a safety issue or concern, it should be immediately reported to the site supervisor, field liaison, and field education director. Any safety matter that impacts the learning and wellness of the student will be promptly addressed by the faculty liaison and field education director to ensure a safe and engaging learning environment.

Monitoring Students in the Practicum

Maintaining Contact

The Master of Social Work program maintains ongoing contact with the approved practicum sites through a variety of mechanisms. After an agency/organization initial visit is completed to ensure it meets the practicum site criteria, in-person, phone, and email communication continues. The Field Education Director facilitates an in person field education practicum site training, Seminar Training in Field Instruction, for new and existing practicum sites. Further, practicum site administrators and site supervisors are invited to the program's on campus professional development events sponsored by the University sponsored Social Work Club. Some visits provide continuing education credits, which benefits the licensed social workers serving as site supervisors in the generalist practicum and specialization practicum sites.

With faculty serving as faculty liaisons, approved practicum sites are contacted at the beginning of each semester of the practicum experience by phone or email. This initial communication provides the approved site supervisor with the name of the faculty liaison, insight on the expectations for generalist or specialization practicum and allows the formation of a healthy professional engagement between the program and the practicum site. Additionally, the faculty liaison conducts a mid-semester in person site visit. During the site visit, the faculty liaison meets with the site supervisor and student to engage in dialogue concerning the learning experience, and process towards exploring, applying and demonstrating social work knowledge, values, skills, and cognitive and affective processes. Further, an end of the semester follow up phone conference or email occurs to discuss continued progress or areas of improvement. Moreover, the Field Education Office provides an end of the year appreciation event for site supervisors on campus in the spring semester. This event provides an opportunity for site supervisors to share insight on the practicum experience with faculty liaisons, and the field education director, while providing a quality event where site supervisor are acknowledged for their contributions to the field education. These professional exchanges are between the faculty liaison, site supervisor and field education director ensures ongoing engagement. To this end, the

student have distinct responsibilities to ensure collaboration, respect, professionalism, and success in the field education practicum experience.

The Field Education Office

The Field Education Office has the responsibility to ensure a quality partnership between the program, student, and approved agency/organization. The field education director has oversight of this partnership and works closely with the student, faculty liaison, and approved agency/organization throughout the field education practicum experience. The Field Education Office is comprised of the field education director, graduate assistant, faculty liaisons, and program secretary. The Field Education Office is expected to:

1. Establish criteria for the selection of qualified field education practicum sites.
2. Establish criteria for the selection of qualified Site Supervisors.
3. Match students with available field education agencies.
4. Provide background information on the student prior to placement.
5. Provide a faculty member to serve as liaison between the school and each field education practicum.
6. Provide orientation and a training program for new Field Education Supervisors.
7. Provide a continuing program of field education for Field Education Supervisors.
8. Provide a written guide to field education for practicum participants.
9. Provide opportunities for assessment of the field education program.
10. Provide notice of meetings where Field Education Supervisor presence is warranted.
11. Establish and maintain a continuing interchange of information with practicum participants on programs and issues affecting field education.
12. Provides student intern with opportunities to participate in relevant committees and tasks.
13. Issue continuing education credits for attendance at school-sponsored field education programs and for the practice of field education instruction.

The Faculty Liaison

The faculty liaison is the school's representative to the agency/organization. The faculty liaison's responsibility is to provide professional support to the agency/organization, site supervisor and student to promote and ensure a safe and engaging learning environment where social work knowledge, values, skills and cognitive and affective processes can be applied and demonstrated within the direction of the field education director. The faculty liaison is expected to:

6. Provides equipment (e.g. telephone, photocopier, calculators, computer, and tape recorders).
7. Provides the resources and depth of learning experiences required for application and demonstration of social work knowledge, values, skills, and cognitive and affective processes.
8. Assigns social work related duties, tasks, and activities to promote social work knowledge, values, skills, and cognitive and affective processes relevant to the agency/organization.
9. Provides the student with resources required to carry out learning assignments such as clerical support, access to relevant agency/organization records and documents, and travel reimbursements on authorized activity, as deemed appropriate.
10. Provides vital and timely information to the student intern, faculty liaison, and Field Education Office on agency/organization policies and procedures.

The Site Supervisor

The site supervisor serves as the agency/organization supervisor for the student intern. The site supervisor is required to hold a Council on Social Work Education Master of Social Work degree with a minimum of two years post-master's degree professional practice experience. The agency selects the site supervisor. The site supervisor must be an employee of agency/organization, and may not be a current or former supervisor of the student intern. This ensures new graduate level learning and supervision during the practicum experience. The site supervisor is expected to:

1. Provide weekly one hour supervision to the student intern.
2. Collaborate with the student intern to develop duties, tasks, and activities for the practicum experience and aid in recording on the Learning Contract.
3. Demonstrate professionalism in practice.
4. Demonstrate social work knowledge, values, skills, critical thinking, and professional judgement.
5. Provide timely insight and feedback to encourage learning and social work practice development.
6. Communicate professionally and openly with the student intern to support professional growth.
7. Communicate regularly with faculty liaison
8. Provide end of the semester objective evaluation of the student intern practicum experiences.
9. Be aware of the NASW Code of Ethics, Program's Mission and Goals, and Specialization.

3. Practice competence in one or more professional areas in which the individual is supervising the student.
4. Social Work license preferred. A clinical social work licensure is desired to supervise student interns in the specialization practicum.
5. Commitment to the values of the social work profession, nine social work competencies, professionalism, social work practice, and dedication to student education.
6. Ability, time and willingness to serve as the site supervisor for generalist or specialization practicum.
7. Commitment to attend university-sponsored orientations, trainings, and other educational activities.
8. Commitment to conducting one hour a weekly supervision and monitoring student intern progress.
9. Knowledge of the Kean University, its policies and procedures, and its relationship to the community.
10. Participation in the site visits with the faculty liaison and student intern.
11. Complete end of the semester objective evaluation and share rating with the student intern during one hour supervision.
12. Employed in the agency/organization for at least two years, and have knowledge of agency/organization policies and procedures and relationship to the community.
13. Submit proof of the Master of Social Work degree and years of professional practice experience documented on a current resume.

Site Supervisor Responsibilities

The Field Education Supervisor can be expected to carry out the following responsibilities:

1. Orient the student to the agency, staff and field education instruction staff.
2. Actively collaborate with the student in the development, implementation and ongoing use of a field education learning contract.
3. Take overall responsibility for the student's educational experience in the agency and coordinate any experiences delegated to other staff members.
4. Schedule weekly conferences/supervisory sessions (about 1 ½ hours) with the student. A minimum of one hour of supervision weekly is required for each student.

Students are expected to be active participants in their field education process by working closely with the Director of Field Education. When all parties agree on a field education agency, it is the responsibility of the student to stay in touch with the agency Field Education Supervisor to keep pace with any changes in the agency affecting the placement and to notify the agency Field Education Supervisor of any change in the student's situation likely to affect the placement.

In agreeing to the field education placement, the student accepts the following responsibilities:

1. To adhere to standards of professional ethics, including the principles of confidentiality and accountability reflected in the Code of Ethics of the National Association of Social Workers.
2. To account for field education hours weekly and provide a total of the number of hours to the field liaison monthly. A minimum of two days per week over two semesters is required for Generalist Curriculum year students, and three days per week for specialization year students.
3. Usually, this is accomplished by functioning in the field education setting 16 hours each week school is in session, for Generalist Curriculum year students, and 20 hours a week for students in their specialization year. Field education hours should be prearranged and regularized after consultation with the Field Education Supervisor. It is the policy of Kean University's Master of Social Work program that the number of hours in field education exceed the minimum required by CSWE.
4. To notify both the agency and the Social Work Department assigned Field Education Supervisor at once of any anticipated lateness or absence due to illness or emergency. Lost time must be made up within a reasonable time, except for one allowed sick day per semester which does not have to be made up.
5. To notify the Field Education Supervisor and the faculty liaison if the student does not plan to continue at the agency during school vacation periods (not required). Arrangements should be made with the Field Education Supervisor regarding the coverage of the student's caseload. The exception to this rule is that during the semester break, students return to their field education the first working day after January 1, so that continuity can be maintained in assignments. Field education during the second semester and fourth semester will end in accordance to the end of the academic semester.
6. To assume professional responsibility for the confidential nature of the agency records by disguising any case material used in class. Such material must be initialed by the supervisor before leaving the agency to assure confidentiality. Confidentiality extends as well to any contact with fellow workers, clientele or the community.
7. To follow the professional practice of obtaining general informed consent of clients in regards to either oral or written interviews.

23. To observe, test, integrate and apply in social work practice the theoretical and conceptual knowledge presented in the social work curriculum.
24. To prepare for regularly scheduled supervision sessions with the Field Education Supervisor and be available for other important agency meetings.
25. To prepare two process recordings (Field Experience I and II) or one process recording (Field Experience III and IV) and an agenda and submit a copy to the Field Education Supervisor at least one day prior to the regularly scheduled week with the Field Education Supervisor and seek out information about any policy, procedure, expectations or requirements that is unclear or which raise questions. The student should also make the Field Education Supervisor aware of any concern or problem which affects the placement at any time so that it can be resolved.
26. To sign at the end of the semester field education evaluation form that is sent back to the university, and maintain a copy for their use.

Evaluation

The Field Education Program

Policies of the field education are established by the Council of Social Work Education EPAS and by the faculty of the Social Work program, and administered by the Director of Field Education. The field education curriculum area is integrated with the Council of Social Work EPAS and the graduate social work curriculum for direct clinical practice. Like all parts of the curriculum it is subject to formal self-study and evaluation on a regular basis. Such assessment of the effectiveness of the field education results from input of students, faculty and Field Education Supervisor. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur, and to seek resolution through policy or procedural changes where warranted.

Formal evaluation occurs through the following mechanisms:

1. **Annual evaluation of field education sites and supervisors:** At the end of each academic year, students complete an evaluation of their field education. These written assessments are reviewed by the Director of Field Education, and shared with the Field Education Supervisor, when relevant. Field Education Supervisor may not review such evaluations until after final grades have been submitted for the student.
2. **End of year evaluation of field education sites and supervisors:** As a component of the process of placement matching and selection for the following year, each spring the Director of Field Education, will devise means for obtaining written feedback from students and faculty regarding the current sites and Field Education Supervisor. Based on that data, Director of Field Education will then discuss the potential of future field education with the agencies and will negotiate changes in supervisors, learning tasks, or other aspects of the arrangements

assignment previously held by the student. The student's field education assignment must meet the Master of Social Work program requirements for field education.

Learning Contract

A written contract for field education practice is extremely helpful. In supervising a student, Field Education Supervisors are required to use a learning contract for their students.

Purpose

The contract is a tool to be used to facilitate the student's learning process. It helps to set boundaries for the student and can serve as a basis for meetings with the faculty liaison and the end of semester written evaluation. Learning contracts are developed at the beginning of the academic year and for the entire academic year in the Generalist Curriculum and Specialization Year. In the second semester of the first and second year, it is possible that this process may simply involve updating the learning contract from the previous semester. The agreement is one way of ensuring that learning objectives are identified, competencies are agreed on and field education assignments to support learning are in place.

Structure

It is recommended that discussions begin with respect to the learning contract during the second week of the Generalist Curriculum Year Field Education I and Specialization Year Field Education III internship with a view to completion by the sixth week. This period will enable both the supervisor and the student to begin identifying learning needs.

Format

Council of Social Work Education has given us the competencies and the practice behaviors that are to be implemented in the classroom and the field education internship. The social work program has designed specific competencies and specific practice behaviors and the assignments for the Generalist Curriculum Year: Field Education I and II and the Specialization Year Field Experience III and IV: Refer to Chart Pages Appendix and the Learning Contracts for the Generalist Curriculum Year and the Specialization Year is listed in the Appendix.

When the learning contract is completed it should be signed by both the student and the site supervisor and it will be reviewed by the faculty liaison.

Student Process Recording

A process recording is a written narrative account of the contact between the student and the client or client system, in which the service of the agency is offered. Process recordings are intended to be used with micro, mezzo, and/or macro levels of practice. The process recordings include the facts significant to the contact and describes the psychosocial dynamics of the service as it is offered. This service is either used or not used by the client.

Process Recording Detail

- A group
- A case conference
- A community meeting
- An administrative meeting
- Contact with other service providers.

Informed Consent

Social work students should follow the professional practice of obtaining a general informed consent of clients regarding conducting oral or written interviews.

Meeting with Field Education Liaison

The meeting with the Site Supervisor, student, and faculty liaison will occur at the agency. The objectives for the meeting are as follows:

1. To review the student's learning contract and identify areas of strength and difficulty.
2. For the field education liaison to familiarize themselves with the agency.
3. For the Site Supervisor, students work to identify learning needs and assignments with respect to the specialization approach to practice taught within the school.
4. To review the progress of the student within the agency and identify any areas of concern
5. For the student to present examples of their work within the agency.
6. Address any questions of student and Field Education Supervisor

Field Education Concerns

Students from time to time have concerns related to their academic learning in the field education setting. At other times, such concerns may originate with a site supervisor, faculty liaison, and faculty member or faculty advisor. The following procedure will be used for handling such concerns:

1. The student should first speak with the Site Supervisor regarding concerns.
2. If the concerns are not resolved, then the student should contact the faculty liaison.
3. A meeting should be arranged for the student with the faculty liaison and if possible the Site Supervisor at the Field Education Practicum. At this point all the parties should explore the possibility of an informal resolution to the problem.

If a resolution is not achieved in step 2, the information should be presented by the faculty liaison to the Director of Field Education. If there is still a concern, the matter can be referred to the Academic Standards and Student Review Committee.

3. Percentage of time spent on the following types of assignment: individuals, families, groups, communities, organizations, and social institutions.
4. Explanation of how the student's skills progressed and identification of special problems.
5. Ways in which the student could use the supervisory experience.
6. Methods by which the Site Supervisor could evaluate the student's progress.
7. Development of professionalism.
8. Respect for the values and ethics of the profession
9. Types of populations served by the student.
10. Performance of the student in the following roles:
 - Field Experience I and II – Case Management, Advocate, Coordinator and Foundation Counseling
 - Field Experience III & IV – Advanced Counselor/Clinician Second Year

(IMPORTANT NOTE: If it is anticipated that this report is going to contain an unsatisfactory recommendation with respect to the student's performance, discussions with the faculty liaison and the student should have taken place prior to the completion of the report and where possible earlier in the semester.)

Final Evaluation of Fall Semester

The mid-year evaluation occurs early in December toward the close of the fall semester. It is the first formal written evaluation, updating and firming up earlier verbal assessments. It is based on the field education contract and the ongoing use of the contract to monitor progress toward objectives. The report should represent what was handled in the evaluation conference and not include any new material. It is a summation and should contain no surprises. The Site Supervisor documents the results of the conference in the evaluation report and submits a recommended grade.

Both Site Supervisor and student sign the report. The student's signature signifies that it has been read by the student; it does not necessarily indicate approval. In case of irresolvable differences, the student may write an addendum, sharing that with the Field Education Supervisor.

The signed report is forwarded with the updated contract for review by the faculty liaison by early December. The review completes the information required by the liaison to assign the grade. No grade is assigned until the evaluation is received. The liaison signs the report and returns it to the Practicum Office for placement in the student's folder.

The following assumptions are made in the assignment of the no credit grade.

1. The student has been alerted by the Site Supervisor to the unsatisfactory performance.
2. The areas of deficiency have been clearly defined.
3. The Student has had adequate opportunities to demonstrate satisfactory achievement.
4. The student has been given help to improve his or her performance.

Grading of Field Education

Grading Process and Criteria: During the fall semester, a mid-term evaluation will be completed by the Site Supervisor and returned to the Master of Social Work program. At the end of the fall semester a fall evaluation will be completed by the Site Supervisor and returned to the Master of Social Work program.

The major portion of the student's field education grade is dependent upon the end-of-semester evaluations completed by the student, Site Supervisor, and the faculty liaison. The final decision regarding an assigned grade rests with the faculty liaison who will consider the student's ability to learn, observe, integrate knowledge, and behave professionally and responsibly in addition to the student's level of skill performance. The assignment of grades is guided by the benchmark of the expected outcomes articulated in the field education practicum objectives for each year.

The grades for field education placement performance, credit granted (CG), or fail/no credit (NC), are given at the end of each of the four semesters by the field education liaison assigned to each student. The agency Site Supervisor is asked to recommend a grade with submission of the evaluation form. All evaluations must be received before the grades are recorded or the student will receive a grade of Incomplete. If a student is behind more than 8 hours in completing the required time in field education, an incomplete grade should be given. That grade will be changed upon receipt of the evaluation form.

In the event of a student's failure in field education, the student will be presented to the Academic Standards Committee for a decision about continuance. If a student is permitted to repeat the semester, the Field education Office will work out the plans for continuation of field education, in the same agency or a new one, depending on the individual circumstances.

Student Records: Policy on Confidentiality

All social work student records regarding field education are stored in locked files. Only authorized personnel have access to these records.

Attendance Policy Proposal: Inclement Weather, Illness, Death

If a student experiences a short-term illness or death of an immediate family member and is absent from field education placement, making up the missed hours should be negotiated between the Site Supervisor and student. Suggestions are alternate assignments or additional opportunities to make

Appendix A:

Field Education Application

The Field Education Application provides the Field Education Office with information to best assist the student in the practicum placement process. Therefore, the student is advised to carefully review the content, and provide concise answers on the application.

Please answer all relevant questions before submitting the application. Appointments and follow-up discussions concerning the practicum placement process upon completion and return of the application. Please type the answer in the box/space provided. Thank you for your cooperation.

Q1 What is your first and last name?

Q2 What city do you live?

Q3 The following is a list of counties for practicum placement consideration. Please select two locations from the following list.

- Atlantic
- Bergen
- Burlington
- Camden
- Cape May
- Cumberland
- Essex

[Requirements: 16 hours a week for the generalist practicum, and 20 hours a week for the specialization practicum for fall and spring semesters]

Q8. *I understand recognize evening and weekend hours are not guaranteed, and may require a follow-up discussions.*

- Yes
- No

If you are proposing to apply for employment-based practicum (an internship completed in an agency/organization where employed) please answer the following questions

Important conditions for employment based training:

- a. There needs to be an affiliation agreement in place between Kean University and student's employer.
- b. Student should have been employed by the agency for a minimum of six months.
- c. All decisions about whether the proposed employment based practicum meets the educational requirements of the program are made by the Field Education Director.
- d. The site supervisor must be different from a current or past supervisor.
- e. The practicum experience must be new graduate level learning different from current or past work duties, tasks, clients served, and activities.
- f. Practicum hours must be clearly defined as different from work hours.

Q9. Name and address of proposed Employment Based Practicum Agency/Organization. (Please type in box provided).

Q10. Please describe your present work duties, tasks, and activities.

Appendix B:

Generalist Learning Contract

Student's Name:

Agency/Organization's Name & Address:

Site Supervisor Name & Email:

Field Liaison's Name:

Practicum Schedule (Days/Times):

Supervision Schedule (Day/Time):

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and to the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Instructions: Identify relevant generalist social work practice duties, tasks, and activities specific to the learning experience in the approved practicum site. The column that states "For Evaluation" are the actual behaviors that will be evaluated at the end of each semester. The duties, tasks, and activities should align to competency to ensure opportunities to apply and demonstrate the social work behaviors in a real world social work practice setting. A sample of duties are listed in the learning contract, but is not an exhaustive list, but is presented to guide the development of a quality learning contract with the aid of the site supervisor. The duties, tasks, and activities are expected to provide observable opportunities to showcase social work knowledge, values, skills, and cognitive and affective processes (e.g., critical thinking, reflective process, and professional judgement). In filling in the blank column, it is ideal to have a discussion about how the duties, tasks, and activities are specific to the practicum site to ensure each can be practiced, applied and demonstrated. The learner contract is an ever evolving document which can be updated with the site supervisor to ensure the practicum experience integrates knowledge, skills, theories and conceptual frameworks gained from the classroom experience. This ensures a level of competence as an emerging graduate level social work.

	<i>updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.</i>			
Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity.
Competency 2: Engage Diversity and Difference in Practice	<i>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as</i>	<i>Social workers:</i> <i>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</i> <i>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</i> <i>c. Apply self-awareness and self-regulation</i>	<ul style="list-style-type: none"> · Identify diversity at the agency and client system level. · Increase knowledge of special populations served by agency. · Identify value-based issues related to engaging diversity. · Apply standards of cultural competence as set forth by NASW in supervision · Develop cultural competency skills in practice. · Design and implement culturally competent practice interventions. 	

	<i>and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.</i>			
Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 4: Engage In Practice- informed Research and Research- informed Practice	<i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</i>	<i>Social workers: a. Use practice experience and theory to inform scientific inquiry and research; b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and c. use and translate research evidence to inform and improve practice, policy, and service delivery.</i>	<ul style="list-style-type: none"> · Identify and discuss how research is used by agency to support activities of the organization. · Assist in agency's annual report, auditing, program evaluation, client satisfaction. · Identify at least one research question that relates to your placement setting and discuss in supervision. · Utilize research literature to inform your work with clients. · Read varying types of research, discuss and present findings of research in supervision, and explain how it informs practice. 	

Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<i>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to</i>	<i>Social workers:</i> <i>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</i> <i>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	<ul style="list-style-type: none"> · Engage with field instructor and field setting. · Intake and engage individuals, families, groups-task and treatment, organizations, and communities via phone and in person. · Interview client systems demonstrating effective use of empathy and interpersonal skills. · Identify how the agency applies knowledge of human behavior and the social environment, person-in-environment, and other theoretical frameworks in the engagement process with diverse clients. · Prepare for client system contacts. · Use empathy and effective interpersonal skills with diverse client systems. 	

	<i>experiences and affective reactions may affect their assessment and decision-making.</i>	<i>clients and constituencies</i>		
Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<i>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals.</i>	<p><i>Social workers:</i></p> <p><i>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i></p> <p><i>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;</i></p> <p><i>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</i></p> <p><i>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</i></p> <p><i>e. Facilitate effective transitions and endings that</i></p>	<ul style="list-style-type: none"> · Identify theories used by agency or social workers within the agency that direct intervention. · Identify how agency integrates knowledge of human behavior and the social environment, person-in-environment and theory in interventions. · Engage in interventions (implement plans) that integrate knowledge of human behavior and the social environment, person-in-environment and theory to assist client systems in meeting their goals. · Engage in inter-professional collaboration and practice as indicated to assist clients in achieving their goals. · Demonstrate the roles of negotiation, mediation, and advocacy in serving client systems. · Plan for and implement client and agency termination. 	

Appendix C:

Specialization Learning Contract

Student Name:

Agency Name & Address:

Site Supervisor Name & Email:

Field Liaison:

Field Placement Schedule (Days/Times):

Supervision Schedule (Day/Time):

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and to the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Instructions: Identify relevant direct clinical social work practice duties, tasks, and activities specific to the learning experience in the approved practicum site. The column that states “For Evaluation” are the actual behaviors that will be evaluated at the end of each semester. The duties, tasks, and activities should align to competency to ensure opportunities to apply and demonstrate the social work behaviors in a real world social work practice setting. A sample of duties are listed in the learning contract, but is not an exhaustive list, but is presented to guide the development of a quality learning contract with the aid of the site supervisor. The duties, tasks, and activities are expected to provide observable opportunities to showcase social work knowledge, values, skills, and cognitive and affective processes (e.g., critical thinking, reflective process, and professional judgement). In filling in the blank column, it is ideal to have a

	<p>Clinical social workers recognize their own strengths and weaknesses in developing, managing, and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner. Practitioners in clinical social work:</p>			
Specialization Competency	<p>Specialization Dimensions</p> <p>Knowledge, Values, Skills, and Cognitive and Affective Processes</p>	Specialization Behaviors	<p>Student Intern Duties, Tasks, and Activities</p>	<p>List the date of complete for each duty task, and activity.</p> <p>Month/Day/Year</p>
<p><i>Competency 2: Engage in Culturally Responsive Approaches to Work in Clinical Practice</i></p>	<p><i>Clinical social work practitioners are knowledgeable about many forms of diversity and difference (e.g., culture, age, health/mental health functioning, educational attainment, sexual orientation/gender identity socioeconomic status, race/ethnicity, etc.) and how these components influence the therapeutic relationship and clients' presenting concerns. Clinical social workers understand how various dimensions of diversity affect explanations of health/mental health and well-being, as well as help-seeking behaviors. Practitioners in clinical social work value cultural strengths and recognize the importance of tailoring their engagement strategies, assessment tools, and interventions to meet the diverse needs of their clients. Practitioners in clinical social work monitor their biases, reflect on their own cultural beliefs, and use and apply knowledge of diverse populations and complex health/mental health delivery systems to enhance client well-being.</i></p>	<p><i>Social workers:</i></p> <p><i>a. Understand components needed to culturally sensitive assessment.</i></p> <p><i>b. Utilize culturally sensitive models for assessment of racial/ethnic minority clients, families, and communities.</i></p> <p><i>c. Demonstrate assessment skills that take into account special client considerations including, but not limited to, race/ethnicity/social class, gender, and sexual orientation.</i></p> <p><i>d. Demonstrate cultural competence based on the DSM diagnostic criteria in diverse clinical settings and in collaboration with other professionals.</i></p>	<ul style="list-style-type: none"> · Identify diversity of clients served at the agency and how awareness of diversity may need to be integrated into assessment. · Increase knowledge of special populations served by agency. · Identify value-based issues related to engaging diversity. · Develop cultural competency skills in practice. · Design and implement culturally competent practice interventions. · Articulate relationship between client culture and diagnostic criteria in the DSM. 	

Specialization Competency	Specialization Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Specialization Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 4: <i>Engage In Research-informed Clinical Practice with Clients.</i>	<i>Clinical social workers rely on the scholarly literature to guide their practice, and they are aware of the most current evidence-informed practices. Practitioners of clinical social work are able to identify the strengths and limitations of these practices and examine their applicability to marginalized populations. Clinical social workers can use their knowledge and skills to critically evaluate extant research and their interventions with clients. Clinical social workers elicit feedback from clients and value their perspectives; they use this knowledge to improve treatments outcomes and modify case theory. Practitioners of clinical social work select interventions informed by extant research, previous experience, client feedback, and practice wisdom. Practitioners in clinical social work:</i>	<i>Social workers:</i> <i>a. Use practice experience and theory to inform scientific inquiry and research;</i> <i>b. Access and critically appraise practice related research, client values, culture, and preferences, the unique practitioner's expertise, and the practice context to answer practice related questions.</i>	<ul style="list-style-type: none"> · Discuss how research is used by agency to support clinical practice. · Assist in agency's evaluation of programs and client satisfaction. · Understand the empirical findings that support interventions used in clinical practice. · Utilize research literature to inform your work with clients. · Read varying types of research, discuss and present findings of research in supervision, and explain how it informs practice. 	
Specialization Competency	Specialization Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Specialization Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 5: <i>Effectively Assess and Diagnose Individuals, Families, and Groups.</i>	<i>Clinical social workers recognize how policies and laws can constrain or enhance individuals' life opportunities. Clinical social workers understand that policies and laws can create movement toward</i>	<i>a. Compare and contrast the differences and similarities between problem-based and Strengths-based assessment.</i> <i>b. Determine the validity and reliability of different assessment tools.</i>	<ul style="list-style-type: none"> - Review approach to assessment and embrace feedback. - Articulate validity and reliability of assessment tools used at the agency. 	

	<p><i>approaches with client systems may differ, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders. Practitioners in clinical social work:</i></p>	<p><i>c. Define crisis and differentiate between the four domains of crises.</i></p> <p><i>d. Apply skills in integrating multiple practice theories in a diverse client system.</i></p>	<ul style="list-style-type: none"> · Utilize various theories (e.g., Motivational Interviewing, Family Systems). · Evaluate the effectiveness of interventions. · Articulate the choice for certain interventions. · Utilize interventions appropriately with clients. 	
Specialization Competency	Specialization Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Specialization Behaviors	Student Intern Duties, Tasks, and Activities	List the date of complete for each duty task, and activity. Month/Day/Year
Competency 7: Effectively Evaluate Work with Individuals, Families, and Groups in Clinical Social Work Practice.	<p><i>Clinical social workers understand the importance of the assessment process and recognize that it is ongoing and directly informs their interventions. Clinical social workers value holistic assessment and therefore use the bio-psycho-social-spiritual assessment process as well as analysis of clients' strengths and resiliencies, their coping skills, and their adaptation to traumatic and stressful life events in a full assessment. Practitioners of clinical social work understands how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on client systems and explain these while avoiding deterministic approaches to identifying such patterns. When applicable, clinical social</i></p>	<p><i>Social workers:</i></p> <p><i>a. Select and use appropriate methods for evaluation of outcomes;</i></p> <p><i>b. Utilize the evaluation process with direct practice with individuals, families, and groups.</i></p> <p><i>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</i></p> <p><i>d. Apply evaluation findings to improve practice effectiveness in clinical social work practice.</i></p>	<ul style="list-style-type: none"> · Evaluate progress in meeting goals and objectives of field and core competencies and practice behaviors. · Participate in agency assessment and evaluation processes. · Monitor and evaluate practice strategies. · Evaluate practice in agency. · Evaluate interviewing skills in field. · Engage in program level evaluation. 	

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Summary Paragraph

Summarize your thinking about the interview you have just recorded. How did you handle the interview? How did the client(s) respond to you? Were your objectives achieved? What will be the focus of your future work?

Agenda for Supervisory Conference

Identify concerns, issues, problems, etc., for discussion in your supervisory conference.

Field Instructor Feedback

STUDENT INFORMATION:

Full Name:

Email Address:

Phone Number:

Employment Start Date:

**I have discussed employment based practicum placement with my Director/Supervisor.
(Director's signature is required to complete this form): CHECK: YES or NO**

AGENCY/ORGANIZATION INFORMATION:

Name:

Physical Address:

Phone Number:

Department where student works:

Practicum Site Address, if different from student work address:

Director's Name:

Director's Phone Number:

Director's Email Address:

Current Work Supervisor's Name:

Current Supervisor Phone Number:

Current Supervisor Email Address:

To Be Completed by the Agency/Organization Director

1. Describe the student's current regular work duties, tasks, and activities.

2. Explain specifically how the student's practice duties, tasks, and activities will differ from the current or past work duties, tasks, and activities.

FIELD EDUCATION MONTHLY TIME SHEET

MONTH	YEAR	REGISTERED FOR FIELD PERIOD
STUDENT NAME	FIELD FACULTY LIAISON	
AGENCY	FIELD INSTRUCTOR:	

PLEASE RECORD TOTAL HOURS AT FIELD EACH DAY

WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
Summary of Activities:								0	
WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
								0	
Summary of Activities:									
WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
								0	
Summary of Activities:									
WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
								0	
Summary of Activities:									
WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
								0	
Summary of Activities:									
WEEK OF	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL	Date of Weekly Supervision
								0	
Summary of Activities:									
TOTAL MONTHLY HOURS									
								0	

Appendix G:

Site Visit Form

Faculty Liaison: _____

Site Visit Date: _____

Student: _____

Agency/Organization: _____

Contact Information (if changes from our record): _____

Site Supervisor: _____

Site Supervisor Email: _____

Current Course: Field Experience I, II, III or IV (circle)

1. Assignments:-

Are the assignments appropriate for Generalist/Specialist Practicum?

YES _____ NO _____

Comments:-

Give an example of one case/project, duty, task, or activity observed.

2. Supervision:-

Is the student receiving weekly supervision?

YES _____ NO _____

Comments:-

Summary the student-site supervisor professional relationship and interaction.

3. Process Recording/Portfolio:-

Summary the quality and content of the Process Recording

Comments:-
