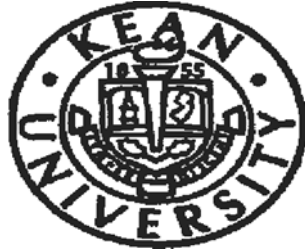


Kean University  
Master of Social Work Program Manual



College of Health Professions and Human  
Services

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## Welcome from the Program Executive Director

Greetings Students,

Welcome to the Master of Social Work program at Kean University. The program provides an engaging, inclusive, and supportive learning environment for diverse students from diverse local, regional, national, and international backgrounds. In the program, students find the faculty and staff to be open to discussing questions and providing quality and timely insight to ensure success towards academic and career success.

The Master of Social Work program prides itself on its quality of instruction, which prepares students for evidence-based clinical practice. The program aligns with the university's goal of respecting difference and celebrating diversity. To this end, the faculty and staff are dedicated and committed to ensuring the diverse graduates become critical thinkers who will engage in direct clinical practice to promote social, economic, and environmental justice for a diverse global society.

To ensure the academic success of all students, the faculty has developed this manual to promote awareness of program structure, policy, and procedures. Carefully read and maintain a copy of the manual to maximize your knowledge, understanding, and application of the guidelines therein.

Once again, welcome, and best wishes.

Best Regards,

Godfrey Gregg, Ph.D., LCSW  
Executive Director

## Welcome from Director of Field Education

Dear Students,

Welcome to the MSW program of Kean University and the field education portion of your academic journey. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the world of the practice setting. The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education: "Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner".

Field education offers diverse opportunities for our students to enhance skills and knowledge for application of evidence-based interventions and techniques in various settings. As an educationally directed practice experience, the field experience integrates theory and practice under the supervision of licensed and clinical social workers. Additional support is provided by assigned faculty liaisons.

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies" (CSWE, 2022). Therefore, the Field Education Office is committed to arranging placements that are appropriate to the goals of the Social Work Department and incorporate your learning needs and interests.

I look forward to working with you and wish you much success on your MSW journey.

Sincerely,

Suzane Thomas, DSW, LSW  
Director of Field Education

## Department Directory

Location: Suite 218-A, College of Health Professions & Human Services, East Campus

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## SECTION I: 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**

### **Overview**

The Master of Social Work program's specialization is Direct Clinical Practice. The growing need in the State of New Jersey and across the globe addresses more complex issues, including trauma and substance abuse, which has led 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, skills, values and cognitive and affective process concerning individuals, families, groups, communities, and organizations in the generalist year of the program. In the specialization, Direct Clinical Practice, the content prepares students to provide quality services in clinical practice settings with individuals, families, and groups.

### **Program Mission**

The Master of Social Work program is committed to expanding learning opportunities for students from diverse local, national, and international communities by fostering knowledge, values, skills, and cognitive and affective processes. The program is dedicated to developing 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 Mission and Profession's Purpose**

According to the National Association of Social Workers' Preamble, the social work profession has a dual focus. First, the profession is dedicated to promoting an individual's well-being in a social context. Second, the profession is dedicated to the well-being of a global society. The profession's purpose is to promote the basic needs of all people with specificity towards society's most vulnerable, oppressed, and underserved.

The mission of the program outlines a commitment to preparing diverse students from across the world for practice with diverse individuals, families, and groups in direct clinical practice, and is consistent with the profession's purpose. Table 1 indicates the alignment of the program's mission to the social work profession's purpose.

**Table 1 Program Mission and Profession's Purpose Alignment**

<b>Program Mission</b>	<b>Purpose of the Social Work Profession</b>
------------------------	--

<p>Program will: Expand learning opportunities for students from diverse local, national, and international communities.</p>	<p>Promotes human and community well-being is guided by a person-in-environment framework with a global perspective.</p>
<p>Educate diverse students to: Foster knowledge, values, skills, and cognitive processes by serving diverse individuals, families, and groups.</p>	<p>Promote respect for human diversity from a global perspective.</p>
<p>Prepare and educate students by: Developing clinically competent and ethically grounded social workers to engage in evidenced based clinical practice and research-informed advocacy.</p>	<p>Ensure knowledge based on scientific inquiry.</p>
<p>Aim for the diverse students is: To promote social, economic, and environmental justice with diverse individuals, families, and groups.</p>	<p>Promote social, economic, and environmental justice.</p> <ul style="list-style-type: none"> <li>• Prevention of conditions that limit human rights</li> <li>• Elimination of poverty</li> <li>• Enhancement of the quality of life for all people, locally and globally</li> </ul>

**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
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<p>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.</p>	<p>Service</p>
<p>The Master of Social Work program provides the diverse student with the opportunities to demonstrate and apply social work knowledge, skills, values, cognitive and affective processes in the generalist curriculum, and specialization curriculum as emerging change agents to promote social, economic, and environmental justice.</p>	<p>Social Justice</p>
<p>The program's faculty is committed to preparing diverse students to develop into clinically competent and ethically grounded social workers. Further, the program's generalist and specialization curricula promote research-informed advocacy, respect for others, understanding of difference and diversity in preparation for clinical practice with diverse individuals, families, and groups.</p>	<p>Dignity and Worth of the Person</p>

<p>The Master of Social Work program and Kean University are dedicated providing quality learning environment where real-world issues that impact diverse people can be analyzed to promote social, economic, and environmental justices in an intention manner across the world. The program seeks to expand learning of diverse students in this manner to promote exchange among students from diverse local, national, and international communities.</p>	<p>Importance of Human Relationships</p>
<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. Our students are afforded opportunities to 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 are 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, within the last five (5) years; 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 educational credentials evaluated by a credential evaluation service with a current membership to the National Association of Credential Evaluation Services (NACES).
- A written essay providing insight into the applicant's interest in the social work profession.
- A statement of the applicant's Volunteer/Work Experience with vulnerable populations
- Three letters of reference: one from a supervisor, former professor and a colleague
- A copy of one's resume
- GRE/GMAT is not required.

Application deadlines are coordinated between the program and the Office of Graduate Admissions. The priority submission date of completed applications is March 1 and the secondary submission date on June 1. The program director provides the Office of Graduate Admissions with priority admission dates and secondary admission dates. The priority submission dates provide applicants an opportunity for prompt decisions concerning admission into the program. Also, it allows for early reviews of applications for Advanced Standing. The secondary admissions date is offered to applicants based on enrollment numbers. The deadline date for the two-year track is March 31<sup>st</sup>. The deadline date for the three-year track and the Advanced Standing track is June 30<sup>th</sup>, and the deadline date for the Online track is August 16<sup>th</sup>.

The Master of Social Work program admits new students only for fall semester.

### **Admissions Process**

In January and February, the Office of Graduate Admissions forwards completed applications packages to the program via Ellucian, the admissions software system. A completed application consists of:

- The University e-application form. The e-application is submitted to the Office of Graduate Admissions.
- Official transcripts of previous undergraduate and graduate coursework. Transcripts are submitted to the Office of Graduate Admissions.
- A non-refundable application fee, payable by check or money order to Kean University which is submitted to the Office of Graduate Admissions. The fee is waived for applicants that attended an open house or recruitment event and signed in at the event.
- The Master of Social Work Application and Supplemental Forms are submitted to the Graduate Admissions Office.
- Three letters of recommendation. The letters are submitted to the Graduate Admissions Office.
- A typewritten essay as the applicant's personal statement. The statement is the applicant's autobiographical summary which provides the following:
  - ▶ Identifying applicant's strengths from a strength's perspective
  - ▶ 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 for 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 member's completed admissions rubric, which includes quantitative and qualitative measures. When an applicant file has two varying admissions recommendations, 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.

Records 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 these options, 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 different agency or organization three (3) days a week. Additionally, students complete two electives in the second year of the program. Successful completion of the generalist and specialization curricula is required for graduation.

### **The Three Year Extended Full-time Option**

This option requires students to complete sixty credits of coursework over a three-year period during the Fall and Spring semesters. In year one of this option, only classroom courses are taken. In year two of this option, students complete classroom 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 three of this option, students complete classroom courses and two semesters of the specialization practicum in a different agency or organization three (3) days a week. Additionally, students complete two electives in the third year of the program. Successful completion of the generalist and specialization curricula is required for graduation.

### **The Advanced Standing Full-Time Option**

This option requires students to hold a baccalaureate degree in Social Work from a Council on Social Work Education accredited program, and to have been earned within the last five years. Further this option requires students to complete thirty credits of coursework in one academic period during the Fall and Spring semesters respectively. In the academic year of this option, students complete classroom courses and two semesters of specialization practicum in an agency or organization three (3) days a week. Additionally, students complete an elective in the fall semester and one in the spring semester. Successful completion of the specialization curriculum is required for graduation.

## **MSW Online Program**

The Kean University Master of Social Work is a six-semester program designed to prepare and train social workers as direct practitioners, ready to enhance the problem-solving capacities of individuals, families, groups, communities, organizations, and social institutions. The Kean university Online MSW Program, which is accredited by the Council on Social Work Education, follows a curriculum with set standards of competency guided by practice behaviors as articulated in the 2022 EPAS to ensure that students are prepared for practice as professional social workers. In addition, the curriculum prepares students for the State Licensure Examination, and for a commitment to lifelong learning. Coursework within the program prepares students to take initiative and/ or enhance their participation as knowledgeable, well-informed citizens who are committed to the principles of multiculturalism and to the tenet of social and economic justice. Lastly, it inspires students to make professional and social contributions in keeping with the Code of Ethics. The courses within the program will further provide students with the knowledge, values and skills to engage in evidence-based practice with individuals, families, groups, organizations, and communities. Field Education is defined by the Council on Social Work Education as the signature pedagogy of the MSW program, providing all students with the opportunity to practically apply the skills developed in the classroom. Working under the supervision of an experienced MSW field director, students will complete internships in selected social service agencies that have affiliations with the program.

**Prerequisite Coursework:** 16 credits of liberal arts courses which must include Statistics. The program does not give credit for work, life experience or graduate coursework from other disciplines.

## **Transfer of Credit**

Graduate courses completed with a grade of "B" or better in a Council on Social Work Education accredited Master of Social Work program may be considered for transfer of credits. The course must be equivalent to courses in the Kean University Master of Social Work program. A maximum of six (6) credits may be considered for transfer from another Council on Social Work Education accredited Master of Social Work program. Transfer credit will not be given for practice or field education experience courses. Practice and field education courses must be taken at Kean University concurrent with required coursework. Graduate courses for which transfer credit is granted must fall within the six-year time limit requirement for completion of graduate programs.

Students requesting transfer of credit must complete the Transfer of Credit form and have it approved by the program director, prior to the credits being accepted for transfer. Official transcripts are required as proof of completion of such courses at a grade of "B" or better.

Students do not receive credit toward the Master of Social Work degree for undergraduate level courses, non-social work graduate level courses, or graduate degrees earned.

Educational Policies Governing the Program's Accreditation



The program's curriculum follows the Council on Social Work Educational Policy and Accreditation Standards (EPAS, 2022) 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 evidence-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.

### **2022 Council on Social Work Education (CSWE) Competencies**

According to the Council on Social Work Education Inc. 2022 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 (2022) 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.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcomes approach is to ensure students can demonstrate the integration and application of the nine social work competencies in generalist and specialization practice.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that diverse students have demonstrated the level of competence essential for emerging direct clinical social work professionals.

The nine social work competencies guiding the program's curriculum and student assessment are listed in Table 3.

**Table 3: Social Work Competencies**

Competency 1:	Demonstrate Ethical and Professional Behavior
Competency 2:	Advance Human Rights and Social, Racial, Economic, and Environment
Competency 3:	Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice (ADEi)
Competency 4:	Engage in Practice-informed Research and Research-informed Practice
Competency 5:	Engage in Policy Practice
Competency 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7:	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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SECTION 2: CURRICULUM OVERVIEW

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**Two Year Full-Time Option  
Program Requirements**

- 60 credits
- Four semesters of Field Education Experience

<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

**Specialization Curriculum**

<i>THIRD SEMESTER - 15 CREDITS</i>		
SW 6101	Clinical Social Work Practice I*	3 credits
SW 6201	Field Education Experience III*	4.5 credits
SW 6602	Social Work Research II: Evaluation Research	3 credits
SW 6701	Psychopathology	3 credits
	Elective	3 credits

<i>FOURTH SEMESTER - 15 CREDITS</i>		
SW 6102	Advanced Clinical Social Work Practice*	3 credits
SW 6202	Field Education Experience IV*	4.5 credits
SW 6302	Social Welfare Policy and Services II	3 credits
	Elective	3 credits

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

<i>ELECTIVES</i> <i>To be chosen from the following:</i>		
SW6706	Comfort Care: A New Approach to End-of-Life Care	3 credits
SW6710	School Based Social Work	3 credits
SW 6802	Clinical Social Work Practice with Substance Use Disorders	3 credits
SW 6804	Clinical Practice w/ Couples and Families	3 credits
SW 6805	Human Sexuality	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 6302	Social Welfare Policy and Services II	3 credits
SW 6602	Social Work Research II- Evaluation Research	3 credits

<i>THIRD SEMESTER - 9 CREDITS</i>		
SW 5101	Generalist Social Work Practice in a Multicultural Environment I	3 credits
SW 5201	Field Education I	4 credits
SW 5501	Integrative Seminar I	2 credits

<i>FOURTH SEMESTER - 9 CREDITS</i>		
SW 5102	Generalist Social Work Practice in a Multicultural Environment II	3 credits
SW 5202	Field Education II	4 credits
SW 5502	Integrative Seminar II	2 credits

## Specialization Curriculum

<i>FIFTH SEMESTER - 9 CREDITS</i>		
SW 6101	Clinical Social Work Practice I*	3 credits
SW 6201	Field Education III	4.5 credits
SW 6701	Psychopathology	3 credits

<i>SIXTH SEMESTER - 12 CREDITS</i>		
SW 6102	Advanced Clinical Social Work Practice**	3 credits
SW 6202	Field Education IV	4.5 credits
	Elective	3 credits

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

<i>ELECTIVES</i> <i>To be chosen from the following:</i>		
SW 6706	Comfort Care: A New Approach to End-of-Life Care	3 credits
SW 6710	School Based Social Work	3 credits
SW6802	Clinical Social Work Practice with Substance Use Disorders	3 credits

TOTAL OF 60 CREDITS TO COMPLETE PROGRAM

## Advanced Standing Full Time Option

### Program Requirements

- 30 credits
- Four semesters of Field Education Experience

### Specialization Curriculum

<i>FIRST SEMESTER - 15 CREDITS</i>		
SW 6101	Clinical Social Work Practice I*	3 credits
SW 6201	Field Education Experience III*	4.5 credits
SW 6602	Social Work Research II: Evaluation Research	3 credits
SW 6701	Psychopathology	3 credits
	Elective	3 credits

<i>SECOND SEMESTER - 15 CREDITS</i>		
SW 6102	Advanced Clinical Social Work Practice*	3 credits
SW 6202	Field Education Experience IV*	4.5 credits
SW 6302	Social Welfare Policy and Services II	3 credits
	Elective	3 credits

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



<i>ELECTIVES</i> <i>To be chosen from the following</i>		
SW6706	Comfort Care: A New Approach to End-of-Life Care	3 credits
SW 6710	School Based Social Work	3 credits
SW6802	Clinical Social Work Practice with Substance Use Disorders	3 credits

TOTAL OF 30 CREDITS TO COMPLETE PROGRAM

### Online Option

### Program Requirements

- 60 credits
- Six-semester program

<i>FALL FIRST-HALF TERM (8 WEEKS)</i>		
SW 5301	Social Welfare Policy I	3 credits
SW 5401	Human Behavior in the Social Environment I	3 credits

<i>FALL SECOND-HALF TERM (8 WEEKS)</i>		
SW 5601	Research I	3 credits
SW 6302	Policy II	3 credits

<i>SPRING FULL-TERM (15 WEEKS)</i>		
SW5402	Human Behavior II	3 credits
SW6602	Research II	3 credits

<i>FALL FULL-TERM (15 WEEKS)</i>		
SW 5101	Generalist Social Work Practice in a Multicultural Environment I	3 credits
SW 5201	Field Education Experience I	4 credits
SW 5501	Integrative Seminar I	2 credits

<i>SPRING FULL-TERM (15 WEEKS)</i>		
SW 5102	Generalist Social Work Practice in a Multicultural Environment II	3 credits
SW 5202	Field Education Experience II	4 credits
SW 5502	Integrative Seminar II	2 credits

<i>FALL FULL-TERM (15 WEEKS)</i>		
SW 6101	Clinical Practice I	3 credits
SW 6203	Field Education Experience III	4.5 credits
SW 6701	Psychopathology	3 credits
	Elective (8-week elective)	3 credits

<i>SPRING FULL-TERM (15 WEEKS)</i>		
SW 6102	Clinical Social Work Practice II	3 credits
SW 6204	Field Education Experience IV	4.5 credits
	Elective (8-week elective)	3 credits

TOTAL OF 60 CREDITS TO COMPLETE PROGRAM

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## SECTION 3: UNIVERSITY POLICIES

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### **Adherence to University Policies**

The Master of Social Work program students are expected to adhere to the Kean University policies. Policies are listed on course syllabus and listed below for immediate review.

- **Academic Integrity Policy:** The University policy on Academic integrity is located at: <https://www.kean.edu/media/academic-integrity-policy-0>
- **Affirmative Action Policy:** The University Equal Opportunity and Affirmative Action Statement is located at: <https://www.kean.edu/offices/affirmative-action>
- **Sexual Harassment Policy:** The University Sexual Misconduct Policy is located at: <https://www.kean.edu/media/sexual-harassment-policy-and-procedures>
- **Policy on Harassment, Intimidation and Bullying:** The University Policy is located at: <https://www.kean.edu/offices/policies/policy-harassment-intimidation-and-bullying>
- **American with Disabilities Act (ADA):** The University Office of disability Services implements the provisions of the Americans with Disabilities Act at Kean University: <https://www.kean.edu/offices/policies/americans-disabilities-act>
- **Student Code of Conduct:** The University' Student code of Conduct is located at: <https://www.kean.edu/SASE/student-code-conduct>
- **Nondiscrimination Policy:** The New Jersey State Policy Prohibiting Discrimination in the Workplace is located at: <https://www.kean.edu/media/anti-harassment-training>
- **Free speech and Dissent:** The University policy on Free Speech and Dissent is located at: <https://www.kean.edu/offices/miron-student-center/free-speech-and-dissent-policy>

## 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 demonstrate 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 the 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

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 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 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, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.
- **Self-Awareness:** Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences influence thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.
- **Ethical Obligations:** Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics for Social Work Licensure in New Jersey.

### **Scholastic Performance**

Students enrolled in the Master of Social Work program are expected to maintain a grade point average of 3.0 to ensure good scholastic performance. A grade point of average below 3.0 is grounds for academic probation and warrants an advisement session with the program director. Students will be advised to withdraw from the program if the grade point average falls below 2.5. Failure to maintain a passing grade in the field education practicum will result in dismissal. A field education consultation meeting will be conducted with the students, the field education director and the faculty liaison, if a student earns a No Credit Granted (NC) or Incomplete in any semester of field education. An academic review consultation meeting may also be called if a student earns a grade of C or below or Incomplete in any required social work course. An overall GPA of 3.0 is required for graduation.

### **Accommodation for Disabilities**

The Master of Social Work program adheres to the university policy in the implementation of the *Americans with Disabilities Act* (ADA). Additional information may be found here:

<https://www.kean.edu/offices/policies/americans-disabilities-act>

### **Grievance Procedures**

Grievance procedures for academic performance are outlined in the Kean University Graduate Student Handbook. Students are provided with this information on each course syllabi. Students' academic progress is reviewed during and at the end of each semester by faculty and field education staff to ensure that acceptable levels of knowledge, skills and ethical standards have been achieved. Performance or behavior that jeopardizes academic standing requires review by the program director; the program director may elect to make decisions independently, or in consultation with relevant faculty and staff.

Any student that does not receive a minimum grade of "B" on any course is automatically placed on probation, per the College of Health Professions and Human Services policy. A university learning management system identifies students who are in jeopardy of receiving a grade below a 'B': they will receive a letter from the Dean's Office with a copy sent to the program director. Any student who receives a grade below 'C' on any course is not permitted to register for part II of any two-semester sequence course. Students in a field education practicum must receive 'CG' (Credit Given) to advance to either 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 Student Code of Conduct

<https://www.kean.edu/SASE/student-code-conduct>

## **Academic Grievance Policies and Procedures**

If a student believes that he or she has not been graded fairly, it is the student's right to initiate a grade grievance. A formal process exists for the resolution of such problems. The overall guidelines are basically uniform from academic program to program, with each free to develop specific procedures within these guidelines. 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 subsequent 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, he or she may request reconsideration of the grade by the department chairperson/executive director/designee.
2. The student meets with the department chairperson/executive director/designee to discuss the assigned grade. The chairperson/executive 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 program's grievance committee and convene the committee in accordance with the program's policies and procedures.
3. The academic program's grievance 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 grievance) a procedure to follow. Both the student and the faculty member might be asked to submit materials in writing, or both might be invited and required to appear before the committee. The committee may schedule these meetings so that the parties appear separately or together. Additional information may be requested by the committee, as needed.
4. The grievance committee makes a determination and notifies the student and faculty member in writing of its decision.
5. If the decision of the committee is not acceptable to either of the parties involved or if implementation of the decision requires the attention of the college dean, the grievance is brought to the dean for resolution, and all relevant materials are forwarded to the dean's office.
6. The final grade must be submitted to the Office of the Registrar before the degree is posted. Once the degree has been posted, the academic record is frozen, and no changes are permitted.

The Master of Social Work program has three steps in its grievance process:

1. Step One. A consultation between the student and a faculty advisor, professor, or faculty liaison. This initial meeting provides an opportunity for the relevant parties to identify areas of concern originating from either faculty, professional staff or students. Examples of academic or professional performance warranting concern include, but are not limited to, inability to understand or apply concepts, a pattern of not submitting assignments or submitting them late, excessive absence or lateness, unprofessional behavior, and or ethical violations, including plagiarism. In field education, examples include excessive lateness or absences, inability to apply theoretical concepts or meet professional goals.
2. Step Two: If any of the parties are not satisfied with the outcome of the meeting, an Academic Review consultation meeting is scheduled. All relevant parties, including the students, faculty, field education director, and agency representatives are invited to attend. Students also have the option of inviting a student representative who can function as an advocate for them. Possible outcomes of the meeting include development of a contract the student must agree to abide by that identifies recommendations for improvement in academic and professional performance, including a timeline for improvement, referral to the Counseling Center, temporary withdrawal from the program, or dismissal from the program A summary of the proceedings is recorded and mailed to the student. Strict confidentiality is required of all participants. Additionally, every attempt is made to schedule meetings at a time convenient for most participants.
3. Step Three: If no improvement occurs during the previously agreed time frame, the student may be referred again to the program director. If the outcome of the meeting is not acceptable, a meeting with the Dean can be requested. Students are encouraged to follow the chain of command, and meet with professor, faculty liaison, field education director, and program director, prior to contacting the Dean's office.

### **Academic Probation and Dismissal**

After a graduate student attempts six (6) total graduate credits as a matriculated student, a 3.0 cumulative GPA must be achieved. 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 College of Health Professions and Human Services (CHPHS) dean.

Upon completion of twelve (12) attempted graduate credits, if a student fails to achieve a cumulative OPS of 3.0, the student be academically dismissed from Kean University at the discretion of the program/department. If a student who is on Academic Probation achieves a cumulative grade point average of 3.0 or higher, they will be removed from Academic Probation However, if at any time during subsequent semesters the student falls below a cumulative 3.0 GPA, they 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.

When the actions and/or behavior of a student are found by the program/department or other competent authority, using established procedure, to be detrimental to the interests of the University community or to violate established professional standards, that student may be required to withdraw due to a non-academic dismissal. Notices of non-academic dismissal can occur at any time.

If a student is academically dismissed from Kean University, the student is entitled to appeal the dismissal to the Academic Standards Committee of the College of Health Professions and Human Services (CHPHS). This committee will be comprised of representatives from each College. The appeal must be submitted in writing to the Office of the Dean. Failure to adhere to this time frame can result in the ASC'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 Kean University email and/or regular mail from the University. The ASC's decision is final, and there is no further provision for appeal. ([Kean University Graduate Catalog 2022-2023](#)).

If a student is dismissed from Kean University, they will have the opportunity to apply for reinstatement no earlier than two subsequent semesters. For example, if a student is dismissed after the spring semester, that student would not be eligible to apply for reinstatement until the following spring, with an anticipated start term of the following fall semester. A request for reinstatement must be submitted to the Office of the Dean no later than December 1 for a spring reinstatement or June 1 for a fall reinstatement. Included with the request there should be any supporting documentation which can include but is not limited to proof of academic growth, in the form of taking non-matriculated courses at another college/university, letter(s) of recommendation, and personal statement expressing the student's growth, both academically and personally. Additional conditions for reinstatement can be established at the discretion of the program/department, Dean and/or ASC and must be addressed in the request for reinstatement. The reinstatement application will be reviewed by the Office of the Dean, and a recommendation will be sent to the Academic Standards Committee to grant or deny reinstatement. The ASC's decision is final, and there is no further provision for appeal beyond that review.

**\*Kean University reserves the right to make decisions regarding academic probation and dismissal based on a student's academic performance at their discretion. Some graduate programs may have additional requirements and/or conditions. Please review your department's requirements with your respective Program Coordinator, as well as all published handbooks.**

### **Schedule Changes**

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

## **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](mailto: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](https://kean.smartcatalogiq.com/2025-2026/graduate-catalog/) <https://kean.smartcatalogiq.com/2025-2026/graduate-catalog/>).

## **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 competencies, course learning outcomes, due dates for assignments, grading rubrics for each assignment, and course content. All course requirements will be specified in the syllabus along with the basis for determination of the final grade. The course syllabus is a contract between the professor and student. Changes in course requirements made after the start of the semester will be communicated in writing to students. Students, in turn, are responsible for meeting the requirements of the course as delineated in the syllabus and for requesting clarification from the professor on items in the syllabus which they do not understand. Students who experience challenges in meeting course requirements should discuss the situation with the professor and seek assistance. Students are expected to share copies of the course syllabus with the assigned site supervisor, while enrolled in field education practicum to ensure the integration of course content and practicum experiences.

## **Standards for Written Work**

All graduate research papers must meet acceptable University standards for written work. See the [Kean University Catalog 2024/2025](https://kean.smartcatalogiq.com/2025-2026/graduate-catalog/) <https://kean.smartcatalogiq.com/2025-2026/graduate-catalog/> for additional information.

Except when otherwise instructed by the professor, all assignments must be typed, double-spaced, typed with a Times New Roman 12-point font and have 1-inch margins, using formal English with subheadings. Write in complete sentences. Text citations and reference lists must be in APA 7th edition format. All sentences must be comprised of students' own words. Ideas, information, and concepts which originated from other sources must be properly cited using APA 7th edition. Proper citation of sources ensures written work is not plagiarized. Typographical and spelling errors, poor grammar, word choice, organization, or other punctuation problems that impede clarity of communication will result in a reduction of grade.

## Grading Criteria

The student's overall academic standing is indicated by a grade point average. The grade point average is determined by dividing the total grade points earned by the total number of semester hours calculated. Numerical points for each letter grade are listed above. The cumulative average is determined only on courses taken at Kean University. Graduate students can receive a maximum of two grades of "C." Any additional grades of "C" must be repeated. Grades of "F," "IN," "I," "AF," and "NC" require repeating to meet college and/or course requirements. (Kean University Graduate Catalog 2025/2026 <https://kean.smartcatalogiq.com/2025-2026/graduate-catalog/>). Table 4 indicates the grading convention for academic courses in the program.

**Table 4: Grading Convention**

Grade	Grade Point Value	Explanation
A	95-100 (4.0)	
A-	92-94 (3.7)	
B+	88-91 (3.3)	
B	84-87 (3.0)	
B-	80-83 (2.7)	
C+	76-79 (2.3)	
C	72-75 (2.0)	
C-	67-71 (1.7)	
F	Below 66 (0)	
I /INC		Incomplete (see below)
CG		Credit Granted (see below)
W/WD		

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## Section IV: FIELD EDUCATION

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### 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, 2022) 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 the input of students, faculty, and site supervisors. In addition to formal evaluation mechanisms, all parties are encouraged to raise issues as they occur and seek resolution when warranted with the guidance of the Field Education Director.

Students enrolled in the Two- and Three-Year Options 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 program only complete the Specialization Curriculum Practicum.

The Generalist Curriculum Practicum requires completion of 480 hours, divided into 240 hours per academic semester of the generalist year. Typically, 16 hours are completed per week in each consecutive 15-week semester.

The Specialization Curriculum Practicum requires the completion of 600 hours, divided into 300 hours per academic semester of the specialization year. Typically, 20 hours are completed per week in each consecutive 15-week semester.

**The practicum experience occurs during business hours, which are typically between 8 am - 6 pm Monday - Friday. There are no evening or weekend practicum placements.** It is expected that all other students' obligations and responsibilities be scheduled accordingly to ensure a successful field education experience.

### Integration of Field Education and Course Content

The field education practicum and practice courses are completed concurrently.

In the generalist practice curriculum, students are required to complete the Generalist Social Work Practice in a Multicultural Environment I (SW 5101), Field Experience I (SW 5201), and Integrated Seminar I (SW 5501) in the first semester of the practicum experience to ensure integration of course content related to social work theories, conceptual frameworks and the generalist practice knowledge, values, skills, and cognitive and affective processes.

In the second semester of the generalist curriculum, students are required to complete the Generalist Social Work Practice in a Multicultural Environment II (SW 5102), Field Experience II (SW 5202), and Integrated Seminar II (SW 5502) to promote the integration of course content related to social work theories, conceptual frameworks, and the generalist practice knowledge, values, skills, and cognitive and affective processes.

In the specialization practice curriculum, students are required to complete the Advanced Clinical Social Work Practice I (SW 6101) and Field Experience III (SW 6201) to promote the integration of course content related to direct clinical social work, theories, conceptual frameworks, and direct clinical practice knowledge, values, skills, and cognitive and affective processes in the first semester of the direct clinical specialization practicum experience.

In the second semester of the specialization practicum curriculum, students are required to complete the Advanced Clinical Social Work Practice II (SW 6102) and Field Experience IV (SW 6202) to promote the integration of course content related to direct clinical social work, theories, conceptual frameworks, and direct clinical practice knowledge, values, skills, and cognitive and affective processes.

### **Policy for Selecting Practicum Agencies and Organizations**

Agencies and organizations are chosen as practicum sites based on a commitment to provide quality generalist practice and/or specialization practice learning opportunities for the students.

The Field Education Director has sole responsibility for selecting the agencies and organizations to serve as approved practicum sites. The approved practicum sites are diverse in the populations served, geographical locations, and services provided to individuals, families, groups, organizations, and communities. The Field Education Office uses the criteria listed below to objectively select agencies and organizations as practicum sites.

### **Criteria**

1. The agency/organization must support the mission and values of the Master of Social Work program.
2. The agency/organization must provide a full-time social worker to serve as the site supervisor.
3. The site supervisor must hold a Master of Social Work degree from an accredited Council of Social Work Education (CSWE) program and have a minimum of two years post-graduate professional work experience.
4. The agency/organization must provide the site supervisor with adequate release time for one-hour weekly supervision with the student intern
5. 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.

6. The agency/organization must provide adequate office space to accommodate the learning opportunities of diverse students.
7. 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.
8. The agency/organization must provide release time for the site supervisor to attend the Seminar Training in Field Instruction Training (SIFI).
9. The agency/organization must provide adequate release time for the site supervisor to collaborate with the diverse student intern to complete Learning Contract.
10. The agency/organization must notify the faculty liaison of changes in agency/organization personnel or resources which impact the student's learning opportunities.
11. The agency/organization is expected to engage diverse students and refrain from discriminatory practices.
12. 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.

### **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 Dean's Office of the College of Health Professions and Human Services.
- The Affiliation Agreement is reviewed by the Dean and submitted to the Provost Office for final review.
- AH Affiliation Agreements must be signed by the agency/organization and the Associate Provost, prior to agency/organization practicum site approval.
- The Field Education Director approves each agency or organization when all criteria are successfully met.

### **Steps for Practicum Placement**

#### **Generalist Practicum**

1. The Field Education Director conducts an advisement session with each student one semester before the generalist practicum begins. The student will gain insight on agencies and organizations considered for practicum placement.

2. The Field Education Office provides eligible students with a Field Education application.
3. The student completes and returns the Field Education Application, along with a current resume to the Field Education Office. Any changes are at the discretion of the Field Education Director.
4. The Field Education Office reviews the student 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 the student's professional background. Based on the discussion, the Field Education Director and agency/organization decide whether an in-person interview with the student should occur.
6. The Field Education Office provides students a copy of the master list of currently affiliated agency/organization for in-person interview scheduling.
7. It is the responsibility of the student to arrange an in-person interview with the agency.
8. The student meets with the appropriate agency/organization contact person for the in-person interview. Professional attire is expected.
9. The student contacts Field Education Office after the professional in person interview to share an update concerning the interview.
10. Based on the student's performance in the interview, the agency/organization contact person recommends accepting or rejecting the student for the practicum placement. The recommendation may be shared with the student at the conclusion of the interview with the student.
11. Following the interview, the agency/organization contact will notify the student and/or the Field Education Director of the recommendation to accept or deny the student as a potential intern.
12. 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 requires each student to complete and submit a Field Placement Confirmation form.

## **Specialization Practicum**

1. The Field Education Director conducts an advisement session with each student one semester before the specialization practicum begins. The student can obtain insight on the agencies and organizations for practicum placement consideration.
2. The Field Education Office provides eligible students with the Field Education Application.
3. The student completes and returns the Field Education Application, along with a current resume to the Field Education Office. Any changes are at the discretion of the Field Education Director.
4. The Field Education Office reviews the student 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 a 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 provides students a copy of the master list of currently affiliated agency/organization for in-person interview scheduling.
7. It is the responsibility of the student to arrange the in-person interview within three days.
8. Student meets with the appropriate agency/organization contact for the professional in person interview. Professional attire is expected.
9. The student contacts Field Education Office after the professional in person interview to share an update concerning the interview.
10. Based on the student's performance in the interview, the agency/organization contact person recommends accepting or rejecting the student for the practicum placement. The recommendation may be shared with the student at the conclusion of the interview.
11. Following the interview, the agency/organization contact will notify the student and/or Field Education Director of the recommendation to accept or deny the student as a potential intern.
12. 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 requires each student to complete and submit a Field Placement Confirmation form.

## **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 sites administrators and site supervisors are invited to the programs 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, at the 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 supervisors are acknowledged for their contributions to the field education. These professional exchanges are between the faculty liaison, site supervisor and field education director ensure ongoing engagement. To this end, the Field Education Office ensures there is ongoing contact between the practicum sites and the Master of Social Work program to support student learning and the effectiveness of the practicum sites.

### **Monitoring Student Learning**

To ensure the diverse students in the program are supported and learning is monitored, the program requires the completion and ongoing updates to the Learning Contract. A Learning Contract is completed by the diverse student in collaboration with the assigned site supervisor.

The contract includes the nine social work competencies and guides the development of social work duties, activities, and tasks. Further, the Learning Contract is a planning tool for diverse students and provides clarity on the expectations for the diverse student, site supervisor, and faculty liaison. Additionally, the contract ensures structure in the learning experience and aligns to the nine competencies where social work knowledge, values, skills, and cognitive and affective processes are expected to be explored, applied, and demonstrated in the real-world practicum site. The Learning Contract is a valuable tool to monitor the diverse student's progress in each semester of the generalist practicum and specialization practicum experiences.

In addition to the Learning Contract, the faculty liaisons monitor the learning experiences of the diverse students. The faculty liaison conducts one in-person site visit to the practicum site. During the visit, the faculty liaison meets with the diverse students and discusses the social work duties, activities, and tasks. Also, a review of process recordings is reviewed and discussed to monitor the personal and professional growth of the diverse students. Additionally, the faculty liaison seeks feedback from the diverse student and site supervisors to best understanding exploration, application, and demonstration of social work knowledge, values, skills, and cognitive and affective processes in the generalist or specialization practicum experience. In addition to the in-person site visit, the faculty liaison conducts phone conferences with the diverse students and site supervisors to ensure ongoing support and monitoring of the learning in the practicum site.

### **Monitoring Practicum Site Effectiveness**

The practicum sites are monitored on a consistent basis by the faculty liaisons and field education director. During the faculty liaisons in person site visits, the agency/organization is observed to ensure it provides a safe, supportive, engaging, and inclusive learning environment for the diverse students serving as graduate level interns. Updates concerning the practicum sites are shared with the field education director. As needed, the field education director will visit practicum sites or facilitate a conference call with the practicum site to discuss questions to ensure the practicum site remains an effective learning environment. This ensures an ongoing objective monitoring of practicum sites.

### **Accountability and Roles**

The Master of Social Work program's field education office, agency/organization, and students 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 interns 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 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 with the direction of the field education director. The faculty liaison is expected to:

1. Establish rapport with the approved practicum site and the site supervisor.
2. Consult with the site supervisor and student in developing and implementing the learning contract.
3. Conduct one in person site visit during each semester of the practicum.

4. Submit the completed site visit form within 48 hours of the site visit completion to the Field Education Office.
5. Provide ongoing consultation and professional support to the site supervisor during the practicum experience.
6. Provide ongoing consultation and professional support to the student during the practicum experience.
7. Assist students and site supervisors with challenges impacting social work practice development, application, and demonstration of skills.
8. Notify the Field Education Office of students, practicum site, and site supervisor challenges to ensure proper support is provided.
9. Assign end-of-semester grades to students in collaboration.
10. Make annual recommendations to the Field Education Director concerning agency/organization remaining as available placement sites.

### **The Agency/Organization**

The agency/organization provides a safe and engaging learning environment for the generalist and/or specialization practicum. Additionally, the agency/organization ensures the site supervisor provides weekly supervision for the student intern and holds 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/organization:

1. Demonstrates a commitment to social work practice and social work education.
2. Accepts students without bias.
3. Provides the Field Education Supervisor with sufficient time and resources to carry out field education supervisory responsibilities with the student intern and the program.
4. Provides materials (e.g. paper, pens, access to case records/reports, etc.).
5. Provides space (e.g. use of a desk, office space, storage of materials and private area for interviewing clients).
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 an 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. Demonstration of 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
10. Serve as a professional mentor and model behavior outlined in the NASW Code of Ethics
11. Participate in the site visit to promote student intern professional development.

### **The Student Intern**

The student intern is responsible for engaging in the learning opportunities provided by the

agency/organization. Practice experience in a real-world agency/organization provides the student intern the opportunities to explore, apply, and demonstrate social work knowledge, values, skills, and cognitive and affective processes in practicum setting. The student intern is expected to:

1. Complete the required practicum hours in each semester of the practicum.
2. Exhibit professional behavior daily in the practicum experience.
3. Collaborate with the site supervisor to develop a practicum schedule.
4. Arrive on time and remain in the practicum for the duration of the scheduled practicum hours.
5. Demonstrate commitment to social work practice through engaging with the site supervisor, agency/organization staff, clients, and other stakeholders.
6. Adhere to the policies and procedures governing student interns.
7. Promptly ask questions concerning procedures and policies where initial insight was not clearly understood.
8. Collaborate with the site supervisor to develop social work duties, tasks, and activities relevant to the agency/organization, and document each on the Learning Contract.
9. Communicate with the site supervisor any questions or concerns to ensure a safe and engaging learning environment during the practicum experience.
10. Communicate regularly with the faculty liaison, if there are questions concerning safety or the student intern well-being in the practicum.
11. Document practicum hours for timely reporting of completed practicum hours.
12. Participate in weekly one hour supervision with the site supervisor and document date of the supervisions.
13. Apply and demonstrate the NASW Code of Ethics

### **Site Supervisor Criteria**

1. Hold a Master of Social Work degree from a Council on Social Work Education accredited institution.
2. Minimum of two years post-Master of Social Work professional practice experience.
3. Practice competence in one or more professional areas in which the individual is supervising the student.
4. Social Work license is 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 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 for 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.
5. Provide the student with ongoing feedback on the student's performance.
6. Support the students' initiative, when required, in gaining access to other learning experiences and resources in the agency and professional community.

7. Maintain an ongoing record of the student's progress and complete written evaluations of the student's achievements at the end of each semester, including a recommended grade based on the student's progress.
8. Confer with the faculty liaison for mutual planning, review, and assessment of the field education.
9. Inform the faculty liaison promptly of any problems in the field education placement and, when required, develop a plan of remedial action with the liaison and the student.
10. Provide feedback to the liaison and the Director of Field Education regarding the student's performance of his/her responsibilities.
11. Provide information to the school to assist in the future use of the placement, including the Field Education Supervisor's interest in continuing service as a Field Education Supervisor.
12. Participate in school-sponsored field education meetings.
13. When new to field education supervision, attend the required orientation and training programs for new Field Education Supervisor. Attend training sessions as provided by the Master of Social Work Field Education Office.

### **Student and Field Education Practicum**

The field education practicum is an integral component of the Council of Social Work EPAS and the curriculum in social work education. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in the field education setting. Field education at the master's level requires a minimum of 900 hours in field education practicum.

The basic responsibility of the student is for his or her own learning in the field education agency and the profession. In general, the student can be expected to:

1. Repeatedly practice the activities inherent in Council of Social Work EPAS, Field education objectives as described in the field education course outline.
2. Learn the entire curriculum, essentially apply, and test classroom content in the field education setting; and
3. Develop practice and analytic skills sufficient upon graduation for responsible professional practice.

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 is 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 exceeds 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 initiated 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 from clients in regard to either oral or written interviews.
8. To actively participate in weekly supervisory sessions with Field Education Supervisor and provide agendas to the Field Education Supervisor prior to the sessions.

9. To arrange and be responsible for his or her own transportation to the agency whether it is by public transportation, own car, or by sharing the expenses in a carpool. When using his/her own car at work the student must show evidence of having a personal and public liability insurance policy and, where possible, should have taken a defensive driver's course.
10. To attend and participate in weekly seminar meetings with other students and faculty during the Generalist Curriculum year practicum.
11. To bring to the attention of the Field Education Supervisor and faculty liaison any problems or conditions that may interfere with gaining maximum benefit from the field education practicum experience.
12. To engage actively in the evaluation process by continual self-assessment and by asking for feedback from the Field Education Supervisor.
13. To follow through with all required procedures to obtain a field education placement. (Return form by due date, keep all appointments for interviews, etc.).
14. To gain knowledge and understanding of the philosophy and methods of agency practice and operation and comply with agency work requirements.
15. To complete topic paper assignments and process recordings in the Generalist Curriculum year practicum. Unless otherwise specified, topic papers are to be shared with the Field Education Supervisor, as well as the faculty liaison.
16. To secure clearance from the Field Education Supervisor for material to be presented in class assignments.
17. To demonstrate a commitment to offering services within the agency structure.
18. To record in case records consistently with the agency's policies and procedures.
19. To comply with the agency rules with respect to field education work.
20. To demonstrate professional conduct as a representative of the agency.
21. To complete paper assignments and "supervisory agendas" in the specialization year practicum.
22. To inquire about potential dangers in the field education placement.
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, the 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 where warranted. At this point the Director of Field Education may decide not to utilize a practicum site or Field Education Supervisor again.

## **Employment Based Practicum**

***Field education Practicum Employment-Based Practicum requires special approval by the Director of Field Education.***

Students in the Master of Social Work program may consider only one practicum experience for *employment-based* (also known as employment-based internship) if certain conditions are met. The student's Field Education Supervisor must be a different individual than their work supervisor. The Field Education Supervisor must possess a Master of Social Work degree and have two years of post-Master of Social Work experience. The assignments given to the students during Field Education Practicum internship hours must be different from their usual job requirements, and these assignments must meet the criteria set by the Social Work program for that level of field education. Students who have been working in an agency for at least 6 months to one year may qualify to apply for employment-based internship. Students who have been employed but have not fulfilled the 6 months of work experience criterion in an agency do not qualify for employment-based practicum.

Any proposed employment-based Field Education Practicum may be denied at the discretion of the Director of Field Education, even if it meets the criteria of separation of site, duties, and supervision as described above. For example, if the student has received a C in a course (even if GPA remains above a 3.0) or the faculty express concerns related to areas of Evaluation of Student's Performance, the employment-based Field Education Practicum internship may be denied. Students who have an *employment-based application* that is denied may request a meeting with The Field Director to better understand the concerns related to the decision.

There are, however, certain criteria and standards as mandated by the CSWE, as well as standards set by Kean University's Master of Social Work program, which must be implemented to make the field education practicum/employment-based compliant with those standards.

*As per the CSWE accreditation standards, "If the student is also employed in the agency where the field education practicum takes place the availability of release time for course and field education instruction should be ensured. Student assignment and field education practicum supervision should differ from those associated with the student's employment. It should also be demonstrated that there is no diminution of the program's established requirements in class and field education practicum and that field education instruction is educationally focused rather than solely centered agency services."*

Students must also have a different physical field education practice site from their work site, i.e., students cannot sit in the same department as their work site. The Site Supervisor cannot be the student's job supervisor and must have a Master of Social Work plus two years post-Master of Social Work experience. The student's field education assignment must be different from the job 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 describe the psychosocial dynamics of the service as it is offered. This service is either used or not used by the client.

## Process Recording Detail

An agency "face sheet" which includes data which will assist the student and the instructor in understanding the social and agency context in which the service took place. If your agency has a "face sheet", use it, if not develop your own by including pertinent information necessary to understand the client and client system.

<b>Verbatim Dialogue/Content</b>	<b>Student's impressions/Feelings</b>	<b>Assessment/ Analysis: Student's Use of Self</b>	<b>Supervisor Comments</b>
S: Hi, I am a student intern in the XYZ agency, and I will be working with you for the next few months.  C: It is good to meet you.	I feel nervous as this is my first client contact.		That is a normal reaction to a first interview.

## Summary Assessment/Analysis of the Session

1. Identify the stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
2. What did you learn from the session that adds to your understanding of the client?
3. What were the major themes?
4. What was accomplished?
5. What concepts or theories did you apply? And what were the results--what worked and what didn't, given the socio-cultural context of the client's presenting problem(s) and underlying issues?

## Frequency

At a minimum, **ten process recordings** a year are required in the Generalist Curriculum year (Field Education Practicums I & II) and the specialization year (Field Education Practicums III & IV) over the course of their internship.

## Type of Activities Suitable for Process Recording

In a direct clinical practice program students are being educated to work with systems of all types and sizes. Students should therefore be encouraged to use process recording to evaluate their work in the different arenas in which they will practice. It is expected that students will complete at least one process recording per week during the semester.

Examples might include:

- An interview with an individual or family.
- A group
- A case conference.
- A community meeting.
- An administrative meeting
- Contact 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 students within the agency and identify any areas of concern.
5. For the students 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, 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 students 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.

### **Professional Ethics & Ethical Violation**

Students are responsible for making themselves familiar with the Code of Ethics written by our professional organization, the National Association of Social Worker (NASW). Students will receive copies of this Code in their student manual. All behavior in the field education setting involving clients and staff must follow the standards detailed in the Code.

The Department of Social Work adheres to the National Association of Social Workers Code of Ethics. In the event of an ethical violation by the student, this matter should be immediately reported by the field education work supervisor to the student's faculty liaison for appropriate action.

### **Evaluation of Student Performance**

Evaluation is an integral part of the teaching-learning experience, from beginning to end. It is both ongoing and periodic in nature, verbal and written, informal and formal. Ongoing evaluations occur in regular instructional conferences as the Site Supervisor offers feedback on the student's performance and keeps the student posted on his or her progress. It begins in the process of contracting. It is sustained by ongoing feedback and periodically summarized at strategic points in time. Periodic evaluations are more systematic, formal, and comprehensive. They involve setting time aside for assessing progress to date and developing plans. They are scheduled at mid-year and at the end of the practicum year. The formal evaluation of the student's performance in the field education is designed to serve several important functions:

1. To decide whether the student's performance within their internship has achieved a satisfactory standard given their level of experience within the program.
2. To identify areas of strength and weakness regarding their future learning needs.
3. To document their experience of social work practice.
4. To identify the strengths and limitations of the employment-based internship experience with respect to the objectives of a direct clinical practice program.
5. To provide the students with a basis for the evaluation of their performance.

The evaluation is due two weeks prior to the end of each semester of the internship. End of Fall evaluations are due in December, and end of the Spring evaluations are due in April. All supervisors will receive an evaluation form prior to that date, and there are copies of these evaluation forms in



this manual. In order that supervisors and students may prepare for the evaluation the following is a summary of the areas covered in the written evaluation:

1. Identification of learning objectives based on the CSWE Competencies established for the student in the internship.
2. Types of learning experiences in which the student was involved.
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 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 students' 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 at 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.

### **Year-End Final Evaluation**

The final evaluation conference is scheduled two to three weeks prior to the close of the field education year. The conference follows the same format and procedures as the mid-year evaluation. Based on the evolving yearlong contract the final evaluation allows for a more comprehensive and definitive assessment. For the first level Master of Social Work student, it points the way to learning experiences at the advanced level. The evaluation assists in the integration of total learning, allowing students to identify areas for continuing professional growth as social work practitioners.

As in the mid-year evaluation, the report is signed by the Site Supervisor and students. It includes the Site Supervisor's recommended grade, credit granted - CG for satisfactory performance and NC for no credit/unsatisfactory. It is forwarded for review by the faculty liaison at the end of April, along with the updated contract. **The liaison assigns the grade, CG (Credit Given), NC (No Credit), or IC (Incomplete).**

For first level Master of Social Work students, the final evaluation assists in the decision about the field education placement assignment for the advanced level.

### **Preparation for the Evaluation**

The field education contract is the basic working document in preparing for the evaluation. When the contract has been clear and specific about objectives, activities and methods of evaluation and has been kept up to date, it can be extremely useful in preparing for and participating in the evaluation conference. For example, when the contract has specified more than one source for evaluation, the use of several kinds of information from multiple sources and situations can likely increase the usefulness and reliability of an evaluative judgment. In addition to using the contract, student's best prepares for the evaluation conference by reviewing materials which can assist them to track their movement and progress, e.g. written process recordings and taped recordings of the practice, summary record and reports.

Site Supervisors conduct a similar review of the contract, sample student materials and consult their notes from instructional conferences. They can usefully approach a complex and difficult task by being mindful of their double responsibility - assisting students to evaluate their own practice while simultaneously exercising their professional judgment to rate student performance.

### **Unsatisfactory Performance**

Unsatisfactory performance rarely refers to a singular event. Rather it occurs over enough time to allow the Site Supervisor to observe at least a beginning pattern of sub-par performance. The Site

Supervisor is to bring this to the student's attention as soon as it is identified. If there is insufficient growth within a reasonable time, the Site Supervisor is to notify the liaison.

The Site Supervisor, liaison and student should meet to specify unsatisfactory aspects of performance and develop a plan for improvement. If the student does not improve, an unsatisfactory grade is assigned.

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

1. The student has been alerted by the Site Supervisor to 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 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's 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 more than 8 hours behind 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 up hours. If a student is absent or anticipates being excused from the placement site for an extended period (more than a few days), the faculty liaison should be notified by the student. The faculty liaison will then discuss with the student and Site Supervisor the impact the absence will have on the student achieving the learning outcomes and completion of hours.

In the event inclement weather impacts attendance at field practicum site, the missed hours shall be negotiated between the Site Supervisor and student. If there is severe weather impact such as excessive snow, hurricane, or natural disaster, the Director of Field Education has the discretion to provide alternate field education attendance directives.

### **Notice on Forms referenced in Manual**

Essential forms related to Field education shall be provided by the Field Education Department to students. It is the responsibility of the students to ensure that you have current forms to fulfill obligations of Field education.

### **Notice of Changes in Manual**

Policies, forms and/or any material which constitute the Master of Social Work Field Education Manual may change during the year. If changes occur, students will be sent an email notifying them of changes. These new changes will, then, supersede that section, paragraph, or statement in the present manual.

## Appendices

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Appendix A: Field Education Application

Appendix B: Generalist Learning Contract

Appendix C: Specialization Learning Contract

Appendix D: Process Recording Form

Appendix E: Employment Based Application

Appendix F: Timesheet Form

Appendix G: Field Placement Confirmation Form

Appendix H: Interviewing Tips

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## 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 in

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
- Gloucester
- Hudson
- Hunterdon
- Mercer
- Middlesex
- Monmouth
- Morris
- Ocean
- Passaic
- Salem
- Somerset
- Sussex
- Union

- Warren

Q4. What is your email address?

Q5. What is your phone number?

Q6. The following are fields of practice or populations for social work internship (Please select at least 3).

- Children/School
- Aging/Hospice
- Mental Health/Agency
- Medical
- Substance Abuse
- Developmental Disabilities
- Corrections-Adult
- Housing/Homeless
- Health prevention (HIV, Diabetes etc.)
- Community work
- Employee Assistance Program
- Veterans' services
- Adolescents
- University Students
- Children/Agency
- Aging/Medical
- Mental Health/Hospital
- Families

Q7. Do you have 9 am - 5 pm Monday through Friday hours available for your practicum?

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

Q8. *I understand evening and weekend hours are not guaranteed and may require 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 the student's employer.
  
- b. Students 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.

Q11. Please describe the proposed practicum duties, tasks, and activities. (Note: These must be in a different location/department/unit, with a different supervisor, and different responsibilities from the current or past employment).

Q12. Please provide the names and contact information of the present or past workplace supervisor.

Q13. Please provide the name and contact information of the proposed site supervisor. Note the proposed site supervisor must hold a Master of Social Work degree from a Council on Social Work Education accredited institution and have a minimum of two years post-master's degree



professional practice experience. Documentation of credentials is required. Social Work license is preferred.

Q14. Please provide the name of your current or recently completed practicum site and rate your learning experience.

Poor

Average

Good

Excellent

Q15. Current practicum comments.

Q16. Please write in the space below any supporting information to support the application for practicum placement.

**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 discuss how the duties, tasks, and activities are specific to the practicum site to ensure each can be practiced, applied and demonstrated. The learner contact 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.

Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of completion for each duty task, and activity.  Month/Day/Year
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior</b></p>	<p><i>Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice all the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually</i></p>	<p><i>Social workers:</i></p> <p><i>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</i></p> <p><i>b. Use reflection and self-regulation to manage personal/ values and maintain professionalism in practice situations.</i></p> <p><i>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</i></p> <p><i>d. Use technology ethically and appropriately to facilitate practice outcomes; and</i></p> <p><i>e. Use supervision and consultation to guide professional judgment and behavior.</i></p>	<ul style="list-style-type: none"> <li>• Knowledge of various staff and/or teams and roles</li> <li>• Attend and be prepared for supervision</li> <li>• Examine and analyze mission, goals and objectives, programs and services, history, funding, and organizational structure, and <b>relate</b> to history of profession and organizational theory.</li> <li>• Review and complete field and agency paperwork, time sheets, learning plan, safety assessment, evaluation, mileage reimbursement, incident reports timely and professionally.</li> <li>• Adhere to behavioral expectations and appearance standards such as dress code.</li> <li>• Identify and practice values of social work with clients and in supervision</li> <li>• Attend agency-based, community, or campus trainings and events to gain skill and knowledge.</li> <li>• Engage in self-care activities and monitor stress and burnout.</li> <li>• Explore professional development of self.</li> <li>• In supervision, identify and discuss personal values and distinguish personal and professional values.</li> <li>• Apply NASW Code of Ethics and any agency-based code of ethics, or other relevant codes of ethics.</li> <li>• Communicate professionally with clients and at the organizational level using oral, written, and electronic communication skills.</li> <li>• In supervision, describe and explain practice tasks and their relevance to social work</li> <li>• Demonstrate ability to conceptualize practice.</li> </ul>	

	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.			
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty, task, and activity.</b>
<b>Competency 2: Engage Diversity and Difference in Practice</b>	<p><i>Social workers understand how diversity and difference characterize and shape 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></p>	<p><i>Social workers:</i></p> <p><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></p> <p><i>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</i></p> <p><i>c. Apply self-awareness and self-regulation</i></p>	<ul style="list-style-type: none"> <li>• Identify diversity at the agency and client system level.</li> <li>• Increase knowledge of special populations served by agency.</li> <li>• Identify value-based issues related to engaging diversity.</li> <li>• Apply standards of cultural competence as set forth by NASW in supervision</li> <li>• Develop cultural competency skills in practice.</li> <li>• Design and implement culturally competent practice interventions.</li> </ul>	

	<p>well as privilege, power, and acclaim, Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>			
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty, task, and activity.</b>  <b>Month/Day/Year</b>
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.</b>	<p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice</p>	<p>Social workers:</p> <p>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</p> <p>b. Engage in practices that advance social, economic, and environmental Justice.</p>	<ul style="list-style-type: none"> <li>• Identify and discuss issues of oppression and human rights violations that directly impact clients in the agency at all levels.</li> <li>• Identify how the role of advocacy is utilized at the placement site to advance social, economic, and environmental justice.</li> <li>• Design and implement interventions that target advocacy (case and cause) to address oppression and human rights violations and advance social, economic, and environmental justice.</li> </ul>	

	<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>			
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty task, and activity.  Month/Day/Year</b>
<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice.</b>	<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  use and translate research evidence to inform and improve practice, policy and service delivery.</i>	<ul style="list-style-type: none"> <li>• Identify and discuss how research is used by agencies to support activities of the organization.</li> <li>• Assist in agency's annual report, auditing, program evaluation, client satisfaction.</li> <li>• Identify at least one research question that relates to your placement setting and discuss in supervision.</li> <li>• Utilize research literature to inform your work with clients.</li> <li>• Read varying types of research, discuss and present findings of research in supervision, and explain how it informs practice.</li> </ul>	

Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	Use the date or completion for each duty task, and activity.  Month/Day/Year
<b>Competency 5: Engage in Policy Practice</b>	<p><i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i></p>	<p><i>Social workers:</i></p> <p><i>a. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.</i></p> <p><i>b. Assess how social welfare and economic policies impact the delivery of and access to social services.</i></p> <p><i>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i></p>	<ul style="list-style-type: none"> <li>• Obtain and read agency policies and procedures.</li> <li>• Analyze current policies that impact on client system.</li> <li>• Engage in policy development.</li> <li>• Educate clients on relevant policies to their situation.</li> <li>• Research legislative history of an existing or proposed policy that impacts client's systems served.</li> <li>• Engage in advocacy of a policy at the legislative or organizational level.</li> <li>• Prepare and present information in support of a policy or program reform.</li> <li>• Discuss the connections that you are making to policies with your supervisor.</li> </ul>	

Competency	Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes	Social Work Behaviors	Student Intern Duties, Tasks, and Activities	List the date of completion for each duty, task, and activity.  Month/ Day/ Year
<p><b>Competency 6: Engage with individuals, Families, Groups, Organizations, and Communities</b></p>	<p><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 facilitate engagement with clients, constituencies, and other professionals as appropriate.</i></p>	<p><i>Social workers:</i></p> <p><i>a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</i></p> <p><i>b. Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</i></p> <p><i>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</i></p> <p><i>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of experiences and affective reactions may affect their assessment and decision-making.</i></p>	<ul style="list-style-type: none"> <li>• Engage with field instructor and field setting.</li> <li>• Intake and engage individuals, families, groups-task and treatment, organizations, and communities via phone and in person.</li> <li>• Interview client systems demonstrating effective use of empathy and interpersonal skills.</li> <li>• 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.</li> <li>• Prepare for client system contacts.</li> <li>• Use empathy and effective interpersonal skills diverse client systems.</li> </ul>	



	<i>facilitate engagement with clients, constituencies, and other professionals as appropriate.</i>			
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty task, and activity.</b>  <b>Month/Day/Year</b>
<b>Competency 7: Assess individuals, Families, Groups, Organizations, and Communities</b>	<i>Social workers understand that assessment 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 understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the Implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal</i>	<i>Social workers:</i> <i>a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</i> <i>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</i> <i>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</i> <i>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of</i>	<ul style="list-style-type: none"> <li>• Gather information on client systems.</li> <li>• Identify assessments utilized by agency.</li> <li>• Conduct assessments (intakes, social history, ecomap, genogram, or other agency-based assessment) on client systems.</li> <li>• Review and discuss multidimensional/multilevel assessment and how that looks in agency.</li> <li>• Identify client systems strengths and limitations.</li> <li>• Identify how agency-based assessment integrates knowledge of human behavior and the social environment, person-in-environment.</li> <li>• Utilize knowledge of human behavior and the social environment, person-in-environment and theory to understand client.</li> <li>• Demonstrate knowledge of theory by defining and explaining how agency uses theory in assessment.</li> <li>• Identify how the larger practice context and specific issues impacting agency practice direct and impact assessment.</li> <li>• Identify how agency engages in inter-professional collaboration and how that impacts assessment.</li> <li>• Identify client system goals and objectives and interventions necessary to assist clients in meeting goals and objectives.</li> </ul>	

	<i>Experiences and affective reactions may affect their assessment and decision-making</i>	<i>Clients and constituents.</i>		
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty, task, and activity.  Month/ Day /Year</b>
<b>Competency 8: Intervene with Individuals, Groups, Organizations, and Communities</b>	<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 constituencies goals</i>	<i>Social workers: a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.  b. . Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.  c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.  d. Negotiate, mediate, and advocate with and on half of diverse clients and constituencies; and  e. Facilitate effective transitions and endings that</i>	<ul style="list-style-type: none"> <li>• Identify theories used by agencies or social workers within the agency that direct intervention.</li> <li>• Identify how agency integrates knowledge of human behavior and the social environment. person-in-environment and theory in interventions.</li> <li>• Engage in interventions (implement <b>plans</b>) that integrate knowledge of human behavior and the social environment. person-in-environment and theory to assist client systems in meeting their goals.</li> <li>• Engage in inter-professional collaboration and practice as indicated to assist clients in achieving their goals.</li> <li>• Demonstrate the roles of negotiation, mediation, and advocacy in serving client systems.</li> <li>• Plan for and implement client and agency termination</li> </ul>	

	<i>Social workers value the importance of inter-professional teamwork and communication in Interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</i>	<i>advance mutually agreed-on goals.</i>		
<b>Competency</b>	<b>Dimensions Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Social Work Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty task. and activity. Month/Day/Year</b>
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	<i>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating <b>processes</b> and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</i>	<i>Social workers:</i> <i>a. Select and use appropriate methods for evaluation of outcomes.</i> <i>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</i> <i>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</i> <i>d. Apply evaluation findings to improve practice effectiveness at micro, mezzo, and macro levels.</i>	<ul style="list-style-type: none"> <li>• Evaluate progress in meeting goals and objectives of field and core competencies and practice behavior...</li> <li>• Identify how agency evaluates practice.</li> <li>• Identify and discuss how agency integrates knowledge of theory and human behavior and the social environment in evaluation.</li> <li>• Monitor and evaluate practice strategies.</li> <li>• Evaluate practice in agency.</li> <li>• Evaluate interviewing skills in field.</li> <li>• Engage in program level evaluation.</li> </ul>	

**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 discuss how the duties, tasks, and activities are specific to the practicum site to ensure each can be practiced, applied and demonstrated. The learner contact 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.

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
<p><b>Competency 1: Demonstrate Ethical and Professional Behavior Specific to Clinical Practice</b></p>	<p>Practitioners in clinical social work recognize the importance of the therapeutic relationship, person-in-environment and strengths perspectives, professional use of self, and adherence to ethical-and value-guidelines for professional practice. Clinical social workers differentially utilize theories, research, and their clinical skills to enhance the well-being of individuals, families, and communities in an ethical manner. Clinical social work practitioners acknowledge the complexities involved in their practice, including the need to navigate ethical issues in an organizational context, and they use clinical supervision to ensure that their practices are congruent with social work values and ethics. Extending and enhancing ethical and professional practice from the foundation level requires that clinical social workers reflect on their own family of origin to assess how it impacts their clinical work. Advanced-level practitioners must manage complex systems while understanding how</p>	<p><b>Social workers:</b></p> <p><i>a. Identify as a social worker in clinical practice.</i></p> <p><i>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</i></p> <p><i>c. Collaborate with non-social work professionals in clinical social work practice.</i></p> <p><i>d. Use technology ethically and appropriately to facilitate practice outcomes in clinical social work practice; and</i></p> <p><i>e. Incorporate the core values and beliefs of social work, specifically during engagement and assessment with clients.</i></p>	<ul style="list-style-type: none"> <li>• Collaborate with interprofessional teams.</li> <li>• Effectively use supervision.</li> <li>• Articulate the mission, goals and objectives, programs and services, history, funding, and organizational structure, and relate to history of profession and organizational theory and make connections to the context of social work.</li> <li>• Integrate practice values of social work with clients during practice and in supervision.</li> <li>• Attend agency-based, community, or campus trainings and events to gain skill and knowledge as a developing professional.</li> <li>• In supervision, identify and discuss personal values and distinguish personal and professional values.</li> <li>• Utilize technology for recording assessment data and progress notes.</li> </ul>	

	<p>Cultural and developmental aspects of self and their clients influence their work. Clinical social workers recognize their own strengths and weaknesses in developing, managing, and maintaining therapeutic relationships. Practitioners of clinical social work must continually adapt to rapidly changing technology in an ethical and professional manner. Practitioners in clinical social work:</p>			
<p><b>Specialization Competency</b></p>	<p><b>Specialization Dimensions</b></p> <p><b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b></p>	<p><b>Specialization Behaviors</b></p>	<p><b>Student Intern Duties, Tasks, and Activities</b></p>	<p><b>List the date of completion for each duty, task, and activity.</b></p> <p><b>Month/Day / Year</b></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 use, and apply knowledge of diverse populations and</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"> <li>• Identify diversity of clients served at the agency and how awareness of diversity may need to be integrated into assessment.</li> <li>• Increase knowledge of special populations served by agency.</li> <li>• Identify value-based issues related to engaging diversity.</li> <li>• Develop cultural competency skills in practice.</li> <li>• Design and implement culturally competent practice interventions,</li> <li>• Articulate relationship between client culture and diagnostic criteria in the DSM.</li> </ul>	

	<p><i>Complex health/mental health delivery systems to enhance client well-being. Clinical social workers recognize the need to conceptualize cases using an intersectional perspective and to identify their clients' strengths and resiliencies, while learning to critically evaluate their own family history, privileges, and characteristics. In presenting case material, clinical social work practitioners integrate anti-oppressive stances and attend to clients' experiences of oppression and marginalization while also working to avoid undue pressure or use of power over clients. Practitioners in clinical social work:</i></p>			
<p><b>Specialization Competency</b></p>	<p><b>Specialization Dimensions</b></p> <p><b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b></p>	<p><b>Specialization Behaviors</b></p>	<p><b>Student Intern Duties, Tasks, and Activities</b></p>	<p><b>List the date of completion for each duty, task, and activity.</b></p> <p><b>Month/Day/ Year</b></p>
<p><b>Competency 3: Effectively Navigate the Context of Clinical Practice</b></p>	<p><i>Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic, and environmental justice. Clinical social workers recognize the need to assess clients' physical environment/or the availability of safe shelter and food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive.</i></p>	<p><i>Social workers:</i></p> <p><i>a. Apply selected theories for practice with diverse clients, issues, and settings.</i></p> <p><i>b. Identify therapeutic solution-focused, strengths-based, and contextualized relevant outcomes for clients.</i></p> <p><i>c. Demonstrate leadership and critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</i></p> <p><i>d. Demonstrate knowledge and skills in advocacy.</i></p>	<ul style="list-style-type: none"> <li>• Discuss issues of oppression and human rights violations that directly impact clients in the agency at all levels.</li> <li>• Identify how the role of advocacy is utilized at the placement site to advance social, economic, and environmental justice.</li> <li>• Design and implement interventions that target advocacy (case and cause) to address oppression and human rights violations and advance social, economic, and environmental justice for clients.</li> <li>• Take a leadership role towards advocating for clients and understanding systems that may be</li> </ul>	

	<i>Practitioners in Clinical social work:</i>		having an adverse impact on the client	
<b>Specialization Competency</b>	<b>Specialization Dimensions</b> <b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Specialization Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty, task, and activity.</b>  <b>Month/ Day/ Year</b>
<b>Competency 4: Engage in Research-Informed Clinical Practice with Clients.</b>	<i>Clinical social workers rely on 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 care 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>	Social workers:  <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"> <li>• Discuss how research is used to support clinical practice.</li> <li>• Assist in agency's evaluation of programs and client satisfaction.</li> <li>• Utilize research literature to inform your work with clients.</li> <li>• Read varying types of research, discuss and present findings of research in supervision, and explain how it informs practice.</li> </ul>	
<b>Specialization Competency</b>	<b>Specialization Dimensions</b> <b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b>	<b>Specialization Behaviors</b>	<b>Student Intern Duties, Tasks, and Activities</b>	<b>List the date of completion for each duty, task, and activity.</b>  <b>Month/ Day/ Year</b>
<b>Competency 5: Effectively Assess and Diagnose</b>	<i>Clinical social workers recognize how policies and laws can constrain or enhance individuals' life</i>	<i>a. Compare and contrast the differences and similarities between problem-based and</i>	- Review approach to assessment and embrace feedback.	



<p><b>Individuals, Families, and Groups.</b></p>	<p>opportunities. Clinical social workers understand that policies and laws can create movement toward equal distribution of social and economic resources or can work against such equity. Clinical assessments include attention to the constraining or privileging aspects of local, state, federal and international policies, and laws. and these assessments consider how each may impact their clients' well-being. Clinical social workers recognize how they work with individuals, families and communities must inform policymakers and legislators. Practitioners of clinical social work monitor policies and laws for their unintended consequences and for their equitability. Clinical social workers understand their role in implementing social policy and recognize their professional responsibility in advocating/or policy reform. Practitioners in clinical social work:</p>	<p><b>Strength-based assessment.</b>  <i>a. Determine the validity and reliability of different assessment tools.</i>  <i>b. Choose appropriate assessment tools/or use with clients at the individual, groups, family, organizational and community levels.</i>  <i>c. Describe how assessment informs all levels of social work practice.</i>  <i>d. Delineate the tasks involved in the process of assessment.</i>  <i>f. Discuss the collaborative nature of assessment and its relationship to social work values.</i>  <i>g. Conduct a strengths-based assessment with clients at the individual, group, family organizational and community levels.</i>  <i>h. Determine the validity and reliability of different assessment tools. .</i></p>	<ul style="list-style-type: none"> <li>- Articulate validity and reliability of assessment tools used at the agency.</li> <li>- Utilize various assessment tools in practice with clients.</li> <li>- Discuss how assessments are used at all levels within the agency.</li> <li>- Utilize social work values in work with clients.</li> <li>- Conduct assessment interviews.</li> <li>- Formulate psychological assessment documents to support interventions</li> </ul>	
<p><b>Specialization Competency</b></p>	<p><b>Specialization Dimensions</b></p> <p><b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b></p>	<p><b>Specialization Behaviors</b></p>	<p><b>Student Intern Duties, Tasks, and Activities</b></p>	<p><b>List the date of completion for each duty, task, and activity.</b></p> <p><b>Month/Day/ Year</b></p>
<p><b>Competency 6: Effectively Intervene with Individuals, Families, and Groups in Clinical Social Work Practice.</b></p>	<p>Clinical social work practitioners recognize the importance of tire engagement process and understand the Importance of differential use of self in initial encounters. Practitioners In clinical social work rely on the ecological perspective lo inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relations/rip; and use relational</p>	<p><b>Social workers:</b></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. Demonstrate through hands-on practice tire selection and application of various skills and techniques from</i></p>	<ul style="list-style-type: none"> <li>• Identify theories used by agencies or social workers within the agency that direct intervention.</li> <li>• 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.</li> <li>• Engage in inter-professional collaboration</li> </ul>	

	<p><i>Techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement 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>The selected models for clinical practice.</i></p> <p><i>c. Define crisis and differentiate between the four domains of crisis.</i></p> <p><i>d. Apply skills in integrating multiple practice theories in a diverse client system,</i></p>	<p>and practice as indicated to assist clients in achieving their goals.</p> <ul style="list-style-type: none"> <li>• Utilize various theories (e.g., Motivational interviewing, Family Systems).</li> <li>• Evaluate the effectiveness of interventions.</li> <li>• Articulate the choice for certain interventions.</li> <li>• Utilize interventions appropriately with clients.</li> </ul>	
<p><b>Specialization Competency</b></p>	<p><b>Specialization Dimensions</b></p> <p><b>Knowledge, Values, Skills, and Cognitive and Affective Processes</b></p>	<p><b>Specialization Behaviors</b></p>	<p><b>Student Intern Duties, Tasks, and Activities</b></p>	<p><b>List the date of completion for each duty, task, and activity.</b></p> <p><b>Month/ Day/ Year</b></p>
<p><b>Competency 7: Effectively Evaluate Work with Individuals, Families, and Groups in Clinical Social Work Practice.</b></p>	<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 understand how their personal experiences may impact the assessment process. Clinical social workers recognize the power of intergenerational family patterns on clients' systems and explain these while</i></p>	<p><i>Social workers:</i></p> <p><i>a. Select and use appropriate methods for evaluation for 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"> <li>• Evaluate progress in meeting goals and objectives of field and core competencies and practice behaviors.</li> <li>• Participate in agency assessment and evaluation processes.</li> <li>• Monitor and evaluate practice strategies.</li> <li>• Evaluate practice in agency.</li> <li>• Evaluate interviewing skills in field.</li> <li>• Engage in program level evaluation.</li> </ul>	

	<p><i>avoiding deterministic approaches to identifying such patterns. When applicable, clinical social workers rely on the Diagnostic and Statistical Manual of Mental Disorders to enhance their assessment, to conduct differential diagnosis, and to communicate with other healthcare providers about clients' presenting problems and symptomatology. Clinical social workers elicit client feedback about their experience of the assessment process. Reflect upon varied meanings of the assessment and share these assessment outcomes with clients. Practitioners in clinical social work</i></p>			
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**Appendix D:**

**Process Recording Template**

Student's name: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Client's name (use initials or first name only): \_\_\_\_\_

Number of interviews previously held: \_\_\_\_\_

Presenting problem: \_\_\_\_\_

Objective for the interview: \_\_\_\_\_

Content and Dialogue	Feelings	Assessment/Analysis	Field Instructor's Comments

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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**

## Appendix E:



**KEAN**  
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### Employment Based Practicum Application

This application is to be completed by students seeking an Employment Based Practicum placement. The following are required:

- 1) The student **must** have been employed by the agency for **at least six (6) months**
- 2) The agency/organization must be willing *to reassign* the student for the hours of the placement to a **different** job (this could be a different unit, different population, etc.; and
- 3) The agency/organization must be willing to assign a **different supervisor** to supervise the student's practicum experience. The supervisor must meet these qualifications:
  - a. Possess a Master of Social Work degree from a Council on Social Work Education accredited institution.
  - b. Have a minimum of two years' post-master's degree professional practice experience.
  - c. Have completed, or are willing to complete simultaneously, the Seminar in Field Instruction (SIFI) Training.

All applications will be reviewed, and the director of the agency will be contacted for verification. **The Field Education Director reserves the right to determine if the request is educationally sound. Employment Based Practicum is only available for one practicum experience in the Master of Social Work program.**

**Please email this completed form to:**

**Dr. Suzane Thomas, LSW**

**Director of Field Education**

**suthomas@kean.edu**



**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.**

The practicum experience must be new graduate level learning and differ from current or past **duties, tasks, and activities**. Differences can include, but are not limited to, the following:

1. Placement in a different unit of the agency
2. Different clients and different types of clients (explain how they are different)
3. Different modes of intervention, e.g., leading groups, working with families, administration for a student who currently works in direct service, some long-term cases (if not part of the current assignment).
4. Other new activities, such as developing a new or innovative service.

### **3. Proposed Site Supervisor Information**

Full Name:

Email Address:

Phone Number:

1. The proposed site supervisor has a minimum of 2 years' post-master's professional practice experience. Share the number of years of practice, and the populations served.
2. The proposed site supervisor must have earned a Master of Social Work degree from a Council on Social Work Education accredited institution. Name the institution where the Master of Social Work degree was earned and the year of completion. A copy of the degree or transcript is required.
3. The proposed field instructor has completed the "Seminar in Field Instruction" (SIFI) in the tri-state area. CHECK: YES or NO

4. If SIFI has not been completed, willing to complete the training? CHECK: YES or NO

5. The proposed site supervisor will be able to provide at least 1 hour per week of supervision.  
CHECK: YES or NO

Student's Signature:

Date:

Director's Signature:

Date:

Appendix F:



# FIELD EDUCATION MONTHLY TIME SHEET

<b>MONTH</b>	<b>YEAR</b>	<b>REGISTERED FOR FIELD PERIOD</b>
<b>STUDENT NAME</b>	<b>Faculty LIAISON</b>	
<b>AGENCY</b>	<b>FIELD INSTRUCTOR:</b>	

**PLEASE RECORD TOTAL HOURS  
AT FIELD EACH DAY**

WEEK OFF	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL	Date of weekly Supervision
Summary of Activities:									
WEEK OFF	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL	Date of weekly Supervision
Summary of Activities:									
WEEK OFF	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL	Date of weekly Supervision
Summary of Activities:									
WEEK OFF	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL	Date of weekly Supervision
Summary of Activities:									

WEEK OFF	SUN	MON	TUES	WED	THUR	FRI	SAT	TOTAL	Date of weekly Supervision
Summary of Activities:									
<b>TOTAL MONTHLY HOURS</b>									

I certify that the information provided is true and correct to the best of my knowledge.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Approval: Site Supervisor or  
Faculty Liaison \_\_\_\_\_ Date \_\_\_\_\_

**Appendix G: Field Placement Confirmation Form**

<b>MSW Field Placement Confirmation Form</b>				
<b>Student Information</b>				
<b>FULL NAME</b>				
<b>ADDRESS</b>				
<b>EMAIL ADDRESS</b>				
<b>FIELD YEAR/MONTH START</b>	<b>Generalist</b> [ ]		<b>September</b> [ ]	
	<b>Specialist</b> [ ]		<b>January</b> [ ]	
	<b>Academic Year: 20__ - 20__</b>			
<b>Agency Information</b>				
<b>FULL NAME</b>				
<b>FULL ADDRESS</b>				
<b>KEAN AFFILIATION STATUS</b>	<b>Current</b> [ ] <b>None</b> [ ]			
<b>Agency Website</b>				
<b>Field Instructor Name</b>				
<b>Field Instructor Status</b>	<b>MSW</b> [ ]	<b>LSW</b> [ ]	<b>LCSW</b> [ ]	<b>SIFI Certified: Y</b> [ ] <b>N</b> [ ]
<b>Email:</b>			<b>Tel #</b>	
<b>Task Supervisor (if any)</b>				

<b>Task Supervisor Contract</b>	
<b>Clinical/ Task Supervisor Signature</b>	
<b>Student Signature</b>	

Please return to Field Director:

**Suzane Thomas, DSW, LSW**  
**The College of Health Professions & Human Services**  
**Graduate Social Work Department**  
**215 North Avenue, East Campus 218B**  
**Hillside, NJ 07205**  
**Email: [suthomas@kean.edu](mailto:suthomas@kean.edu)**

## **Appendix H:**

### **Practicum Interviewing Tips**

Dress for Success

Research! Know the agency/organization.

Be on time - arrive at least 20 minutes early.

Do practice interviews.

Bring extra copies of your resume.

Be courteous.

Greet the interviewer by name and offer a firm handshake.

Maintain eye contact.

Express yourself clearly - talk about your qualifications.

Avoid using slang and mobile devices during interviewing.

Show enthusiasm and be assertive concerning interest in the social work profession.

Be positive and honest at all times.

Ask questions.