



Seton Hall University

South Orange, New Jersey 07079

FIELD EDUCATION MANUAL

SOCIAL WORK BACCALAUREATE PROGRAM

2011-2012
SOWK 4811 – 4812
Senior Practicum I and II

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INTRODUCTION

This Manual is designed to inform students, faculty, field instructors, agency executives, and others of the educational and training objectives, content, policies, and procedures that guide the field education component of the Social Work Baccalaureate Program at Seton Hall University.

At Seton Hall University social work students are prepared for a generalist practice orientation to social work. The Baccalaureate Program Directors (2006) defines generalist social work practice as follows:

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

Education and training is based on an evidence –based curriculum (explicit and implicit) which includes knowledge, skills, and values that are transferable between and among different contexts, locations, clientele, and conditions. Emphasis is placed on understanding the various dimensions of diversity (age, gender, color, culture, disability, ethnicity, immigration status, race, religion, sexual/love orientation, and others); recognizing how institutional structures and values affect people; and learning to work to assure social justice. In preparing students to become professional social workers, the program at Seton Hall recognizes the need for students to develop self and other awareness.

The curriculum emphasizes a systems approach which recognizes the interrelatedness of human behavior, life situations, and social conditions (bio/psycho/social/ cultural/spiritual dimensions). Students learn to select helping strategies based on sound analysis of the presenting person/situation, problem/issue, goals, size of the system involved, their own proficiencies and to use supervision, consultation, and life long learning and commitment.

Field education is a major component in the preparation of professional social workers. It is in the field experience that the student applies and tests the theory and information that constitute the knowledge foundation of undergraduate social work education. It is in the field experience that the student acquires, refines, and evaluates skills and techniques needed for professional practice. It is in the field experience that the student begins to develop her or his own style within the parameters of ethical professional values.

The Council on Social Work Education (Educational Policy 2.3) informs that field education is the Signature Pedagogy representing the central form of instruction and learning in which a profession socializes students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is basic precept of social work education that the two interrelated components of curriculum -classroom and field- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. This Manual is designed to inform of the great seriousness with which social work field education is considered at Seton Hall University.

It is recognized that agencies usually serve relatively specialized purposes with a delimited client constituency. Considering this, care is especially taken to assure that students are helped to recognize and learn to transfer their emergent competencies into the generalist requirement noted above

Field instructors and agencies are carefully selected to meet the individual needs of students. In some instances, additional information or adjustments to meet specific situations are required. The Director of Field Education will address needs and concerns not covered by this Manual in consultation with the Director of the Social Work Program.

No field credit is ever awarded for prior life/employment experiences.

The program will work with students through disability services in an effort to assure an appropriate field experience with reasonable accommodations as may be worked out between the office of disability services and the program, and respective agency.

Students and field instructors are expected to read this Manual and familiarize themselves with its content. Any questions should be directed to the Director of Field Education. This Manual is the result of a lengthy process of development of policies and procedures by faculty, students, graduates, and field instructors. This development is ongoing. Students and field instructors are encouraged to provide feedback to the Program regarding the contents of this Manual as well as any other recommendations.

We thank especially the field instructors whose competence and dedication make major contributions to our program.

This Manual is one of several efforts to inform regarding the Baccalaureate Social Work Program at Seton Hall University. Other publications include the University Student Guide, College Catalog, Registration Bulletins, the Social Work Program Student Handbook (distributed electronically to all social work majors and available on the Department of Sociology, Anthropology and Social Work webpage), and brochures and worksheets. This manual, in addition to hard copy, is available through the blackboard system under courses SOWK 4811 and 4812. In addition, faculty are enthusiastically available for consultation.

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Glossary

agency -- the organizational entity, which has the appropriate legal, social, and professional sanction to provide social work, services to individuals, families, and community groups and in which the student engages in practical learning experiences.

director of field education - the Seton Hall University faculty member who holds responsibility for directing the field learning experiences of students and who is responsible for grades.

field experience/ field learning experience / internship/practicum - synonymous with field education.

field instructor - the professional social worker who holds the MSW degree, works in the assigned agency, and who assumes responsibility for teaching the student at the agency. The Program prefers the phrase "field instructor" ¹¹ to the term "supervisor".

hours - the times in which the student has responsibility and opportunity for serving clients, instructional periods, and other learning activities. Lunch is not included in the counting of hours.

junior field experience - (Helping Careers Practicum) - an 84-hour practical learning experience in an agency with a field instructor who holds a degree in social work.

process recordings - materials (explicated herein), which are written by the student and commented on by the field instructor for purposes of student learning.

program - the Social Work Baccalaureate Program at Seton Hall University

progress notes - this is one of an array of record keeping systems and agency specific nomenclature used by respective agencies.

senior field education - the learning experience, which students undertake in an agency with on-site instruction from a professional social worker who holds the MSW degree.

*Note: the Social Work Program strongly encourages "people first" language. We recognize the vast array of nonmenclature used in practice settings, however, in our classes and written materials students will refer to persons they serve as persons/people/families and similarly; subsequently modified by their status for being a client. For example: people who are mentally ill; parents who have abused their children; and similarly. The "labeling" of clients is to be by their behavior/situation/feeling and similarly and reason for being a client. Clients are not to be referred to as "cases" or referred to in terms of their method of payment (ie: "Medicaid patient"). By this we mean no disrespect to agency nomenclature and we recognize that, at times, students may be conflicted between how clients are referred to in various practice settings as contrast with our "people first" requirement for written materials and oral presentations in classes. We will help students with this potential conflict in use of nomenclature by means of extra curriculum sessions derived from the NASW Guide for Writing for Social Workers and by class discussions and any concomitant editing of written materials, particularly in the Theory and Practice courses. We conduct at least one session each semester

Field Education Calendar, 2011-2012

Prior to the start of field education, the Social Work Department must have on file from the student:

- completed field application (senior data sheet, including personal statement;
- written graduation plan;
- official college documentation that the student has declared social work as their major;
- photocopy of malpractice/liability insurance policy, with 1,000,000/3,000,000 coverage;
- photocopy of identification as a member of the National Association of Social Workers (NASW);
- copy of criminal background check;
- two letters of recommendation; and
- Helping Careers Practicum Learning Evaluation.
- Assessment of learning to date case study.

The above is considered the student's formal application for continued study leading to the Bachelor degree in Social Work. These requirements were promulgated in documents in the Introduction to Helping Skills and Junior Practicum guidebook, and in personal interviews with the Director of Field Education.

Students who do not have all of the above on file at the beginning of the fall semester (note: May 15th is the deadline for everything other than the signed agreement noted below) are likely (barring extraordinary and reasonable circumstances) to be advised to transfer out of the social work program before the drop-add period is over. In addition we very strongly encourage all seniors to meet with their respective advisors as soon as possible at the beginning of the fall semester to assure that their graduation plan is accurate, realistic and attainable (this in addition to all previous advisement in this regard).

At the beginning of the fall semester, each student will be provided copies of an agreement, this signifies that the manual has been read and will be complied with. This is to be brought to the agency immediately, and signed by respective parties, with each party receiving a copy. The copy for the student's school file must be returned to the Director of Field Education no later than the second week of school.

At times, respective agencies require specific written agreements. The Director of Field Education will facilitate these agreements as early as possible prior to the beginning of the internship. Typically, agency specific agreements are to be approved, in writing, by University administration or through their designates.

Please Note: the University has an exam period and winter recess during portions of December and January. In the interests of continuity of services to clients, students are responsible for field learning over portions of this period, depending upon their domicile, schedule, and the respective needs of clients.

Students and field instructors are to work out suitable arrangements for participation in the field experience during the exam and recess period. The student is to submit these arrangements, in writing, to the Director of Field Education before November 30.

Over the academic year students will have other learning experiences, including , but not limited to: conferences, symposia, events and activities offered on campus, professional organizations and similarly. At least one of these outside learning experiences are required each semester, with documentation. The Program, Department and the Student Social Work Association will work conjointly in these important learning initiatives.

2011 – 2012 Field Education Schedule

Students must complete a total of 400 hours of field during the academic year. It is expected students to complete 14.5 hours for 14 weeks each semester. We are aware of the different schedules of students and agencies, and this is a reasonable template for timely completion of the field learning experience. The overall idea is that the learning is continuous and well-paced.

Fall Semester 2011

Dates	Responsibilities
August 29	Classes begin
Week of September 12	Field education begins. (May begin earlier/later with prior permission and/or based on particular field agency need.
September 27 th	Learning Plan due
October 25 th	Deadline for Preliminary Student Learning Evaluation from field instructors
November 7 th to December 9 th	Agency visits by faculty by appointment. These are conjoint meetings between the student, field instructor, and faculty. Two student process recordings and educational plans to date to be provided to the faculty member for review one week before the visit.
November 30 th	Deadline for student submission to Prof. Arancibia (subsequent to approval by the field instructor) of field schedule for Fall semester exam period and for the Winter break. This schedule should address the date for the resumption of Field Education after the Holidays. Speak with the Director of Field Education in the event of any questions or issues.
December 9 th	Deadline for End of Fall Semester evaluation from field instructors, preferably earlier.
Week of December 12	Last week of field. Senior student confidential evaluation of Director of Field Education and field experience.

Spring Semester 2012

Dates	Responsibilities
January 2 nd	Field education resumes – plan for field education hours during fall exams and during the winter break should be negotiated with the field instructor during the Fall Semester. This plan should address when field education will resume in the Spring semester.
January 17 th	Classes begin
January 25 th	Learning Plan due
April 22 nd	Spring Semester student learning evaluations due from field

	instructors.
April 26-30 th	Senior student confidential evaluation of Director of Field Educaiton and field experience.

Congratulations! Good luck.

There will be a confidential program evaluation with seniors to solicit feedback about the Program and make recommendations for improvement.

A Social Work Baccalaureate Ceremony Celebration is typically scheduled for May. The Student Social Work Association is heavily involved in all aspects and protocols. The Program honors students who are completing the BSW. The date, time, and location will be announced separately, as soon as possible. Field instructors are strongly encouraged to attend to give the Program opportunity to formally express its respect and gratitude.

We respectfully ask each graduate to contact Dr. Richard Blake, Director of the Social Work Program, each September to inform of their career.

Social Work Program Responsibilities

The Program's primary obligation is to ensure that each student is provided an appropriate, meaningful, stimulating field learning experience. Toward this end, responsibilities of the Program include, but are not limited to:

1. assessing and re-assessing field agencies and instructors as to their willingness and ability to provide experiences that help students learn to be competent using a systems approach within a generalist framework;
2. providing guidelines for field education content and evaluation processes;
3. linking students who have successfully met prerequisites with appropriate agencies and field instructors;
4. providing field instructors with curriculum materials (including, but not limited to syllabi for co-requisite courses) in order to enhance the integration of class and field
5. in order to enhance the integration of class and field learning. Toward this end, the Program also formally reaches out to field instructors for input regarding suggestions for Program improvement; orienting new field instructors to undergraduate social work field education in general and the Seton Hall University Program in particular;
6. providing field instructors and agencies with information concerning Council on Social Work Education, Department of Social Work, College, and University policies, regulations, and procedures as they effect field instruction;
7. consulting with students to assess field learning experiences. At minimum this takes the form of a monthly meeting with students as a group and an individual conference with each student at least once each semester. The group meetings take place the first Tuesday of each month during the Fall and Spring semester, from 5:45 to 6:45PM at minimum. One purpose of these meetings is to assess students' progress toward achieving learning plans and to assist, where warranted and as warranted, in achieving these. A separate syllabus for these meetings is appended at the end of this Manual.
8. consulting with field instructors regarding student learning and with students regarding their educational experiences and progress toward meeting their learning plan . At minimum, faculty will visit each agency once a semester to confer with the student and the field instructor. Prior to this meeting, students are responsible for providing all process recordings, daily diary/notebook entries and educational plans. These will be reviewed at the agency with the student and field instructor;
9. typically, there is one training session for field instructors, as a group, conducted each semester on campus. Field instructors are contacted each semester regarding suggestions for topics. Also, the Program informs field instructors regarding various seminars and colloquia available at the University,
10. providing timely feedback to students and field instructors regarding learning. The informational bases for this will include individual and group meetings with students, discussions with field instructors, review of written materials at the agency, and formal evaluation instruments;
11. providing evaluative criteria (including this Manual) to students and field instructors at the before the beginning of field experience and reviewing completed evaluations for purposes of assigning the student a letter grade. Preliminary fall, final fall, and spring student learning evaluation instruments are included herein;
12. assuring that malpractice/liability insurance is held by students in the amount of \$1,000,000/\$3,000,000 and by faculty performing under this Manual in the same amount. Documentation of insurance will be maintained in the Social Work Department at Seton Hall University with copies to agencies on request. The University and agency are to be notified immediately by the student in the event the insurance is cancelled;
13. collaborating with classroom faculty regarding the integration of class and field components of the Program; This is accomplished during regular scheduled program meetings, and
14. providing field instructors with course syllabi for co-requisite senior classes via electronic transmission and also by posting them on a Yahoo group site created with the purpose of facilitating communication with and among field instructors.

The above, at minimum, signifies to all stakeholders that the Baccalaureate Social Work Program at Seton Hall University treats field education as the Signature Pedagogy for professional education and

we will do this by continuously striving for best practices and meeting/exceeding educational policy and accreditation standards promulgated and monitored by the Council on Social Work Education. We graduate competent baccalaureate social workers.

Field Instructor/Agency Requirements and Responsibilities

The field instructor must hold an MSW degree from an educational program which is accredited by CSWE. Field instructors have at least two years of direct service, post-masters, professional experience. Field instructors are expected to review Educational Policy and Accreditation Standards for baccalaureate social work education (www.cswe.org) click educational policy and accreditation standards. We also strongly encourage students to examine these standards. Hard copies are also distributed during field instructor training sessions. Please contact the Director of Field Instruction if further information or copies are needed. While we are trying to avoid “information overload” the comprehensive Program Handbook is distributed electronically to all students and field instructors as well as anyone who requests this.

In addition to interest in and affinity for competently teaching, the field instructor should understand the knowledge, skills, and values required for baccalaureate level practice. The field instructor should reasonably expect to remain with the student through the academic year and must have agency approval for undertaking the field education responsibility. Responsibilities of the field instructor include:

1. assure that students are informed of any and all issues pertaining to safety;
2. inform and subsequently monitor complete compliance with all agency/organization structure, rules, regulations, and protocols (this to include agency mission, goals, and objectives);
3. inform the student and the Director of Field Education as soon as possible should any problematic issues emerge in terms of the student’s learning, adherence to the Code of Ethics, adherence to agency policy, adherence to this manual, and similarly (the sooner everyone is informed, the sooner corrective action may be initiated);
4. willingness and ability to educationally support the generalist professional development of the student;
5. reviewing and commenting in writing, within one week of submission, upon at least one student process recording per week. These recordings are to be kept on file chronologically at the agency and copies will be reviewed by the Director of Field Education prior to conjoint meetings at the agency;
6. providing weekly individual instructional sessions with the student. The minimum time allotment for these instructional periods is 60 minutes per week. Longer sessions and additional group instruction are encouraged;
7. attending and participating in seminars and training/orientation sessions pertinent to undergraduate social work education at Seton Hall University (on-line and in person);
8. reviewing evaluative criteria with the student at the beginning of each semester and periodically discussing her or his progress. The field instructor will submit an evaluative instrument at the mid-point of the fall semester and instruments at the conclusion of the fall and spring semesters. The completed evaluation instruments are to be signed by the field instructor and the student and help form the basis for the student's letter grade at the end of each semester. Please note that the field experience counts for six credits each semester. Sample evaluation instruments are included here; everyone should be informed of evaluative criteria at the beginning. In the spring semester students are to demonstrate a higher level of learning in those competencies for which they also had learning experiences in the fall semester. Evaluation also includes monitoring the student's time vis-à-vis requisite hours;
9. designing learning assignments. This includes client selection and supervised activities, which, cumulatively, provide the student with opportunities to develop and demonstrate beginning mastery of the àforelisted Program required competencies as explicated by CSWE standards. Client assignment, instruction, and assessment of student learning performance should be grounded in these. It is recognized that different clients and client systems present unique situations wherein only à few of these competencies may directly apply at any given time. However, over the semesters the student should be given assignments, which cumulatively

expose her or him to each of these competencies;

10. planning the learning experience in a cumulative, integrated manner; ultimately guided by the respective evaluation instruments for each semester, accreditation standards, and directly link with co-requisite classroom learning. Prior to the beginning of each semester field instructors will be provided syllabi for concurrent courses. Field education should be specifically planned to enable students further to integrate course objectives with their field learning;
11. The overall learning plan should be developmentally sequenced to assure that the student has exposure to and practice with all competency requirements. The learning plan should explicate assignments, the purposes of assignments, time frames, expected student behaviors, and methods of assessing the student's learning. Written plans should be derived with the student and will be reviewed by the Director of Field Education during agency visits. Early in the fall semester the plan should focus on learning experiences which familiarize the student with the agencies' policies, procedures, activities, protocols, and clientele.
12. Evaluate the social work program curriculum at Seton Hall University as it applies to field education. To this end, we will schedule a formal meeting between field instructors and program faculty to solicit feedback. Of course, we welcome feedback at any time.

Note: From time to time, students will work with persons at agencies who perform various professional functions integral to the functioning of the agency, however these persons do not hold the MSW degree; their role in terms of social work education is that of "task supervisor". The task supervisor often plays an integral role in socializing and training students and we are respectful of this. However, the formal field instructor is the person who holds the MSW degree and who has been designated as the field instructor by the Social Work Program. It is this person to whom professional development supervision is entrusted and it is this person who is to meet with the student as specified herein; comment on process recordings; participate in Department training and development initiatives; and who completes and signs the various student learning evaluation documents.

Field Education Plan

The purpose of the field educational plan is to assure that students are provided an orderly means for assignments which will help them develop competencies. This is a collaborative effort between student and field instructor. It is recognized that planning is problematic due to the array of issues which may emerge, often suddenly, in agencies. Nevertheless, the Program wishes to assure that students are given, and are aware of the implications of, assignments which will help them develop into beginning level professionals.

The form which can be found in the forms section should be specific enough to be useful but general enough to be realistic. More than one form may be used.

The first few educational purposes noted for September should pertain to orienting the student to agency policies, procedures, activities, and clientele, as well as the structure and process of instructional sessions. Subsequently, each educational purpose and assignment should pertain to mandated competency or portion thereof. Students are expected to participate in developing these learning plans.

The student should be given a copy of the plan as a guide for her/his learning activities. These forms are to be kept on file for conferences with the student and the Director of Field Education. They also prove helpful in completing formal evaluations of the student's learning.

Requirements and Responsibilities of the Student

Senior field education is limited to senior students (those who have completed a minimum of 84 credits prior to the beginning of field instruction who are majoring in social work).

Student will comport her/himself in full compliance with the NASW Code of Ethics and will comply with all agency policies, rules and protocols.

In conjunction with senior field education, students register concurrently for:

Fall Semester	Theory and Practice of Social Work I (SOWK 4911)
Spring Semester	Theory and Practice II (SOWK 4912) Senior Research Seminar (SOWK 5111)

Time

The time commitment for the Senior Practicum is:

- A total of 400 hours over the Fall and Spring Semesters,
- This is approximately 14/15 hours/week for 14 weeks each semester.
- The most common schedule is two 7.5 hour days per week, although in some agencies the experience is spread over three days.

The Director of Field Education, field instructor, and student must agree on any variation of the two days per week schedule. Class assignments in concurrent courses have been scheduled to facilitate this arrangement. Variations from the two days per week schedule must not adversely effect the educational purpose of the field experience.

There are no automatic incomplete grades for students who fall behind in the completion of hours. Experience has shown that students who fall behind in the fall have great difficulty making up hours in the spring in a reasonable manner conducive to learning and appropriate client service delivery. Consequently, any student who has not completed at least **170 hours** of field education by **December 17** will be monitored weekly thereafter by the Director of Field Education. Students who have not completed at least **150 hours** of field learning by **December 17** will receive a failing grade for the course and will be advised regarding other potential options. Of course, the Program recognizes that special circumstances may warrant consideration, however, the student is to discuss these and present them in writing to faculty in a timely manner.

All students, will submit a planned schedule. This is to be submitted to the field instructor and the Director of Field Education, by the end of the first month of field instruction. Students are required to maintain a record of attendance and the field instructor is to sign this. This time sheet is the official record of time. The student should maintain these records and they are to be submitted to the Director of Field Instruction at the end of the semester.

The student is to comply with agency policies and protocols regarding lunch hours, calling in sick, manner of dress, and so forth. In the event of a labor strike by social workers or any other agency personnel, or any emergency or safety issue, the student is to consult with the Director of Field Education immediately.

Recording

Agency Record Keeping: Students are expected to complete all required agency progress notes, summaries, reports, and other written materials in an appropriate, timely manner. Progress notes are one of an array of record keeping options used by respective agencies. These are separate and distinct from process recordings, which are specific mechanisms, used for teaching and learning. Students are expected to do all forms and types of documentation (writing, record-keeping) required by their field agencies and their field instructors in addition to those required by the Seton Hall Program.

Process Recordings : The Program requires that students write a minimum of one process recording per week, which

is to be reviewed, commented on, and used for instructional purposes by the field instructor. These process recordings are to be maintained in chronological order in the agency and will be assessed by Director of Field Education as noted previously.

There is a rich array of styles for process recording. Over time the student will develop her or his own style in conjunction with the recommendations of the field instructor. While allowing room for personal style however, the following structure, similar to that which was practiced in the Helping Careers Practicum, is to be followed:

1. student's name, date, length of time of this interaction, where interaction took place, number of times client has been seen by the student previously;
2. one paragraph describing the client/situation. Be sure to maintain confidentiality. Refer to the client as Mr. A, Ms. B, and so forth;
3. one paragraph on the purpose/objective of the interaction. The purpose must always serve some client benefit. For example, do not state the purpose as "to interview the client" or "to make a home visit" but rather, state why the client is being interviewed or visited at home;
4. a minimum of two pages of actual word for word dialogue between the student and the client or client group. As a general rule, this is to cover a significant aspect of an interaction with a client. The student is to report actual statements and signify particularly pertinent points for comment. This is to include the student's thoughts, feelings, and analysis of the dialogue of both herself/himself and the client in writing in a margin. Regarding analysis, each process recording must contain at least one analytical comment by the student, in the margin or in the evaluation, which directly relates something about the interaction to specific knowledge the student has acquired in the Program or elsewhere. Process recording takes practice. The field instructor, through review of process notes, helps the student improve these over time. It is very important that the student read comments after recordings have been reviewed by the field instructor;
5. a one paragraph evaluation of the degree of success of the interaction in terms of its purpose, including the basis for this evaluation (integration with prior learning may be indicated here or as in number 4 above);
6. a one paragraph plan for any subsequent interactions with the client;
7. a one paragraph explanation of how this interaction helped the student gain competency(ies), and the respective competency(jes) must be specified;
8. questions or issues the student wishes to address to the field instructor.

Each process recording is to be typed. In writing process notes it is very important that the student allow very wide margins, on both sides, for feelings and analyses as well as for comments by the field instructor. Also, sufficient space should be allowed between each of the items noted previously (1,2,etc.) to allow for comments by the field instructor. Students are expected and mandated to maintain client confidentiality. All efforts should be made to protect the client's identity when field experiences are discussed in the classroom or elsewhere.

Process recordings, learning plan, attendance sheet, and any other material used during internship are to be maintained in chronological order in a folder for review by Director of Field Education during the agency visit each semester. **Process recordings are an element in the student's course grade.**

Prior to each of the agency visits by the Director of Field Education, the student should submit to the Director of Field Education two process recordings with field instructor's comments, along with a 1-2 page summary of what he/she has been doing and learning. Briefly summarize each client and learning activity. This is yet another learning/teaching strategy such as to provide maximum, albeit reasonable, information regarding leaning to the Director of Field Education and greatly enhances the productivity of agency visits.

Caution - the process recording format used by the Social Work Program at Seton Hall University is comprehensive. We are aware that our process recording format is detailed and have deliberately established these in our efforts to best practices. Please be sure to follow these guidelines. In particular, be sure to identify the competency being practiced

and how the learning experience relates to this competency and be sure to indicate how anything you are experiencing relates to anything you have learned previously in your life.

See following page for one example of a format for process recording.

Daily Diary/Notebook Entries

The student is expected to maintain a daily diary for both accountability and self-learning purposes. The diary is for the student's own purposes, however the Program reserves the right to review these as may seem warranted. This is not a “make work” requirement. The student, as part of her/his professional development, should find keeping a brief diary to be a memorable experience. Typical diary entries are approximately one side of a loose leaf page; write what you did and how you felt. You can also keep diaries entries as a word document.

NOTE:

We strongly encourage students to review all aspects of accreditation by examining CSWE accreditation requirements at www.CSWE.org.

This should assure the student of this program compliance with all standards of education required for the baccalaureate social worker.

This will also give the student information to facilitate any questions or comments either individually or through the Student Social Work Association (SSWA).

Communication Channels

The success of the field learning experience is dependent upon the performance of each of the parties involved. Sufficient planning goes into the agency-field instructor-student linking process and responsibilities have been delineated in this Manual in such a way that the potential for misunderstandings is greatly diminished. Nevertheless, in anticipation that some misunderstandings regarding field education may arise, the following is to be followed.

If a misunderstanding occurs between the student and field instructor, they should attempt to resolve the matter themselves. If the issue continues, either or both parties should contact the Director of Field Education for consultation.

If the student or field instructor believes that the Director of Field Education is not fulfilling responsibilities or if further clarification of issues is needed, they should discuss this with her directly. If the matter is not resolved, either or both parties should contact the Director of the Social Work Program for assistance and guidance. If this is not resolved, the next step is to contact the Chairperson of the Department of Sociology, Anthropology and Social Work.

If a satisfactory solution is not reached, students are referred to the established University policy for Grievance Procedures.

Transportation and Parking

The Program attempts to link students with agencies that are reasonably accessible from the student's home or campus. Accessibility is determined through consultation with the student and includes whether the student will use her/his own vehicle or mass transportation. Accessibility is also determined by assessment by the Director of Field Education regarding the range of campus learning experiences, such as courses and scheduling. Transportation to the agency is conceptualized as transportation to the University and is not reimbursable through the Program nor does the commuting time count in terms of field education hours.

Agencies are avoided if students are required to use their own vehicles for agency/client related activities in the event there is a possibility that a student may be requested to use her/his own vehicle for agency activities, this must be agreed to by all parties prior to vehicle usage and the student and the Program must receive official written material from the agency verifying that the student is covered for such activities under the agency's insurance. Student transport of agency clientele in the student's own vehicle is prohibited. These types of activities should be accomplished by use of agency vehicles or mass transportation.

The policy of the Program regarding campus parking is:

For students in the Helping Careers Practicum and/or enrolled in the Senior Practicum I and II experiences, the Director of Field Education may provide a letter to the Seton Hall University Parking Authority for limited parking on campus pertinent to field responsibilities, if requested and warranted.

Evaluation of Student's Learning

Evaluation of the student's learning, with feedback to the student, is an ongoing process throughout the field experience. However, at the mid-point of the fall semester and end of the fall and spring semesters, formal documentation is required. The due dates for these documents are noted in the Field Education Calendar.

Respective evaluation instruments are included in this Manual. These should be read thoroughly before/at the beginning of the field experience so that all parties are clear about what is being evaluated. It is important the Field Educational Plans be completed in a manner which articulates how the student's learning in respective assignments is to be evaluated. The sum of these assignment evaluations should be the criteria used in the formal evaluative instrument.

Evaluations are used as a basis for helping the student be self-evaluative regarding her or his education and practice; enhancing service delivery; focusing instructional sessions; and providing a means for awarding the student a letter grade at the end of each semester.

Completion of evaluation documents should be a collaborative process between the student and field instructor and must be signed by both parties. The student's signature does not express agreement or disagreement with the appraisal but rather that she or he has read the document. Student differences with the completed evaluation document should be addressed with the field instructor and subsequently with the Director of Field Education.

Please note that students formally evaluate the performance of the respective field instructor and agency at the end of each respective semester. The protocol for this will be announced. An evaluation of the Director of Field Education is also completed and submitted, confidentially, to the Director of the Social Work Program. Copies of student's evaluations of the agency/field instructor may be forwarded to respective field instructors after grades are submitted to the Registrar.

The student's grade each semester is formally awarded by the Director of Field Education. It is based upon review of evaluation documents completed by the field instructor in conjunction with the student; evaluation by the Director of Field Education of materials written by the student; active participation and attendance to Senior Practicum periodic meetings, and attendance at Program mandated events for purposes of maximizing learning through use of an implicit curriculum.

For an array of legitimate reasons in the Fall semester students may not have opportunity to practice all required competencies. Please note if a student did not have opportunity to practice or learn some specific competencies with notation of how and when this competency will be addressed in the Spring Semester

PLEASE NOTE: The following forms are reproduced in compacted form here in the Field Education Manual for ease of printing and comprehension. Each form will be made available to the student and to the Field Instructor as a MS Word Document for ease of completion. **HOWEVER**, all forms that require signatures **must** be printed, signed and original copies submitted to the Director of Field Education.

APPENDIX



Social Work Baccalaureate Program

Arts & Sciences Hall - Room 104

(973) 761-9470 - fax (973) 275-2366

400 South Orange Avenue, South Orange NJ 07079

Field Education Plan Cover Sheet

The purpose of the Learning Plan is to help you and your field instructor to formulate the concepts, skills, and knowledge you will focus on during your placement, and to evaluate your progress over the course of the semester. Please submit the learning plan to Prof. Arancibia no later than September 27, 2011.

Student Name _____

Student phone number _____

Field site name _____

Field site address _____

Field Instructor name _____

Field Instructor telephone _____

Field Instructor e-mail address _____



Social Work Baccalaureate Program

Arts & Sciences Hall - Room 104
 (973) 761-9470 - fax (973) 275-2366
 400 South Orange Avenue, South Orange NJ 07079

FALL SEMESTER – FIELD EDUCATION PLAN
DUE DATE: SEPTEMBER 27, 2011

Student Name: _____

Date: _____

This form will be made available to Field Instructors as a MS Word Template in order to facilitate the completion of the form.
 Use as many forms as necessary and maintain forms on file for review by the Director of Field Education

Learning Assignment:	Educational Purpose:	Observable Measurement:
Including reasonable approximation of time frame.	(to include which Council on Social Work Comptency(ies) are to be developed) Listed on page 36	Using supervision, review of process recordings and other teaching /learning strategies, what are the observable, measurable indicators that reflect that the student has gained competency.

Social Work Baccalaureate Program



Process Recording Template

Please Note: This is a suggested format. Any format which includes the information presented below is acceptable. This Process Recording template will be made available to students as an MS Word Template via the Blackboard website associated with SOWK 4811.

Student Name:		
Description of situation/ client / presenting problem		
Purpose of Interaction		
Direct Narrative	Thoughts / Analysis /Feelings (Including student's self-critique)	Field Instructor Comments
Client: "direct quote" Student "direct quote" Client: "direct quote" Student "direct quote" etc.		
Relationship to competency(ies)		
Evaluation of interaction		
What questions you have		



Seton Hall University

Social Work Baccalaureate Program

Preliminary Student Learning Evaluation

DUE DATE: October 25, 2011

Student:

Agency:

Field Instructor:

Semester:

This form is designed to provide the student and the Program timely information concerning learning progress. It is a developmental tool for assuring that students are progressing toward meeting Program delineated competencies. This form is to be completed by the field instructor and reviewed face-to-face with the student. This document has been made available to the student and additional pages may be appended to this form if warranted, however each additional page the student should initial. Please indicate how the student can improve. This form is not to be faxed. This form must be received in hard copy with original signatures. In addition to submission to the Director of Field Education, students are expected to retain a copy for their own use.

Expectations, as indicated below for each evaluative item, are derived from instructional sessions and the student's respective Field Educational Plans. The response categories 1-5 herein do not ipso facto equate with the letter grades A-F. Rather, these responses are put in context with the applicable narrative, and assessed in conjunction with other field education requirements to form the basis for the student's grade. Nevertheless, any item which is noted as "does not meet expectations" will result in an immediate meeting between the student, field instructor, and Director of Field Education

Please briefly describe the student's learning activities in terms of: presenting problems of clients, interventional strategies; experiences working with individuals, families, groups, and the larger community (including other social welfare organizations). Also, please indicate the frequency and duration of client (and/or other units of attention) contacts and the nature of any indirect services provided.

1. Briefly describe the student's assignments to date and indicate the degree to which the student demonstrates understanding of the purposes of assignments and her/his role in the agency. Please circle the appropriate number and describe learning in narrative for this and all following items.

		Please report specific student behaviors below:	
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		

5	Does not meet expectations		
---	----------------------------	--	--

2. Does the student understand, initiate, accept, and benefit from professional field instruction and participate in the educational process? Is she/he learning to use supervision appropriate to generalist practice?			
			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

3. Does the student demonstrate appropriate familiarity with agency purposes, functions, policies, and procedures? Does the student eagerly seek out his information? is the student beginning to understand the impact of social policies on client systems, workers, and agencies?			
			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

4. Is the student able to establish relationships with clients, colleagues, and others? Does he/she use oral and written communication skills appropriately with clients, colleagues, and members of the community?			
			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

5. Does the student demonstrate interest, concern, empathy, and commitment with and on behalf of clients served?			
			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

6. Please use the space below to comment upon the student's attendance and punctuality, motivation, individual learning needs, and any other issues warranted. When completing this please review the competencies requirements assessment due at the end of the semester. Is the student making progress towards these very specific competency requirements?

Field Instructor Signature:		Date:	
Student's Signature:		Date:	

It is strongly recommended that evaluative criteria, as presented herein and in subsequent evaluation instruments, be focused on periodically throughout the semester; there should be no surprises. The student's signature does not necessarily indicate agreement with the completed evaluation document. Rather, the signature indicates that the student has read the document and discussed its content with the field instructor. Students who disagree with the evaluation should meet with the Director of Field Education as soon as possible.



Seton Hall University
Social Work Baccalaureate Program
End of Fall Semester Student Learning Evaluation
 DUE DATE: December 9th, 2011

Student:

Agency:

Field Instructor:

Number of process recordings submitted to date:

Number of Field Education Hours Completed to Date

Over the semester, using Program guidelines, Educational Plans have articulated learning purposes and activities and the evaluation of learning process is ongoing. This form is a mechanism for reporting the degree to which the student has achieved learning goals. This form is used as a basis for: (1) helping the student be self-evaluative regarding her/his education; (2) focusing instruction; and (3) providing information to facilitate the award of a letter grade to the student.

In the event that the student has not been given learning opportunities pertinent to any of the following items this semester, please note this as not applicable, however the student must be given learning opportunities in this area over the spring semester.

This form is being provided to the student and to the Field Instructor as a MS Word document. The completed form should be reviewed with the student in a face to face meeting. Additional pages may be appended to this form if warranted, however each additional page the student should initial. Please indicate how the student can improve.

Expectations, as indicated below for each evaluative item, are derived from instructional sessions and the student's respective Field Educational Plans. The response categories 1-5 herein do not ipso facto equate with the letter grades A-F. Rather, these responses are put in context with the applicable narrative, and assessed in conjunction with other field education requirements to form the basis for the student's grade.

This form must be received in hard copy with original signatures.

Please briefly describe the student's learning activities in terms of: presenting problems of clients, interventional strategies; experiences working with individuals, families, groups, and the larger community, including other social welfare organizations. Also, please indicate the frequency and duration of client (and/or other units of attention) contacts and the nature of any indirect services provided.

1. Identify as a professional social worker and conduct oneself accordingly.

Does the student demonstrate increasing mastery of the following skills?

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

<ul style="list-style-type: none"> engage in career-long learning; and use supervision and consultation 		
Please report specific student behaviors below:		
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

2. Apply social work ethical principles to guide professional practice as evidence by the following skills/behaviors: <ul style="list-style-type: none"> recognize and manage personal values in a way that allows professional values to guide practice; make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; tolerate ambiguity in resolving ethical conflicts; and apply strategies of ethical reasoning to arrive at principled decisions. 		
Please report specific student behaviors below:		
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

3. Apply critical thinking to inform and communicate professional judgments. <p>Is the student learning to:</p> <ul style="list-style-type: none"> distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues? 		
Please report specific student behaviors below:		
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

4. Engage diversity and difference in practice. <p>Is the student learning to:</p> <ul style="list-style-type: none"> recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants. 		
Please report specific student behaviors below:		
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	

4	Meets expectations marginally		
5	Does not meet expectations		

5. Advance human rights and social and economic justice.

Is the student learning to:

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

			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

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

Is the student learning to:

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

			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

7. Apply knowledge of human behavior and the social environment.

Is the student learning to:

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

			Please report specific student behaviors below:
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

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

Does the student show evidence of understanding the impact of policy on service delivery?

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

			Please report specific student behaviors below:
1	Greatly exceeds expectations		

2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

9. Respond to contexts that shape practice.

Does the student show evidence of learning to:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

10. Engage with individuals, families, groups, organizations, and communities.

Is the student learning to:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

11. Assessment.

Is the student learning to:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

12. Intervention with individuals, families, communities and organizations.

Is the student learning to:

<ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings? 		
		Please report specific student behaviors below:
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

13. Evaluation		
Does the student show evidence of learning to critically analyze, monitor, and evaluate interventions?		
		Please report specific student behaviors below:
1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

14. Briefly summarize the student's strengths and areas needing improvement.

Field Instructor Signature:		Date:	
Student Signature:		Date:	

The student signature does not necessarily indicate agreement with the completed evaluation document. Rather, the signature indicates that the student has read the document and discussed its content with the Field Instructor. Students who disagree with the evaluation should meet with the Director of Field Education.



Seton Hall University
Social Work Baccalaureate Program
Spring Semester Student Learning Evaluation
DUE DATE: April 22, 2011

Student:

Agency:

Field Instructor:

Number of process recordings submitted to date:

Number of Field Education Hours Completed

Any competencies not practiced or learned in the Fall Semester must be addressed in the Spring Semester. This Spring evaluation although similar in criteria should be interpreted as requiring more rigor in the part of the student than in the Fall Semester. This form is a mechanism for reporting the degree to which the student has achieved learning goals. This form is used as a basis for: (1) helping the student be self-evaluative regarding her/his education; (2) focusing instruction; and (3) providing information to facilitate the award of a letter grade to the student.

This form is being provided to the student and to the Field Instructor as a Word document. The completed form should be reviewed with the student in a face to face meeting. Additional pages may be appended to this form if warranted, however each additional page the student should initial. Please indicate how the student can improve.

Expectations, as indicated below for each evaluative item, are derived from instructional sessions and the student's respective Field Educational Plans. The response categories 1-5 herein do not ipso facto equate with the letter grades A-F. Rather, these responses are put in context with the applicable narrative, and assessed in conjunction with other field education requirements to form the basis for the student's grade.

This form must be received by the Director of Field Education in hard copy with original signatures.

Please briefly describe the student's learning activities in terms of: presenting problems of clients, interventional strategies; experiences working with individuals, families, groups, and the larger community, including other social welfare organizations. Also, please indicate the frequency and duration of client (and/or other units of attention) contacts and the nature of any indirect services provided.

1. Identify as a professional social worker and conduct oneself accordingly.

Did the student demonstrate the following skills?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		

4	Meets expectations marginally		
5	Does not meet expectations		

2. Did the student learn to apply social work ethical principles to guide professional practice as evidence by the following skills/behaviors:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

3. Has the student learned to apply critical thinking to inform and communicate professional judgments?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

4. Did the student engage diversity and difference in practice as evidenced by:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

5. Did the student learn to advance human rights and social and economic justice as evidenced by:

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

6. Has the student engaged in research-informed practice and practice-informed research?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

7. Has the student applied knowledge of human behavior and the social environment.

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

8. Did the student learned how to engage in policy practice to advance social and economic well-being and to deliver effective social work services?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

9. Did the student learned to respond to contexts that shape practice?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

10. Did the student learn to engage with individuals, families, groups, organizations, and communities.

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

Please report specific student behaviors below:

1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

11. Has the student learned to formulate assessments with individuals, families, groups, organizations and communities?

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

Please report specific student behaviors below:

1	Greatly exceeds expectations	
2	Exceeds expectations	
3	Meets expectations adequately	
4	Meets expectations marginally	
5	Does not meet expectations	

12. Has the student learned intervention skills with individuals, families, communities and organizations.

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

Please report specific student behaviors below:

1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

13. Evaluation			
Did the student show evidence of learning to critically analyze, monitor, and evaluate interventions?			
		Please report specific student behaviors below:	
1	Greatly exceeds expectations		
2	Exceeds expectations		
3	Meets expectations adequately		
4	Meets expectations marginally		
5	Does not meet expectations		

15. Briefly summarize the student's strengths and areas needing improvement.

Field Instructor Signature:		Date:	
Student Signature*:		Date:	

*The student signature does not necessarily indicate agreement with the completed evaluation document. Rather, the signature indicates that the student has read the document and discussed its content with the Field Instructor. Students who disagree with the evaluation should meet with the Director of Field Education.

To the Field Instructor: Please read the statement below and sign if appropriate.

(Student's name)

_____ has fulfilled the requisite number of hours (append copies of time sheets) of field learning and her/his performance indicates beginning level professional competency.

--	--

*Fld. Instructor signature

Date

Field Instructor comments regarding field experience

Please, submit this separately and in hard copy to the Director of Field Education at the end of the Fall and Spring semesters; sooner if warranted.

In your own words please comment on any or all aspects of the field curriculum. We rely heavily on your feedback for program improvement.



Seton Hall University

Social Work Baccalaureate Program

Field Experience Social Work Competencies Checklist

For completion by the student at the conclusion of each semester. The following is a delineation of Program required competencies. For each one, indicate either yes or no regarding your learning experiences.

- For the fall semester only, if you check no for an item please indicate whether a plan for addressing the competency has been discussed with your field instructor.
- By the end of the spring semester, a yes response for each item, either for the fall or spring or both (preferably) must be indicated.
- Deficiencies should be discussed as soon as possible with the Director of Field Education.

Field Experience Addresses
Competency Requirement

Competency	Yes	No
2.1.1. Identify as a professional social worker and conduct oneself accordingly.		
2.1.2. Apply social work ethical principles to guide professional practice.		
2.1.3. Apply critical thinking to inform and communicate professional judgments.		
2.1.5. Advance human rights and social and economic justice.		
2.1.6. Engage in research-informed practice and practice-informed research.		
2.1.7. Apply knowledge of human behavior and the social environment.		
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.		
2.1.9. Respond to contexts that shape practice.		
2.1.10(a)–(d). Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.		
Please use the space below (which will extend into a new page as needed) to write your thoughts and perceptions about your field agency, your field instructor and/or any of these competencies.		



Seton Hall University
Social Work Baccalaureate Program
Field Instructor/Field Agency Evaluation

The following is presented in an effort to document your thoughts and feelings regarding your field instructor and agency. This form will be completed and collected during the final student group meeting each semester.

Student Name:		Date:	
Field Instructor Name:			
Field Agency Name:			

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(Please check the appropriate response)					
1. The field instructor provided appropriate, timely comments on my learning performance.					
2. The field instructor had appropriate expectations regarding my performance and learning.					
3. The field instructor assigned an appropriate number and type of learning experiences, having presenting problems appropriate to my stage of training and education.					
4. The agency provided an environment conducive to learning.					
5. The agency provided a welcome environment for students.					
6. Typical client problems presented to the agency are appropriate to BSW training and education.					
Please note below any comments you wish to make regarding the field instructor and agency, particularly with regard to responsibilities of each as delineated in the <u>Field Education Manual</u>.					



Seton Hall University
Social Work Baccalaureate Program
Director of Field Education -- Student Evaluation

The following is to be completed by students for faculty member responsible for field education. This will be completed confidentially and submitted to the Department Chairperson. The faculty member will review it only after grades have been submitted.

The following is an effort at documenting your perceptions of my performance regarding your field experience. This is to be completed without the student's name or any other identifying information. Please complete the following and print it out so that it may be put in a sealed envelope for review by the Program Director.

	Strongly Disagree	Disagree	Neutral	Agree	Stongly Agree
For each item please check the appropriate response.					
The Director of Field (insert faculty member's name):					
1. visited my agency as indicated in the <u>Field Education Manual</u>					
2. was available for individual conference with me					
3. seemed interested in my professional development and learning needs.					
			YES		NO
4. I was provided a personal interview with the Director of Field Education regarding my learning needs and field education protocols.					
5. The Director of Field Education provided me with written materials (NASW application, insurance application, department requirements) pertinent to my <i>senior field learning</i> .					
6. The Director of Field Education informed me regarding my senior field status (phone calls, correspondence, e-mail, blackboard).					
7. The Director of Field Education linked me with an appropriate agency (one which complies with Department requirements and reasonably matches my interests and meets my transportation needs).					
You are encouraged to write your comments below (the space will expand as needed) regarding the performance of the Director of Field Education.					

Again: Please complete this form, **print** it and submit it in a sealed envelope to the Director of the Social Work Program as instructed.



SETON HALL UNIVERSITY, SOCIAL WORK
BACCALAUREATE PROGRAM

Field Education Agreement

By signing below, all parties indicate that they have read the Field Education Manual and will comply with respective responsibilities. All parties agree that the *continuation* of the student in the agency is dependent upon the adequate performance of the student and the ability of the agency and field instructor to provide the required educational experiences for the student.

Student	Date
Field Instructor	Date
Agency Representative (if required by the agency)	Date
Director of Field Education	Date

Suggested Bibliographic Resources

Field instructors and students, at times, request bibliographic materials pertinent to field education. The following books are available for loan from the Director of Field Education.

Baird, Brian (2011). *The internship, practicum, and field placement handbook*. (6th ed). New Jersey: Prentice Hall.

Berg-Weger, M. and Birkenmaier J. (2011). *The practicum companion for social work; Integrating class and fieldwork*. New Jersey: Prentice Hall.

Cochrane, S.F. and Hanley, M. M. (1999). *Learning through field: A developmental approach*. Boston: Allyn and Bacon.

Hendricks, C., Finch, J., and Franks, C. (2005). *Learning to Teach, Teaching to Learn: A guide for Social Work Field Education*. CSWE

Horejsi, C.R. and Garthwait, C. L. (2004). *The social work practicum: A guide and workbook for students*. Boston: Allyn and Bacon.

Rogers, G., Collins, D., Barlow, C.A., and Grinnell, R.M. Jr. (2000). *Guide to the social work practicum : A team approach*. Cengage.

Rothman, J.C. (2000). *Stepping out into the field: A field work manual for social work students*. Boston: Allyn and Bacon.

Royse, D., Dhooper, S.S., and Romph, E.L. (2006). *Field instruction: A guide for social work students*. Boston: Allyn & Bacon.

Ward, K. & Mama, R. (2010). *Breaking out of the Box: Adventure –Based Field Instruction*. Chicago: Lyceum Books, Inc.

Also, the Journal of Social Work Education and the Journal of Teaching in Social Work have numerous scholarly articles. Please contact the Director of Field Education if you locate an interesting article and would like a copy. For example: Fox, R. and Gutheil, I.A. (2000). Process recording: A means for conceptualizing and evaluating practice. Journal of Teaching in Social Work, 20, 3955.

We also enthusiastically encourage students, field instructors, and others to inform us of any source material to further the purpose of our signature course.

Course Syllabus

Seton Hall University, Department of Sociology, Anthropology and Social Work

SOWK 4811NA- -4812NA

SENIOR FIELD PRACTICUM I and II

Seminar

Instructor: Nelida Arancibia, LCSW

Office: Arts and Sciences Hall, Room 105B

Telephone: 973-761-9448; email: Nelida.Arancibia@shu.edu

Office hours: Tuesday & Thursday: 1:30 - 3:00 PM

Class scheduled: 5:45-6:45 PM – First Tuesday of each month during the Fall and Spring semesters.

The purpose of the field practicum is to facilitate the integration of social work theories and specific skills that you will apply in the field practice experience. **The Council on Social Work Education (Educational Policy 2.3) informs that field education is the Signature Pedagogy representing the central form of instruction and learning in which a profession socializes students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is basic precept of social work education that the two interrelated components of curriculum -classroom and field- are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.**

The purpose of this seminar is to provide guidance concerning practical issues that you may encounter in the field experience. The discussion of experiences and situations you may come across during the different stages of your internship will help to maximize the learning experience, and to provide reassurance and support from the instructor and your classmates.

It is extremely important that you become familiar with the Field Education Manual. The manual contains vital information regarding expectations, responsibilities and requirements of your field instructor and agency, the social work program and you, the student.

In addition to the field manual, you will be required to read the assigned chapters and complete exercises from the book, *Breaking Out of the Box*.

TEXT REQUIRED: Ward, K and Mama, S.(2006) *Breaking out of the box: Adventure based social field instruction*.2nd edition. Chicago: Lyceum Books.

MEANS OF ASSESSMENT OF LEARNING (GRADES)

Grades are awarded by the Department of Social Work on a grade roster completed by the director of Field Education. The Student Learning Evaluation becomes part of the student's file that is kept in Department offices.

Grades are based on:

- 1) the Student Learning Evaluation/s completed by the field instructor with the student.
- 2) Participation and attendance during class, and completion of written assignments.

1) Getting started: overview of program requirements (8/30/11)

- a. Developing understanding of your “place” as a student-learner within this practicum experience.
- b. Orientation to agency: agency culture, requirements, developing professional relationships.

Read chapter 2 : Building Professional Relationships and chapter 4: Developing the Professional Persona

- c. Safety issues in social work settings
- d. Program requirements: refer to field manual.
- e. Writing process recordings

2) Developing a Field Learning Plan: (9/6/11)

- a. Steps in developing a learning plan

Complete exercise, page 9

3) Practicum supervision (10/4/11)

- a. Expectations about field instructor
- b. Making effective use of practicum supervision
- c. Receiving feedback

d. Read Chapter 3.

4) Evaluation and self-evaluation (11/1/11)

What is supervision: content, hopes and fears?

Read chapter 14 and complete the exercise: Revise your learning contract. Page 169

5) Boundaries 12/6/12

Read Chapter 12- Boundaries: the invisible lines of trust

Spring Semester 2012

6) Documentation 1/17/12

- a. Writing skills for social workers
- b. The function and maintenance of records.

Working with diversity 2/7/12

- c. Self- awareness
- d. Confronting biases
- e. Recognizing strengths

7) Ethical and legal issues 3/6/12

- a. Difficult situations with clients and/or agency staff
- b. Ethical dilemmas

8) Stress and self-care 4/3/12

Identifying sources and effects of stress

Developing coping skills to avoid burnout

9) Ending of field experience 5/1/12

- a. Issues related to termination with clients, field instructor, and agency
- b. Frustrations, lessons, discoveries and joy.