

SETON HALL UNIVERSITY

DEPARTMENT OF SOCIAL WORK

Student/Field Instructor Guide

Helping Careers Practicum

SOWK 3811 NA

Spring 2011

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Professor and Director of Field, Department of Social Work

Serving as faculty instructor for course SOWK 3811 NA

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Welcome

We wish you a very rewarding experience as you begin to implement your plans for becoming a professional social worker.

Please read this Guidebook carefully. This learning experience is different than other courses you have taken. This is highly self-directed, under professional supervision, and guided by numerous protocols considered essential to your professional development.

If you have any questions, comments, anything: please contact N. Arancibia, A&S 105B, 973-761-9448, arancine@shu.edu.

Please submit all electronic materials as indicated herein using straight email with WORD attachment being careful to identify yourself (your SHU email address) and subject matter (what it is).

This is a lengthy document and you should note virtually all information as important. Receipt of this document implies that you read it comprehensively and follow all directions.

We are very, very grateful to field instructors, and agency administrators, who so generously and graciously give of their time and expertise to help in the development of our future social workers.

There are criminal justice and other questions required for the liability/malpractice insurance requirements for the senior year. Also, some agencies at both the junior and senior levels may require drug testing, a criminal background check, and fingerprinting. Students are encouraged to discuss this with Prof. Arancibia in March in preparation for the senior year.

Introduction

The Helping Careers Practicum (SOWK 3811) is an introductory field learning experience. This is a three-credit course which students, who are majoring in social work, take during the spring semester of their junior year. It is taken concurrently with Introduction to Helping Skills (SOWK 3611). The course is often referred to as “junior field”. No field credit is ever awarded for prior life/employment experiences.

This learning experience exposes students to, and facilitates their gaining professionally supervised experience in, professional social work practice. This experience is designed to inform respective students and the Program about the student’s interests, affinities, and learning needs. The Helping Careers Practicum is a pre-requisite for the senior year social work curriculum.

See Admissions Policy herein for further information concerning proceeding through the social work curriculum. Over the semester, students will be informed, by letter or phone or, most likely, email correspondence, of various protocols indicated in the Admissions Policy. If you have any questions, ask.

Please read this Guide carefully and often. Note important dates and requirements by marking them specifically in this Guide and also in whatever device you use to keep track of appointments and due dates.

If the student plans to enter the senior year social work curriculum, and if mutually acceptable to the student, agency/field instructor, and Director of Field Education, the student may complete the Senior Practicum I and II field experience at the same respective agency. This will be discussed, individually, over the course of the semester. Separate arrangements will be made with regard to those students who pursue the senior social work internship with the N.J. Division of Youth and Family Services through the Baccalaureate Child Welfare Education Program (BCWEP) and Prof. Arancibia will remain in contact with those students, as should they with him, as the spring semester evolves. Communication concerning BCWEP and other matters will be transmitted in a timely manner using email/Blackboard as well as notices posted prominently in and around social work department offices.

The student, field instructor, and instructor (Prof. Arancibia) will each sign a form signifying compliance with this Guide. A copy of this agreement is included subsequently in this Guidebook and the transmission of this electronically should be interpreted as the signature of N. Arancibia. The student should photocopy or otherwise print these agreements such that

he or she can sign three copies and request that the field instructor sign three copies. One signed copy should be submitted to N. Arancibia and the student and field instructor should each keep a copy. Please have these agreements completed as soon as possible and submit either directly to N. Arancibia or in the Department of Social Work Office in A&S Hall, room 104 (hours 9-12:30 and 1:30 through 5:30 Monday through Thursday and Ms. Daisy Berwick functions as secretary of the Department).

Finally, we all wish you well as you begin this significant experience in learning. We encourage you to speak regularly with your advisor, the Director of Field Education, the Director of the Social Work program, and your field instructor (the person with overall responsibility for your learning and who signs all documents pertaining to your learning at the field agency).

As a general rule, students tend to remain at and with the same agency/field instructor over their senior year. Of course, there are numerous exceptions to this based on the interests of respective students and overall contingency planning by faculty.

As a general rule, if you are unsure of anything, or if things aren't going as planned for any number of reasons, please contact the instructor, N. Arancibia, immediately.

This Guide is promulgated in an effort to facilitate learning in an informative way as possible, considering the array of student interests and specialized agency settings. Please interpret all guidelines, deadlines, responsibilities, and so forth as being presented in an effort to facilitate learning.

Regarding nomenclature: The person with the MSW who takes responsibility for your learning is referred to in our program as your field instructor. The person (N.Arancibia) who takes responsibility for this course of learning is referred to herein as your instructor. You may be linked with a person other than one who holds an MSW for purposes of learning and going through operations. This person is referred to as your task supervisor. This person, who has graciously given of their time and expertise, may participate in discussions regarding your learning and learning evaluation, however it is the person with the MSW who is responsible for supervising your practicum as a social work learning experience and who will complete any and all forms pertinent to your learning.

Please read all of this carefully. There is much information.

If you have any questions, or any comments please communicate with N. Arancibia as soon as possible.

A copy of this Guidebook will be emailed to your field instructor. In the event your field instructor does not have access to this form of "outside" email, please use one of our labs and print a copy to hand deliver to your field instructor. Please advise N. Arancibia if there are any problems with this protocol.

Purpose of the Baccalaureate Social Work Program at Seton Hall University

The mission of the Social Work Program at Seton Hall University is to prepare competent, committed, ethical, professional social workers. The field education element of the curriculum provides opportunity for the student to integrate, with professional guidance and instruction, knowledge into skillful, ethical generalist practice.

Generalist Practice – The baccalaureate social work program at Seton Hall University prepares beginning level generalist practitioners. Council in Social Work Education, **Educational Policy B2.2.**, defines generalist practice as follows” grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.”

COMPETENCIES - The curriculum focuses on specific competencies that students must possess and demonstrate. To fulfill the purposes of the Social Work Program at Seton Hall University and receive a Bachelor's Degree in Social Work, the successful student will have acquired a body of values, skills, and substantive knowledge at the beginning level of professional practice. Each graduate will be able to:

- 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.
- 2.1.4. Engage diversity and difference in practice.
- 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 social work services.
- 2.1.9. Respond to contexts that shape practice.
- 2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

This being the first internship link with a practice course requires a limited yet most appropriate set of competencies for these courses. In this junior practicum, in conjunction with the co-requisite Introduction to Helping Skills, competencies primarily focused on and evaluated are:

- 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.
- 2.1.4. Engage diversity and difference in practice.
- 2.1.5. Advance human rights and social and economic justice.
- 2.1.7. Apply knowledge of human behavior and the social environment.
- 2.1.9. Respond to contexts that shape practice.
- 2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

In accordance with the (CSWE) Council on Social Work Education, Education Policy and Accreditation Standards, **Educational Policy 2.3:**

Field education is the *signature pedagogy*, and represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Field education fosters the integration of empirical and practice - based knowledge. It promotes the development of professional competence. At Seton Hall University, field education is systematically designed, supervised, coordinated, and evaluated on the basis of the above delineated competencies by which students demonstrate the achievement of program objectives.

As the signature pedagogy, under consultation with the Director of Field Education, field instructors play three critical roles: 1. teaching students how to gain competency in integrating theory and practice; 2. evaluation of student learning and; 3. serving as advisors to the Program in terms of the curriculum, thus serving as the Program's Professional Advisory Board. All field instructors will meet and be trained in competencies and teaching methods to achieve these. In an effort to provide comprehensive information regarding the total social work curriculum, each field instructor will receive an electronic copy of the Program Handbook, which while lengthy, is comprehensive and illustrates how all parts of the curriculum are designed, fit, and are integrated. Field instructors will meet on campus at least once a year for purposes of program evaluation. We also consider our Social Work Student Organization as part of our advisory board and they participate in all Program meetings.

The Helping Careers Practicum is an introductory field learning experience wherein students are exposed to, and begin to practice the competencies presented above, at minimum albeit with a grade of at least B- in order to continue in the program.

Respective students are referred to field instructors and agencies based on: student interest, availability, and transportation needs. Students are to interview and be interviewed at respective agencies and be approved for the internship, by the director of field education, the respective field instructor, and any person with responsibility for such in respective agencies/organizations prior to beginning “field”.

The fact that there are numerous schools of social work in the New York/New Jersey metropolitan area (and with graduate students and seniors tending to be preferred by many, but not all agencies and field instructors) the process of linking students is competitive, albeit made more easy by our long history of excellent students and excellent agency-based field instructors, the actual linkage with an appropriate field instructor and agency may take some time. Nevertheless, the requisite **84 hours** of practicum experience will be in order with sufficient time to finish requirements on or before the official end of the semester.

SETON HALL UNIVERSITY
SPRING 2011
SYLLABUS

HELPING CAREERS PRACTICUM (SOWK 3811NA)

Instructor:

**Nelida Arancibia, LCSW
973-671-9440
Arancine@shu.edu**

OFFICE HOURS Thursday 3-5 PM

Arts and Sciences Hall Room 105C

DESCRIPTION:

Students will spend 84 hours; 7 hours per full day or 3.5 hours per half day or other reasonable arrangement such that the requisite total hours are completed on time, under professional supervision, in an agency which provides social work services. These hours are to be completed in a manner that facilitates orderly, cumulative learning. Any time lost due to any reason must be made up. In respective agencies students will learn to apply knowledge and techniques, within the ethics of the profession, to actual client situations. Field education should begin about February 7 or shortly thereafter. It is possible, and likely for some students under various circumstances, to start later. The intent is to have an evenly paced experience. Best to work out a formal schedule with the agency-based field instructor and email a copy of your proposed schedule to Prof. Arancibia. Please use straight email rather than Blackboard. For now, email this any all other materials as a WORD attachment to arancine@shu.edu and be sure to indicate the nature of the submission in your subject area. Also, best to send using your SHU email account so that you are clearly identified.

CO-REQUISITE: Introduction to Helping Skills (SOWK 3611)

Please note that a grade of at least B- is required for both of these courses in order to proceed to the senior year in social work, in addition to other requirements.

The practicum experience is the signature pedagogy of social work education, identify by the Council on Social Work Education, in Core Competency 2.3. The intent of this experience is to connect theory and practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies, as they are explained in the sections Course Objectives and Learning Outcomes.

This syllabus is to guide the student and agency field instructor (the professional social worker who assumes responsibility for student learning at an agency). The student should read about the respective field of practice in which she/he will be completing the Helping Careers Practicum from appropriate chapters in *The Encyclopedia of Social Work*, also *Social Work Speaks* or contact the field instructor or N. Arancibia for reading suggestions, prior to beginning this field learning experience. In addition to first class library resources at the University, the program also has a library and you are encouraged to use it.

COURSE OBJECTIVES

The purposes of the Helping Careers Practicum course are:

- for the student to be exposed to the realities of professional social work practice (mission and core values in practice); **Competencies: 2.1.1, 2.1.2, 2.1.4 2.1.7, 2.1.9, 2.1.10 (a-d)**
- for the student to understand and begin to apply social work ethical principles; **Competency: 2.1.2**
- for the student to learn to use professional supervision. **Competency 2.1.1.**
- for the student to consciously use her/himself in a helping capacity. **Competency 2.1.1.**
- for the student to develop skills in communication and professional judgment; **Competencies: 2.1.3.**
- for the student to develop skills in process recording and record keeping. **Competencies: 2.1.3, 2.1.7**
- for the student to demonstrate knowledge and understanding of biological, social, cultural, psychological, and spiritual development in the life span of clients. **Competency: 2.1.7**
- for the student to further develop understanding of the impact of cultural structures and values that may oppress or marginalize. **Competency: 2.1.5**
- for student to develop self-awareness to eliminate the influence of personal values in working with diverse groups..**Competencies: 2.1.1, 2.1.4**
- for the student to develop empathy and other interpersonal skills to effectively engage and work with client's system. **Competency: 2.1.1**
- to help the student decide whether social work is appropriate for the student as a career; and
- for the program at Seton Hall University to assess a student's potential for successfully completing the undergraduate social work curriculum.

LEARNING OUTCOMES

As a result of this learning experience a student should, at the beginning level:

- demonstrate capacities for achieving program-required abilities/competencies;
- recognize and manage personal values, and make ethical decisions by applying standards of the NASW Code of Ethics.;
- understand the role of the respective social agency, as a part of the larger social welfare system, in meeting human needs;
- demonstrate ability to appropriately communicate with clients, the field instructor, and others;
- give evidence of being aware of her/his strengths, areas needing improvement, and feelings;
- demonstrate ability to serve clients in an empathetic, caring manner;
- demonstrate understanding of how behavior relates to and its impacted by social systems;
- demonstrate understanding of the importance of difference in shaping life experiences;
- recognize themselves as learners and engage those with whom they work as informants;
- give evidence of having the ability to effectively prepare to interact with clients
- demonstrate abilities in collecting, organizing and interpret client data; and assess client's strengths.
- demonstrate ability to integrate past and concurrent learning with actual practice.

REFERENCES:

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

MEANS OF ASSESSMENT OF LEARNING (GRADES)

Grades are awarded by the Department of Social Work on a grade roster completed by the faculty instructor, N.Arancibia. The Junior Field Practicum Summary and Student Learning Evaluation becomes part of

the student's file that is kept in Department offices.

Grades are based on:

(1) the Junior Field Practicum Summary and Student Learning Evaluation completed by the field instructor with the student. A copy of this form is included herein to assure that all parties are informed of evaluative criteria; due no later than April 28, 2011. Even if the student is not quite finished completing the requisite hours by this date, the form should be submitted, with indication of the plan for completion and this should only be used for a reasonable number of hours; extensive backlog should be discussed between the student and N. Arancibia in person. **This evaluation can be mailed by the field instructor to N. Arancibia at Department of Social Work, Seton Hall University, 400 South Orange Avenue, South Orange, New Jersey or the student may submit it directly to N. Arancibia, either in person or in the Department Office. It is the student's responsibility to make sure that this form has been completed in its entirety and signed by all concerned parties where indicated. Students should keep a copy of this form for learning purposes and for documentation purposes as may be needed for any graduate school application(s) over the senior year.**

(2) Four process recordings. Due dates for submission are , **March 10, March 24, April 7, and April 28.** The first process recording will not be counted in terms of the student's grade. Please read the article that was distributed by N. Arancibia in course SOWK 3611 about the nature of process recording. More details about this are provided subsequently in the Guidebook. Process recordings are to be submitted to N. Arancibia using direct email with the process recording as an attachment. A different format and submission procedure is followed during the senior year. Each process recording is returned in a timely manner by email, and with comments. Please note that a corrective approach to learning, supported by positive reinforcement is used in reviewing process recording. It is expected that comments will be helpful since you are just beginning. A major issue is to try to not repeat "errors" that have been noted in comments in prior submissions.

Note: The learning experience is to be cumulative. Considering such, process recordings must be submitted on time. Submitting several process recordings at one time defeats the purpose of the learning assignment and will adversely affect the student's grade. Field instructors will notify the Director of Field Education if process recordings are late, inadequate, or not improving.

An explanation of the required content for a process recording is included at the end of this syllabus.

We encourage field instructors to read and comment upon your process recordings and strongly recommend to students and field instructors that a hard copy is provided to the field instructor for comment to facilitate learning. We do not require field instructors to comment upon process recordings due to the short term nature of this learning experience; however this is highly desirable and recommended. As a general rule, field instructors tend to take a positive reinforcement approach, however a corrective approach should also be expected. Field

instructors may be approached for help in putting together process recordings. Students should recognize that there are several different philosophies, methodologies, and formats for these and consider that comments from the field instructor and course instructor should be read carefully. They should be consistent and if not, the student should discuss this with both parties.

We realize that getting started with these is difficult. Trust that by the end of the senior year, your proficiencies will be unbelievably great. It is not necessary to have spoken with an individual client, one on one, in order to do a process recording. You can process virtually any interaction you have participated in (even your initial interview) that is social work related. The point is to read the aforementioned handout so as to understand that we are trying to increase your competency in understanding the purpose of some interaction in terms of some benefit to someone, listening, diversity competency, concerns about social injustice, focusing on objectives, being self and other aware, displaying empathy, evaluating interactions, being open about your feelings, being self-critical, seeking help, and evaluating the outcome of some interaction in terms of its stated purpose of benefit. This will become increasingly clear to you as you progress through the course and senior year. The first process recording will be difficult to write. Best advice: do it.

- (3) A diary that describes the student's learning on a weekly basis. Diary's entries should be orderly, and based on what you experienced, not a merely summary of events. This should entail about one, and certainly no more than two double spaced, pages for each 6 hour interval you are at the agency. Keep this as a running WORD document to be submitted on a weekly basis. The purpose of this is not so much to "police" your activities, but to help you think about what has occurred and have a record for you to keep over your career. It also is used for faculty in terms of planning for your senior year learning experience.

Diary entries should:

- (a) describe what you did that week;
- (b) present thought/ideas/feelings you had about that experience;
- (c) relate at least one experience at the agency which illustrates understanding of the topics discussed in class related to the different stages of the helping process, This experience may be something the student did herself/himself or something the student saw another social worker do. Relate to Intro. to Helping Skills course content.
- (d) specifically state which competency you practiced that week, or saw another professional practice, and illustrate the competency(ies) with an example from field learning. A delineation of program required competencies is included in the Junior Field Practicum Guidebook.

Please note that the instructor will contact your field instructor at various intervals over the

semester, typically by phone and/or email. This, in an effort to monitor and assess your learning. It may be necessary that the instructor visits the agency and meets with the student and field instructor, particularly if it appears that consultation is necessary. The student should feel comfortable in, and is responsible for, communicating with the course instructor, N.Arancibia, regarding any particular issues that affect learning that warrant discussion or consultation.

SETON HALL UNIVERSITY PROCESS RECORDING – FORMAT AND CONTENT

Process recordings are to inform the following:

at least one paragraph describing the situation, client (maintain confidentiality, use initials, describe client's age, gender, demeanor, ect.), presenting problem;

one paragraph on the purpose of the intervention/interaction;

at least one and one-half pages of direct narrative between the student and client/client system/significant others;

notation of student's thoughts, feelings, and analysis. We expect you to use what you have been taught previously.

Considering that this is done in somewhat or paragraph format as illustrated below, the student should note thoughts and such as above in a separate paragraph following any particular piece of dialogue or thought or inspiration. Please note that an electronic, columnar format will be used over the senior year.

A paragraph which articulates and explains which competency(ies) this interaction focuses on;

One paragraph which evaluates the success of the intervention/interaction in terms of its purpose;

At least one paragraph concerning what the student learned from this intervention and what questions this intervention raised in terms of the need for further learning.

At least one paragraph that relates anything about this interaction to anything that you have learned elsewhere, formally or informally, but preferably to any coursework, social work or other.

The purpose of process recordings is not to document the student's activities, but rather, to indicate the student's learning. It is recognized that process recordings are difficult to write and students have different writing styles. Considering this, students should write process recordings after carefully considering instructional comments from previous submissions.

Process recordings must be typed with sufficient margins and spacing to allow for comments from the

field instructor and director of field education. Process recordings need not always focus on interactions with clients.

Process Recording Format

Student's Name, Date of Interaction, Date of Submission, Process Recording #

Description of the situation: What you do at the agency and what the agency purpose is. What is the exact situation you are presenting here. For example: I met with X (**absolutely maintain confidentiality. Don't make up names because this can get confusing, although some formats at some schools encourage this. At SHU use the person's initials) with whom I discussed.....**

Why did you meet with this person-the purpose (**this must always be phrased in terms of some benefit to some person, never for bureaucratic reasons. Even if it seems like it is for a bureaucratic reason, what is the reason for this bureaucratic requirement – how does it serve a client). For example, don't write I met with client to do a social history. NO, what is the purpose of a social history.**

Word for Word Dialogue. This doesn't require you to write/remember an entire conversation. Put the dialogue in context and present portions of what was said that seem particularly important or interesting. This will come to you more easily, the more of these you do. Try and make this an **exact quote** of what was said. This requires you to really listen, remember, and perhaps find a way, if possible and appropriate, to take notes without inhibiting the communication. Figure on about one to two pages of exact dialogue including the following. **Wherever you deem it appropriate, after some piece of dialogue, write what you felt as this was being said; what are you thinking; what might the client or other person be feeling and thinking; what questions or concerns you have or things you will have to learn or become more competent at; any comments about body posture, affect, and similar regarding the client and, perhaps, you. Also, any comments about diversity (broadly defined) and issues of justice and social injustice where applicable. It is ok, and even recommended that you be self-evaluative and self-critical here where appropriate – keep in mind that you are there to learn but are with a real person who needs something.**

Examine the competencies we require graduates to have and our curriculum is driven by these competencies. State which competency(ies) you think you were exposed to or practiced and explain. This is somewhat difficult at first and will require you to extrapolate or, in other words, take some specific thing and relate to a more general purpose of social work.

Earlier in this process recording you presented what the purpose of the interaction was. Now state whether or not, and to what degree this purpose was achieved and on what basis you make this statement.

What did you learn from this experience. Again, this can be self evaluative and self-critical, but not necessarily.

How does anything you saw, heard, experienced related to anything you have learned elsewhere. This can be from any source of learning in your life, but preferably should, and over time will, focus on that which you have

learned in social work and collaterally required courses.

That's it. Keep in mind that this is hard and that we recognize this. Overtime you will gain great proficiency. This "process" (and this type of writing in social work is known as process recording) is a learning device. It provides you, and the reader with a type of Xray of your thoughts, feelings, and development and also like a DVD of the situation. We can't read your minds and heart and can't see you with clients and students are in different types of agencies doing different types of things. This "process recording" is a critical learning, evaluative, and self-evaluative tool for learning.

Some hints regarding typical "errors" that students make, particularly at the beginning:

Make sure that you introduce yourself, and particularly at the beginning, explain briefly your role. For example, don't say "I'm from X, but in addition to that explain why you are speaking with the person.

Avoid bombarding clients and others with questions. Even if you are required to get information, practice trying to get this by using leading declarative statements. This is hard, but will come to you with practice. If your word for word dialogue indicates many questions, in your critique try to think and inform about some other way you might have gotten the information. Again this is hard, and is particularly hard for juniors who often are given learning assignments focusing on getting information.

Try to avoid stating that "I understand". Assume (correctly) that you don't. Telling someone that you understand may cause them to think "no you don't) and this will adversely affect issues of relationship. Say something empathetic. You have to find a way to assure the person that you find their situation understandable (or they will have no confidence in you).

Don't promise but if you do, you better keep it.

Look at your text, and pay attention in Introduction to Helping Skills, to issues of interviewing.

Do not, under any circumstances, refer to a client or client system as a "case". They are a person who. This wording regarding "case" is common in the lexicon of practice, but for SHU materials, this is to be avoided.

There's lots more but this is enough for now. Expect many comments when your process recordings are returned and read comments carefully so as not to repeat any "errors" or find a better way.

Final comment: If there is any disagreement on your process recording between your field instructor and comments made by N. Arancibia on your process recording, assume that your field instructor is correct. This is very important, they are the practicing professionals. However, please inform N. Arancibia of any discrepancies.

EXPECTATIONS OF FIELD INSTRUCTORS

The field instructor must hold a masters degree in social work from an institution accredited by the Council on Social Work Education and be licensed to practice social work in the State of New Jersey (or other state if applicable), unless contraindicated by state law regarding waivers of licenses for employment in certain organizations. He or she should have sufficient time to teach the student (one hour per week), and make learning assignments to help the student develop professionally. Potential and ongoing field instructors will complete a Field Instructor Data Sheet which informs the Program of their educational and practice experiences. (See form on following pages).

Learning assignments and supervision must be derived from program required competencies and should focus on the aforementioned course objectives and learning outcomes. The student should be given assignments in which he or she primarily provides a direct service to clients. Although the respective agency provides specific services, the field instructor is to help the student relate this to preparation for generalist practice, as articulated previously in this *Guide*.

The field instructor should read the student's process recordings and provide timely written feedback to the student.

The field instructor will complete a Junior Field Practicum Summary and Student Evaluation with the student and submit this to the Director of Field Education at the end of the learning experience (by April 29, 2011) with other arrangements possible for appropriate reasons.

The field instructor should contact N. Arancibia (973-671-9448), arancine@shu.edu in terms of any questions regarding this Guidebook and, more important, if there appears to be any problems or issues regarding a student's progress (broadly defined).

The student will complete an item on the Time Sheet each time period spent at the agency and the field instructor should sign and date this. The Time Sheet is to be submitted to N. Arancibia, either by means of direct mail or the student can hand deliver it. The time sheet and student learning evaluation must be submitted in hard copy and should be submitted no later than April 28. If a student is "short" by a nominal amount of hours, this can still be submitted by April 28, with notation of the evaluation of the plan for completing the requisite number of hours.

We do not anticipate problems/issues with regard to our students and this first internship experience. Nevertheless, we expect field instructors to notify the Director of Field Education as soon as possible in the event a student does not appear to be meeting expectations.

Date Due: **April 28, 2011** (earlier if possible)

Seton Hall University, Department of Social Work

Helping Careers Practicum (Junior Field)
Summary and Student Learning Evaluation

Semester Spring 2011

Student

Agency

Field Instructor

This form is designed to serve several purposes. It facilitates the awarding of a letter grade to the student for the course. Additionally, completion of this form will help students recognize their strengths and identify areas needing improvement. This form is to be completed by the field instructor face-to-face with the student. The items noted herein should be used for instructional purposes throughout the semester. Each item has been allowed sufficient space on this form for purposes of handwriting. Additional pages may be appended to this form if warranted, however each additional page should be initialed by the student and field instructor. **The evaluative categories 1-5 do not directly correlate with grades of A-F. This form may not be faxed for reasons of confidentiality and should be checked for signatures prior to submission.** This form may be mailed to: Dr. Nelida Arancibia, Seton Hall University, Department of Social Work, 400 South Orange Avenue, South Orange, NJ 07079 or may be hand delivered by the student. The student and field instructor should each have a photocopy of this prior to submission.

Description of major types of learning assignments:

Student Punctuality (please circle appropriate response)

Lateness:

Never Once or Twice Three or more

Absence:

Never Once or Twice Three/more

1. Has the student demonstrated ability to appropriately communicate with clients, field instructor and others?

Please circle applicable number and describe learning in narrative for this and all following items.

NOTE: Expectations, as indicated below for this and all following items, are derived from instructional/supervisory sessions with the student, keeping in mind this is the student's first professional social work practice experience.

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

2. Does the student give evidence of being self-aware of her/his strengths; areas needing improvement; feelings?

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

3. Did the student follow-through on assignments, with appropriate field instructor direction?

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

4. Did the student comprehend his/her role and the role of the agency in a reasonable, timely manner:

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

5. Did the student actively and enthusiastically seek out assignments and instruction?

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

6. Did the student demonstrate empathy, caring, and concern with and for clients?

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

7. Did the student understand the importance of difference in shaping life experiences and demonstrate respect to people from whom she/he differs (cultural competence)

Examples: student is able to identify barriers related to diversity (race, gender, age, class, religion, marital/partner status, etc)

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

8. Did the student demonstrate that he/she abides by the ethical standards of the profession and of the agency?
Examples: discussion of ethical conflicts in supervision, identifying personal/professional values.

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

9. Does the student give evidence of beginning to understand the problem-solving method, strengths perspective, cultural competence, and needs for evaluation?

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please report specific student behaviors

10. Based on the student's performance, what specific areas of professional development should the student be especially focusing on in the future?

11. If the student is to continue into the senior year of the social work curriculum, do you think it advisable that the student remains at your agency with you as field instructor over this 400 hour, comprehensive learning experience.

Yes _____ No _____

Explain:

The Helping Careers Practicum (SOWK 3811) is designed as an introductory field experience. It informs students, the Program, and field instructors of the strengths and learning needs of respective students. The Department of Social Work at Seton Hall University is grounded in ten competencies. Even though this is an 84 hour introductory experience, students must have exposure to, as well as an elementary experience with, each of these competencies, as might reasonably be expected. Please indicate below, with a check mark, the student’s exposure to each of these competencies, albeit at an introductory beginning level, and with each of these defined broadly.

Competency	Competency Requirement	
	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.	_____	_____
2.1.4. Engage diversity and difference in practice.	_____	_____
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 or 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. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	_____	_____

Please use the space below to indicate specific comments about the student and agency with regard to these competencies. Also, in the event the student was not able to participate in any competency (ies), if the student returns for the 400 senior internship, will this then be possible?

The student will be awarded a letter grade by the Director of Field Education, using this learning evaluation document in conjunction with other requirements. Please indicate the overall performance of this student by circling the appropriate response. Again, the numbers 1-5 do not equate with a letter grade of A-F, although #5 obviously raises concerns, and if the student appears to be learning over the semester at a level that would indicate this, please contact the instructor, N. Arancibia, as soon as possible.

1. greatly exceeded expectations
2. exceeded expectations
3. met expectations adequately
4. met expectations marginally
5. did not meet expectations

Please use the space below for any additional comments you wish to make concerning this student's learning.

(signature of field instructor and date)

(signature of student and date)

It is strongly recommended that evaluative criteria, as presented herein, 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 participated in and discussed its content with the field instructor. Students who disagree with the evaluation should meet with the instructor, N. Arancibia, as soon as possible.

Seton Hall University, Social Work Baccalaureate Program

Helping Careers Practicum (Junior Field)
Field Instructor/Agency Evaluation

Semester Spring 2011

To: Students in Helping Careers Practicum

From:

The following two page form is presented in an effort to document your thoughts and feelings regarding your field instructor and agency. This form is to be completed students and is to be returned to N. Arancibia, by April 22 in a sealed envelope with indication of contents written on the envelope.

Student's Name _____ date _____

Field Instructor/Agency

- CODE:**
1. **strongly disagree**
 2. **disagree**
 3. **neutral**
 4. **agree**
 5. **strongly agree**

1. The field instructor provided appropriate, timely comments on my learning performance.

1 2 3 4 5

2. The field instructor had appropriate expectations regarding my performance and learning.

1 2 3 4 5

3. The field instructor assigned an appropriate number of learning experiences, having presenting problems appropriate to my stage of training and education.

1 2 3 4 5

4. The agency provided an environment conducive to learning.

1 2 3 4 5

5. The agency provided a welcome environment for students.

1 2 3 4 5

6. Typical client problems presented to the agency are appropriate to BSW training and education.

1 2 3 4 5

7. I was exposed to the twelve Department of Social Work expected competencies.

1 2 3 4 5

Explain:

8. Please use the space below to write any comments you wish to make about the field instructor and agency, including whether or not you wish to return to this agency/field instructor (if applicable) for Senior Practicum I and II.

Seton Hall University, Social Work Baccalaureate Program

Helping Careers Practicum
Faculty (N.Arancibia) Performance Evaluation

To: Students in Helping Careers Practicum

From: N. Arancibia

Semester Spring, 2011

The following is an effort at documenting your perceptions of my performance regarding your junior field experience.

Please complete this form, without putting your name or other identifying information on it, and put it in a sealed envelope. These forms are to be submitted to Ms. Daisy Berwick, Secretary, Department of Social Work. These are to be submitted such that they are confidential as to the writer and the protocol for this submission will be communicated later in the semester. For now, there should be no way to identify you on this document or on the sealed (and taped) envelope it is submitted in. These sealed envelopes will be brought to the office of Dean Kaiser and not reviewed by any faculty until grades have been submitted for the semester

For each item please circle the appropriate response.

Thank you.

CODE:

- 1. strongly disagree**
- 2. disagree**
- 3. neutral**
- 4. agree**
- 5. strongly agree**

(Prof. N. Arancibia)

1. provided helpful written comments

1

2

3

4

5

2. returned my materials in a timely manner

1 2 3 4 5

3. scheduled sufficient office hours in the event of need for individual conferences with me and encouraged me to seek out assistance.

1 2 3 4 5

4. took active interest in my professional education

1 2 3 4 5

5. complied with responsibilities as indicated in the Guide

1 2 3 4 5

6. You are encouraged to write comments below pertinent to your perceptions of performance of the Director of Field Education in your junior field learning experience.

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.

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:**

- a) the Program will not participate in parking arrangements for non-majors and non-minors;
- b) for majors and minors enrolled in the Helping Careers Practicum and majors enrolled in the Senior Practicum I and II experiences, the department may provide a letter to the Seton Hall University Parking Authority for limited parking on campus pertinent to field responsibilities, if requested and warranted.

Admissions policies for entry into senior year

Students who plan to continue into the senior year social work curriculum, will have an initial individual conference concerning their senior year internship with the Director of Field Education in March. Make an appointment with Prof. Arancibia, 973-761-9448, arancine@shu.edu. This should be done as soon as the fall schedule of classes is promulgated by the University. Please bring with you a completed copy of your graduation plan (included subsequently in this Guidebook) such that we can all be assured of the continuity of your learning experience and that all parties are informed. No one wants any surprises.

At this conference students will be given the following:

- a. a description of requirements for the senior year, to be followed by decimation of a formal Manual prior to **May 12**. This will include discussion of continuance at your junior field agency or, if warranted, a change. Students planning to apply for the Baccalaureate Child Welfare Education Program will be notified of protocols as soon as possible by Prof. Arancibia, by email and by bulletin board notification.
- b. application for membership in the National Association of Social Workers - Plan on about \$45.00 for one year dues as a BSW student member; This can be by physical document or internet referral.
- c. application for malpractice/liability insurance required by the Department of Social Work. Plan on about \$40.00 for \$1,000,000/\$3,000,000 coverage for one year. (We are in the process of trying to get this waived, however, plan for this). This can be done by internet or hard copy, but even if internet is used to secure the application, the application itself must be sent in hard copy to the insurance company, along with the check.
- d. student worksheet - including requirements for a personal statement regarding career choice (typed). This personal statement (what you think social work is all about; why you want to be a social worker; anything from your course work to date that has supported your decision; anything else you think important, is due no later than **April 14**.
- e. Two letters of recommendation in support of you becoming a social worker. Preferably, this should come from someone who knows you and who is familiar with social work. However, this may be difficult and so try to come as close to this as possible. No letters are to be solicited from any full or part-time member of the faculty from the social work department; or from your field instructor (we ask enough of them); nor from a relative. Try to make sure that you ask someone in whom you have confidence in their veracity and willingness and ability to forward this to us as soon as possible. Since you have little control over what others do, the deadline for this is June 15, however these should be solicited for submission as soon as possible.

Letters of recommendation should be sent to Prof. Arancibia, Director of Field Education, Seton Hall University, Department of Social Work, 400 South Orange Avenue, South Orange, New Jersey 07079. **Email letters of recommendation are acceptable.**

Students are required to submit the completed worksheet and personal statement by **April 14** to the Director of Field Education, Prof. Arancibia. Students are required to submit photocopies of membership in NASW (to include their respective membership id#), malpractice/liability coverage (a photocopy of the cover sheet signifying insured, amount of coverage, and dates of coverage), and two letters of recommendation no later than May 15, preferably earlier. Submit materials (photocopies) as you receive them. Do not save to submit at one time. The above are requirements for the fall senior field practicum, as is successful completion of the junior internship, and sufficient credits and grades so as to be as assured as possible of completing the program on time. **Try to get everything in as soon as possible and not merely by the deadline.**

Any student who does not have all requisite materials submitted and filed by **May 12** will be advised out of the social work major and not permitted to register for the senior year. Of course, we will recognize and consider extraordinary circumstances..

**SETON HALL UNIVERSITY
SOCIAL WORK DEPARTMENT
SENIOR FIELD EDUCATION STUDENT DATA SHEET**

Name _____

Cell Tele. _____ Campus Tele. _____

Home Tele. _____ Other Tele. _____

E-Mail: _____ E-Mail: _____

Address (Campus/where your mail is delivered)

(Home)

Do you have a car available_ YES _NO

Please use a few sentences to describe the type of agency, clientele, or presenting problems that you would prefer to experience. Also, indicate your impressions and plans about continuing at your present Helping Careers Practicum agency/field instructor.

Anticipated Schedule Fall Spring

Monday

Tuesday

Wednesday

Thursday

Friday

Please use the space below to identify any unique abilities you have such as fluency in a foreign language, ability to play a musical instrument, and so forth. Also use this space to identify and describe any special honors or awards you have received

Recommendations

The Social Work Program requires two personal recommendations for each student (hard copy only). Recommendations should (a) identify the writer and describe in what capacity he or she is familiar with the student and (b) identify characteristics of the student which exemplify potential for professional social work practice. These recommendations should be forwarded to the person and address listed below. In the interests of not burdening people with excessive paperwork, and since your junior field instructor has completed an evaluation of your junior performance, letters of recommendations should not be solicited from your field instructor or from any full or part-time member of the faculty of the Department of Social Work.

Essay

Students are required to write a statement describing their interest in social work. The essay should present (1) the basis for your decision to pursue social work as a career; (2) any experiences, academic or personal, which have contributed to this decision, and (3) familiarity with what professional social work education and practice entail in terms of knowledge, skills, and values. Although the length of this statement is optional, typically these essays are three to four pages in length, typed double spaced. This should represent your best effort, with regard to both content and cosmetics, to present yourself as an appropriate candidate for professional social work education.

Please attach the essay to this application and return to:

Prof. Nelida Arancibia
Director of Field Education
Department of Social Work
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079
(973)-761-9448

Seton Hall University
Department of Social Work
Student Graduation Plan

Bring this form, completed to Prof. Arancibia in March as per prior instructions for admission protocols for the senior year.

Student Name

Date submitted

Reviewed by _____

All junior students planning to enter the senior level curriculum, must complete this Student Graduation Plan. This form has been instituted to help you to be as informed as possible regarding your graduation goal.

Completion of this form requires a significant amount of time and effort. Please feel free to speak with your faculty advisor regarding any questions you may have.

Completion of this form requires you to thoughtfully consider exactly what you need to take and to investigate when these courses are offered. As a general guide, consult past catalogs and ask respective departments as to their proposed offerings.

If the initial submission seems inaccurate or improbable, this form will be returned until it accurately portrays a reasonable plan for graduation, with consultation from your advisor. Submission of this form and the faculty member's signature is not to be construed as a contract or agreement regarding future schedules. Be sure to make a copy of this, as well as all other paperwork, for your records.

1. Number of credits completed as of spring, 2011 ____ , ____
(finished and in progress)

2. List core courses still to be taken and what semester you plan to take these. (Note: Students must investigate that courses will be offered when you propose to take them and also investigate that there will be no schedule conflicts. This applies to this question as well as all questions pertaining to future courses.) Most departments sequence courses and know in advance when courses will be offered. You may have to see the secretary or chair of respective departments.

Names of Courses

Semester/Days-Times

3. List Social Work Department courses you must take and when you plan to take them. This includes 14 hours per week for senior field education over the fall and spring semester.

Courses

Semester/Days-Times

4. List courses offered in other departments that are required for the Social Work Major (cognate requirements) and when you plan to take them.

Courses

Semester/Days-Times

Total number of credits reported in Items 1-4....

5. What "free electives" do you plan to take to reach the 130 credit graduation requirement?

Courses

Semester/Days-Times

6. When do you expect to meet all requirements noted above and graduate?

Date: _____

7. Attached are several "grid sheets". Please indicate your proposed schedule for each semester, including summers, until graduation. OK to photocopy additional forms.

Faculty comment on plan:

Student Name

STUDENT GRADUATION PLAN
PROPOSED GRID SHEET

Semester: _____

Monday	Tuesday	Wednesday	Thursday	Friday

SETON HALL UNIVERSITY, SOCIAL WORK BACCALAUREATE PROGRAM

Field Education Agreement

By signing below, all parties indicate that they have read the Helping Careers Practicum Guide 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) _____

Fld. Inst. _____ (date) _____

Dir. of Fld. Ed. _____ (date) _____

Other Agency Official (if required by agency)

_____ Title: _____

Date: _____

