STOCKTON UNIVERSITY

MSW PROGRAM
FIELD MANUAL

Fall 2019 – Spring 2020

Revised 09-01-19
Contents

Introduction ........................................................................................................................................ 4
Nomenclature ...................................................................................................................................... 5
Stockton University .......................................................................................................................... 5
Accreditation ...................................................................................................................................... 5
  Faculty ............................................................................................................................................... 6
  Professor Emeritus ............................................................................................................................. 7
  Professional Staff ............................................................................................................................... 7
MSW Program Mission, Goals, Competencies, and Practice Behaviors ............................................. 7
  Mission ............................................................................................................................................ 7
  Goals ............................................................................................................................................... 8
  Competencies and Practice Behaviors ............................................................................................... 8
MSW Program Curriculum ................................................................................................................ 16
  MSW Degree Options ....................................................................................................................... 16
  Two-Year 60-Credit Option ............................................................................................................... 16
  Advanced Standing 30-Credit Option ............................................................................................... 18
MSW Program Faculty ...................................................................................................................... 18
  Masters Child Welfare Education Program Part-Time Program .................................................. 18
Field Education .................................................................................................................................. 19
  Foundation Year ............................................................................................................................... 19
  Concentration Year .......................................................................................................................... 19
Roles and Responsibilities of Field Partners .................................................................................... 20
  Students .......................................................................................................................................... 20
  Field Instructors .............................................................................................................................. 30
  Field Agencies ................................................................................................................................. 30
  Community Advisory Committee .................................................................................................... 31
  Coordinator of Field ......................................................................................................................... 31
  MSW Program Faculty .................................................................................................................... 31
Field Policies and Procedures ........................................................................................................... 31
  Admission of Students ..................................................................................................................... 31
  Placement Process and Monitoring ................................................................................................. 32

Revised 09-01-19
Learning Contracts and Process Recordings.................................................................33
Supervision....................................................................................................................33
General Information....................................................................................................33
Field Agencies ............................................................................................................34
Safety Issues ................................................................................................................34
Change of Placement Requests................................................................................35
Field Placements Where Students Are Employed.......................................................35
Evaluation of Field Students......................................................................................35
Services for Students with Special Needs ................................................................36
Stockton University Nondiscrimination Policies .........................................................36
New Jersey State Licensure..........................................................................................36
MSW Field Agency Partners......................................................................................37
Field Forms..................................................................................................................39
Introduction

Welcome to Stockton University’s Master in Social Work (MSW) Field Program. As part of the social work curriculum, field education provides important learning experiences for students to integrate classroom learning with applied experiences within human service agencies. Field placements are therefore necessary to achieve curriculum learning outcomes. Through partnerships with students, human service agencies, and the Social Work Program, field placements are developed to enhance professional growth and competencies that better serve an increasingly diverse community of service providers and consumers.

This Field Manual has been developed to help students and field instructors understand field policies and procedures. It should be read for a thorough understanding of the Field Education component and used as a reference throughout the student’s experience. Forms used by those involved with Field Education are also included. This manual includes information regarding expectations involved in acquiring practice competencies and completing field placement experiences. It includes updated field information, and links to other pertinent sites such as the National Association of Social Workers’ (NASW) Code of Ethics. by clicking here: MSW Website. All partners in the MSW Program work together to offer students a challenging and rewarding field experience that enhances professional development.
Nomenclature

**MSW Field Program**: Overall program that oversees field education for the MSW Program.

**MSW Field Coordinator**: Full-time staff person responsible for developing and coordinating field placements, and manages issues that emerge among partners in the field education experience.

**MSW Field Coordinator Assistant**: Part time staff person responsible for making field visits and for assisting the Field Coordinator with placements and issues or concerns with the field education experience.

**Field Instructor**: The field agency-based instructor for the student on site; this person develops the learning contract with students, supervises, and evaluates student performance.

**Field Agency**: The human service agency in partnership with the MSW Program that has agreed to provide a learning environment and field instruction services to the student on site that meets program standards.

**Field Placement**: The learning opportunity or internship that exists within a field agency environment.

Stockton University

Stockton University is a coeducational, undergraduate and graduate university of arts, sciences, and professional studies. Stockton is the southernmost and the youngest member in New Jersey's state-wide, state-supported system of higher education. Administratively, there are eight major academic units (Schools): Arts and Humanities (ARHU), Business (BUSN), Education (EDUC), Health Sciences (HLTH), Natural Sciences and Mathematics (NAMS), Social and Behavioral Sciences (SOBL), General Studies (GENS), and Graduate and Continuing Studies (GRAD).

Accreditation

Stockton University's Master of Social Work (MSW) Program is fully accredited by the Council on Social Work Education (CSWE). The Program was initially accredited in 2012, retroactive to 2009. Its accreditation was reaffirmed in 2016 through October 2024.
Faculty and Professional Staff

Faculty

- Robert Barney, MSW Program Coordinator, Associate Professor of Social Work
  
  Ph.D. (University of Louisville), MSW (University of Kentucky), B.A. (Asbury University)
  
  International social work, family and community development, cultural diversity in HIV/AIDS support, research practice, human trafficking.

- Guia Calicdan-Apostle, Assistant Professor of Social Work
  
  DSW (University of Pennsylvania), MSW (Asian Social Institute, Philippines), BSW (Philippine Women's University)
  
  Clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity and diversity issues.

- Lisa Cox, Professor of Social Work
  
  Ph.D., MSW (Virginia Commonwealth University), B.A. (Bridgewater College), LCSW
  
  Clinical social work practice, psychopathology and cultural neuroscience, health care, HIV/AIDS clinical trials research, gerontology, research methods, linkage between social support and adherence.

- Jennifer Dunkle, Assistant Professor of Social Work
  
  Ph. D. (Fordham University), MSW (Monmouth University), B.A. (Marshall University)
  
  Diversity and aging, diversity in higher education, social welfare policy, qualitative research, environmental justice, community health and well-being.

- Diane S. Falk, Special Assistant to the Dean and Co-Principal Investigator, Child Welfare Education Institute, Professor of Social Work
  
  Ph.D. (Rutgers University), MSW (University of Pennsylvania), M.A., B.A. (University of Chicago), LCSW
  
  Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.

- Robin Hernandez-Mekonnen, Assistant Professor of Social Work
  
  Ph.D., MSW (University of Pennsylvania), B.A. (University of Wisconsin-Madison)
  
  Social work with children and families, impacting social and child welfare system reform via research and policy, immigration, trauma, childhood adversity, child well-being, mixed methods research.

- Jack B. Lewis, Jr., Assistant Professor of Social Work
  
  DSW, MSW (University of Pennsylvania), BA (The Johns Hopkins University), LCSW
  
  Social work practice cultural competence, cultural humility, micro-aggressions, minority mental health.

- Maya A. Lewis, Associate Professor of Social Work
  
  Ph.D (University of Maryland, Baltimore), MSW (Washington University), B.A. (Spelman College)
  
  Human behavior, research methods, social work practice, adolescent mental health, minority health, health disparities, cultural competence.

- Loretta Mooney (2019), Assistant Professor of Social Work
Ph.D. candidate, Widener University; MSW, University of Maryland at Baltimore; BSW, LaSalle University
Suicidology; mental health management and recovery; civil commitment and coercive practices; support for psychological pain.

Professor Emeritus

- John W. Searight, Professor Emeritus of Social Work
  MSW (University of Pennsylvania), B.A. (Yale University)
  Social work practice, child welfare (protective services).

Professional Staff

- Joseph Everett, Program Assistant, Child Welfare Education Institute
  MSW, BA (Stockton University)
  Child welfare, criminal justice, homelessness, program development and administration.

- Dawn M. Konrady, Director, Child Welfare Education Institute
  EdD (Drexel University), MBA (Stockton University), MA (La Salle University), BS (Susquehanna University)
  Bilingual/bicultural studies, Spanish language, information systems, leadership in higher education.

- Kathleen Siracusa, Coordinator of MSW Field Education
  MSW (Rutgers University), BA (Boston University), LCSW
  Children and families, ethics, cultural diversity, hospital social work, hospice care, in home therapy with children, school social work, mental health practice.

- Lori Tomaro, Assistant Coordinator of MSW Field Education
  MSW (Monmouth University), BSW (Stockton University)
  Child abuse and neglect; impact of infant/childhood relationship traumas and their influence on parenting behaviors; diverse populations; therapeutic services to individuals, couples, and families.

MSW Program Mission, Goals, Competencies, and Practice Behaviors

Mission

The mission of Stockton’s MSW Program is to educate social workers who are prepared for advanced-level practice with diverse individuals, families, and communities. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are able creatively to develop an in-depth understanding of diverse worldviews; empower diverse people to expand their capacities, resources, and opportunities; and advocate for policies and services that address social conditions that limit the quality of life for all people.
The Program builds upon a strong foundation of generalist social work practice values, knowledge, and skills. Students are expected to understand and be able to apply an ecosystems perspective, the strengths perspective, and empowerment practice theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other social forces that block people’s ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice.

Continuing the central focus of the undergraduate program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

**Goals**

**GOAL 1.** To prepare graduates for advanced practice with diverse populations, particularly those who have been placed at risk by patterns and histories of social injustice.

**GOAL 2.** To provide comprehensive content about generalist social work practice.

**GOAL 3.** To provide content about the social contexts of social work practice.

**GOAL 4.** To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to cultural competence standards.

**GOAL 5.** To prepare graduates to be conscientious lifelong learners.

**GOAL 6.** To prepare graduates who demonstrate the ability to think critically, write effectively, use quantitative and qualitative research methods, and be comfortable with the use of computer technology.

**GOAL 7.** To provide service to the broader university community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program’s capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society.

**Competencies and Practice Behaviors**

**Competency 1: Identify as a social worker and conduct self accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. At the completion of the Foundation level, students are expected to:

**Foundation Practice Behaviors**
• **C1, FPB 1:** Advocate for client access to the services of social work
• **C1, FPB 2:** Practice personal reflection and self-correction to assure continual professional development
• **C1, FPB 3:** Attend to professional roles and boundaries
• **C1, FPB 4:** Demonstrate professional demeanor in behavior, appearance, and communication
• **C1, FPB 5:** Engage in career-long learning
• **C1, FPB 6:** Use supervision and consultation

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will advocate for diverse, marginalized groups; demonstrate comfort in working with individuals, families, and communities with very different customs and worldviews from their own; and demonstrate the ability to work more autonomously with diverse client systems, using supervision as appropriate. At the completion of the Advanced level, students are expected to:

• **C1, APB 1:** Advocate for increased access to social services, especially for marginalized groups
• **C1, APB 2:** Demonstrate personal reflection, self-awareness, self-correction, and comfort about different customs and worldviews in social work practice.
• **C1, APB 3:** Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.

**Competency 2: Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. At the Foundation level, students are expected to:

**Foundation Practice Behaviors**

• **C2, FPB 7:** Recognize and manage personal values in a way that allows professional values to guide practice
• **C2, FPB 8:** 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
• **C2, FPB 9:** Tolerate ambiguity in resolving ethical conflicts
• **C2, FPB 10:** Apply strategies of ethical reasoning to arrive at principled decisions

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply ethical guidelines in more complex cross-cultural situations, and they will apply ethical principles and advocacy skills to address barriers to ethical practice in a variety of situations involving diverse client systems. At the completion of the Advanced level, students are expected to:
- **C2, APB 4**: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.
- **C2, APB 5**: Address barriers to ethical practice in human service policies, programs, and organizations, especially in relation to issues of diversity.

**Competency 3: Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. At the completion of the Foundation level, students are expected to:

**Foundation Practice Behaviors**

- **C3, FPB 11**: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- **C3, FPB 12**: Analyze models of assessment, prevention, intervention, and evaluation
- **C3, FPB 13**: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate the ability to use knowledge of research and practice principles as well as critical thinking skills in evaluating models of practice with diverse client systems. They will also demonstrate the ability to adapt communication styles to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

- **C3, APB 6**: Use current research and practice wisdom critically to evaluate and implement models of assessment, prevention, intervention, and evaluation appropriate for practice with diverse individuals, families, and communities.
- **C3, APB 7**: Demonstrate culturally sensitive oral and written communication with individuals, families, groups, organizations, communities and colleagues.

**Competency 4: Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. At the completion of the Foundation level, students are expected to:
Foundation Practice Behaviors

- **C4, FPB 14**: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- **C4, FPB 15**: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- **C4, FPB 16**: Recognize and communicate their understanding of the importance of difference in shaping life experiences
- **C4, FPB 17**: View themselves as learners and engage those with whom they work as informants.

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to recognize privilege and power differentials and use that knowledge to deepen knowledge of and empathy with the experiences of oppressed and marginalized individuals, families, and communities. They will integrate this knowledge and empathy into their practice with diverse client systems. At the completion of the Advanced level, students are expected to:

- **C4, APB 8**: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate or create or enhance privilege and power.
- **C4, APB 9**: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities.

**Competency 5: Advance human rights and social and economic justice**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- **C5, FPB 18**: Understand the forms and mechanisms of oppression and discrimination
- **C5, FPB 19**: Advocate for human rights and social and economic justice
- **C5, FPB 20**: Engage in practices that advance social and economic justice

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to articulate the effects of oppression and discrimination on diverse client systems and advocate for social policies that advance human rights, social and economic justice. At the completion of the Advanced level, students are expected to:
to:

- **C5, APB 10:** Articulate the forms and mechanism of oppression and discrimination that affect diverse individuals, families, and communities
- **C5, APB 11:** Advocate for and work towards change in social policies when those policies fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities
- **C5, APB 12:** Advocate for and work towards change in organizations and service delivery systems when they fail adequately to protect human rights and advance social and economic justice for diverse individuals, families, and communities

**Competency 6: Engage in research-informed practice and practice-informed research**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. At the completion of the Foundation level, students are expected to:

**Foundation Practice Behaviors**

- **C6, FPB 21:** Use practical experience to inform scientific inquiry
- **C6, FPB 22:** Use research evidence to inform practice

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will demonstrate an enhanced ability to use their practice experience with diverse client systems to identify relevant research questions, as well as to evaluate the extent to which evidence-based practices are relevant for diverse client systems. At the completion of the Advanced level, students are expected to:

- **C6, APB 13:** Use practice experiences to formulate research questions relevant to diverse populations, and apply research skills to these questions
- **C6, APB 14:** Identify and evaluate current advances in evidence-based practice with diverse populations.

**Competency 7: Apply knowledge of human behavior and the social environment**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological social, cultural, psychological, and spiritual development. At the completion of the Foundation level, students are expected to:
Foundation Practice Behaviors

- C7, FPB 23: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- C7, FPB 24: Critique and apply knowledge to understand person and environment

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of the multiple factors that influence human behavior across the range of human diversities, and they will choose theoretical perspectives that are most suited to meet the needs of diverse client systems. At the completion of the Advanced level, students are expected to:

- C7, APB 15: Apply specialized theoretical perspectives creatively and with minimal direction in working with diverse individuals, families, and communities.
- C7, APB 16: Apply knowledge of biological, psychological, environmental, and social variables creatively and with minimal direction in working with diverse individuals, families, and communities.

Competency 8: Engage in policy practice to advance social and economic well-being and to delivery effective social work services

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C8, FPB 25: Analyze, formulate, and advocate for policies that advance social well-being
- C8, FPB 26: Collaborate with colleagues and clients for effective policy action

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply critical thinking skills to evaluate how a variety of social policies affect diverse client systems, and they will apply knowledge of diverse cultural groups in advocating for social policies that advance human well-being. At the completion of the Advanced level, students are expected to:

- C8, APB 17: Critically analyze and evaluate the impact of social policies on diverse communities, client systems, workers, and agencies.
- C8, APB 18: Critically analyze, evaluate, and advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families, and communities.
Competency 9: Respond to contexts that shape practice

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors

- C9, FPB 27: Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- C9, FPB 28: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will monitor how service delivery systems affect diverse client systems and advocate for changes as needed. At the completion of the Advanced level, students are expected to:

- C9, APB 19: Continuously attend to the changing context in which social services are provided, paying particular attention to how effectively the needs of diverse populations are being addressed, providing leadership and advocating for changes as necessary.

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. At the completion of the Foundation level, students are expected to:

Foundation Practice Behaviors: 10(a) Engagement

- C10 (a), FPB 29: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- C10 (a), FPB 30: Use empathy and other interpersonal skills
- C10 (a), FPB 31: Develop a mutually agreed-on focus of work and desired outcomes

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (a) Engagement

At the completion of the advanced level, students are expected to broaden and deepen the competencies
mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their engagement skills. At the completion of the Advanced level, students are expected to:

- **C10 (a), APB 20**: Apply knowledge of how diverse client systems seek help
- **C10 (a), APB 21**: Apply understanding of language, communication, and other needs of diverse individuals, families, and communities in engaging client systems
- **C10 (a), APB 22**: Adopt a stance of “not knowing” with client systems in order to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, and communities

**Foundation Practice Behaviors 10(b) Assessment**

At the completion of the Foundation level, students are expected to:

- **C10 (b), FPB 32**: Collect, organize, and interpret client data
- **C10 (b), FPB 33**: Assess client strengths and limitations
- **C10 (b), FPB 34**: Develop mutually agreed-on intervention goals and objectives
- **C10 (b), FPB 35**: Select appropriate intervention strategies

**Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice Behaviors: 10 (b) Assessment**

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their assessment skills. At the completion of the Advanced level, students are expected to:

- **C10 (b), APB 23**: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- **C10 (b), APB 24**: Empower client systems to engage in a collaborative process of developing culturally acceptable goals and outcomes.

**Foundation Practice Behaviors: 10(c) Intervention**

At the completion of the Foundation level, students are expected to:

- **C10 (c), FPB 36**: Initiate actions to achieve organizational goals
- **C10 (c), FPB 37**: Implement prevention interventions that enhance client capacities
- **C10 (c), FPB 38**: Help clients resolve problems
- **C10 (c), FPB 39**: Negotiate, mediate, and advocate for clients
- **C10 (c), FPB 40**: Facilitate transitions and endings
Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice  Behaviors: 10 (c) Intervention

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their intervention skills. At the completion of the Advanced level, students are expected to:

- **C10 (c), APB 25**: Work collaboratively with client systems to design and implement culturally appropriate interventions
- **C10 (c), APB 26**: Facilitate transitions and endings that meet the cultural needs of client systems

Foundation Practice Behaviors: 10(d) Evaluation

At the completion of the Foundation level, students are expected to:

- **C10 (d), FPB 41**: Critically analyze, monitor and evaluate interventions

Advanced Social Work Practice with Diverse Individuals, Families, & Communities Practice  Behaviors: 10 (d) Evaluation

At the completion of the advanced level, students are expected to broaden and deepen the competencies mastered in the foundation year by demonstrating the ability to work with a wide range of diverse individuals, families, and communities. They will apply knowledge of diverse client systems in enhancing their evaluation skills. At the completion of the Advanced level, students are expected to:

- **C10 (d), APB 27**: Using critical thinking, apply research methodologies to evaluate practice interventions with diverse individuals, families, and communities.

**MSW Program Curriculum**

**MSW Degree Options**

Stockton’s MSW Program offers two options for earning the MSW degree: 1) a two-year 60-credit option, and 2) a one-year 30-credit Advanced Standing option. Both options are offered on a full-time basis. The Advanced Standing option is only available to applicants who have earned a bachelor’s degree in social work from a college or university accredited by the Council on Social Work Education and who have a cumulative GPA of 3.0. Stockton has added a new program component offered to Division of Child Protection and Permanency described in the next section of this manual under Master’s in Child Welfare Education Program.

**Two-Year 60-Credit Option**

This program option is offered to qualified applicants who have completed an undergraduate degree with a major other than social work. It is also open to candidates who have an undergraduate degree in social work but do not qualify for Advanced Standing or those who prefer attending a two-year program. In order to
graduate. Two-Year full-time MSW students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Stockton’s two-year full-time MSW program consists of a foundation year and a concentration year. In the foundation MSW courses, students learn about the value base of the social work profession and about ethical decision-making. Students learn to understand the history of social welfare. They develop an understanding of the social work profession, including its commitment to diversity and to working with oppressed groups. Students develop an understanding of research methodology and of how to apply research findings to their practice. They develop an understanding of social work perspectives and theories, including ecological and systems theories, the person-in-environment perspective, the strengths perspective, and the empowerment approach. Students learn to integrate classroom learning with field experience, applying social work knowledge, values, and skills in an agency setting with client systems.

In the concentration year, students take the advanced courses and electives. At this level, the expectation is that they develop advanced competencies and more specialized knowledge, particularly in the area of the program’s concentration (working with diverse individuals, families, and communities). Advanced competency is also expected in elective areas. Students explore many different approaches to developing cultural competence and learn to appreciate the challenge of understanding “the interlocking and complex nature of culture and personal identity,” and ensuring that “social services meet the needs of groups served and are culturally relevant.” (Council on Social Work Education, 2001). Through their actual field experiences and through case examples introduced in the classroom, students are challenged to develop understanding of diverse individuals, families, and communities and use relevant theories, perspectives and creativity to develop effective, culturally competent interventions. Finally, they are free to choose three elective courses, to pursue areas of specialized practice. Students may elect to combine their electives to earn a method specialization in leadership and management. If students desire to take an elective outside the program, they must obtain prior approval from the Advisor/Preceptor. No more than one elective course may be taken outside of the program.

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<th>FOUNDATION YEAR (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>Foundation Social Welfare Policy</td>
</tr>
<tr>
<td>Human Behavior and the Social Environment I</td>
</tr>
<tr>
<td>Social Organizations and Environments</td>
</tr>
<tr>
<td>Foundation Social Work Practice I</td>
</tr>
<tr>
<td>Field I</td>
</tr>
</tbody>
</table>
Advanced Standing 30-Credit Option

Advanced Standing is open to highly qualified individuals who have earned baccalaureate degrees in social work from a social work program accredited by the Council on Social Work Education. In the Advanced Standing Program, students complete the second year of the two-year program, including electives. Students are required to complete 30 credits in concentration courses. A three-day Advanced Standing Orientation is also required prior to beginning the program.

Masters Child Welfare Education Program Part-Time Program

Open to Current Division of Child Protection and Permanency Supervisors

The Masters Child Welfare Education Program (MCWEP) is a partnership among the New Jersey Department of Children and Families and a consortium of three New Jersey MSW programs—Monmouth University, Rutgers University, and Stockton University. Expanding on the Baccalaureate Child Welfare Education Program with Stockton University as the consortium’s Lead Institution, its purpose is to offer current Division of Child Protection and Permanency supervisors the opportunity to strengthen their skills in clinical social work practice and supervision, obtain an advanced credential in social work (MSW), and ultimately to enhance the capacity of the Division to deliver the highest quality services to the vulnerable children and families that it serves.

The Curriculum

Stockton’s MSW Program offers two alternatives to MCWEP participants earning the MSW degree part-time:
• a three and a half-year 60-credit part-time option, which consists of two Foundation years and two Concentration years, and
• a two-year 30-credit part-time Advanced Standing option. Students admitted into Advanced Standing are required to complete a three-day summer orientation.

Field Education

Field education is an important component of the social work curriculum. It provides opportunities for students to develop and apply practice knowledge under the supervision of an experienced field instructor. Learning experiences are systematically designed and structured to foster the integration of empirical and practice-based knowledge that promotes development of professional competencies. All field learning is grounded within the social work program’s mission, goals and objectives. Student field performance outcomes are assessed in relationship to the achievement of program competencies making the field experience the “signature pedagogy” of the MSW program. At this level, students must complete a minimum 900 hours of supervised internship experience.

Foundation Year

During the 1st year of the master’s program field work is integrated with foundation course content to provide practice experiences with diverse individuals, families, and communities. Students will develop beginning social work practice competencies through experience in problem identification, goal setting, data collection, contracting, implementation of plan, differential use of intervention roles, evaluation, termination, cultural competence, critical thinking, evidence-based practice, advocacy and empowerment. These experiences will be provided within the context of professional values and ethics with particular emphasis on social justice, human rights, and cultural competence. Foundation field placements require a total of 400 hours. Students will attend 6 field seminars per semester to facilitate successful rehearsal and enactment of practice behaviors, professional values/ethics and skills associated with expected foundation year outcomes. Seminar attendance is required. Foundation year field placement learning contracts, student performance evaluations, and field seminar course content are grounded within MSW Program Foundation Year Competencies and Practice Behaviors.

Foundation year placement settings and field instructors are selected based on their knowledge of social work practice, ability to provide appropriate student learning experiences, capacity to assist students in connecting theoretical and conceptual knowledge with applied experience, and opportunities to apply evidence-based practice methods.

Concentration Year

In the 2nd year, the field experience is designed to develop more advanced practice competencies in work with diverse individual, families, and communities. Students are required to complete an additional 500 hours of a supervised field placement. Students will attend 6 field seminars per semester to facilitate successful practice behaviors associated with expected concentration year outcomes. Field placements in the 2nd year are distinct from 1st year placements in their support of student mastery of concentration year competencies and practice behaviors. These placements require deeper knowledge, greater skill, and student achievement of advanced competencies in applying a range of theories, concepts, differential assessment and intervention with client systems, advanced critical thinking, case analysis skill, demonstration of cultural competence and use of professional self in practice. Second year placements are...
more demanding and involve more complex organizational contexts in which student interns function. The 2nd year MSW student learning contract, performance evaluation, and advanced learning assignments are grounded within MSW Program Concentration Year Competencies and Practice Behaviors.

## Roles and Responsibilities of Field Partners

### Students

To fulfill the demands of social work practice, students must be committed and prepared to take some responsibility for their own learning outcomes. Good communication skills, effective interpersonal skills, self-awareness, and a schedule that allows sufficient time and flexibility to meet the demands of the placement are fundamental requirements. Psychological well-being, behavioral, and emotional stability that allow students to withstand the rigors of the field experience are all necessary. Questions or doubts about a student’s readiness in these areas to successfully complete the requirements of a field placement should be addressed prior to placements being finalized with the Coordinator of Field.

Before beginning the field experience, students are also responsible for making themselves familiar with the NASW Code of Ethics and Stockton University Guidelines for Student Conduct. All activities in the field setting involving clients, consumers and staff must meet the standards detailed in the College Guidelines and NASW Code of Ethics. This includes ethical responsibilities for social work professionals as stated in section 4.05, p. 23 of the Code as follows:

“Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility. “

Student responsibilities in field include:

- Educating themselves about the agency policies and procedures including those regarding safety, services, and responsibility to clients/consumers.
- Maintaining confidentiality parameters.
- Professional behavior as an agency representative.
- Cultural competence.
- Completing all assignments and tasks in a timely manner.

Additionally, students should participate in the development of their learning contracts each semester, routinely prepare for their supervision conferences with field instructors, and participate in their final evaluation at the end of each semester including signing that document and maintaining a personal copy for their own records. Students are encouraged to initiate contact with their Field Instructors, Coordinator of Field and Faculty to share information and feedback regarding their experience. Even if not a regular field day, students must also be present at the agency when the Coordinator of Field makes site visits.

Finally, to comply with the NASW Code of Ethics, students, in field agencies must identify themselves to clients/consumers as being student trainees. They should never represent themselves as staff from their field agency.
Field Instructors

Field instructors must have an MSW from a CSWE accredited institution, and a minimum of 2 years professional experience. Prospective field instructors must complete an application for consideration. The application will be reviewed by the Coordinator of Field and Community Advisory Committee for approval. Field instructors are strongly encouraged to become certified through the Seminars in Field Instruction Program (SIFI). The purpose of SIFI certification is to enhance continuity and cohesion of field learning experiences as well as the skills of field instructors in their role as educational partners. Field Instructors should not be current or prior paid supervisors of the student.

In an agency that otherwise would provide an excellent experience for a student but does not have a qualified field instructor, the Field Coordinator will locate a University faculty or professional staff member who meets the criteria for field instruction to assure that the student is provided with a social work perspective on their work in the field. The Field Coordinator has contact with this supplementary field instructor periodically throughout the semester. Should there not be an availability of supervision from University faculty or other professional staff member, then the Field Coordinator will fulfill this role.

Field instructors are responsible for planning the educational experience for the student and reflect those plans in a learning contract at the beginning of each semester developed jointly with the student. They are also responsible for providing direct supervision on a regular, consistent basis, a minimum of 1 hour weekly. Individual and/or group supervision formats are equally acceptable for meeting student needs. Additional field instructor responsibilities include the selection and timing of specific assignments, conducting ongoing evaluation of student performance, maintaining notes on the field instruction process and student experiences that can be used in discussion with the Coordinator of Field during site visits, and providing a written formal evaluation of student performance at the end of each semester.

Field Instructors are also responsible for initiating contact with the Coordinator of Field as soon as possible, should problems arise concerning a student’s performance in field particularly if that performance is below acceptable standards.

In consultation with the Coordinator of Field, Field Instructors recommend a grade of pass or fail based on student performance assessed in reference to goals and objectives specified in each student's learning contract. The grade is submitted by the Coordinator of Field who has final authority in assigning the grade.

Field Agencies

Agencies selected to provide field placement opportunities must be committed to the importance of graduate professional education. Specifically, these agencies must have the expertise and resources to provide experiential professional learning opportunities as well as a commitment to become educational partners with Stockton University Social Work Program. This commitment will be formalized by each selected agency entering into a formalized affiliation agreement with Stockton University Social Work Program that stipulates education partnership responsibilities and parameters of liability in providing field internship opportunities for students. Generally the field setting must exhibit flexibility and variety in its uses of service delivery methods, enhance student understanding of advanced generalist social work practice, and develop learning experiences that are appropriate to the mission, program competencies and practice behaviors required to educate masters' level practitioners to work with diverse individuals, families, and communities.
Each agency setting must agree to provide students with an orientation to the agency and its services to include safety information related to client contact and emergency policies and procedures. Early and regular contact with client systems, attendance at staff meetings and conferences, the opportunity to learn about agency structure and systemic functioning to include facilitating understanding of the agency’s macro practice environment, consistent hourly supervision weekly in individual and/or group formats from a CSWE-Accredited MSW, and structured learning experiences are also required. It is expected that field agencies will provide Field Instructors with the time and support necessary to accomplish the educative, supportive, and administrative tasks necessary to facilitate quality field education experiences.

**Community Advisory Committee**

The Community Advisory Committee assists the Social Work Program in the assessment and implementation of the field curriculum. This Committee will meet a minimum of 1 time each semester to review field policies and procedures, recruit additional field agency partners, review the Social Work Program’s Annual Report, and to offer suggestions, recommendations for Program Improvements. Committee members will be recruited based on the recommendation and approval of Program Faculty and the Coordinator of Field. This Committee serves as an important link between field agency partners and the Social Work Program.

**Coordinator of Field**

The Coordinator of Field is responsible for serving as the intermediary between students, field instructors, and the Social Work Program. The Coordinator assists field instructors in structuring learning experience for students, monitoring student performance, and in consultation with field instructors evaluate student performance and assign a pass/fail grade. The Coordinator of Field also assists with problem solving and developing learning strategies to assure that student performance in field meets Program standards. The Coordinator of Field also assumes responsibility for teaching field seminars that integrate theoretical curriculum content with applied experiences in student internships.

The Coordinator of Field is also responsible for developing, coordinating and managing field placements. The Coordinator also assists in managing issues that emerge among field education partners.

**MSW Program Faculty**

The MSW Program faculty works closely with the Field professional staff. Practice faculty with field staff assess the relevance of field experiences to curriculum goals and anticipated outcomes. Faculty members also advise students, offer feedback, and assist in resolving issues that emerge in reference to student difficulties in field.

**Field Policies and Procedures**

**Admission of Students**

The following are the MSW Program’s criteria for admission into field:
Criteria for being admitted into field education:

- Students must be formally admitted into the MSW Program.
- Once admitted into the MSW Program, students go right into field during their first semester, whether they are in the Traditional, 2-year program or Advanced Standing, but first they must complete the following steps:
  - Admitted students must complete the MSW Student Field Placement Application form and return it to the Field Coordinator.
  - Once their MSW Student Field Placement Application form has been reviewed and students have been notified of their field placement by the Field Coordinator, students must contact the assigned field instructor and set up an interview.
  - After a successful interview, students must sign an agreement to accept the field placement (the MSW Field Internship Site Assignment Confirmation Form) and return it to the Field Coordinator. (A successful interview is one that concludes with a mutual agreement that the field agency accepts the student and that the student accepts the field placement.)
  - Students must comply with additional screening requirements of their field agencies, if any (such as passing a criminal background check, providing proof of having an active driver’s license and a clean driving record, immunizations/TB tests, or drug screenings).
  - Students must be concurrently enrolled in a practice course (Foundation Practice 1, Foundation Practice 2, Advanced Social Work Practice with Diverse Individuals, Families, and Communities, or Integrative Seminar) and a Field Seminar. Newly admitted students in the Traditional, 2-Year Program enroll in Foundation Practice 1. Newly admitted Advanced Standing students enroll in Advanced Social Work Practice with Diverse Individuals, Families, and Communities.

The MSW Student Field Placement Application form and the MSW Field Internship Site Assignment Confirmation Form are sent to students upon their acceptance into the MSW Program. Both forms are also included on the MSW Website’s Field Program page.

Once in field, all students must agree to abide by the MSW Program Expectations, which are outlined in every course syllabus, and the National Association of Social Workers Code of Ethics. Policy, procedural and/or violations of ethical standards by students in field placement may compromise students’ ability to successfully complete degree requirements. An MSW Field Application Form must be completed by students yearly. This application requests specification of student preferences regarding fields of practice and geographic location in addition to general background information.

Placement Process and Monitoring

Foundation year MSW students will complete their field application at the time of notification of admission to the Program. The Coordinator of Field reviews these applications and makes placement recommendations based on application materials. Foundation year students receive written notification of their placement assignment with instructions to contact their assigned Field Instructor and/or Agency Contact Person (Human Resources, Executive Director, etc.) for an internship interview within two weeks of notification. Final approval of the assigned placement rests with the decision of the field agency representative, field instructor, and student following the internship interview. Students are required to complete a form indicating their acceptance or rejection of the assigned placement. In cases where there are concerns on the part of the field agency and/or student regarding a placement assignment, these concerns should be reported to the Coordinator of Field and, if necessary, reassignment will occur pending MSW Coordinator and/or Faculty approval.
Concentration year (2nd year) students initiate the field placement process noted above during March of their Foundation year. The assignment of a student to an agency setting for a field placement is an educational decision not dictated by student personal responsibilities or employment schedules. Placement decisions are made by the Coordinator of Field in consultation with Faculty and the MSW Program Coordinator. When a placement is agreed upon, it is highly unlikely that it will change unless there is some highly compelling reason submitted by the student to the Coordinator of Field in writing with subsequent documentation. Once assigned to a field agency, the student is expected to make arrangements for their field days and hours in cooperation with the agency. Additionally, some field agencies require screenings of prospective student interns such as medical examinations, criminal background checks, and child abuse history investigations.

Students should be aware that some criminal convictions and/or positive screening results may prohibit them from completing internships with certain agencies according to their internal policies and procedures. Certain criminal convictions may also affect a student’s qualification for licensure in some states including New Jersey. Should a student be denied a field placement opportunity with an agency for any reason, it is their responsibility to notify the Coordinator of Field as soon as possible. Such notification is also required if a student’s status changes during the course of their field placement.

**Learning Contracts and Process Recordings**

Students with their Field Instructor must complete a learning contract each semester of their Foundation and Concentration years. The purpose of the Learning Contract is for joint planning in identifying goals and objectives that structure the learning experience in a manner consistent with MSW Program Competency-Based Learning Objectives. Learning contracts for the Fall semester are due no later than October 1st, and learning contracts for the Spring semester are due no later than Feb 15th. Students who do not meet this deadline will not be permitted to continue accruing field hours at their placement until the contract has been submitted to their instructor. Exceptions to this deadline will only be considered when a formal request has been made to the Field Coordinator with compelling reasons. The Learning Contract can be revised as needed. More information and sample Learning Contracts are available in the Appendix. Process recordings have proven a valuable reflective instructional tool in social work education as well as learning contracts. Helping students develop insight and self-awareness is key to professional growth and development. Reviewing process recordings in supervision is one learning activity useful in promoting such growth. Sample process recordings are also included in this manual in the Appendix. It is expected that Field Instructors will review them in supervision sessions to enhance student learning experiences.

**Supervision**

All students must receive 1 hour of supervision weekly with their assigned Field Instructor. Both the student and Field Instructor should prepare for supervision sessions by contributing agenda items, reviewing progress in attaining practice behaviors designated in the learning contract, and discussing process recordings designed to enhance student learning.

**General Information**

Students should plan on most or all of their required hours being completed during weekdays (Monday – Friday) during business hours (9 am to 5 pm or 8:30 am to 4:30 pm). Viable weekend and/or evening internship opportunities are very, very rare because of lack of supervision and other learning activity.

Students who have an interest in a particular field placement and secure an agreement with that agency on their own must contact the Field Coordinator immediately to assure that a current affiliation agreement is in place. Additionally, students must also be registered in the required concurrent practice course for the specific semester they are in field. If the student fails either field or the concurrent practice course, both must be repeated. Any interruption in completing field requirements must be explained in writing and submitted to the Coordinator of Field whose written approval is necessary in order for the student to go forward in the field curriculum.

MSW students must complete 400 field hours during their Foundation year and 500 hours during their Concentration year in order to meet graduation requirements. Students also have 2 separate field placements, one each year while completing the Foundation and then Concentration year curriculum requirements.

Field Agencies

Field agencies accept the following requirements when they agree to provide student placements: to provide students opportunities to practice social work in accordance with professional standards, including any applicable ethical codes and licensing laws; to provide orientation to the agency, including training in pertinent safety policies and procedures; to provide sufficient numbers and variety of assignments for learning; to provide space for office work, and telephones; to provide and allow for release time for qualified staff to do field instruction for each student; and, as appropriate to allow time for field instructors to attend seminars in field instruction and/or orientation for Field Instructors conducted by Stockton University Social Work Program.

Students should be given appropriate orientation to the field agency, its services, and the community. They should also be able to attend staff meetings, training sessions, and other community activities relevant to their assignments. Agencies are expected to carry responsibility for students’ assignments when the students are not there, and provide alternate field instruction to the students in the absence of the field instructor. An agency, a student, or the Social Work Program can initiate the process to identify an agency as a field internship setting.

Safety Issues

Every student in field internship agencies should receive a full orientation to safety policies and procedures. This orientation should be provided by the field agency itself since each agency may differ in terms of its needs and challenges regarding social worker safety in their agencies. Students who do not receive safety orientations and training should take the initiative to inquire about this topic with their field instructor. The safety orientation and training may involve information about precautions related to fire and building safety, infection control, dealing with agitated or violent consumers/clients, and emergency procedures generally. In the event that a student in field is involved in an incident which is a risk to their own safety or security, the student should immediately contact the field instructor and follow agency policy and procedures. The Field Instructor and/or the student should notify the Coordinator of Field, and/or Faculty and follow that verbal contact with a written incident report (See Appendix). The incident report should include the date, time, and location of the incident; a detailed description of the events and of those involved, and how the situation was managed.
Change of Placement Requests

A field placement can only be changed with the approval of the Coordinator of Field, MSW Program Coordinator, and/or Faculty. Preference for another setting or another location is not an adequate reason to change a placement. Students who desire a change must contact the Coordinator of Field to make a formal request for a change with compelling reasons. If it is agreed that the educational environment at the placement is not appropriate the placement may be changed. If a Field Agency wishes to terminate a student, the Field Instructor must explain the reasons to the student and Coordinator of Field with notification before the termination of the placement takes place.

Field Placements Where Students Are Employed

Field placements where students are employed must be structured so that the student is assigned responsibilities that differ from those associated with their paid employment. Further, field instruction must be provided by a supervisor other than their paid employment supervisor. All field placements arrangements must be pre-approved by the Coordinator of Field to ensure they adhere to the above stated requirements. Students are required to make a request for a placement in a work setting in writing and follow specified guidelines to complete a proposal for such placement in a work setting that specifies the duties assigned and supervision arrangements. The completed proposal must be submitted to the Coordinator of Field for approval by a due date specified annually.

Evaluation of Field Students

Students will be evaluated according to their performance of learning activities as assessed by the Coordinator of Field in consultation with Field Instructors. A pass/fail grading system will be used to evaluate student performance. A written evaluation of student progress and performance will be required from each Field Instructor signed by their assigned student. The written evaluation serves as a basis for Field Instructors and students to jointly assess student performance of competency-based measures. It can also serve as a means to clarify the content and direction of student learning. Student performance evaluation forms are to be completed and submitted to the Coordinator of Field during the 12th week of each semester. Students and Field Instructors will also be asked to complete surveys addressing their satisfaction with the nature and quality of their field placement experiences annually. Survey results will be used to develop policies, procedures, and field experiences that enhance the quality of the Field Education Program.

If a student fails their field evaluation, they will receive a failing grade for the field course. If a student’s field placement is terminated by the Field Agency due to issues like a lack of professionalism, an inability to complete required tasks, etc., the student will receive a failing grade for the field class. However, if a student is not permitted to complete a field placement due to the internal issues of the field agency, the student may be permitted to take a placement at an alternate agency during or between semesters, at the discretion of the field coordinator.

Students who fail a field course will be required to repeat the course, as well as the co-requisite practice course. Students who fail the field class will be referred to the Academic and Professional Standing Committee for a Professional Performance Review. Any field hours accrued during a failing semester will not be carried over when the student repeats the course.
Services for Students with Special Needs

Through compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Stockton’s Learning Access Program provides assistance to students with disabilities. Every effort will be made to arrange appropriate accommodations for special needs students in field based on a student’s documented disability. Students in need of special accommodation should contact the Learning Access Program (609) 652-4988.

Stockton University Nondiscrimination Policies

Stockton University is an equal opportunity University. It does not discriminate in admissions or access to its programs and activities or in treatment or employment on the basis of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, or nationality.

Stockton University stands firmly committed to the principle of equal employment opportunity. The University employs a diverse population of men and women who represent various racial, ethnic, and economic backgrounds. The University strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the University has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton’s commitment to equal opportunity for all job classifications. The sexual harassment of students or employees by faculty, administrators, field instructors, field agencies, other employees or students is a form of sex discrimination prohibited by state and federal law. The University regards such behavior as a violation of the code of conduct required of all persons associated with the institution. In addition, the University complies with federal regulations which require it to employ and to advance the disabled, Vietnam-era veterans, and disabled veterans.

New Jersey State Licensure

MSW students in their last semester of the Social Work Program are able to take the LSW exam and apply for New Jersey State Licensure. The MSW graduate is eligible for the LSW (License in Social Work) credential. With additional post-graduate experience and supervision by a licensed clinical social worker, an MSW credentialed social worker may apply for the LCSW (License in Clinical Social Work) credential. For more information please contact the New Jersey Licensing Board or go to http://www.state.nj.us/lps/ca/social/sw_applications.htm
MSW Field Agency Partners

- Allies in Caring
- American Red Cross
- Ancora Psychiatric Hospital
- Angelic Hospice
- Archway Programs
- Atlantic Cape Family Support
- Atlantic City Boys & Girls Club
- Atlantic City Rescue Mission
- Atlantic County Jail
- Atlantic County Prosecutors Office
- Atlantic County Special Services School District
- Atlantic County Youth Services
- AtlantiCare
- Barnabas Health
- Bayada Nurses Home Care Specialists
- Beautiful Minds
- Behavioral Crossroads
- Big Brothers Big Sisters of Cumberland/Salem County
- Burlington Special Schools
- Cape Counseling Services
- Cape Atlantic Integrated Networks for Kids
- Career Opportunity Developments, Inc.
- Coordinated Approach to Child Health (CATCH)
- Catholic Charities
- Center for Family Services
- Children’s Home Society of New Jersey
- Coalition Against Rape and Abuse (CARA)
- Coastal Learning Center Inc.
- Community Network for Kids
- Compassionate Care Hospice
- Court Appointed Special Advocates for Children
- Covenant House
- CPC Behavioral Healthcare
- Creative Achievement Academy
- Cumberland County Alcoholism and Drug Abuse Services
- Cumberland County Guidance Center
- Cumberland High School
- Daniels Den
- Delsea Regional High School
- Discovery Institute
- Enlightened Solutions
- Families Matter, LLC
- Family Services Association
- Family Therapy Consultation Services
- Gateway Community Action Partnership
- Gloucester County Special Services School District
- Hamilton Township Public Schools
• Hampton Behavioral Health Center
• Harbor School
• Heartland Hospice
• Helping Hand Behavioral Health
• Hess School
• Holy Redeemer Hospice
• Hopewell Crest School
• Inspira Health Network
• Interactive Kids
• It Takes a Family
• Jewish Family Services of Atlantic/Cape May Counties
• John Brooks Recovery Center
• Juvenile Justice Commission State of New Jersey
• Lacey Township Schools
• LADACIN, Inc.
• Legacy Treatment Services
• Little Egg Harbor School District
• Mental Health Association of Atlantic County
• Meridian Healthcare
• Middle Township Schools
• Millville Public Schools
• Monmouth Medical Center
• New Day Family Success Center
• New Jersey Division of Child Protection and Permanency
• Ocean Mental Health Services
• Peoples Emergency Center
• Pinelands Regional School District
• Preferred Behavioral Healthcare
• Providence House
• Rehabilitative Adolescent Program/ASAPP Healthcare
• Rios and Associates Therapeutic
• Robin's Nest Inc.
• Seashore Family Services
• Seashore Gardens Living Center
• Seaside Heights Borough Schools
• Shore Memorial Hospital
• SODAT New Jersey
• South Jersey AIDS Alliance
• South Jersey Behavioral Health Resources, Inc.
• South Jersey Regional Healthcare
• Southern Regional Public Schools
• St. Francis Community Center
• Strafford Township Schools
• Taylor Care
• The Alcove Center for Grieving Children and Families
• The Arc of Atlantic County
• The Children’s Hospital of Philadelphia
• Toms River School District
• Twin Oaks Community Services
• VA Outpatient Clinic
• Vineland Preparatory Academy
Field Forms

The forms used in the Field Program are all available at MSW Field Forms Web Page.