

STOCKTON UNIVERSITY

MSW PROGRAM FIELD MANUAL



Fall 2021 – Spring 2022

Contents

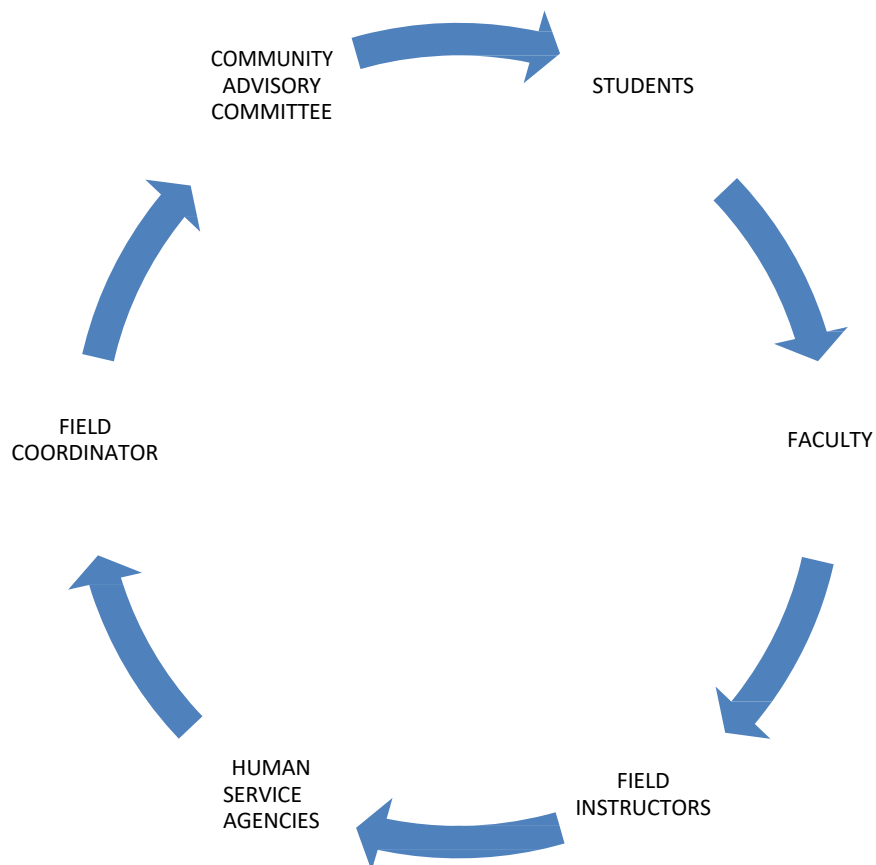
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Introduction

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.



PARTNERS IN MSW FIELD EDUCATION AT STOCKTON UNIVERSITY

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 Chair, 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, Associate 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.
- **Robin Hernandez-Mekonnen, Associate 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., Associate 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.
- **Loretta Mooney (2019), Assistant Professor of Social Work**
Ph.D., 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

- **Diane S. Falk, Professor Emeritus 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.

- **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

- **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), LCSW
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

Generalist/Foundation Practice Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels (knowledge/FPB1). Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas (cognitive and affective processes/FPB1). Social workers recognize personal values and the distinction between personal and professional values (values/FPB2). They also understand how their personal experiences and affective reactions influence their professional judgment and behavior (skills/FPB3). Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (skills/FPB5). Social workers also understand emerging forms of technology and the ethical use of technology in social work practice (knowledge/FPB4). Social workers:

- C1, FPB1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

- C1, FPB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C1, FPB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- C1, FPB4: use technology ethically and appropriately to facilitate practice outcomes; and
- C1, FPB 5: use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (knowledge/skill/FPB6). Social workers understand 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 (values/FPB7). Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power (cognitive and affective processes/FPB8). Social workers:

- C2, FPB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- C2, FPB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C2, FPB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education (values/FPB9). Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (knowledge/cognitive and affective processes/FPB9). Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected (skills/FPB10). Social workers:

- C3, FPB 9: apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- C3, FPB 10: engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice (knowledge/FPB12). Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (values/FPB11). Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing (cognitive and affective processes/FPB12). They also understand the processes for translating research findings into effective practice (skill/FPB13). Social

workers:

- C4, FPB 11: use practice experience and theory to inform scientific inquiry and research;
- C4, FPB 12: apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- C4, FPB 13: use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels (values/FPB14). Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings (knowledge/FPB15). Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation (cognitive and affective processes/skills/FPB16). Social workers:

- C5, FPB 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- C5, FPB 15: assess how social welfare and economic policies impact the delivery of and access to social services;
- C5, FPB 16: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (knowledge/FPB17). Social workers value the importance of human relationships (values/FPB18). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB17). Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness (skills/FPB18). Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies (values/FPB18). Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (values/FPB18). Social workers:

- C6, FPB 17: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- C6, FPB 18: use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations,

and communities (knowledge/FPB19). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities (cognitive and affective processes/FPB20). Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness (skills/FPB21/FPB22). Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (skills/FPB21/FPB22). Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (values/FPB21). Social workers:

- C7, FPB 19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- C7, FPB 20: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C7, FPB 21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- C7, FPB 22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities (skills/FPB23/FPB27). Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities (knowledge). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies (cognitive and affective processes/FPB24). Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals (knowledge/skills/FPB23). Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration (values/FPB25/FPB26). Social workers:

- C8, FPB 23: critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- C8, FPB 24: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- C8, FPB 25: use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- C8, FPB 26: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- C8, FPB 27: facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities (knowledge/FPB28). Social workers recognize the importance of evaluating processes and

outcomes to advance practice, policy, and service delivery effectiveness (skills/values/FPB30). Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes (cognitive and affective processes/FPB29). Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness (knowledge/FPB31). Social workers:

- C9, FPB 28: select and use appropriate methods for evaluation of outcomes;
- C9, FPB 29: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- C9, FPB 30: critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- C9, FPB 31: apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Specialized/Advanced Practice Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, that may impact practice with diverse populations at the micro, mezzo, and macro levels (knowledge/values/APB2). Social workers understand guidelines of ethical decision-making and how to use critical thinking to address complex ethical dilemmas involving diverse clients (cognitive and affective processes/APB2). Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, and the role these individuals play in providing supervision and consultation for work with diverse clients (skills/APB1). Social workers understand emerging forms of technology and the ethical use of technology in social work research, policy, and practice involving diverse clients (knowledge/values/APB3). Social workers:

- C1, Advanced Practice Behavior 1: Use supervision and consultation appropriate to autonomous practice with diverse individuals, families, and communities.
- C1, Advanced Practice Behavior 2: Apply ethical guidelines to complex ethical dilemmas involving diverse individuals, families, and communities to arrive at ethically-informed decisions.
- C1, Advanced Practice Behavior 3: Use Technology to promote ethical practice among diverse populations (research/policy/practice)

Competency 2: Engage Diversity and Difference in Practice

Social workers recognize that diversity (which includes but is not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) results in different customs and worldviews (knowledge/APB4). These different customs and worldviews require social workers to engage in critical thinking to ensure appropriate cross-cultural communication with diverse clients (cognitive and affective processes/APB6). Social workers recognize how their own specific personal biases, as well as how the norms of the broader culture can create privilege for some diverse client groups and disadvantage for others (values/APB5). Social workers not only understand how diversity and difference shape the human experience but utilize this understanding to help shape their approaches to practice with diverse clients (knowledge/skills/APB6). Social workers:

- C2, Advanced Practice Behavior 4: Demonstrate personal reflection, self-awareness, and self-correction about customs and worldviews in social work practice.

- C2, Advanced Practice Behavior 5: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate, create, or enhance privilege and power.
- C2, Advanced Practice Behavior 6: 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 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that although every person has fundamental human rights, based upon privilege and status many diverse client groups experience violations of these human rights (values/APB7). Social workers understand the specific social, economic and environmental injustices the diverse clients face (knowledge/APB7). Social workers engage in critical thinking and dialogue with diverse constituencies to identify strategies to address human rights violations and injustices against diverse client groups (cognitive and affective processes/APB8). Social workers work at the policy level, organizational level, and in service delivery systems to address injustices against diverse clients (skills/APB8). Social workers:

- C3, Advanced Practice Behavior 7: Articulate the social, economic and environmental issues that affect diverse individuals, families, and communities.
- C3, Advanced Practice Behavior 8: Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic and environmental justice for diverse individuals, families, and communities.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the roles that quantitative and qualitative research can play in evaluating practice specifically with diverse client groups (knowledge/ABP9). Social workers understand that multiple knowledge sources can and should be used to help build research to inform practice with diverse clients. Social workers use critical thinking to ensure that these multiple knowledge sources are applied to the process of conducting research about diverse client groups (cognitive and affective processes/ABP9). Social workers recognize the importance of using evidence based and evidence informed practices among diverse clients, and how in some cases a lack of evidence exists justifying the use of practices among diverse populations (values/APB10). Social workers use research skills to identify and evaluate practices utilized among diverse client groups (skills/APB10). Social workers:

- C4, Advanced Practice Behavior 9: Use practice experiences to formulate research questions relevant to diverse marginalized populations, and apply research skills to these questions.
- C4, Advanced Practice Behavior 10: Identify and evaluate current advances in evidence-based practice with diverse populations

Competency 5: Engage in Policy Practice

Social workers understand the impact that local, state and federal policy has on the well-being, human rights, and available services for diverse clients (knowledge/APB11). Social workers utilize policy analysis frameworks and principles of evidence-based policy to evaluate the impact that social policies have on diverse clients and agencies (cognitive and affective processes/APB11). Social workers understand the impact that policy has on social practice, and that the shortcomings of social welfare policies can create barriers to ethic practice with diverse clients (values/APB13). Social workers also understand that social welfare policies need to be designed in ways that are culturally competent, respecting the values, norms and behaviors of diverse client groups (values/ABP12). Social workers use policy practice skills to advocate for policies that benefit diverse clients (skills/APB12). Social Workers:

- C5, Advanced Practice Behavior 11: Critically analyze and evaluate the impact of social policies on diverse marginalized communities, client systems, workers, and agencies.
- C5, Advanced Practice Behavior 12: Advocate for social policies that advance social well-being, while respecting the cultural values, norms, and behaviors of diverse individuals, families and communities.
- C5, Advanced Practice Behavior 13: Address policies that create barriers to ethical practice especially in relations to issues impacting diverse marginalized populations.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the value of language and communication across diverse client groups (values/APB14). Social workers also recognize the relevance of theories of social behavior and the social environment to diverse clients (knowledge/APB14). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment to facilitate engagement with diverse clients, including individuals, families, groups, organizations, and communities (cognitive and affective processes/APB14). Social workers recognize how their own values may inhibit their ability to engage client systems, so they work to adopt a stance of not knowing to discover approaches to engagement that are appropriate to diverse client systems (skills/APB15). Social workers:

- C6, Advanced Practice Behavior 14: Apply understanding of human behavior in the social environment, language, communication, and other needs of diverse individuals, families, groups, organizations and communities in engaging client systems
- C6, Advanced Practice Behavior 15: Adopt a stance of “not knowing” with client systems to collaboratively discover culturally appropriate approaches to engagement of diverse individuals, families, groups, organizations and communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand how culture shapes the experiences, strengths and challenges of diverse individuals, families, groups, organizations and communities (knowledge/APB16). Social workers value the role that cultural priorities play in shaping the development of goals and outcomes for diverse clients (values/APB17). Social workers understand the complex ways in which culture should be accounted for during the assessment process (knowledge/APB17). Social workers recognize that critical thinking is vital to ensure that theory as well as the client’s cultural interpretations and priorities are incorporated and applied to a comprehensive assessment model when working with diverse clients (cognitive and affective processes/skills/APB18). Social workers:

- C7, Advanced Practice Behavior 16: Use knowledge of assessment models to develop and implement comprehensive assessments for use with diverse populations.
- C7, Advanced Practice Behavior 17: Engage client systems in a collaborative process of developing culturally acceptable goals and outcomes
- C7, Advanced Practice Behavior 18: Apply specialized theoretical perspectives creatively and with minimal direction in assessing diverse individuals, families, groups, organizations and communities.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers value the role that clients play in the selection and implementation of interventions that are culturally appropriate (value/APB19). Social workers also value the role that professionals from other agencies and other professions play in this process of intervening with diverse clients (value/APB19). Social workers understand the importance of evidence informed interventions when working with diverse clients,

including individuals, families, groups, organizations, and communities (knowledge/APB22). Social workers understand methods for identifying, analyzing and implementing evidence informed interventions specifically among diverse groups (cognitive and affective processes/APB22). Social workers use their knowledge of human behavior and the social environment to intervene with diverse clients (skills/APB21). Social workers are also able to utilize their understanding of biological, psychological, environmental, and social systems to intervene with diverse clients in a culturally competent manner (skills/APB20/APB21).

Social workers:

- C8, Advanced Practice Behavior 19: Work collaboratively with client systems and other professionals to critically select and implement culturally appropriate interventions
- C8, Advanced Practice Behavior 20: Facilitate transitions and endings that meet the diverse needs of client systems.
- C8, Advanced Practice Behavior 21: Apply knowledge of theory as well as biological, psychological, environmental, and social variables creatively and critically in working with diverse individuals, families, and communities.
- C8, Advanced Practice Behavior 22: Critically choose and implement culturally appropriate interventions to achieve capacities of diverse clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand the complexities involved in evaluating social work practice among diverse individuals, families, groups, organizations, and communities (knowledge/APB23). Social workers recognize that due to the culture specific needs of diverse client groups, and the marginalization that they often face, it is important to evaluate just how effective social work practice is among diverse individuals, families, groups, organizations and communities (values/APB23). Social workers understand the multiple knowledge sources that contribute to the design of research and use critical thinking to help apply this understanding to evaluative studies of social work interventions (cognitive and affective processes/APB23). Social workers recognize the importance not only of evaluating practice among diverse groups, but also in using research findings to help improve practice interventions with diverse client systems (skills/APB24). Social workers:

- C9, Advanced Practice Behavior 23: Using critical thinking, apply research methodologies and human behavior in the social environment to evaluate practice interventions with diverse client systems
- C9, Advanced Practice Behavior 24: Apply research findings to improve practice effectiveness with diverse client systems

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. In addition, Stockton offers a part-time 60-credit program on a limited basis to traditional students. Stockton also offers a part time traditional and a part-time Advanced Standing Program. These programs are only open to Supervisors and Casework Supervisors currently employed by the New Jersey Division of Child Protection and Permanency.

Two-Year Full-Time Traditional Program

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 Traditional MSW students must have completed a minimum of 60 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA). Because of course sequencing and the limited number of available seats, students who are admitted to the full-time program are expected to complete the program on a full-time basis. Exceptions can only be made by submitting a written request to the program chair.

Stockton’s two-year full-time Traditional MSW program consists of generalist/foundation courses and specialized practice/concentration courses. In the generalist/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 specialized practice/concentration MSW courses, 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 area of practice specialization/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.

GENERALIST/FOUNDATION COURSES (Year 1)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5130: Foundation Social Welfare Policy	3	SOWK 5140: Foundation Social Work Research	3
SOWK 5101: Human Behavior and the Social Environment I	3	SOWK 5101: Human Behavior and the Social Environment II	3
SOWK 5150: Race, Ethnicity and Diversity: Implications for Social Work	3	SOWK 5120: Social Organizations and Environments Practice	3
SOWK 5601: Foundation Social Work	3	SOWK 5602: Foundation Social Work	3

SOWK 5901: Field I	3	SOWK 5902: Field II	3
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SPECIALIZED PRACTICE/CONCENTRATION COURSES (Year 2)			
Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Advanced Cultural Competence	3	SOWK 5230: Advanced Social Welfare Policy	3
SOWK 5240: Advanced Social Work Research	3	Elective	3
SOWK 5603: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
SOWK 5903: Field III	3	SOWK 5904: Field IV	3

Three-Year Part Time Traditional Program Option

Beginning in the Fall 2020 semester, the MSW program will be offering an additional part time option. This option will only be made available to those taking the traditional 60 credit program curriculum, but not to those in the advanced standing program. Those students wanting to complete the part time option will take 60 credit hours over the course of 3 years instead of two. The number of part time seats will be limited. Those not admitted to the part time option may still be offered seats in the traditional two-year program. Because of course sequencing and the limited number of available seats, students who are admitted to the part-time program are expected to complete the program on a part time basis. Exceptions can only be made by submitting a written request to the program chair.

Year 1: Fall	Year 1: Spring	Year 1: Summer
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	SOWK 5130 Social Welfare Policy
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research	Elective*
Year 2: Fall	Year 2: Spring	Year 2: Summer
SOWK 5601 Foundation Social Work Practice I	SOWK 5120 Social Organizations and Environments	Elective
SOWK 5901 Field I (200 hours)	SOWK 5602 Foundation Social Work Practice II	Elective
SOWK 5240 Advanced Social Work Research	SOWK 5902 Field II (200 hours)	
Year 3: Fall	Year 3: Spring	Year 3: Summer
SOWK 5250 Advanced Cultural Competence	SOWK 5604 Advanced Social Work Practice with Diverse	(None)

SOWK 5603 Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	Individuals, Families, and Communities II SOWK 5230 Advanced Social Welfare Policy	
SOWK 5903 Field III (250 hours)	SOWK 5904 Field IV (250 hours)	

Advanced Standing Full Time 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 specialized practice/concentration courses of the traditional two-year program, including electives. A three-day Advanced Standing Orientation is also required prior to beginning the program. In order to graduate, Advanced Standing MSW students must have completed a minimum of 30 credits in the prescribed curriculum and maintained a 3.00 overall grade point average (GPA).

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Advanced Cultural Competence	3	SOWK 5230: Advanced Social Welfare Policy	3
SOWK 5240: Advanced Social Work Research	3	Elective	3
SOWK 5603: Advanced Social Work Practice with Diverse Individuals, Families, and Communities I	3	SOWK 5604: Advanced Social Work Practice with Diverse Individuals, Families, and Communities II	3
Elective	3	Elective	3
SOWK 5903: Field III	3	SOWK 5904: Field IV	3

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 four New Jersey MSW programs— Kean University, 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 Generalist/Foundation years and two Specialized Practice/Concentration years, and
- a two-year 30-credit part-time Advanced Standing option. *Students admitted into Advanced Standing are required to complete a 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.

Generalist/Foundation Year

During the 1st year of the master's program field work is integrated with generalist/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. Generalist/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. Generalist/Foundation year field placement learning contracts, student performance evaluations, and field seminar course content are grounded within MSW Program Generalist/Foundation Year Competencies and Practice Behaviors.

Generalist/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.

Specialized Practice/Concentration Year

In the 2nd year, the field experience is designed to develop more advanced/specialized 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 specialized practice/concentration year outcomes. Field placements in the 2nd year are distinct from 1st year placements in their support of student mastery of specialized practice/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 Specialized Practice/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 agency may assign a task supervisor to oversee the student's tasks. 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 off-site 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 and meet with the student on a regular basis. .

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 assigned faculty member 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 Field 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 Field 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 I, or Advanced Social Work Practice with Diverse Individuals, Families, and Communities II*) 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

Generalist/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. Generalist/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 Chair and/or Faculty approval.

Specialized Practice/Concentration year (2nd year) students initiate the field placement process noted above during March of their Generalist/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 Chair. 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 Generalist/Foundation and Specialized Practice/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 requirements stipulated by the Social Work Program and Council on Social Work Educational Policies and Accreditation Standards (EPAS).

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 Generalist/Foundation year and 500 hours during their Specialized Practice/Concentration year in order to meet graduation requirements. Students also have 2 separate field placements, one each year while completing the Generalist/Foundation and then Specialized Practice/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 the 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 Chair, 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. In order to be considered for a field placement with your employer, the student must have completed the probationary period with the agency. All field placement arrangements must be pre-approved by the Coordinator of Field to ensure they adhere to the MSW field pedagogical objectives. 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. If a student has a confirmed placement with their employer, they are expected to complete their total internship hours for the academic year at that job site. Should the student or employer wish to terminate the student will need to wait until the following year to complete their internship at the new site. Special Note during the COVID-19 Pandemic: CSWE and the Commission on Accreditation has made temporary modifications to the policy regarding employment-based field placements. Through May 31, 2022, field hours gained in a student's place of employment may be counted toward required field hours. Temporarily, student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the nine social work competencies and their related behaviors as well as any competencies added by the program. Please contact the Coordinator of Field regarding the criteria for a worksite field placement.

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. If the student has been assigned a task supervisor, the task supervisor and field instructor must complete the evaluation together. 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 faculty member

who teaches the Field Course 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 due to agency termination for lack of professionalism 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.

MSW Field Agency Partners

• ABC Therapy Services
• Acenda Integrated Health Care
• Addiction Recovery Systems
• ASAPP Healthcare Inc
• 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
• Avanzar
• Barnabas Health
• Bayada Nurses Home Care Specialists
• Beautiful Minds
• Behavioral Crossroads
• Big Brothers Big Sisters of Cumberland/Salem County
• Bishop McCarthy
• Boys and Girls Club of Atlantic City
• Brick Township School District
• Bridgeton High School
• Brookfield Academy
• Burlington Special Schools
• Camden City School District
• Cape Counseling Services
• Cape Atlantic Integrated Networks for Kids
• Career Opportunity Developments, Inc.
• C.A.R.A.
• CASA of Ocean County
• 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
• Delaware Valley Medical Center
• Delsea Regional High School
• Discovery Institute
• Deptford Township School
• Egg Harbor Township School District
• Enlightened Solutions
• Families Matter, LLC
• Family Services Association
• Family Therapy Consultation Services
• Foot Prints to Recovery
• Fresh Start
• Gateway Community Action Partnership
• Gloucester County Special Services School District
• Golden Heart
• Hamilton Township Public Schools
• Hammonton School District
• Hampton Behavioral Health Center
• Harbor School
• Heartland Hospice
• Helping Hand Behavioral Health
• Hendricks Hansen House
• Hess School
• Holistic Counseling Services
• Holy Redeemer Hospice
• Holy Spirit High School
• Hopewell Crest School
• Inspira Health Network
• Interactive Kids
• Intentional Interventions
• Jackson Township Board of Education
• 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
• Mantua School District
• Masonic Village
• Mental Health Association of Atlantic County
• Meridian Healthcare
• Middle Township Schools
• Millville Public Schools
• Monmouth Medical Center
• New Day Family Success Center

• New Hope Integrated Behavioral Health
• New Jersey Division of Child Protection and Permanency
• Ocean City School District
• Ocean Mental Health Services
• Paulsboro School District
• Peoples Emergency Center
• Pemberton School District
• Pinelands Regional School District
• Pleasantville School District
• Preferred Behavioral Healthcare
• Providence House
• Pyramid Healthcare Inc
• Rehabilitative Adolescent Program/ASAPP Healthcare
• 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
• Vineland Public Schools
• Vitality Rehabilitation
• Vitas Innovative Hospice
• Volunteers of America
• Wildwood Crest School District
• Willingboro Public School
• Yale School
• Youth Advocates of Cumberland County
• Youth Consultation Services

Field Forms

The forms used in the Field Program are all available at [MSW Field Forms Web Page](#).