Welcome to the Field Education component of the Master of Social Work Program, at Ramapo College of New Jersey.

The social work profession deems field education as its signature pedagogy. As such, field education is the framework in which students are socialized into the profession of social work and learn to function as professionals. Field instruction is designed to enable students to apply and integrate theoretical concepts, knowledge and practical skills learned in the classroom.

This manual contains the outcome objectives, curriculum, policies, and procedures for the field education component of the Master of Social Work Program. The Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education are included. This manual is designed to help field instructors and students understand the social work program, its philosophies, policies and curriculum. It is meant to answer the most frequently asked questions, with the intention of making the field education experience one that is exciting and productive for both the student and field instructor.

The Field Instructor is a vital person in the field education experience who works as a team member with the field faculty. The field instructor is a participant in the educational process and is therefore called by the title of instructor, rather than supervisor.

This manual is the program’s official reference and procedural guide for social work students, program faculty, agency field instructors, and agency task supervisors. It is subject to periodic revisions to reflect program improvements and growth. Your feedback on the program is welcome in the form of evaluations contained in this manual and as participants in the broader community of social workers.

The college faculty and administration recognize that the field instructor role requires an expenditure of time, patience, and commitment to furthering the social work profession. Yours is a highly valued contribution to the quality and excellence of the MSW program at Ramapo College of New Jersey.

Kindest Regards,

Cardacia M. Davis, MSW
Director of Field Education
Social Work Program
201.684.7297
cdavis3@ramapo.edu
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Field Education Team

Kaetlynn Ayala, MSW, LSW
Social Work Program Coordinator
G206
kayala2@ramapo.edu
(201) 684-7017

Desiree DuBose, MSW, LSW
MSW Field Coordinator
G243
ddubose@ramapo.edu
(201) 684-7205

Melinda Inzani, MSW, LCSW
BSW Field Coordinator
G241
minzani@ramapo.edu
(201) 684-7836

Joann McEniry, MSW, LSW
SIFI Instructor
G214
jmceniry@ramapo.edu
(201) 684-7257

Cardacia Davis, MSW
Director of Field Education
G203A
cadavis3@ramapo.edu
(201) 684-7297

Kathleen Ray, PhD., LCSW
Assistant Professor of Social Work and Director of MSW Program
G203B
kray1@ramapo.edu
(201) 684-7814
Ramapo College’s Mission

Ramapo College of New Jersey is a comprehensive institution of higher education dedicated to the promotion of teaching and learning within a strong liberal arts based curriculum, thus earning the designation “New Jersey’s Public Liberal Arts College.” Its curricular emphases include the liberal arts and sciences, social sciences, fine and performing arts, and the professional programs within a residential and sustainable living and learning environment.

Organized into thematic learning communities, Ramapo College provides academic excellence through its interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities. These four emphases, supported by global partnerships established in Europe, Africa, Asia, South America, the Caribbean, and several Native American tribal communities, have become central themes in Ramapo College’s excellence in the teaching and learning continuum.

Ramapo College is committed to maintaining strength and opportunity through diversity of age, race, gender, sexual orientation, ethnicity, and economic background among faculty, staff, and students. Ramapo College is a selective institution committed to providing equal access to under-represented populations. Barrier-free, the College maintains a continuing commitment to persons with disabilities.

Ramapo College provides a rich living and learning environment through almost 100 student organizations, intramural sports, and intercollegiate athletics. The College maintains a strong positive and economic impact on the surrounding communities by partnering with area communities, corporations, schools, service organizations, and governmental entities, while sharing its intellectual and cultural resources and its facilities. Ramapo College of New Jersey is committed to providing service and ethical leadership through international understanding and the creation of 21st century partnerships.

The Mission of the Master of Social Work Program

The mission of the Master of Social Work Program is to prepare competent, compassionate, and research informed social work professionals who advocate for social and economic justice and human well-being, while honoring diversity and within the context of the social environment. An emphasis on caring human relationships and freedom from all forms of oppression, while supporting strengths and enhancing quality of life will be the focus of practice. As advanced generalist practitioners, students will become effective leaders through planning and problem solving, multi-system and interdisciplinary collaboration, and excellence in service to individuals, families, groups, communities, and organizations, all from a global perspective. Ramapo’s small community is nestled in the greater New York City area providing an intimate experience where students, faculty and community agencies collaborate to serve those in need while drawing on this innovative and progressive culture.
The Goals of the Master of Social Work Program

The goals of the MSW program are derived from the program’s mission as follows:

1. To prepare competent social work professionals for advanced generalist practice with individuals, families, groups, organizations, and communities while honoring diversity in an ever-changing environmental context; To educate social workers effectively with the knowledge, values, and skills of the profession at the advanced practice level in collaboration with, and commitment to, the greater community using an interdisciplinary approach;

2. To advance social justice by preparing leaders to effectively advocate for the development of social policies and social service delivery systems that improve the well-being of client’s lives from a global perspective embracing innovation; and

3. To prepare social workers to be life-long-learners who will advocate for the alleviation of social problems, the eradication of social injustice and promote social, economic, and environmental justice with a research-informed approach.

MSW Curriculum Design as it Relates to Field Education

The MSW program accepts students who are prepared at the undergraduate level and ready for graduate education. The curriculum grows from the liberal arts base and assumes students entering the program bring the intellectual, social, psychological, ethical, and physical preparation from the undergraduate level that prepares them for graduate education and advanced professional development. Graduate students are expected to think critically and analytically about the world and have the capacity to synthesize information from multiple disciplines and areas of social work knowledge and skills. To succeed, they need knowledge about cultural, social, historical, and scientific aspects of life, and the ability to communicate effectively in academic and social contexts. The program recognizes the rich history of the social work profession in connection with social, political, and economic developments of the past, at once analyzing, celebrating, and/or disputing the developments for their roles in relation to present conditions. In addition, the classroom experience is enriched and students’ professional development is deepened when courses intentionally draw from other disciplines, such as psychology, sociology, anthropology, political science, the arts, spirituality and religion, biological sciences, and literature. Finally, while preparation in the liberal arts might assume that students bring basic social skills conducive to working with people from all circumstances of life, the program endeavors to guide students’ professional development in engagement with others and cultural competence in order to capably confront ethical dilemmas in diverse settings as a path to progress maximizing each client’s potential and achieving social justice.

As the signature pedagogy of social work education, field education in the MSW program requires 600 hours in the foundation year and 600 hours in the concentration year. Field education is connected to the four Theory, Practice and Field courses, two in the foundation year
and two in the concentration year. These 7-credit courses integrate course content with field experiences and learning. The Field Education Director maintains the relationship between the field instructor, the student and the instructor, who is the professional advisor. This integration of class and field fosters an open context for concrete skills development and problem solving, as it relates to practice in the field. All students in the MSW program follow a curriculum that prepares them for advanced generalist practice in social work. To qualify for the degree at Ramapo College requires 64 credit hours of study including 1200 hours of field placement. Students must complete the foundation courses by demonstrating their competence in classroom and field placement. Competence is measured according to the program’s competencies and practice behaviors and is gained as students learn and appropriate the knowledge values and skills necessary for social work practice. Assessment of competence in practice behaviors is ongoing and continues throughout their MSW program.

**MSW Competencies and Practice Behaviors**

In 2015 the Council on Social Work Education’s (CSWE) competency-based education framework moved from a model of curriculum design focused on content and structure to one focused on student learning outcomes. The nine competencies are a subset of the overarching Educational Policy and Accreditation Standards (EPAS). Our curriculum, including our field program, is organized around the EPAS as mandated by CSWE. In doing so, Ramapo College maintains education standards in keeping with CSWE accreditation. The MSW program at Ramapo College has adopted CSWE’s competencies, practice behaviors, and advanced generalist practice behaviors.

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<tr>
<th>Program Competencies</th>
<th>Practice Behaviors</th>
<th>Advanced Practice Behaviors</th>
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<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>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.</td>
<td>Continually employ and model conscious use of self, including: self-reflection, self-monitoring, self-correction and boundaries in practice situations.</td>
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<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td>Demonstrate leadership in applying ethical reasoning for problem resolution.</td>
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<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td>Systematically question statements of value and recognize the underlying ethics of policies, theories, and models.</td>
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<td>Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
<th>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</th>
<th>Critically analyzing research informed practice approaches and self-reflect to meet the needs of diverse populations.</th>
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<td>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td>Analyze specific policies and practices and their impact on diverse populations.</td>
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<td>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td>Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.</td>
<td>Identify weakness in various systems and develop and propose social policies that promote social justice.</td>
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<td>Engage in practices that advance social, economic, and environmental justice.</td>
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<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed Practice</td>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
<td>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</td>
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<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<td></td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>Critically evaluate current research and use it to support all practice interventions</td>
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<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td>Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being.</td>
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<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.</td>
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<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</td>
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<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</td>
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<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</td>
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<tr>
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<td>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.</td>
<td>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</td>
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<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</td>
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<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td>Assessment: The ability to independently conduct both qualitative and quantitative assessments, including diagnosing, and synthesizing the results as a continuing and dynamic process that guides interventions.</td>
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<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td>Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</td>
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<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td>Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</td>
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<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td>Intervention: Differentially and simultaneously utilize a variety of evidence-based strategies tailored to the clients’ identified prioritized needs.</td>
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<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-</td>
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<th>and Communities</th>
<th>environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</th>
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<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
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<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</td>
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Fieldwork Program

Ramapo College’s MSW program strives to connect the theoretical and conceptual contributions of the classroom with the applied world of the practice setting. Together, they foster student integration of learning. Recognizing field education as the profession’s signature pedagogy, the social work curriculum is organized around the nine core competencies and their associated practice behaviors. These are demonstrated in class and the field. Theory and practice are not dichotomized, but rather are closely interwoven. Students complete four terms of field education. During these terms, classroom assignments from Theory, Practice and Field I, II, III and IV are intricately linked to the field experience, thereby fostering students’ recognition of the integral relationship between classroom theories and field practice. Classroom learning influences student work/performance in the field, where additional learning occurs. Learning in the field is subsequently brought back to the classroom to continue the looping process of student development. It is essential to understand the concrete role each course has in making the connection to the real-world setting.

Field Curriculum and Field Education Structure

Professional Foundation Courses (First year)

Theory, Practice and Field I & II (TPF) are at the core of the professional foundation. One 7-credit course is offered each semester. Three (3) credits account for classroom learning, and 4 credits account for field education, which is the signature pedagogy of the profession. Each is equally essential for training students in the profession and measuring competency. Theory, Practice and Field I (TPF) trains students in the beginning skills of engagement, interviewing, assessing, setting goals and evaluating intervention strategies with diverse client populations. Students learn to establish a relationship based on collaboration and mutuality. Students will demonstrate beginning knowledge of direct intervention with individuals, families, social agencies, organizations and communities. The Code of Ethics is introduced as the benchmark against which ethical practice is sustained throughout the curriculum. The second semester of TPFII introduces a beginning knowledge of short-term, crisis, and extended intervention practice models, including those originating from research evidenced based practice studies, emphasizing self-evaluation. Knowledge of the effects of diversity on human development and social work practice are at the heart of both of these practice classes. Each semester, 300 hours of supervised practice occur in agency placements arranged through the resources of the Field Education
Department. Each student remains in one placement during the entire foundation year and is expected to move to a competent level of performance as an advanced generalist social worker by the close of the foundation year, having completed 600 hours of field placement. The essential nature of the TPFI&II sequence cannot be overstated. Both TPFI&II focus on the beginning skills of the collection of data, history taking and the assessment of client’s strengths and vulnerabilities, using a biological, psychological, family, social, cultural and community frame. The impact of diversity, including gender and its expression, sexual orientation, age, mental and physical disabilities, and spirituality are crucial to the curriculum. Critical thinking, the development of a professional social work identity and self-reflection are ongoing throughout. Students internalize the worth of the individual, their right to self-determination and confidentiality and the commitment to making social agencies more responsive to human needs and advancing social and economic justice.

Professional Concentration Courses (Second Year)

Theory, Practice and Field III & IV are at the core of the professional concentration and build upon the content of the professional foundation year. The 7-credit course sequence has appeared throughout the curriculum, 3 credits for classroom learning and 4 credits account for field education, which is the signature pedagogy of the profession. Offered in the fall of the program’s second year, Theory, Practice and Field III builds on the content provided in the professional foundation year and is based on social work values, ethics, practice models and person-in-environment perspectives. The goal of the course is to help students deepen and extend their assessment and intervention skills in work with individuals and families who face challenges with a range of problems commonly found in an urban environment, including poverty, mental illness, substance abuse, trauma, physical illness and disability. Major theories of practice with individuals and families deepen the knowledge base and skill set of the students. Content related to diversity and oppression is integrated with an understanding of the concepts of privilege and power. The course prepares students to apply theories and evidenced based practices to clients in their field work experience. In the final semester of the professional concentration, Theory, Practice and Field IV incorporates all previous Theory and Practice classes with a social justice perspective. Students are instructed in applying advanced skills of ethical reasoning, making ethical decisions, and attending to professional roles and boundaries. Students will demonstrate the ability to use their skills for the good of client systems, securing needed services for clients and acting as a change agent with communities and organizations. The consolidation of a social work identity which includes personal reflection and self-evaluation to ensure continual professional evaluation and development is cultivated.

Field Education Policies

1. Students should not be expected to miss class for field placement assignments.
2. Early in the field placement the student and Field Instructor should negotiate the student’s schedule during the college winter break (one month during December and January). Students should be allowed at least two weeks for vacation.
3. Students should be informed at the beginning of the year if the agency cannot allow the
student to take off the whole winter break.

4. Special vacation schedules should be negotiated at the beginning of the semester, or as soon as the issue is identified.

5. Students should inform the Field Instructor and Field Liaison of an unexpected absence due to illness first thing in the morning on that day.

6. Students are placed in different agencies for each TPF sequence (2) in order to help them to gain a broad view of the social work field.

7. It is possible for students to use their employment for one of their field placements only if the job functions are social work related and an acceptable Field Instructor, and not the supervisor, provides supervision (see Employment Based Field Education for more details and application).

8. If a serious problem arises, field placements may be changed during the course of a semester, only after the Field Instructor, student and field liaison are involved in an attempt to remedy the situation.

9. Grades are assigned by the faculty member teaching the course attached to the student's field placement based on consultation from the Field Instructor and the fieldwork evaluation.

10. It is expected that students will participate in the end of semester/year assessment of the student's work via a discussion of the evaluation between the student and Field Instructor, before the evaluation is completed and submitted to the school.

11. Students are expected to follow the NASW *Code of Ethics* regarding professional agency behavior.

12. Students in Theory, Practice and Field I, II, III and IV are expected to complete two Process Recordings weekly.

13. Students are expected to abide by the field education calendar to the best of their ability. This includes ending field placement hours by the approved earliest end date of that semester. Hours (including excess hours) are unable to be transferred from one agency to another.
MSW EMPLOYMENT BASED FIELD EDUCATION- 600 HOURS GUIDELINES

In order for a student to be approved for Employment Based Field Education, the following guidelines must be met:

1. The Employment Based Field Education assignment must be a new job or a change in work focus and client population for students continuing at an agency where they are employed.

2. Field Education for the MSW program’s foundation and advanced years, require 600 hours in field practicum, following the Field Education calendar in one academic year.

3. A qualified field instructor must be provided by the agency.
   a. A “qualified” field instructor must have an MSW from a CSWE-accredited school of social work, hold a Seminar in Field Instruction (SIFI) certification, maintain a social work license in the state in which they practice and have two years post-graduate work experience in the field.
   b. The field instructor must be a person who has not previously instructed the student. If the student is an already existing employee, the field instructor must be someone different than the student’s direct work supervisor.
   c. The full 600 hours must be under the instruction of one main field instructor.

4. The student’s assignment is an educational experience, therefore it must meet the school’s requirements for professional development:
   a. Addressing the student’s educational needs
   b. Using process recordings as a base for discussion in supervisory sessions
   c. Providing ample time for instruction (60 minutes per week minimum)
   d. The student should be given assignments that are appropriate to a student, not an employee. Half of the fieldwork must be in direct practice with individuals, groups, families and/or communities. The other half can be spent in other activities (i.e. staff meetings, case/agency presentations, agency documentation, etc)
Employment Based Field Education must be approved by both the appropriate administrators in your agency AND Director of Field Education, Cardacia Davis.

Required application materials are:

- Application for Employment Based Field Education
- Student resume
- Field Instructor resume and SIFI certification (to be completed by the proposed Field Instructor)

The student must collect all required application materials and submit them to the Social Work Program Coordinator, Kaetlynn Ayala. The completed documents can be scanned and emailed to kayala@ramapo.edu.
MSW EMPLOYMENT BASED FIELD EDUCATION APPLICATION- 600 HOURS

Part I: (Completed by student)

Name: ________________________________________ Academic Year:__________________

Address: __________________________________________________________________________

_________________________________________  ____________________________
Home Phone:                            Work Phone: __________________________

Cell Phone: ____________________________ Email: _____________________________

Ramapo College of New Jersey Student ID #: R_______________________________________

Current Agency: __________________________________________________________________

Agency Address: __________________________________________________________________

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<tr>
<th>Number &amp; Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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Agency Director:

______________________________________________________________________________

<table>
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<th>Name</th>
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<th>Email</th>
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Current Supervisor:

______________________________________________________________________________

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Employment: _____ new _____ already existing

If student is an already existing employee:

Length of Employment at Agency: ____________ Time in Current Assignment: ________

Part I - Continued (Completed by student)

Briefly describe the setting of your employment, including field of practice, client population (i.e. age, ethnicity, issues addressed), and your current duties and responsibilities. (Attach additional sheets if needed). Please also submit an updated resume.
Part II: Plan for Student Field Education Assignment  
(Completed by agency representative)

Agency: ____________________________

Address: __________________________________________________________

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<th>Number &amp; Street</th>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
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Agency Phone Number: ___________________ Agency Fax: ___________________________

Current Supervisor: ____________________________

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Proposed Field Instructor for Field Practicum Assignment (Attach completed CV and Seminar in Field Instruction (SIFI) certification):

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Briefly describe the plan for the student’s assignment, including direct client contact assignments and any other activities. If the student is an already existing employee, please indicate how the population and focus of the field learning will be different from the work they currently do as an employee of the agency. (Attach additional sheets if needed).

How will time in practicum be spent, including approximate caseload size (at least half of the time should be spent in direct practice; remaining hours can include team meetings, process recording, charting, instruction, etc)?

A. Specify the approximate number of direct client hours in each modality:
   Individual ________ Group _________ Family ________ Other ________

B. Practicum will take place at:
   - One site
   - Multiple sites. Please explain:

Part III: Agreement for Student Field Education Assignment  
(Completed by agency representative)
I understand that Employment Based Field Education must meet the following criteria:

1. There must be 600 hours of field education over one academic year.

2. The qualified field instructor who can provide instruction the entire 600 hours must be provided by the agency. A “qualified” field instructor must have an MSW from a CSWE-accredited school of social work, hold a Seminar in Field Instruction (SIFI) certification, maintain a social work license in the state in which they practice and have two years post-graduate work experience in the field.

3. If the student is a current employee, the field practicum must reflect a change in work focus and client population.

4. The assignment must follow the approved plan throughout the academic year. The Director of Field Education must be contacted immediately if there are any changes.

5. The student’s assignment must be appropriate to field learning and accommodate the student’s educational needs in the following ways:
   a. Work schedule needs to be negotiated with class and field practicum in mind. The student cannot be asked to miss class in order to be at work;
   b. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours; and
   c. The student’s assignment must allow at least 45-60 minutes of individual clinical supervision weekly throughout the academic year.
Field Work Process: 
Placement, Assignments, and Supervision

PLACEMENT - Throughout the year, the Director of Field Education communicates with agencies that are potential field placement sites. Information about the agency is obtained via telephone contacts, visits or written material. Each agency is assessed for its appropriateness for each TPF sequence. Agencies better suited for internship programs in other College majors (Psychology, Women's Studies, Gerontology, Service Learning or Cooperative Education) are referred to the relevant faculty/staff.

The process for placement of the student begins once the student has been accepted into the Master of Social Work Program and has confirmed their intent to enroll (IE) in the TPF sequence that correlates with their academic standing. After the student has confirmed their IE status, they are enrolled in the Tevera platform where they will be prompted to complete the MSW Field Placement Application. The platform establishes a fee subject to change which is directly charged to the student’s bill. Once the field application is completed, the student is interviewed by the Director of Field Education or MSW Field Coordinator who is responsible for developing and coordinating the MSW field placements.

Student interests as well as special problems are identified during this meeting and potential placements are discussed. The Director of Field Education contacts specific agencies based on the student's needs. The student is assigned to an agency during the spring semester prior to their planned field placement. The student is expected to connect with the agency for an interview and then notify the field education department as to the results of the interview.

A student’s first placement coordinated by the field education department is associated with a student’s foundation year which includes the first sequence of Theory, Practice, and Field courses. Students are assigned to one placement for the academic year, and expected to maintain the position with the agency for the duration of two semesters. The second field placement during the advanced year is associated with the second sequence of TPF. Once again, students are expected to maintain their position throughout the academic year. If a third placement is granted for special circumstances, hours are unable to be transferred due to the inability to perform effective evaluation. The field education department is not responsible for facilitating more than three placements for each individual student.

ASSIGNMENTS - Student assignments will differ depending on the level/focus of the TPF sequence (as described above), the agency, and according to specific student learning needs. Both TPF sequences provide the pinnacle learning experience for students to develop micro practice skills. They are expected to function as a practitioner and not an observer. This does not mean that we expect them to be using advanced skills in sophisticated counseling, but they should get the opportunity to work with individuals, families and small groups.
The student is viewed as a part of the agency and attendance at staff meetings, in-service training programs, and clinical team meetings should be expected of the student if these meetings are held on the days the student is in field placement.

The TPF sequences, which run concurrently with the field placements, focus on the problem-solving model of the helping process. Students are expected to apply the following concepts to their work with client systems in their field placements, both in their foundation year and in a more in-depth manner for their concentration year:

- Engaging with client system(s);
- Identifying the problem(s);
- Data gathering - bio, psycho, social, spiritual history;
- Completing an assessment - summarizing and understanding causation while also considering alternate intervention plans;
- Developing an action or intervention plan;
- Contracting with the client system(s);
- Intervening - in an array of social work roles including: educator, enabler, advocate, broker, counselor, and case manager;
- Evaluating the interventions;
- Identifying literature and research studies which justify the intervention method chosen; and
- Terminating with the client system.

In order for students to experience the "helping process" with a client system, it is necessary for part of their assignment to be working with an "ongoing" client, an individual, family, or group experience which extends for several months. It should be understood that at the beginning of the field placement experience, the student may not have the skill set necessary to intervene with many clients.

By the end of the first month the student should have assignments that they can recognize as "theirs" and not just observing someone else's work. In order for the student to complete the Case Study assignment in TPF I and TPF III he/she should be assigned an individual case as early in the semester as possible. In this course, also, if the agency practice is such that the needs of the clients necessitate more advanced skills than are held by the students, we encourage the use of teaming with an experienced worker and a student. In this case the student works on a part of a case or assists in a group or family intervention.

**SUPERVISION** – There are two types of supervisory sessions: task or educationally oriented supervision. The student and Field Instructor may meet together several times during the week. One form of supervisory session is related to task completion. Someone should be available to the student, at most times, as problems and/or emergencies arise. These sessions can be with the Field Instructor or another staff person.
The supervisory session, which is educationally oriented, is between the student and the Field Instructor. It should be at a regularly scheduled time specifically set aside without planned interruptions. The Field Instructor and student should agree on the format of the conference and come prepared to discuss relevant issues. These conferences should not only focus on task matters but should address student growth. Two process recordings weekly are mandatory for students in field placement.

If the Field Instructor feels that the student is having difficulty in the supervisory conference and/or is showing evidence of poor quality of work, the appropriate field liaison should be contacted.

It is expected that the field instructor has an MSW from a CSWE accredited school of social work, is a licensed LSW with at least two years of social work experience post MSW, has at least one year of work experience within the agency they are currently supervising a Ramapo MSW student, and is certified in Seminar in Field Instruction (SIFI). Where necessary, supervision may be shared between an educational supervisor who is the LSW Field Instructor and a Task Supervisor. Supervisor and/or Field Instructor should be available for questions and/or problems. Formal supervisory conferences should be held weekly for approximately one hour. The student and field instructor should come to that conference prepared to discuss the student's work. The development of an agenda at the beginning of each session can be helpful in accomplishing the goals of the student and Field Instructor.

We believe it is important for students to prepare and submit written documentation prior to and in preparation for the supervisory conference. Therefore, two weekly process recordings are required. Field instructors are expected to review this material prior to the supervisory conference. In class, students will be learning about process recordings. The field instructor will be asked to comment on the process recordings that the student writes and turns in as classroom assignments. Process recordings should be used to help students assess their own practice.

In addition to focusing on student adjustment to the agency, development of work habits, and task accomplishment, supervisory sessions should include:

- The value and ethical issues presented in the course of practice,
- The student's feeling, reactions and countertransference to the client problems,
- The integration of theory and practice,
- The development of interviewing, assessment, intervention and evaluation skills,
- Role playing of complicated situations,
- On-going assessment of the quality of the student's work, and
- Critique and suggestions on the student's intervention(s).
MSW FIELD PRACTICUM APPLICATION

Last Name:
First Name:
Middle Name:
Address:
City:
State:
Zip Code:
Cell Phone:
Home Phone:
Work Phone:
Email:

What county will you live in during this upcoming academic year?

What counties are you willing to travel to?

Do you have a valid driver’s license?

Do you have a car or access to one?

Do you have any physical limitations which should be considered when selecting an agency? If yes, please describe:

Areas of Social Work Interest (Please indicate your first, second and third choice of a field practicum setting):

Specific agencies interested in (if more than one, list them in order of your top three):
What special skills/resources do you have that may be an asset to your field practicum agency (i.e. bilingual, etc.)?

What specific skills and/or experiences do you want to acquire from your field practicum?
Background Check Statement: I am aware that many agencies require criminal background checks, child abuse registry clearance and health screenings (including drug testing, Hepatitis-B testing, etc.) prior to students being accepted into field practicums. Declining an agency request for a criminal background check or health screening is likely going to limit placement options or lead to no field practicum at all. I understand without participation in field education, I cannot remain in the Social Work program.

I understand that this application and a copy of my resume will be sent to supervisors of agencies that are selected as potential sites for my field practicum. I also understand that it may be necessary for the Field Office to discuss my strengths and areas of needed improvement with the supervisor at various times during the interviewing and placement process. It is understood that the agency supervisor will use this information as one way of evaluating me as a potential field practicum student and in designing appropriate learning opportunities for me at the agency. I further realize that the agency supervisor must abide by the NASW Code of Ethics in regards to confidentiality.

Tevera Statement: RCNJ Social Work Program uses Tevera, an online program management solution that streamlines field education, tracks student performance, improves reporting and helps develop student professional identities. By signing below, I understand that a Tevera fee of $215 (fees are subject to change) will be applied to my college fees bill.

By signing below, I give my written permission for the Field Education Office to proceed with my application. I fully understand and agree to the information stated above.

________________________________________
Applicant Signature: Date
Responsibilities in Field Education

Mutual Responsibilities

The Ramapo College Social Work Program, the agency, and the student each have responsibilities in carrying out the objectives of the field component of the curriculum.

Responsibilities of the College MSW Program

1. Selection of the student to be placed at the agency is based on the student's educational needs and interests as determined by the social work field team in consultation with the student.
2. Coordinate placements for students not to exceed three individual placements (for special circumstances). Students are entitled to two unique placements for each of the academic years of the program. One placement will be associated with each of the two TPF sequences. If a third placement is granted for special circumstances, hours are unable to be transferred due to the inability to perform effective evaluation.
3. Provide whatever relevant student background is required by the agency (background, educational needs, interests and aptitudes).
4. Inform the agency of the MSW academic schedule.
5. Conduct a class session to teach basic human behavior and social work practice knowledge and values necessary as a base for the field placement.
6. Provide a Field Liaison to monitor student progress at the agency. Field site visits will be conducted if the agency or field instructor is new to the MSW Program or if there are concerns that warrant field visits. Otherwise, contact will be maintained via email, phone calls or through Webex.
7. The faculty/professional staff field liaison is available to consult with the Field Instructor when the student is having problems in the field placement.
8. The Director of Field Education is available for help in problem solving when the Field Liaison is not.
9. Provide the field instructor with appropriate course syllabi.
10. Provide the MSW field evaluation form to be completed by the field instructor and the student.
11. Meet with the student periodically on campus to assess student progress and/or problems.
12. Provide meetings/seminars annually for Field Instructors for the purpose of program orientation, teaching supervisory skills, and encouraging agency and field instructor input into the social work curriculum.
13. Provide an MSW Field Manual stating the objectives, policies, procedures, and content of the curriculum and practicum.
14. Determine and assign the final grade for each semester of the practicum. The grade is based on the student's performance in meeting the course's expected educational outcomes and the individual learning goals as reflected in the field instructor's written evaluation.
15. Provide Professional Liability Insurance for student purchase while in field placement.
courses. Students pay for the insurance via special fees attached to the course cost.

16. Provide the Seminar in Field Instruction (SIFI) course every fall for field instructors who are not yet SIFI certified.

Responsibilities of the Agency

1. Provide assignment and learning experiences which will enable the student to achieve practice competencies.
2. Accept students for placement on a non-discriminatory basis. The agency retains the right to reject individual students who cannot function in the agency's program.
3. Provide resources and facilities for carrying out assignments, office and desk space, a telephone, supplies, and agency vehicles for home visits (if deemed appropriate by the Director of Field Education).
4. Reimburse student for expenses incurred while on agency business, such as home and agency visits, group activity supplies, etc.
5. Provide student with a Field Instructor with an MSW degree from an accredited school of social work, as well as a LSW and SIFI certification.
6. Provide an alternate supervisor if the Field Instructor is to be absent from the agency on a field placement day.
7. Provide approximately 45 minutes to one hour, weekly, of individual, supervision focusing on the professional growth and development of the student as well as on agency assignments.
8. Student should be oriented to the agency's structure, function, services, and personnel.
9. Coordinate field placement hours so they do not interfere with class times.
10. Facilitate the student's integration of classroom knowledge with field practice.
11. Notify the Field Liaison, as soon as possible, of any problems in student performance or in meeting expectations, and working collaboratively on their resolution.
12. Provide ongoing feedback and evaluation to the student, and guide the student in development of her/his capacity for self-evaluation.
13. The student and Field Instructor should negotiate the student’s vacation schedule for the college’s winter and spring breaks. During the winter break (one month during December and January) students should be allowed at least two weeks for vacation.
14. The field instructor must complete the MSW Learning Contract with the student during the first few weeks of field placement and submit it to the school by the designated date of the Field Calendar.
15. Engage the student in a formal evaluation conference at the end of each semester assessing the student's performance, strengths and weaknesses, and provide a direction for future professional growth and development.
16. Complete a written evaluation of the student's performance at the end of each semester. Share the final evaluation for signature with the student.
17. Participate in workshops, seminar/meetings held on the college campus for orientation and training of field instructors.
18. If the agency’s needs or expectations require the student to extend their field hours beyond the MSW academic calendar, this must be communicated to the Director of Field Education in the development/coordination phase of the field placement process and must be reiterated to the student upon initial interview with the agency.

**Responsibilities of the Student**

1. Use the field experience as a positive opportunity for professional growth and development.
2. Respect the confidential nature of the case materials they are working with. Clients are not to be discussed with friends, family, or in the dormitories. Cases, appropriately disguised, may be discussed in social work classes, where all students will treat, as confidential, all information presented by others.
3. Know and utilize the social work Code of Ethics as a base for interactions with client systems, agency personnel, and the community. Sexual harassment of students by agency personnel, and of clients by students is a violation of the Code of Ethics and the law.
4. Act in a responsible and professional manner.
5. Dress appropriately according to the nature of the field setting and per guidelines from the field instructor or agency policy.
6. Follow assigned field placement hours. Call the agency immediately if you will be delayed.
7. Call the agency if you are unable to report to field placement. If the field instructor is not available at the time of the call, leave a message and follow it up with an email to both field instructor and task supervisor (if applicable).
9. Assess your knowledge and skills in the field of social work, and identify with your field instructors the assignments and tasks which will help you develop the necessary competencies.
10. Prepare written material to complete the Learning Contract with your field instructor the first few weeks in field placement.
11. Accept responsibility for management of workload and completion of assignments.
12. Read and abide by agency procedures and practices for service provision, working hours, lunch, and breaks.
13. Do not schedule field placement hours which interfere with classes at school.
14. Negotiate vacation time with your field instructor the first week of field placement.
15. Be available and prepared for regular individual and group supervision by reviewing the previous week's work, writing recordings when assigned (twice weekly process recordings), and prepare questions and issues for discussion in session.
16. Participate fully in activities planned for students including conferences, visits with other agency personnel, seminars, etc.
17. Keep standard agency recordings. Student's whose writing skills do not meet the standards needed by the agency are expected to get tutoring. Faculty will help the student to arrange this.
18. Participate in the completion of the end of semester evaluation of your progress by preparing input for the evaluation conference that includes a self-assessment of your work.

19. Students have a responsibility to the clients served by the agency. This includes the responsibility to treat the information received in a confidential and respectful manner and to be sensitive about personal feelings.

20. IMPORTANT – Once students enter into their field placements, a full-time job, with day-time hours, cannot be maintained.*

21. Students are expected to abide by the field education calendar to the best of their ability. This includes ending field placement hours by the approved earliest end date of that semester. Hours (including excess hours) are unable to be transferred from one agency to another.

Seminar in Field Instruction (SIFI) Course

MSW field instructors accept the responsibility for training students for many reasons. Among these are the enjoyment that comes from teaching, the opportunity to acquire new knowledge and to develop new skills, preparation for a supervisory role, and fulfillment of the duty to further the profession through the process of the socialization of students into the professional role. New MSW field instructors not only need to be acquainted with the particular forms, policies and procedures of Ramapo College, but with the expectations and responsibilities of the new role of practitioner-instructor. It is therefore understandable that the majority of the Schools of Social Work offer training for new field instructors beyond a general orientation session and that the Council on Social Work Education has considered such training as part of the curriculum policy statement. Field Instructors need to become knowledgeable regarding competency based social work and the competencies outlined by the Council on Social Work Education. The SIFI is taught as a hybrid structured course, with the majority of the sessions taught online through Canvas (Ramapo College’s online learning portal). The course is designed for new MSW field instructors, to learn how to provide quality supervision to graduate level social work students. Using readings, class discussions (mostly via online forums), case examples and experiential exercises, participants will learn how to create and apply an educational framework to student supervision. The focus is on learning styles, stages of development, use of learning tools and the dynamics of supervision. Attention is paid throughout the seminar to issues of diversity and ethical dilemmas in the field.

Goals and Expectations for the Seminar in Field Instruction

- To provide a forum for field instructors to discuss, process, and integrate at a personal level those issues common to all field instructors.
- To enable field instructors to better prepare students for practice through the vehicle of quality field instruction.
- To support and enhance the field instructor in their role through a structured seminar that addresses the basic issues of the field instruction process.
To facilitate the development of the relationship between the field instructor and the MSW Program through systematic integration of theoretical and practice issues as they relate to the current student field placement

To train field instructors regarding competency based field placement experiences.

**Seminar Objectives**

- To enable field instructors to address student and self-expectations of the instructional role as well as the formal responsibilities of the instructional role as clarified by the School.
- To identify, discuss and use both practice and teaching skills associated with the instructional process. To provide focused theoretical content appropriate to the use and development of these skills.
- To identify and sensitize field instructors to value and attitude issues that impact the field instructional role and the student’s development of behaviors key to the social work profession.
- To assist the field instructor in understanding the importance of self-awareness and in the student’s development of professional skills.

**Criteria for Selecting Agencies**

A wide range of agencies is utilized for placements taking into consideration student interest, level of skill required, and geographic location. Agencies are selected based on their ability to provide students with breadth, range, and a variety of learning experiences; generalist or advanced social work practice; willingness to provide staff resources for appropriate supervision; and commitment to cooperative efforts with the program’s standards for selecting field agencies as articulated in the *MSW Student Handbook* and the *MSW Field Education Manual*. Selected agencies must:

- Be willing to execute a written agreement with the social work program;
- Be committed to supporting graduate social work education;
- Be committed to social work values and support the NASW *Code of Ethics*;
- Be willing to involve student interns as an integral part of their staff;
- Be willing to permit their field instructors to attend joint meetings/seminars with the Ramapo College social work faculty;
- Be willing to provide the student with a field instructor who holds the MSW degree, LSW, Seminar in Field Instruction (SIFI) certification and two years post-MSW degree experience, at least one year at the placement agency;
- Allow the field instructor enough time to meet with each student for approximately 45 minutes to one hour a week in individual supervision;
- Allow the field instructor enough time to prepare for supervision and to complete written evaluations of student growth and performance;
- Provide space for the student to hold interviews/meetings with clients, and a desk and telephone space for materials and collateral work;
• Be willing to accept students for field placement without discrimination on the basis of race, color, gender, age, creed, religion ethnic or national origin, physical challenges, or sexual orientation;
• Provide programs and services appropriate for beginning level, generalist, professional and/or advanced social work practice, that provide students with service delivery assignments appropriate to the specific field practicum course;
• Provide students with an opportunity to work with clients from diverse backgrounds;
• Understand that continuation of the placement is based on positive evaluations from students and field liaisons in previous years.
• Complete Agency Information Form.
Agency Information Form

Agency Name: _____________________________________ Date: ____________________________

Program(s) Name:
________________________________________________________________________________

If several different programs take students, you might want to complete a separate form for each.

Agency Address:
________________________________________________________________________________
________________________________________________________________________________

Agency phone: ___________________________ Program Phone: ________________________

Agency web address (URL):
________________________________________________________________________________

Person completing this form: __________________________________________________________

Title: __________________________

Credentials: _________________________

E-mail: _____________________________

Direct Phone: _______________________

Will you be the staff member that will be the Social Work Field Instructor? YES ☐ NO ☐

If NO:

Social Work Field Instructor: __________________________________________________________

Title: __________________________

Credentials: _________________________

E-mail: _____________________________

Direct Phone: _______________________

*Please send a resume for the staff member who will be the Social Work Field Instructor*
Agency Director: _____________________________________________________________

Program Director: __________________________________________________________

Describe the purpose of your agency, populations served, services offered, and geographic community: (use reverse side of page if more room is needed)

Appropriate field placement for (check all that apply to your agency):

☐ Intro to Social Work (BSW Sophomore, 1 semester, 80 hours – 1 day per week), begin to understand agency base of practice and beginning work with clients

☐ Social Work with Agencies and Communities (BSW Junior, 1 semester – either Fall, Spring or Summer- 100 hours, 1 day per week), macro, indirect practice – community organization, administration, program development

☐ Theory and Practice of Social Work I and II (BSW Senior, MSW 1st Yr, 2 semesters 400 hours – 2 days per week), direct practice with individuals, families and small groups

☐ Theory and Practice of Social Work III and IV (MSW 2nd Yr, MSW Advanced Standing 2 semesters 600 hours - 3 days per week), direct practice with individuals, families and small groups, macro

Special needs (i.e. student must be available on specific days, work nights, have a driver’s license, have had prior experience with population):

Agency onboarding requirements (please select all that apply)

_____ Criminal background checks
_____ PCIS (Child Abuse Screen)
_____ Local police check
_____ Fingerprint
_____ Health screening
_____ Mantoux PPD
_____ Driving certification
_____ MMR
_____ Urine screen
_____ Other _____________________________________________________________

Additional information you would like students/ the Field Education Department to know about your agency:
Criteria for Selecting Field Instructors

Field instructors are selected on the basis of having the following qualifications:

- An earned MSW degree from an accredited School of Social Work for supervision of students;
- A valid/active LSW in the state of New Jersey or LMSW in the state of New York;
- A minimum of two years of post-MSW social work employment and demonstrated competence in social work;
- A minimum of one year's work experience in the placement agency;
- An interest in teaching and providing regular supervision to a student;
- A commitment to MSW education;
- An ability to serve as a field instructor for the full length of the field practicum (two concurrent semesters);
- Formal training in supervision techniques (*Seminar in Field Instruction Course*) and prior supervisory experience;
- Willingness to participate in field instructor supervisory training offered by RCNJ at no cost;
- Willingness to allocate a minimum of 45 minutes to one hour weekly for face to face or virtual supervision with the student, time to prepare for supervisory sessions, time to work with the student to prepare the educational contract, and time to complete the evaluation; and
- Understanding that continuation is based on positive evaluations from students and field liaisons in previous years.

Placing and Monitoring of Student Placements

The process for placing students in the field begins as students are notified of their acceptance into the MSW program which usually occurs in January or February of the Spring semester. The acceptance letter contains instructions to enroll in Tevera, the Field Education Department’s online field placement monitoring platform. Students are enrolled in Tevera, where they will be prompted to complete the MSW Field Placement Application. The platform establishes a fee subject to change which is directly charged to the student’s bill. Students are also encouraged to visit the Fieldwork Program’s page on the Social Work Website. This website explains the process of obtaining a field placement. Students find a list of practicum sites which have been used by the Social Work Program for the past few years. The practicum list includes the web sites of any agency if available. In the procedures outline, students are introduced to the purpose of the placement, required hours, supervision and task expectations, and the placement procedures.

Once the students have completed the field application, they schedule an interview with the Director of Field Education or MSW Field Coordinator. The field education department is available to assist students who may require guidance in completing the application. During the interview, students are asked to describe previous social service internship and employment experiences. Their interests for client populations for field placement are elicited. Students are
asked to re-read the NASW Code of Ethics and attest with their signature an agreement to practice within the guidelines of the code. They are informed that many agencies require criminal background or fingerprint tests. In addition they sign a statement allowing the field education faculty to talk with potential field instructors about them. Students are also required to review the Acknowledgement Assumption Of Risk, Release And Waiver Related To Covid-19 Pandemic. After a careful review of the student’s application for field, the field education department, taking into consideration fields of practice or client populations that interest the student and geographic or other personal issues which might influence the choice of placement, an internship is assigned. Students are not promised a specific agency, and they are informed that the placement will be finalized prior to the beginning of the fall semester.

The field education department determines the most appropriate placement for each student. The Field Practicum Database enables the field department to identify appropriate agencies by course, fields of practice, and location. Agencies which have been used in the past are contacted first. When new agencies are needed either because of student request for a specific population or for geographic reasons, wherever possible, agencies are visited to assess its ability to provide the appropriate experience and field instruction. The agency is given a copy of the MSW Field Education Manual at this time and must execute an Agency Affiliation Agreement with the Social Work Program.

Once an agency is identified for a student, the student is contacted via Tevera, through a formal letter informing him/her of the assignment and the requirement to interview at the agency. The agency simultaneously informed of the assignment through a formal letter also sent on Tevera. The student and field instructor are given a time frame within which to hold the interview and to report back to the placement coordinator. It is expected that unless there is a major problem the placement will be finalized. If the student is unsuccessful during the interview process with the agency, the field education department will attempt to coordinate a second interview with a different agency. The field education department has the right to deny a third interview considering the inability of the student to secure a placement. No further placement coordination will occur beyond three attempts for each student.

The prime responsibility for monitoring student field placements is that of the field liaison who maintains contact with agency field instructors and/or task supervisors. Throughout both semesters of TPF-I and TPFIII-IV, students present their field placements in various formats. Students are encouraged to use their field experiences as examples of the topics discussed in class. Written assignments in the TPF sequences, such as the Case Study, assess students’ work with clients. Monitoring also takes place via the individual contacts the field liaison has with students at the college and agency visits with the student and field instructor. The Learning Contract, completed early in the semester is discussed at the agency visit to determine if the student and field instructor are utilizing the planned assignments and working on the identified objectives. Throughout the academic year the Director of Field Education requests updates from the field liaisons regarding potential problems at the agencies. The Director of Field Education has the opportunity via contacts at the field instructor orientation and site visits.
Maintaining Field Liaison Contacts with Agencies

Student placements at agencies are monitored by the field liaison which is carried out by either professional field staff, the MSW Field Coordinator, or the Director of Field Education. Each fall the field liaisons are reminded in writing of the policies related to field contacts. Field liaisons are expected to call the agency within two weeks of the student beginning his/her placement to answer field instructor’s questions, to assure that the student has arrived appropriately, and to discuss assignments and completion of the MSW Student Learning Contract. One site visit will be conducted over the course of the academic year, or more, if there are concerns that warrant additional field visits. Otherwise, contact will be maintained via email, phone calls or through Webex. Contact between the field liaison and the field instructor is to enable the field instructor to ask questions about the school, the course, or their role as a supervisor which might not be appropriate for discussion in front of the student. The field liaison is responsible for:

- Interpreting the MSW curriculum for the individual field instructor;
- Consulting with the field instructor in supervisory techniques as needed;
- Assuring that the educational focus of the placement is maintained;
- Assuring that time expectations and practice assignments are appropriate and, when not appropriate assisting the field instructor in developing other assignments;
- Participating in the development of the student’s practice goals and objectives, and the MSW Student Learning Contract;
- Reviewing the student’s process recordings during site visits or supervision (if provided);
- Evaluating student progress;
- Assessing the communication between the student and field instructor and, where problematic, facilitating problem solving;
- Responding to problems raised by the student, field instructor, or as identified by the liaison;
- Assessing the experience provided by the agency and transmitting that information to the Director of Field Education via formal or informal mechanisms;
- Asking for consultation from the Director of Field Education if problems remain unresolved between the student, field instructor, and liaison;
- Informing the Director of Field Education of problematic agencies and/or field instructors; and
- Bringing student field problems to the Field Department meetings.
MSW Fall Semester Check-In

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

Student Assessment

Has the student missed any days?  
☐ Yes  
☐ No

Has the student attended and been prepared for their 45 minute/ 1 hour supervision?  
☐ Yes  
☐ No

Is the student on time for placement?  
☐ Yes  
☐ No

Does the student present in a professional manner?  
☐ Yes  
☐ No

Is the student meeting deadlines as needed?  
☐ Yes  
☐ No

Are there any concerns with student progress in regards to CSWE’s nine competencies outlined in the Learning Contract?  
☐ Yes  
☐ No

Is a virtual meeting needed to address any concerns at this time?  
☐ Yes  
☐ No

Is a follow-up call needed?  
☐ Yes  
☐ No

If a follow-up call or virtual meeting is needed, please contact your student’s assigned Field Liaison.

Additional Comments:  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________

Field Instructor’s Signature  
Date
Field Instructor Orientation and Training

Orientation begins with the agency or program director at the time the Director of Field Education makes initial contact with the agency. The MSW program at Ramapo College is described in detail in the MSW Field Education Manual which is sent to the field instructors. Further discussion occurs either via telephone, Webex, or visits that the Director of Field Education makes to the agency. A minimum of two programs for field instructors are held on campus annually. The purposes of these sessions include:

- Orientation for new field instructors or experienced instructors who are new to Ramapo College,
- Ongoing training in supervisory issues, and
- General social worker in-service training

The first orientation is held during the beginning of the semester. Field instructors are introduced to faculty and provided with an overview of the Social Work Program where fieldwork expectations and policies are described. Information about courses, class assignments, and reading materials are presented and methods for orienting the student to the agency are discussed. Field instructors are given guidance in helping students to identify learning goals and objectives, and in completing the MSW Student Learning Contract. Instruction is provided to field instructors outlining specific content from the TPF curricula; for example, Evidence Based Practices and Family Psycho-Education are reviewed. Time is provided to allow field instructors to share their ideas for student assignments. This serves two purposes. First, it helps field instructors to understand the range of possible field experiences for students. Second, it enables field liaisons to identify agencies where there may be potential problems with assignments. The SIFI course is taught through an online/hybrid model every fall semester. It is a 14 week course that provides new field instructors with the knowledge and support to provide quality field instruction to their students. Participants in the SIFI are provided with a substantial amount of continuing education credits and are SIFI certified for the remainder of their professional careers. Every spring there is a Field Instructor Appreciation Day, where relevant social work topics are presented for further professional development. Field instructors are also notified about wide range of presentations, teleconferences, and workshops held at the college serving their continuing education needs.

Field Instructor Input into the Program

There are several mechanisms for ensuring Field Instructor input into the program. At the end of each academic year, the Director of Field Education sends Field Instructors the Field Instructor Evaluation of the Program survey. This evaluation is further discussed in the evaluation section of the field manual.

At each on-campus orientation and training session, Field Instructors are asked for feedback regarding students, the field office, and field liaisons. Time is allotted to discuss field instructors’ concerns about the program. The program also receives feedback from field
instructors through the field liaison process and frequent interchange between field instructors and the Director of Field Education.

**Student Orientation to Field Placement**

**ON CAMPUS**

Before field placements begin, the students attend *MSW Student Orientation* which is conducted by the MSW Director, the Director of Field Education and MSW Social Work faculty. Along with academic and programmatic presentation, the students are oriented to field education. This may be conducted during class time or in place of field placement days. In this orientation the purpose of field placement, behavioral expectations, and social work supervision are described. Students have a chance to discuss all aspects of entering the field. Expectations for the first few days in placement are discussed.

**IN THE FIELD**

Students arrive at field placement both eager and anxious about this new experience. The experience the student has during the first few days of field placement sets an important tone for the year. As social workers, we are familiar with expectations of agency based practice, but students have had little experience with this type of work. It is important that students are oriented to the agency as soon as they begin their field placement.

Orientation and preparation for orientation takes place prior to the student beginning at the agency, during the first week and throughout the semester. Some of the issues that should be addressed in the orientation process are:

**PRIOR TO STUDENT COMING TO AGENCY**

- Determine which office, desk space and telephone student will use;
- Stock desk space with supplies;
- Make list of agency staff and relevant phone numbers available;
- Determine the first day the student will begin;
- Assure that field instructor will be present and very available in agency on the day the student begins;
- Circulate memo to staff informing them of student's arrival;
- Develop a written schedule for the formal orientation sessions;
- Collect agency related reading material to make available to the student during the first few weeks of placement. Appropriate material should include agency brochures, annual reports, procedural and personnel manuals, professional articles written about your type of agency and the client population;
- Make sure the student has directions to the agency and knows where to park for the day.
THE FIRST FEW DAYS

- Meet student as s(he) arrives at agency;
- Introduce student to clerical and receptionist staff;
- Arrange for key supervisory staff or administrators to meet with the student;
- Introduce student to staff - This could be an ongoing process. Meeting too many people the first day could be overwhelming;
- Tour agency - During the first week tour the key parts to which the student will be relating. Later on in semester the student should tour the whole agency;
- Develop a list of abbreviations, symbols, acronyms and technical terminology specific to your setting;
- Give student a listing of agency holiday schedule;
- Provide map of agency, city and county (especially if student is expected to make home visits);
- Discuss dress code and other agency rules of behavior;
- Show students how to obtain supplies and how to use the phone, copy machine etc.;
- Establish a schedule of tasks, meetings, and expectations of student and field instructor for the first two weeks;
- Provide instructions for completing agency statistical reports, sample forms, outlines for recordings and dictating equipment;
- Meet with student several times during the first week or two. Inform the student of the person that s(he) can go to for questions in your absence. If you will be out of the office during the student's day at the agency assign a person to look out for the student;
- Arrange for student to observe each step that the client goes through with the agency. Observe what each staff person does and how each relate to the other;
- Meet with student to discuss potential assignments, process of supervision and expected student preparation for supervision (recordings).

ONGOING ORIENTATION

- Provide student, via reading material or interviews with administrators, with information on history of agency, organizational structure, funding sources, budget, policies and programs, and organizational chart;
- Have student visit community agencies which are utilized by your program;
- Share references of programmatically relevant readings;
- Allow student to participate in staff or clinical team meetings; and
- Allow students to observe an agency board of directors or advisory board meeting.
Developing Fieldwork Tasks and Assignments with Students and the Learning Contract

In order to help the student and Field Instructor focus on the educational purpose of the field experience, all MSW students in the field are expected to execute a learning contract between the student and Field Instructor. The student’s and Field Instructor’s responsibilities to each other and the student’s learning goals and experiences are spelled out and signed by both. An additional purpose of the student-Field Instructor contract is to provide a model for student-client practice contracts.

The Learning Contract has several components. The first includes the names of the student, agency, and field instructor. The expectations of the student in terms of work days and time are then defined. The general programs of the agency in which the student will work and types of clients are listed. Day and time of supervision and expectations for preparation for the supervisory session are detailed. Tasks and assignments, which should be accomplished during the internship, the learning opportunities the student will have to reach this goal, and the evidence of accomplishment are spelled out. Tasks and assignments are geared towards the practice behaviors (and advanced practice behaviors for second year students) that pertain to one of nine EPAS competencies.

The MSW program at Ramapo College is aligned with EPAS competencies and practice behaviors which all students in our program are expected to master by the end of their specific placement. But to treat all students the same is to overlook individual student needs. Therefore, the learning contract developed for the student needs to consider both the general expectations and their skill level. As in social work practice, we start where the student is.

During the student's first few weeks at the agency, both the student and the field instructor should be developing an assessment of the knowledge and skills of the student. At this time the student has limited ideas about their learning goals or about professional expectations. They have thoughts about the kinds of clients they might like to work with, and many have some exalted images of what they will be able to do with clients.
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy. Our curriculum, including our field program, is organized around the EPAS as mandated by CSWE. This must be done in order to obtain and maintain CSWE accreditation.

We ask that during the next few weeks you sit with your student(s) and begin to select tasks/activities that will be completed during their 600 hour fieldwork. Joint development of the agreement will produce the richest results. Please keep in mind, the Student Learning Contract must be provided by the student to their course instructor on the assigned due date in the Field Calendar. It is usually around the fourth week, but your student will know this date. Of course, the field instructor and intern can add and delete tasks/activities that will or will not be completed and that are specific to this particular internship. Consider this a living kind of document, which is open to revision, if needed. This agreement will be utilized by the Field Liaison when conducting the site visit. Also, take note that each field evaluation is a direct reflection of this contract, providing a frame a reference at both the beginning and end of each semester.

Please remember, sometimes some of the most basic things can be easily overlooked by a field instructor and yet, be so important to the student. The student is new to everything, such as learning a new telephone system and how or where to get office supplies. That said, there are some particular things being agreed on that could easily be considered too obvious, but that bear unique mention:

1. Please plan for an adequate work space with computer and phone access.
2. Devise a plan with your student(s) on how to deal with issues that require guidance in the absence of their field instructor.
3. It is important to plan for a reasonable work volume and intensity. It is important that students are provided with quality learning assignments without being overloaded with agency overflow. Approximately 12 of the 21 hours of weekly fieldwork should be direct work with clients, groups or families. This can include but is not limited to observing/co-leading groups, phone contact with clients or face-to-face interventions with clients/client systems.

4. Supervision is essential to all student and professional growth. The expectation is that the student will receive **45 minutes to one hour of direct supervision per week**. Group supervision is a wonderful medium, but it should not be conceived of as wholly replacing the opportunity for individual supervision.

**Directions to complete the Student Learning Contract**—For each Competency and Practice Behavior, in the space provided, state the agency learning task or activity which will give the student experience to learn a practice behavior. State how you will see the evidence that the learning has been accomplished. Using the accompanying document “Example of Student Tasks and Activities in the Student Learning Contract” you can select from the examples and/or provide your own but include at least 3-5 tasks or activities per competency that students will be engaged in over the course of their 600 hours of fieldwork.

**STUDENT LEARNING CONTRACT**

**STUDENT NAME:**

**AGENCY NAME AND ADDRESS:**

**FIELD INSTRUCTOR’S NAME:**

**PHONE:**

**EMAIL:**

**TASK FIELD INSTRUCTOR (if applicable):**

**FIELD LIAISON:**

**STUDENT SCHEDULE AT AGENCY:**

**HOW STUDENT WILL BE ORIENTED TO THE AGENCY:**

**SUPERVISION TIME:**
REQUIRED SUPERVISORY PROCESS RECORDING: (number of process recordings requested by field instructor, what you will bring to supervision):

RECORD KEEPING EXPECTATIONS (i.e. reports, notes for agency):

AGREEMENT FOR TIME AT HOLIDAYS

GENERAL DESCRIPTION OF STUDENT ASSIGNMENTS (provide more details below under each competency)

Competency 1: Demonstrate Ethical and Professional Behavior
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
Practice Behaviors:

● 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.
● Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
● Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
● Use technology ethically and appropriately to facilitate practice outcomes.
● Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
Practice Behaviors:
• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.
• 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
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:
Practice Behavior(s):
• Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.
• Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**
- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- 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**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 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.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 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**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Practice Behaviors:**
• Select and use appropriate methods for evaluation of outcomes.
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
• Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
• Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

Field Instructor’s Signature: ____________________________________________

Student’s Signature: ________________________________________________

Date: ____________________________________________________________
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy. Our curriculum, including our field program, is organized around the EPAS as mandated by CSWE. This must be done in order to obtain and maintain CSWE accreditation.

We ask that during the next few weeks you sit with your student(s) and begin to select tasks/activities that will be completed during their 600 hour fieldwork. Joint development of the agreement will produce the richest results. Please keep in mind, the Student Learning Contract must be provided by the student to their course instructor on the assigned due date in the Field Calendar. It is usually around the fourth week, but your student will know this date. Of course, the field instructor and intern can add and delete tasks/activities that will or will not be completed and that are specific to this particular internship. Consider this a living kind of document, which is open to revision, if needed. This agreement will be utilized by the Field Liaison when conducting the site visit. Also, take note that each field evaluation is a direct reflection of this contract, providing a frame a reference at both the beginning and end of each semester.

Please remember, sometimes some of the most basic things can be easily overlooked by a field instructor and yet, be so important to the student. The student is new to everything, such as learning a new telephone system and how or where to get office supplies. That said, there are some particular things being agreed on that could easily be considered too obvious, but that bear unique mention:

1. Please plan for an adequate work space with computer and phone access.
2. Devise a plan with your student(s) on how to deal with issues that require guidance in the absence of their field instructor.

3. It is important to plan for a reasonable work volume and intensity. It is important that students are provided with quality learning assignments without being overloaded with agency overflow. Approximately 12 of the 21 hours of weekly fieldwork should be direct work with clients, groups or families. This can include but is not limited to observing/co-leading groups, phone contact with clients or face-to-face interventions with clients/client systems.

4. Supervision is essential to all student and professional growth. The expectation is that the student will receive **45 minutes to one hour of direct supervision per week**. Group supervision is a wonderful medium, but it should not be conceived of as wholly replacing the opportunity for individual supervision.

**Directions to complete the Student Learning Contract**—For each Competency and Practice Behavior, in the space provided, state the agency learning task or activity which will give the student experience to learn a practice behavior. State how you will see the evidence that the learning has been accomplished. Using the accompanying document “Example of Student Tasks and Activities in the Student Learning Contract” you can select from the examples and/or provide your own but include at least 3-5 tasks or activities per competency that students will be engaged in over the course of their 600 hours of fieldwork.

**STUDENT LEARNING CONTRACT**

**STUDENT NAME:**

**AGENCY NAME AND ADDRESS:**

**FIELD INSTRUCTOR’S NAME:**

**PHONE:**

**EMAIL:**

**TASK FIELD INSTRUCTOR (if applicable):**

**FIELD LIAISON:**

**STUDENT SCHEDULE AT AGENCY:**

**HOW STUDENT WILL BE ORIENTED TO THE AGENCY:**

**SUPERVISION TIME:**
REQUIRED SUPERVISORY PROCESS RECORDING: (number of process recordings requested by field instructor, what you will bring to supervision):

RECORD KEEPING EXPECTATIONS (i.e. reports, notes for agency):

AGREEMENT FOR TIME AT HOLIDAYS

GENERAL DESCRIPTION OF STUDENT ASSIGNMENTS (provide more details below under each competency)

**Competency 1: Demonstrate Ethical and Professional Behavior**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior(s):**

- Continually employ and model conscious use of self, including: self-reflection, self-monitoring, self-correction and boundaries in practice situations.
- Demonstrate leadership in applying ethical reasoning for problem resolution.
- Systematically question statements of value and recognize the underlying ethics of policies, theories, and models, as well as:
- 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.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior
**Competency 2: Engage Diversity and Difference in Practice**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Critically analyze research informed practice approaches and self-reflect to meet the needs of diverse populations.
- Analyze specific policies and practices and their impact on diverse populations, as well as:
  - Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 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**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Identify weakness in various systems; develop and propose social policies that promote social justice, as well as:
  - Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels.
Engage in practices that advance social, economic, and environmental justice.

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior(s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.
- Critically evaluate current research and use it to support all practice interventions, as well as:
  - Use practice experience and theory to inform scientific inquiry and research.
  - Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
  - Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice**
In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior(s):**
- Analyze, evaluate, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being, as well as:
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- 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**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**
- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.
- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.
- Further develop the ability to engage diverse clients as equal participants including those who are mandated and resistant. As well as:
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.
- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.
- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.
- Assessment: The ability to independently conduct both qualitative and quantitative assessments, including diagnosing, and synthesizing the results as a continuing and dynamic process that guides interventions, as well as:
  - Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
  - 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.
● Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

● 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**

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**

- Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.

- Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.

- Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.

- Intervention: Differentially and simultaneously utilize a variety of evidence based strategies tailored to the clients’ identified prioritized needs.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on

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

In the space below, discuss what activities will be used to demonstrate, monitor & evaluate the following:

**Advanced Practice Behavior (s):**
- Evaluation: Critically evaluate practice interventions and programmatic functioning using valid and reliable methodological approaches, as well as:
  - Select and use appropriate methods for evaluation of outcomes.
  - Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
  - Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
  - Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
Field Instructor’s Signature: ____________________________________________

Student’s Signature: ________________________________________________

Date: ____________________________________________________________
### PROCESS RECORDING

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<tr>
<th>Submitted by:</th>
<th>Date: ___________________________</th>
<th>Contact #: ___________________________</th>
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<tr>
<td>Case Name:</td>
<td>Location of Interview:</td>
<td></td>
</tr>
<tr>
<td>Date of Interview:</td>
<td>Present:</td>
<td></td>
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<tr>
<td>Purpose of Contact and Goal of Session:</td>
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**Basic Client Description:**

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**Pre-Engagement:**

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<thead>
<tr>
<th>Verbatim Dialogue</th>
<th>Skill Utilized</th>
<th>Student Feelings &amp; Reactions</th>
<th>Observations &amp; Analysis</th>
<th>Field Instructor’s Comments</th>
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<tbody>
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**Interview Assessment:** (Reflect on the interview as a whole. Was there a clear beginning, middle and end? How effective were you in achieving the stated purpose?)

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

**Briefly present your impressions of the client situation:** (In this section, provide a brief summary of your analytical thinking about the entire interview. Were the goals met?)

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

**Plans for future action:** (Identify unfinished business and your thoughts about interventions you may wish to consider for future encounters. What have you and the client(s) decided to work toward? What are the short-term goals? What are the longer-term goals?)

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

**Identify questions for the conference with your field instructor:** (What specific questions do you have for your field instructor, e.g., about how to keep the focus clear; what to do when a client displays anger, sadness, resistance, etc., what to do with silences.)

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
Evaluation — Assessment of Field Outcomes

Evaluation of student strengths, limitations and progress is a significant component of the role of the field instructor. It is one that is frequently troublesome for social workers. Where the social worker is encouraged to be non-judgmental, the teacher must be able to specify quality through grades. The Field Instructor must attempt to be both at the same time. Even though the field instructor is not the person who assigns the letter grade, the assessment material provides the support for the grade assigned by the faculty member. The student, as well as the field instructor feels anxious about the evaluation process which is why we frequently put it off until the last minute. Evaluation at the last minute defeats an educational purpose.

Ongoing Evaluation

The purpose of evaluation is to give direction to learning. Through evaluation, the student learns how to complete a task correctly and works towards achieving learning objectives. In order for evaluation to serve this learning purpose, it cannot be done in a once a semester conference focused only on assessment. Evaluation should be an ongoing process. It begins the first day of placement and ends with the end-of-the-year documentation of the student's achievements and need for future growth.

In order to evaluate the student's growth or lack of growth it is necessary to have a baseline of data about the student's skills at the beginning of placement. The Learning Contract is therefore an important tool to utilize early on. It can serve as part of the base for the ongoing and end of semester discussions regarding growth. Student self-awareness is necessary to enable him/her to participate in the evaluation process. Field Instructors must be aware of the field course objectives in addition to the individual student's objectives.

It is important for the Field Instructor to share their perceptions about the student's practice in weekly supervision. Students should not be surprised at the end of a semester with a comment about poor quality of work, which has not been previously discussed. Students need to have support for the things they are doing well, in addition to specific problematic areas. The feedback to the student should be specific. During the beginning stages of field placement, the Field Instructor and student should discuss how on-going and end of semester evaluation would take place. Expectations for performance and for supervisory conferences should be spelled out verbally and also put in writing in the Learning Contract. For example: will the Field Instructor expect the student to write process recordings or make audio tapes of client sessions as the way the Field Instructor will assess student's interviewing skills?
Field Site and Placement Evaluation

Field sites are evaluated by the student, the field liaison, and the Director of Field Education. Each assesses the agency and field instructor based on its consistency with program objectives. The student and field liaison evaluations of agencies are completed early enough to allow planning for the next year and making adjustments as needed. The Student Evaluation of Agency includes questions related to program objectives such as the knowledge base of the field instructor, and his/her ability to help the student integrate theory and practice, the ability of the agency to offer experiences with clients from a variety of cultures, agency practice consistent with the NASW Code of Ethics, and the compatibility of the placement with the course objectives. The field liaison is able to evaluate the site through standard site visits.

Field Instructors are asked to evaluate the field placement process, quality of fieldwork materials produced by the program, quality and usefulness of Field Instructor orientation sessions, performance of the Faculty Field Liaison, and effectiveness of the field work evaluations in assessing students’ work. A second area of evaluation asks questions about the program’s preparation of students for field placement in terms of appropriate knowledge, social work values and ethics, and communication skills. A third section of the survey asks Field Instructors to assess how well they feel our students are meeting program objectives. In addition, field instructors are encouraged to raise issues of concern and make suggestions for change.

End of Semester Evaluation

The end of semester formal evaluation is not the role of the Field Instructor alone. This is a shared process. If more than one staff member is involved with the student, then those people should participate in the evaluation process. Students should play a significant role in this evaluation process. The end of semester evaluation assesses on the abilities and expectations outlined in CSWE’s nine competencies pertaining to student learning outcome and practice behaviors. This evaluation tool is delivered to field instructors electronically via Tevera and follows the structure of the end of semester evaluation listed below.

1. All field documents will be submitted and stored online, with our Field Education Management software, Tevera. Field instructors will be able to access the evaluation form on Tevera at least one month before the end of the semester, giving the Field Instructor, other staff and the student time to review and prepare.

2. The Field Instructor and student should prepare their thoughts and comments separately. Both should think of examples of the student's practice to support the assessment of their strengths and weaknesses. THE FIELD INSTRUCTOR SHOULD NOT FORMALLY COMPLETE THE FINAL COPY BEFORE THE CONFERENCE WITH THE STUDENT.
3. Field Instructor and students should schedule a conference to discuss the evaluation at a time separate from the usual supervisory session. A minimum of an hour and a half will be necessary to complete the discussion. Do not allow interruptions during this meeting.

4. Field Instructors and students should contribute to each point on the evaluation. WHILE IT IS THE FIELD INSTRUCTOR WHO COMPLETES THE FINAL EVALUATION, THE STUDENT’S SELF-ASSESSMENT AND COMMENTS SHOULD BE CONSIDERED. Be open to making changes in the evaluation where there is evidence to do so.

5. During this conference, implications for future growth and learning objectives should be discussed. If this evaluation is conducted during the middle of a TPF sequence, then the evaluation could be used as the basis for a new or revised learning contract. If this evaluation were at the end of the year it could be the time to discuss the type of reference the field instructor would write.

6. The field instructor should have the final evaluation completed online and electronically “signed”. It should then be shown to the student, who will counter-sign the evaluation in Tevera. Once the student co-signs the evaluation, this will serve as proof that the student has reviewed and accepts the formal evaluation.

7. The evaluation should be submitted through Tevera as outlined in the directive email sent to the field instructor ahead of time.

8. If the student disagrees strongly enough with points made on the evaluation the student has the right to add a written statement.
NAME OF AGENCY: __________________________________________________________

NAME OF FIELD INSTRUCTOR(S): ____________________________________________

NAME OF FIELD LIAISON: __________________________________________________

Please use additional paper if you need more space. Your thoughts will assist us in creating a better field placement program. Thank you.

1. Comment on the receptivity of the agency towards students. How were you oriented to the agency? How well were you oriented to the agency? How adequate were the facilities for student (office space, phone etc.)? Is the agency practice consistent with the Code of Ethics and professional practice?

2. Comment on the adequacy and appropriateness of your tasks and assignments. Were they consistent with BSW practice? What opportunity did you have to work with clients from a variety of cultures with a variety of problems?

3. Discuss the quality and availability of supervision. Did your Field Instructor possess sound knowledge of her/his area of practice? Did he/she communicate knowledge? Was she/he able to help you integrate theory and practice? Did she/he clarify expectations? Did he/she provide adequate feedback about your strength and challenges?

4. Discuss the quality and availability of your field liaison’s activities. Was she/he accessible and supportive, and address special problems or concerns you had? Did she have frequent phone communication with the agency and visit the agency at least once a semester?

5. Were you involved in joint meetings with the field liaison and Field Instructor? Did
6. How consistent was the relationship between your field placement and the course content?

7. Comment on the placement process. Were your interests or special needs addressed? Was the field work orientation of assistance? Did the Student Handbook provide you with appropriate information?

8. With what parts of the practice experience were you most satisfied?

9. With what parts of the practice experience were you most dissatisfied?

10. What changes do you think should be made in the agency, assignment, Field Instructor, liaison, or placement process level?

11. Would you recommend the field placement be used again? Are there any changes that should be made to make it a more beneficial experience?

12. Any additional information

Please return this form to Cardacia Davis, Director of Field Education
Field Instructor Evaluation of Program

Dear MSW Field Instructor,

The faculty at the Social Work Program at Ramapo College of New Jersey is interested in your feedback about our program, faculty and students. It would be helpful if you could take a few minutes and complete this questionnaire. The information will be helpful as we consider curriculum and procedural revisions.

Cardacia Davis, MSW
Director of Field Education

Date: ____________________________

Name of the course your student(s) attend – select all appropriate
☐ Theory and Practice I, II
☐ Theory and Practice III, IV

PART A: FIELDWORK

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1. The Field Education office contacted you for a student in a timely manner.</td>
<td>☐</td>
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<td>2. You were given adequate information about the expectations of the field instructor and student in order for you to make a decision about taking a student.</td>
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<td>3. The Director of Field, or Field Team member, making the assignment was available during the placement process.</td>
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<td>4. You were given adequate information about the student prior to the student beginning the placement.</td>
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<td>5. The Field Instructor Orientation at the beginning of the school year</td>
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was helpful.

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<td>6. The Field Education Manual was helpful.</td>
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<td>7. The Social Work Website was helpful.</td>
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<td>8. Your assigned field liaison maintained adequate phone contact with you.</td>
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<td>9. The field liaison made at least one visit to your agency.</td>
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<td>10. The field liaison helped you develop appropriate student assignments.</td>
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<td>11. The field liaison was responsive /helpful to your questions or problems.</td>
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<td>12. The field liaison returned your phone calls in a timely manner.</td>
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<td>13. The Field Evaluation is an effective mechanism for assessing the student’s work.</td>
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**PART B STUDENT POPULATION**

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<td>14. The students are prepared with appropriate knowledge and skill for the level of placement.</td>
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<td>15. The students are prepared with appropriate values and ethics for the level of</td>
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16. The students’ written communication skills are adequate and effective.

PART C: COMMENTS or CONCERNS

1. What additional content would be helpful to be included in the Field Education Manual? Are there specific areas of supervision for which you would like further training?

2. How else may the Field Education Team be of assistance to you?

3. Are there additional content areas that should be included in the curriculum for the student?

4. Are there additional areas of measurement that should be included in the student fieldwork evaluation?

5. Additional comments:

Thank you for completing this survey
MSW Field Assessment of Foundation Practice Behaviors

The "Field Assessment of Foundation Practice Behaviors" was created to capture field instructor feedback on the student's competence in the 32 MSW Foundation practice behaviors outlined by the Council on Social Work Education (CSWE). Please answer each of the 32 questions reflecting the foundation practice behaviors using the Likert scale outlined below. In addition, you may provide narrative feedback at the end of each competency. Please refer back to the learning contract that you completed with the student at the beginning of this academic year for examples of each competency when completing this survey.

Please rate the student on each practice behavior using the following Likert scale:

1--Not competent: The student has not achieved even a minimal level of competence in this practice behavior, nor demonstrated any significant movement in this direction, even with supervisory input.

2--Developing competence: Though the student has not yet reached a desirable level of competence in this practice behavior, there has been a noticeable improvement in this direction. The student is responsive to supervision around this practice behavior.

3--Competent: The student demonstrates a basic level of mastery of this practice behavior that is consistent with what one might minimally expect from a student with this amount of experience. The student demonstrates responsiveness to supervision around this behavior to advance their skill.

4--Advanced competence: The student demonstrates a level of mastery of this practice behavior that is beyond the minimal expectations that one would have of a student with this amount of experience. Minimal supervision is required to support the further development of this behavior.

5--Superior competence: The student demonstrates a level of mastery of this practice behavior that is consistently beyond the minimal expectations that one would have of a student with this amount of experience, and that requires little to no targeted supervision.

Student email address (please use the student's Ramapo email address):
Field agency name:
Field instructor name:
Field instructor email address:

**Competency 1: Demonstrate Ethical and Professional Behavior**

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<tr>
<th>Competency Level</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
<th>Superior Competency</th>
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68
1. Student makes 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.

2. Student uses reflection and self regulation to manage personal values and maintain professionalism in practice situations.

3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic Communication.

4. Student uses technology ethically and appropriately to facilitate practice outcomes.

5. Student uses supervision and consultation to guide professional judgment and behavior.

Comments for Competency 1:

Competency 2: Engage Diversity and Difference in Practice
6. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

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<th>Competency</th>
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<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
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7. Student presents as a learner and engages clients and constituencies as experts of their own experiences.

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<th>Competency</th>
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8. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Comments for competency 2:
_________________________________________________________________

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

9. Student applies their understanding of social, economic, and environmental justice for human rights at the individual and system levels.

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10. Student engages in practices that advance social, economic, and environmental justice.

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Comments for competency 3:
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**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
11. Student uses practice experience and theory to inform scientific inquiry and research.  

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12. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.  

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13. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.  

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Comments for Competency 4: 
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Competency 5: Engage in Policy Practice

14. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.  

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15. Student assesses how social welfare and economic policies impact the delivery of and access to social services.  

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16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.  

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Comments for Competency 5: 
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Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Comments for competency 6: ________________________________________________________________

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

19. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

20. Student applies 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.
21. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments for competency 7: ______________________________________________________________

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

23. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

24. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
25. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

26. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

27. Student facilitates effective transitions and endings that advance mutually agreed-on goals.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Comments for competency 8: _______________________________________________________

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

29. Student selects and uses appropriate methods for evaluation of outcomes.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

30. Applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

31. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
32. Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

Comments for competency 9:

_____________________________________________________________________________

Overall Comments:

_____________________________________________________________________________
_____________________________________________________________________________
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Field Instructor                        Date

Student                                    Date

Field Liaison                        Date
The "Field Assessment of Advanced Practice Behaviors" was created to capture field instructor feedback on the student's competence in the 31 Foundation Practice behaviors outlined by the Council on Social Work Education (CSWE), as well as 21 Advanced Practice Behaviors. Please answer each of the 52 questions reflecting the Advanced Practice behaviors using the Likert scale outlined below. In addition, please provide narrative feedback at the end of each competency. Please refer back to the learning contract that you completed with the student at the beginning of this academic year for examples of each competency when completing this survey.

Please rate the student on each practice behavior using the following Likert scale:

1--Not competent: The student has not achieved even a minimal level of competence in this practice behavior, nor demonstrated any significant movement in this direction, even with supervisory input.

2--Developing competence: Though the student has not yet reached a desirable level of competence in this practice behavior, there has been a noticeable improvement in this direction. The student is responsive to supervision around this practice behavior.

3--Competent: The student demonstrates a basic level of mastery of this practice behavior that is consistent with what one might minimally expect from a student with this amount of experience. The student demonstrates responsiveness to supervision around this behavior to advance their skill.

4--Advanced competence: The student demonstrates a level of mastery of this practice behavior that is beyond the minimal expectations that one would have of a student with this amount of experience. Minimal supervision is required to support the further development of this behavior.

5--Superior competence: The student demonstrates a level of mastery of this practice behavior that is consistently beyond the minimal expectations that one would have of a student with this amount of experience, and that requires little to no targeted supervision.

MSW Field Assessment of Advanced Practice Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

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<tr>
<th>Not Competent</th>
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<th>Competent</th>
<th>Advanced Competence</th>
<th>Superior Competency</th>
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</table>

Student Name:  
Student email address (please use the student's Ramapo email address):  
Field Agency Name:  
Field Instructor Name:  
Field Instructor Email Address:  

76
1. Student makes 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.

2. Student uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.

4. Student uses technology ethically and appropriately to facilitate practice outcomes.

5. Student uses supervision and consultation to guide professional judgment and behavior.

7. Demonstrate leadership in applying ethical reasoning for problem resolution.

8. Systematically question statements of value and recognize the underlying ethics of policies, theories, and models.

Comments for Competency 1: _____________________________________________

**Competency 2: Engage Diversity and Difference in Practice**

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<tbody>
<tr>
<td>9. Student applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5</td>
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<tr>
<td>10. Student presents as a learner and engages clients and constituencies as experts of their own experiences.</td>
<td>☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5</td>
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</table>
11. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

12. Critically analyzing research informed practice approaches and self-reflect to meet the needs of diverse populations.

13. Analyze specific policies and practices and their impact on diverse populations.

Comments for Competency 2: ________________________________

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

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14. Student applies their understanding of social, economic, and environmental justice for human rights at the individual and system levels.

15. Student engages in practices that advance social, economic, and environmental justice.
16. Student identifies weakness in various systems and develop and propose social policies that promote social justice.

Comments for Competency 3: _____________________________________________________

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

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<th>Superior Competency</th>
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<tr>
<td>17.</td>
<td>Student uses practice experience and theory to inform scientific inquiry and research.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
</tr>
<tr>
<td>18.</td>
<td>Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
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<tr>
<td>19.</td>
<td>Student uses and translates research evidence to inform and improve practice, policy, and service delivery.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
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<tr>
<td>20.</td>
<td>Student differentially selects and implements strategies for assessment and intervention utilizing research informed approaches.</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3</td>
<td>□ 4</td>
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</table>
21. Student critically evaluates current research and uses it to support all practice interventions. □ 1 □ 2 □ 3 □ 4 □ 5

Comments for Competency 4: _______________________________________________________

**Competency 5: Engage in Policy Practice**

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22. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

23. Student assesses how social welfare and economic policies impact the delivery of and access to social services.

24. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.

25. Student will analyze, formulate, and advocate for policies that respond to emerging local, regional, and societal trends to advance well-being.

Comments for Competency 5: _______________________________________________
## Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities

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<th>Superior Competency</th>
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<tr>
<td>26. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</td>
<td>☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5</td>
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<tr>
<td>27. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<td>28. Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.</td>
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<tr>
<td>29. Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends and needs.</td>
<td>☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5</td>
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30. Engagement: Further develop the ability to engage diverse clients as equal participants, including those who are mandated and resistant.

Comments for Competency 6: ______________________________________________________

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

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31. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.

32. Student applies 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.

33. Student develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

34. Student selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and
35. Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.

36. Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.

37. Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends.

38. Assessment: The ability to independently conduct both qualitative and quantitative assessments, including diagnosing, and synthesizing the results as a continuing and dynamic process that guides interventions.

Comments for Competency 7: ________________________________

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

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<th>Competency</th>
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<th>Developing Competency</th>
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<td>39.</td>
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</table>

39. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.
40. Student applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

41. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

42. Student negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.

43. Student facilitates effective transitions and endings that advance mutually agreed-on goals.

44. Differentially select and implement strategies for assessment and intervention utilizing research informed approaches.

45. Differentially apply theories and frameworks of human behavior and the environment, recognizing underlying assumptions, values, strengths, and weaknesses of these theories.
46. Analyze context and demonstrate the ability to initiate innovative and resourceful action with regard to emerging local, regional, and societal trends.  

47. Intervention: Differentially and simultaneously utilize a variety of evidence based strategies tailored to the clients’ identified prioritized needs.  

Comments for Competency 8: __________________________________________________

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

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<tr>
<th>Not Competent</th>
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48. Student selects and uses appropriate methods for evaluation of outcomes.  

49. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.  

50. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.  

51. Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.
52. Evaluation: Critically evaluate practice interventions and programmatic functioning using valid and reliable methodological approaches.

Comments for Competency 9:

Overall Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Field Instructor Date

Student Date

Field Liaison Date
Endings

The Student with the Agency

Ending the field placement is as important an issue to consider as is the beginning of the placement. The manner in which ending of the placement is handled is important for the student personally, and also serves as a model for how the student could handle termination with client systems. The student will be dealing with feelings about terminating with their clients, the agency, and the Field Instructor. Second year students will also be facing the loss of their role as students and will be confronting graduation, seeking employment or assuming other roles. During the last two to three months of the semester student reactions to these endings should be discussed in supervisory conferences.

The themes involved in worker (student) - client endings are similar to those involved in student-field instructor endings. Field Instructors often have as difficult time (if not more) with endings as do students. Lack of attention to discussion of student-agency-field instructor ending issues because of field instructor's time problems or anxiety provides a negative role model for student endings with client systems.

The process of ending with client systems involves the assessment of the client's growth and changes made. So too with students, the ending of the field placement should involve a mutual discussion of the experience. Identifying the types of assignments, and supporting the areas of positive change will help to maintain the student's growth.

Formal recognition that the student is leaving the agency is meaningful. During the last week or day of placement the field instructor, and/or agency staff with whom the student has been involved, should in some way show signs of gratitude for the student's efforts during the year. This does not need to be a major expression, but the student does appreciate this.

Student Performance Issues

Performance issues will be addressed in the following manner:

- Student performance will be reviewed in supervision. Performance problems will be clearly identified (orally or in writing) by the agency field instructor and/or field liaison. Specific examples of problem area and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.
- Students are allowed two (2) excused sick days from their field placement for the academic year. If the student takes more than two sick days, they must make up the hours they missed.
At any time during the internship, a single event or if problem behaviors persist and/or are serious, the field instructor will contact the field liaison for a consultation. The student also must advise the field liaison if he/she has concerns about the internship and/or the field instructor. The student will also advise the field liaison if there are concerns about performance issues raised from feedback received from the agency field instructor.

The field liaison will offer guidance to the student and/or agency field instructor by telephone or in person. If a visit to the agency is needed, this meeting may include separate time with the student and with the agency field instructor.

Based on the discussion with the field liaison, a written “Success Plan” to outline performance improvement, will be developed jointly by the student, field liaison and agency field instructor and signed by all parties, with copies distributed. Consequences for the noncompliance will be included. will be developed jointly by the student, field liaison and agency field instructor and signed by all parties, with copies distributed. Consequences for the noncompliance will be included.

Midyear and final evaluations must demonstrate improved performance to pass the course.

Poor performance or a single event, which may place clients at risk, is unprofessional or unethical may result in a termination, at any time from the internship. The agency supervisor and the field director make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student.

If the student's performance does not meet minimum expectations by the due date of the final evaluation, the agency field instructor will complete the narrative portion of the evaluation specifying the reasons for the students’ failure to meet expectations, and the quantitative portion would clearly indicate the inadequate or unsatisfactory areas of performance.

The agency field educator has the option of recommending a grade of “I”, Incomplete to the Office of Field Education on the evaluation form.

The College will determine what grade to assign for the students’ final grade

If the grade of "Incomplete", is assigned the following will occur:

If the student is demonstrating significant progress in the identified problem areas of performance, but has yet to obtain the goals set, an “I” grade may be assigned and the student would remain in that internship for a period of time specified by the agency field instructor and the field liaison. If the student consistently completes satisfactory work at the end of the specified time, a grade change will be submitted, changing the “I” to a letter grade. Students may also receive an “I” if they have not completed the necessary hours for their Field Education course due to absences. In these cases the student, agency
field instructor and field liaison reach an agreement about how the hours will be completed before the grade is changed to a letter grade.

- In some cases, it may not be appropriate for the student to remain in the same internship. The student would complete the internship at a different agency to be determined by the Office of Field Education. A second internship would be contingent on disclosure of the student's performance problems and a copy of the last field evaluation form will be provided to the new potential field instructor. The Office of Field Education reserves the right to not offer a second internship based on student performance issues and/or the students refusal to allow the College representatives to share information about the termination with the new internship agency.

- If the student is assigned to a new internship after earning an “Incomplete” in the first internship, the student will be required to complete the full number of hours required for the course. There are exceptional cases of illness where a physician has documented a reason for hours missed or in cases where there were extenuating circumstances at the internship, and the Office of Field Education will negotiate with the student “credited hours” from the first internship. The student may need to re-register for the related course. The Office of Field Education in consultation with the professor of the related course, may assign a failing grade, based upon the recommendation and documentation of the agency field instructor. This grade and the subsequent termination from the internship are based on the students’ performance, which has violated policies of the agency, Ramapo College’s Social Work Program, and/or any standards set by the NASW Code of Ethics. In these situations a student must:

  - Complete a typed written request for another internship stating their reasons and responsibility for failure in the prior internship, along with how they plan to resolve problem area. (ex: attend a seminar on ethical dilemmas, boundary setting, etc.). This request is submitted to the Director of Field Education within 60 days from the date of the termination. The Director of Field Education reviews the letter and all pertinent information jointly with the Assistant Dean/MSW Director for MSW students or the BSW Convener for BSW students. If it is decided that the student will be offered another internship, there would NOT be a grade change of the original "Incomplete" and the entire internship MUST be retaken, with no credit given for previous hours in an internship. The student must re-register for the full credit hours of the course and be responsible for the identified tuition.

At times the College may determine that it is in the best interest of the student not to immediately re-enter another internship. In these cases it may be recommended by the Director of Field Education and the MSW Director or BSW Convener that the student complete certain tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are taking a course in ethics, engaging
in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completions dates.

The Social Work Program reserves the right to deny a student a second or third internship based on student performance issues and other pertinent information.

The student has the right to appeal this grade. The grade appeal will be in accordance with College regulations and Social Work Program policy. Students will not be permitted to register for any social work courses until the grade appeal process for a field education course is complete.

At any point during the above mentioned interventions being executed, it may be deemed necessary by the Director of Field Education and the MSW Director, for the student to be reviewed by the Academic and Field Review Committee (AFRC).

The purpose of the Academic and Field Review Committee (AFRC) process is to review and provide a nature of problems or issues concerning students enrolled in the BSW or MSW programs at Ramapo College. The problems or issues include matters related to academic and field education performance, and professional practice ethics and behavior.

If during the coordinating of field placements, a student attends two interviews with two different agencies and does not get accepted by either agency, the Academic and Field Review Committee (AFRC) must explore the cause(s) for said student not being accepted, before the field department considers coordinating a third possible field placement for the student.

Procedures for AFRC

1. Referrals of concerns that come to the attention of the AFRC are to be made to the student’s Field Liaison or Faculty Advisor who, in turn, notifies and consults with the appropriate program and site directors and the referring faculty member about the referral.

2. The result of the consultation will be a determination as to whether to initiate the AFRC process. The individual making the original referral will be notified of that decision.

3. When the decision is to initiate the AFRC process, the Faculty Advisor contacts the AFRC Chair and the student to inform them that an AFRC hearing will be convened.

4. The AFRC Chair will meet with the student and provide information regarding the AFRC process, what to expect from a hearing, and who will attend. The Chair will inform the student that he or she has the right to exclude the student member from the hearing and that the exercise of that right must be made in writing to the Chair.
5. The hearing will be convened by the Chair as soon as it can be arranged. The Hearing Panel will consist of the Chair, two faculty panelists, and one student panelist (unless the student undergoing review requests that a student panelist not be included).

If any student receives a failing grade on their field evaluation, or is released from their field placement after all of the above mentioned interventions and procedures have been executed, the final grade for that correlated field course cannot be higher than a “D.”
STUDENT SUCCESS PLAN

Student Name: _____________________________________________ Semester in Field: _____________________________________________

RCNJ Social Work Course: _____________________________________________________________________

<table>
<thead>
<tr>
<th>Area(s) of Improvement</th>
<th>Action to be Completed by Student</th>
<th>Target Date</th>
<th>Action to be taken by Supervisor</th>
<th>Target Date</th>
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The student’s failure to correct these deficiencies within the specified timeframe will result in termination from this field placement with a failing grade.

Student Signature: _____________________________________________ Field Instructor Signature: _____________________________________________

Field Liaison Signature: _____________________________________________ Date: _____________________________________________
Termination

If a student’s academic or non-academic performance is deemed unsuitable for continuation in the program, the Program Director will convene a meeting of the social work faculty to review the student’s academic record and other relevant materials. If the faculty votes to move forward with terminating the student from the program the following procedures are followed:

1. The Program Director, after consulting with social work faculty, informs the student verbally and in writing that he/she is being terminated from the Social Work Program. The letter to the student will include reasons supporting this action and make the student aware that he/she has the right to appeal this decision.

2. If the student chooses to appeal, he/she must make this request in writing to the Program Director within two weeks of receiving the Program Director’s letter.

3. Following the student’s request for an appeal, the Program Director will arrange a hearing before the social work faculty where the student may present whatever pertinent materials and arguments are deemed necessary for his/her defense.

4. After hearing the student’s appeal and re-examining pertinent information such as the student’s academic work, fieldwork performance, and/or behavior, the faculty will vote to sustain or reverse its original recommendation.

5. The Program Director will inform the student in writing of the social work faculty’s decision. In the event that the decision remains negative, the student is informed of his/her right to appeal this decision in writing to the School’s Dean.

6. In the event of an appeal, the School’s Dean will confer with the student and the Program Director, jointly or independently as he or she sees fit, to review all evidence relating to the case, and render a decision either affirming or overruling the decision to terminate. If the Dean renders a decision that affirms the faculty’s decision to terminate the student from the program, the student is so notified in writing and informed that he/she has the right to appeal the Dean’s decision to the Provost. Conversely, the Program Director has the right to appeal the Dean’s decision if it overrules the social work faculty’s decision to terminate the student from the program. In either case, a request for an appeal to the Provost must be made in writing.

7. The Provost or his/her designated officer will confer with the student and the Program Director, review pertinent information, and render a final decision.

Students are made aware of the Social Work Program’s probation, termination, and appeal procedures through the program’s advisement process and the MSW Student Handbook.
Appendix

RAMAPO COLLEGE OF NEW JERSEY
SOCIAL WORK PROGRAM

College – Agency Affiliation Agreement

THIS AGREEMENT is entered into as of ________, 2022 between ______________________, with an address at ___________________________________________________ (the “Agency”) and RAMAPO COLLEGE OF NEW JERSEY, located at 505 Ramapo Valley Road, Mahwah, New Jersey 07430 (the “College”). The Agency and the College are each also referred to herein as a “Party” and are collectively referred to as the “Parties.”

WHEREAS, the College has a curriculum for students in Social Work; and

WHEREAS, field work experience is a required and integral component of the Social Work Curriculum (the “Program”); and

WHEREAS, the Agency desires to participate with the College in the development and implementation of field work experience for the Social Work students of the College.

NOW THEREFORE in consideration of the mutual promises hereinafter contained, the Agency and College agree as follows:

1. TERM

This Agreement shall commence on _________________ for a period of three (3) years and shall expire on _________________. This Agreement may be renewed for three (3) additional years, upon the mutual written consent of the Parties.

2. TERMINATION

2.1 Either party has the right to terminate this Agreement on thirty (30) days prior written notice to the other party in accordance with the notice provisions outlined in paragraph 17 below.

2.2 In the event of a breach of any provision of this Agreement by one party, the other party shall have the right and option to give the breaching party written notice. In the event that the
breaching party fails to remedy the breach within thirty (30) days of the receipt of such written notice, the other party may, at its sole option, terminate this Agreement.

2.3 In the event this Agreement is terminated, it shall remain in effect until the completion of any Program committed to or commenced at the time of such termination, subject to the right of the Agency to withdraw a student from the Program as set forth herein. The Agency agrees that no students participating in any ongoing Program will be denied the opportunity to complete the Program, even when the termination effective date occurs prior to the completion date of the Program.

3. **COLLEGE RESPONSIBILITIES**

The College shall:

3.1 Assume and maintain full responsibility for the planning and the execution of the curriculum for its students, including the administration, curriculum content and faculty appointments.

3.2 Ensure that all instructors possess the requisite academic qualifications for their academic roles.

3.3 Provide an assignment schedule of dates for the affiliation periods throughout the academic year.

3.4 Inform its students of the requirement to conform to the rules, regulations and policies of the Agency. These rules, regulations and policies will be available and reviewed with each student by the Agency.

4. **AGENCY RESPONSIBILITIES**

The Agency shall:

4.1 Provide assignment and learning experiences, which will enable the student to achieve practice competencies.

4.2 Provide the necessary resources and a Field Instructor with an MSW degree from an accredited school of social work.

4.3 Provide an orientation of the Agency’s structure, function, services and
personnel for the College’s students.

4.4 Provide a minimum of one-hour weekly of individual supervision focusing on the professional growth and development of the student as well as on Agency assignments.

4.5 At the end of each semester, engage the student in a formal evaluation conference and provide a written evaluation accessing the student’s performance, strengths and weaknesses, and provide a direction for future professional growth and development.

4.6 Participate in workshops, seminars/meetings held on the College campus for orientation and training of Field Instructors.

5. **MUTUAL OBLIGATIONS**

The Parties mutually agree that:

5.1 Responsibility for planning the Field Experience at the Agency will be jointly shared by the Agency’s staff and the College’s instructors, subject at all times to the policies, rules and regulations of the Agency.

5.3 A student of the College may be assigned to any facilities or programs within the Agency’s system.

5.4 Student curriculum, attendance and scheduling shall be under the direction of the College as long as they do not conflict with Agency’s policies, rules and regulations.

5.5 Each student of the College will start his/her Field Experience Program as determined by mutual agreement. Minor adjustments in the length of service and the period during which it shall be rendered may be made with the mutual consent of the College and the Agency.

5.6 The Agency and College will perform their duties and responsibilities under this Agreement without cost or other financial obligation to the other party.

6. **STUDENT RESPONSIBILITIES**

The College shall advise its students of the following conditions of participation in the Program. Further, the College shall advise students that failure to meet the following conditions shall be grounds for denial of admission to the Program and/or dismissal from the Program:
6.1 Students of the College shall, at all times, follow the rules and regulations established by the Agency. The Agency shall orient the students to applicable rules and regulations.

6.2 Respect the confidential nature of all information which may be obtained by clients and/or records of the Agency and maintain such confidentiality; respect the confidential nature of the case materials she/he is working on; clients are not to be discussed with friends, family, or in the dormitories.

6.3 Know and utilize the social work code of ethics as a base for interactions with client systems, Agency personnel, and the community; sexual harassment of students by Agency personnel, and of clients by students is a violation of the code of ethics and the law.

6.4 Participate in weekly supervision and the end of semester evaluation of her/his progress by preparing input for the evaluation conference that includes a self-assessment of their work.

7. REGULATORY COMPLIANCE

College and Agency agree that each shall comply with all applicable requirements of Municipal, County, State and Federal authorities, all applicable Municipal and County ordinances and regulations, and all applicable State and Federal statutes and regulations now or hereafter in force and effect to the extent that they directly or indirectly bear upon the subject matters of this Agreement. These include, without limitation the applicable requirements under any State fair employment practices or similar laws declaring discrimination in employment based upon race, color, creed, religion, sex, sexual preference or national origin as illegal and, if applicable, Title VII of the Civil Rights Act of 1964 or any applicable rule or regulation promulgated pursuant to any such laws herein above described.

8. INSURANCE

Insurance requirements for the College, Agency and College Students are as follows:

8.1 College. The College is a public higher education institution in the State of New Jersey. As such, this Agreement hereby expressly incorporates the following Statement of Public Liability Insurance: Any agreement or arrangement signed and entered into on behalf of the State of New Jersey by a State official or employee shall be subject to the provisions of the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq, and the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq, and the availability of appropriations. The State of New Jersey does not carry public liability insurance, but the liability of the State and the obligations of the State to
be responsible for tort claims against its employees are covered under the terms and conditions of the New Jersey Tort Claims Act. The Act also creates a special self-insurance fund and provides for payment of claims against the State of New Jersey or against its employees whom the State is obligated to indemnify against tort claims which arise out of the performance of their duties. Claims against the State of New Jersey or its employees arising out of the use of the Agency’s premises should be referred for handling to the Attorney General, Division of Law, Claims Service Section, Richard J. Hughes Justice Complex, Trenton, New Jersey 08625. Furthermore, the State of New Jersey self funds for Workers Compensation and Disability.

8.2 **Agency.** The Agency will provide general liability coverage for itself, its employees, agents and officers, with minimum limits of coverage of $1,000,000 per occurrence and $3,000,000 in the aggregate. Upon request, the Agency shall provide the College with documentation of such insurance coverage.

8.3 **College Students.** All students are required to carry their own professional liability insurance in the amount of $1,000,000 per occurrence and $3,000,000 aggregate limits. In cases where students are required to provide their own insurance coverage, each student shall be required to present evidence of insurance coverage prior to the start of each semester. In the alternative, the College may provide such insurance for the students. Upon request, the College shall provide the Agency with documentation of such insurance coverage.

9. **INDEPENDENT CONTRACTOR**

Both Agency and College are independent contractors. It is not expressly or by implication intended, that an employer/employee, joint venture, or partnership agreement be established between Agency and College. Rather, in discharging all duties and obligations hereunder, Agency shall at all times be in and remain an independent contractor relationship with College.

Neither Agency nor College is authorized or permitted to act as an agent or employee of the other. Nothing in this Agreement shall in any way alter the freedom enjoyed by either Agency or College, nor shall it in any way alter the control of the management, operation, and affairs of either Agency or College, it being the intent of this Agreement that Agency and College shall maintain separate and independent management, and each has full, unrestricted authority and responsibility regarding its organization and structure.

Neither party, by virtue of this Agreement, assumes any liability for any debts or obligations of either a financial or legal nature incurred by the other party to this Agreement.

10. **CONFIDENTIALITY**
Both College and Agency shall at all times comply with applicable standards of documentation and confidentiality mandated by state and federal regulatory, accrediting and/or licensing agencies, as same may be modified and amended from time to time, including but not limited to, the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) or other records policies and guidelines established and approved by Agency, which shall be made available to the College’s students.

11. **NO DISCRIMINATION**

The College and Agency mutually agree that no students shall be discriminated against on the basis of race, color, sex, creed, age, national origin, ancestry, marital status, familial status, religion, sexual orientation or disability for the purposes of this Agreement.

12. **NO WAIVER**

The waiver or failure of either party to exercise any right provided for herein shall not be deemed a waiver of any further right hereunder.

13. **ENTIRE AGREEMENT**

This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties with respect to the services of the Agency or College, and this Agreement contains all the covenants and agreements between the parties with respect to this affiliation agreement. The Parties agree that no oral representations or written representations, other than contained herein, were relied on by the parties, or form additional terms of this Agreement.

14. **MODIFICATION**

The Parties may from time to time request changes to the terms in this Agreement. Such changes shall be valid only if incorporated as a written amendment to this Agreement and executed by the authorized representatives of the Parties.

15. **ASSIGNMENT**

The duties and obligations of each of the parties hereto shall be deemed personal and unique. This Agreement and the duties and obligations of the parties hereunder shall not be assigned to any other person, firm or corporation without the prior written consent of the other party.

16. **GOVERNING LAW**
This Agreement shall be governed by and construed in accordance with the laws of the State of New Jersey, including without limitation, the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq., and the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq. The Parties agree that pursuant to the New Jersey Contractual Liability Act, venue and jurisdiction regarding any matter pertaining to this Agreement shall be in the Superior Court of New Jersey, Law Division, and consent to same.

17. NOTICES

All notices required or permitted under this Agreement shall be in writing and shall be delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

To the Agency: To the College:

_______________________________  Aaron R.S. Lorenz, PhD
_______________________________  Dean, School of Social Science and Human Services
_______________________________  Ramapo College of New Jersey
_______________________________  505 Ramapo Valley Road
_______________________________  Mahwah, NJ 07430

IN WITNESS WHEREOF this Agreement is executed by the duly authorized officers of the Parties.

_______________________________

By: ____________________________  Date: __________________

RAMAPO COLLEGE OF NEW JERSEY

By: ____________________________  Date: __________________

Kirsten Loewrigkeit
Vice President for Administration and Finance
Ramapo College Anti-Discrimination Policy
Ramapo College of New Jersey Student Policy Prohibiting Discrimination, Harassment, or Hostile Environment

The State of New Jersey is committed to providing every student with a college environment free from discrimination or harassment. Under this policy, all forms of unlawful discrimination/harassment based upon the following protected categories are prohibited and will not be tolerated; race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability, (including perceived disability, physical, mental and/or intellectual disabilities), or liability for service in the Armed Forces of the United States.

Applicability
Discrimination/harassment undermines the integrity of the academic environment. Thus, this policy applies to all students. The State of New Jersey will not tolerate harassment or discrimination by anyone in the college including faculty members, students, staff members and administrators.
This policy also applies to both conduct that occurs in the college, and conduct that occurs at any location which can be reasonably regarded as an extension of the college. (i.e., any field location, any off-site college-related social function, or event, or any facility where State business is being conducted and discussed).
It is a violation of this policy to engage in any practice or procedure that treats an individual less favorably based upon any of the above protected categories.

II. PROHIBITED CONDUCT

a. Defined
It is a violation of this policy to engage in conduct relating to any of the protected categories outlined in paragraph (I)(a) which has the effect of harassing an individual or creating a hostile environment. Harassment or the creation of a hostile environment can occur even if there was no intent on the part of an individual to harass or demean another.

Examples of Behaviors That May Constitute A Violation Of This Policy Include, But Are Not Limited To:

- Treating an individual differently because of the individual’s race, color, national origin or other protected category, or because an individual has the physical, cultural or linguistic characteristics of a certain racial, religious or other protected category.
Treating an individual differently because of marriage or partnership status to, or association with, persons of a certain racial, religious, or other protected category; or due to the individual’s membership in, or association with, an organization identified with the interests of a certain racial, religious or other protected category; or because an individual's name or spouse's /partner’s name is associated with a certain racial, religious or other protected category.

- Calling an individual by an unlawful epithet that refers to one or more of the above protected categories, or telling jokes not for pedagogical reasons pertaining to one or more of the above protected categories.
- Using derogatory references not for pedagogical reasons with regard to any of the above protected categories.
- Engaging in threatening, intimidating, or hostile acts towards another individual in the college because that individual belongs to, or is associated with any of the above protected categories.
- Displaying or distributing unlawful material (including electronic communications) in the college including material that contains derogatory or demeaning language or images pertaining to any of the above protected categories not for pedagogical reasons.

b. Third Party-Harassment
Third-party harassment is unwelcome behavior involving any of the protected categories outlined in paragraph (I)(a) that is not directed at an individual but exists in the college and interferes with an individual’s ability to engage in the teaching and learning functions of the college. Third-party harassment based upon any of the protected categories is prohibited by this policy.

c. Sexual Harassment
It is also a violation of this policy to engage in sexual harassment of any kind (including hostile environment harassment, quid pro quo harassment or same-sex harassment). For the purposes of this policy, sexual harassment, with or without sexual conduct, is defined, as in the Equal Employment Opportunity Commission Guidelines to include: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example:

Submission to such conduct is made either explicitly or implicitly a term or condition of a student’s academic evaluations receipt of other college services or participation in extracurricular activities.

Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions, extracurricular participation or receipt of college services affecting such individual.
Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or extracurricular performance or receipt of college services or creating an intimidating, hostile or offensive academic environment.

Suggesting or implying that failure to accept a request for a date or sex would result in an adverse consequence with respect to any practice such as academic performance evaluations or participation in extracurricular activities.

Unwanted physical contact such as intentional touching, grabbing, pinching, brushing against another's body, or impeding or blocking movement.

Verbal, written or electronic sexually suggestive or obscene comments, jokes or propositions including letters, notes, e-mails, text messages, invitations, gestures or inappropriate comments about a person’s clothing.

Leering at another's body, sexual gesturing, displaying pornographic material, sexually suggestive objects, cartoons, posters or magazines in public areas and residence hallways (see Posting Policy elsewhere in the Student Handbook).

Explicit or implicit suggestions of sex by a faculty or staff member in return for a favorable academic action such as preferential grading, receipt of college services or participation in extracurricular activities.

Continuing to engage in certain behaviors of a sexual nature after an objection has been raised by the target of such inappropriate behavior.

The display of pornographic material on a bulletin board, on a locker room wall, or on a screen saver.

**Consensual Relationships**
Consensual relationships are defined as sexual relationships between two people, one of whom is in a supervisory or instructional position over the other. A supervisory staff or faculty member who engages in consensual relationships with a student or supervisee should be aware that they may be liable for formal disciplinary action. Even if both parties have consented to the relationship, it is the supervisory staff or faculty member who, by virtue of their power and responsibility, will be held accountable for unprofessional behavior that may result.

Moreover, other students may be affected by the personal relationship because it places the staff or faculty member in a position to favor or advance one student’s interest at the expense of others.
and implicitly makes obtaining benefits contingent on amorous or sexual favors. Where a professional power differential exists, staff/faculty must realize that if a charge of sexual harassment is lodged, it may be exceedingly difficult to defend on the grounds of mutual consent. Voluntary consent by the student/subordinate in such a relationship is suspect, given the fundamentally asymmetric nature of the relationship.

Faculty and staff who have no current professional responsibility for a particular student should be sensitive to the constant possibility that they may be unexpectedly placed in a supervisory position over the employee/students with whom they have a personal relationship.

Prohibitions:

- No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in a course. No faculty/staff member shall have an amorous relationship with a student over whom the faculty/staff member has the power to penalize or reward.
- A staff/faculty member must withdraw from participation in activities or decisions that may reward or penalize a student with whom the staff/faculty member has or has had an amorous relationship.

**Student Responsibilities**

Any student who believes that she/he has been subjected to any form of prohibited discrimination/harassment, including sexual harassment, or who witnesses others being subjected to such harassment or discrimination is encouraged to promptly report the incident(s) to a supervisor, manager, or the Office of Affirmative Action and Workplace Compliance, or any other person designated to receive discrimination complaints. All students are expected to cooperate with the investigation. Failure to cooperate in an investigation may result in disciplinary action.

**Faculty/Staff Responsibilities**

Faculty/Staff should make every effort to maintain an environment that is free from any form of prohibited discrimination/harassment. Faculty/staff and/or supervisors are expected to take all allegations of discrimination/harassment, including sexual harassment, seriously, and to immediately refer the matter to the individual(s) responsible for receiving such complaints. All complaints will be reviewed and prompt and appropriate action will be taken to address any substantiated claim.

**Dissemination**

The College will annually disseminate this policy through the Student Handbook or its addendum and through the College’s Website. This policy is applicable to the Ramapo College community.

**Complaint Process**
Each State entity shall follow the State of New Jersey Model Procedures for Processing Internal Complaints Alleging Discrimination, Harassment or Hostile Environments with regard to reporting, investigating, and where appropriate, remediating claims of discrimination/harassment. (See procedures below.) Each State entity is responsible for designating an individual or individuals to receive complaints of discrimination/harassment (including sexual harassment), investigating such complaints, and recommending appropriate remediation of such complaints. At Ramapo, that person is the Director of Affirmative Action and Workplace Compliance. Her office is in D-107, extension number 7656.

In addition to the Equal Employment Opportunity/Affirmative Action Officer, each State entity must designate an alternate person to receive claims of discrimination/harassment. At Ramapo, that person is the Director of Human Resources. Her office is in D-113, extension number 7506.

All investigations of discrimination/harassment claims shall be conducted in a way that respects, to the extent possible, the privacy of all persons involved. The investigations shall be conducted in a prompt, thorough and impartial manner. The results of the investigation shall be forwarded to the President to make a final decision as to whether a violation of the policy has been substantiated. Prompt remedial action will be taken when appropriate. At Ramapo, persons who have a “professional need to know” the results of a college investigation and/or any remedial actions that must be taken, will be officially notified.

The remedial actions taken may include counseling, training, intervention, mediation, and/or the initiation of disciplinary action, up to and including termination of student status.

Each State entity shall maintain a written record of the discrimination/harassment complaints received. Written records shall be maintained as confidential records to the extent practicable and appropriate. (See provision regarding Confidentiality below.)

Complaint Procedure
This complaint procedure is applicable for all incidents of discrimination, including sexual harassment, workplace harassment, and of violations of the Americans with Disabilities Act (ADA). Students are encouraged to promptly report all alleged incidents of discrimination (including sexual harassment, workplace harassment, and the ADA) to the Affirmative Action and Workplace Compliance Office between 8:30 a.m. and 4:30 p.m. (Room D-105, extension number 7540.) Complaints can also be sent via certified mail. The Affirmative Action Officer shall date the complaint on receipt.

When to file a Complaint
It is requested that the Complaint be filed within forty-five (45) calendar days, or sooner, when the aggrieved should have had constructive notice of an occurrence.

Who Can File a Formal Complaint
Students and others who are aggrieved by conduct which violates the Ramapo College policy prohibiting discrimination (hereinafter The Policy).

The Complaint must be in writing and include
1. Complainant’s name and address
2. Accused name and address
3. Counsel’s name and address (if applicable)
4. The nature of the Policy violation
5. Preliminary facts alleged; dates and times of specific incidents
6. Names, addresses and phone number(s) of witnesses
7. The date of the Complaint
8. Remedy sought
9. The complainant must sign the complaint.

Role of Director of Affirmative Action and Workplace Compliance
1. The Director will notify the complainant in writing when the investigation has commenced.
2. The Director shall be available to answer the Complainant’s questions regarding options available under this Policy.
3. The Director shall notify the parties that the investigation has concluded, normally within a maximum of 60 days.

The Investigation:
1. The Director will investigate to determine if sufficient evidence exists that a violation of the Policies has occurred.
2. The investigation will include interviewing the complainant, the accused, and others who may have information relevant to the complaint.
3. The investigation will commence no later than ten (10) days after the initial complaint has been filed.
4. The complainant may be accompanied by a colleague, peer, friend, or representative in any discussions relating to the investigation of a formal complaint. The accused may similarly be accompanied by an advisor.
5. After interviewing those involved and reviewing pertinent evidence or documents, the Director will analyze the facts relating to the issues in contention and make a decision based on the facts and evidence.
6. The findings of the Director will be forwarded to the President.
7. The findings will include the following:
   a. A synopsis of the complaint.
   b. A complete listing of the facts.
   c. Conclusions drawn from the evidence and the facts.
d. Recommended action.

**Role of the President**
Within fifteen (15) working days of receipt of the findings and recommendations from the Director, the President may in writing:

1. Accept the recommendation of the Director;
2. Accept the findings of the Director and modify the recommended sanction;
3. Dismiss the case based upon the presented record.
4. In all cases, the President may confer with the Director regarding his/her decision. The accused shall have the right to respond to the President’s decision in writing or in person.

**Prohibition Against Retaliation**
This policy prohibits retaliation against any person who either: (1) alleges that she or he was the victim of discrimination/harassment; or (2) who provides information during the course of an investigation into a claim of discrimination/harassment. No person bringing a complaint, providing information for an investigation, or testifying in any proceeding under this policy, shall be subjected to adverse consequences based solely upon such involvement.

Appropriate administrative and/or disciplinary action, up to and including termination of student status, will be taken against any individuals who are found to have retaliated against a complainant, witness, or participant involved in an investigation.

Examples of Behaviors That May Constitute Retaliation In Violation Of This Policy Include, But Are Not Limited To:

- Removing someone from class or a sanctioned college activity or refusing them a normal college service for filing a complaint of discrimination, participating in an investigation, or objecting to an unlawful activity prohibited by this policy.
- Failing to give appropriately earned grades or other credit for extracurricular participation to someone because they filed a complaint, or participated in an investigation.
- Suddenly altering an academic assignment or the conditions of an extracurricular activity or the provision of a normal college service for reasons other than legitimate business reasons.
- Unwarranted disciplinary action or the threat thereof.
- Defaming an individual for filing a complaint or participating in an investigation.

**False Accusations and Information**
A student who knowingly makes a false accusation of prohibited discrimination/harassment, or who knowingly provides false information in the course of an investigation of a complaint, may be subjected to administrative and/or disciplinary action, up to and including termination of
student status (i.e. suspension or expulsion). Complaints made in good faith, however, even if found to be unsubstantiated, will not be considered a false accusation.

Confidentiality
All complaints and investigations shall be handled, to the extent possible, in a manner that will protect the privacy interests of those involved. To the extent practical and appropriate, confidentiality shall be maintained throughout the investigatory process. In the course of an investigation, it may be necessary to discuss the claims with the person against whom the complaint was filed and other persons who may have relevant knowledge or those who have a legitimate need to know about the matter. All persons interviewed, including witnesses, shall be directed not to discuss any aspect of the investigation with others in light of the important privacy interests of all concerned. Appropriate administrative authorities may be contacted in the interim (before a final report is made to the President) if immediate or temporary actions must be taken to ensure the safety or well-being of any party to the complaint or to sustain the integrity of the investigation.

Failure to comply with this confidentiality directive may result in administrative and/or disciplinary action, up to and including termination of student status.

Administrative and/or Disciplinary Action
Any student found to have violated any portion(s) of this policy may be subjected to appropriate disciplinary action which may include, but is not limited to: referral for an educational program, referral for counseling, written or verbal reprimand, probation, suspension, or expulsion.