

BACHELOR OF SOCIAL WORK PROGRAM

**FIELD EDUCATION
MANUAL
2022-2023**

BACHELOR OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

505 Ramapo Valley Road, Mahwah, NJ 07430-1680

Phone (201) 684.7572 | Fax (201) 684.7257

www.ramapo.edu

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

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

This manual is designed to help field instructors and students understand the social work program, its philosophies, policies and curriculum. We hope it will answer most of the questions you have and that it will help make the field placement experience one that is exciting and productive for both the student and field instructor.

This manual contains general and curricular information about Ramapo College and the School of Social Science and Human Services. The outcome objectives, curriculum, and procedures of the Baccalaureate Social Work Program are described as well as curriculum, policies, and procedures for the field education component of the program. The Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education are included.

The Field Instructor is a vital person in the field education experience who works as a team member with the 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. 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 a commitment to furthering the profession. Yours is a valued contribution to the quality and excellence of the social work program at Ramapo College of New Jersey.

Kindest Regards,

Cardacia 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

Eileen Klein, Ph.D., L.C.S.W., M.S.
Associate Professor of Social Work and Convener of BSW Program
G209
eklein1@ramapo.edu

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.

Social Work at Ramapo College

The Social Work Program, initially accredited by the Council on Social Work Education in 1979 (retroactive to 1977), has in many ways been at the vanguard in serving the college's mission. Its interdisciplinary approach, as exemplified by the program's ecological systems perspective, is central to the social work curriculum and consistent with the academic organizing principle of Ramapo College. The Social Work Program offers students a course of study that goes beyond the limits of single academic disciplines or subject areas to achieve an integrated understanding of problems facing individuals, groups, families, organizations, and communities in the contemporary world. The integration of liberal arts content with social work knowledge, values, and skills is the bedrock of the social work curriculum. The program's strong emphasis on cultural diversity, social work values and ethics, social and environmental justice, critical thinking, and service to clients and community agencies are exemplary illustrations of the College's mission.

The Social Work Program's preparation of its graduates to be competent, committed, and culturally sensitive practitioners able to serve diverse population groups is consistent with the

College's mission of promoting intercultural education. Social work field internships with agencies in the region serve Haitian, Vietnamese, Korean, Japanese, Chinese, and Russian immigrants, Latino and African-American communities, and the Ramapough Indians. These are among the most well developed intercultural experiential learning opportunities at the College.

Incorporation of content on the physical environment into the social work curriculum and the development of macro practice field placements with an emphasis on confronting environmental problems are compatible with the College's mission of promoting sustainability. The social work program faculty considers the physical environment an important social welfare issue. New Jersey has one of the nation's heaviest concentrations of the federal Environmental Protection Agency (EPA) Superfund sites and a majority of the state's waterways are too polluted for fishing and swimming. Minority communities are often the ones most at-risk. The Ramapough Indians, a Native American community living in close proximity to the college, have been victimized by corporate toxic dumping. Opposing environmental racism is a crucial social justice issue, and confronting environmental problems is an essential part of the program's commitment to addressing the well-being of at-risk populations and minority communities.

The Social Work Program has also contributed to the college's mission of serving the external community by training competent social work professionals for employment in social service, educational, and governmental institutions, and by sponsoring special events that provide educational opportunities to the social service community.

The Mission of the Bachelor of Social Work Program

The Social Work Program's principal mission is to prepare students for beginning level professional generalist social work practice in a culturally diverse society and an increasingly global environment. Central to this mission is preparing students for a profession dedicated to assisting individuals, groups, families, and communities in their quest for well-being. The program is committed to teaching students to work for the development of a society which promotes equality, justice, respect for human diversity, and adequate sustenance for all of its members. The program seeks to train and encourage its students to be active, personally and professionally, in taking leadership roles in addressing social problems and challenging social, economic, and environmental injustice. The program is committed to developing students' skills in culturally competent social work practice, research, social service and social policy formation, and political advocacy in order to further this mission.

The Goals of the Bachelor of Social Work Program

1. To prepare undergraduate students who are firmly grounded with an interdisciplinary liberal arts education, social work values and ethical standards, an understanding of the social work profession's history, purpose, and philosophical tenets;
2. To prepare students with the necessary competency skills for generalist beginning level professional social work practice with individuals, families, groups, organizations, and communities in a culturally diverse society;
3. To prepare students with the knowledge, values, and skills to be competent social work professionals who can effectively advocate for the development of social policies and

social service delivery systems that improve the well-being of client systems;

4. To prepare students to advocate, personally and professionally, for the alleviation and eradication of social problems, and to promote global social, economic, and environmental sustainability.

Educational Policy and Accreditation Standards: 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.

<u>Program Competencies</u>	<u>Practice Behaviors</u>
<p><i>Competency 1:</i> Demonstrate Ethical and Professional Behavior</p>	<p>1. 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.</p>
	<p>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>
	<p>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>
	<p>4. Use technology ethically and appropriately to facilitate practice outcomes.</p>
	<p>5. Use supervision and consultation to guide professional judgment and behavior.</p>
<p><i>Competency 2:</i> Engage Diversity and Difference in Practice</p>	<p>6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>
	<p>7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>

	8. 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	9. Apply their understanding of social, economic, and environmental justice for human rights at the individual and system levels
	10. Engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage In Practice-informed Research and Research-informed Practice	11. Use practice experience and theory to inform scientific inquiry and research.
	12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
	13. Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
	15. Assess how social welfare and economic policies impact the delivery of and access to social services.
	16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

	21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
	22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
	27. Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	28. Select and use appropriate methods for evaluation of outcomes.
	29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

The Program’s Conception of Generalist Social Work Practice

The Ramapo Social Work Program conceives of generalist social work practice as the ability to conduct ethical social work practice with client systems of various sizes in a culturally diverse society. The program uses the ecological systems framework to inform the practitioner of the relational and transactional dynamics between individuals, groups, families, organizations, and communities within their immediate social and physical environments, and within the larger society. Generalist practitioners should possess the ability to employ the problem solving model in providing both direct and indirect services based on the needs of the client system. The

problem solving model, which emphasizes initial client system contact, assessment, development of an intervention plan, implementation, evaluation, and termination is a useful construct applicable to client systems of all sizes. Yet, to be effective, utilization of the problem solving model with all types of client systems requires the employment of a wide range of social work theories and techniques that must be mastered.

The program's unifying educational principle is the belief that generalist social work practice is best realized through an understanding and integration of the ecological systems framework with the problem solving model. Because generalist practice requires intervention at numerous entry points between persons and their environments, the ecological systems framework, combined with employment of the problem solving model, promotes a comprehensive assessment of client problems, and the selection of appropriate strategies for intervention.

Generalist practice also requires commitment to promote a just and humane society for all of its members. It is essential that social workers maintain a commitment to social, economic, and environmental justice. Furthermore, it is mandatory that social work values and ethics serve as the principal guide for social work practice, and social workers be responsible for critically evaluating their practice in relation to them.

The Social Work Program teaches students the variety of roles and broad range of skills required in generalist practice. Manifest throughout the social work curriculum is an emphasis on the commitment to promote a just and humane society for all of its members. The curriculum emphasizes that social workers cannot effectively contribute to this goal if they practice in a political and socio-cultural vacuum. A strong curricular emphasis is placed on teaching cultural diversity and the nature of the political economy. Advocacy for equal justice and economic democracy is central to the task of acquiring needed resources and services for client systems. Students are taught to promote equal access for all people to resources and services, and strive to make social institutions more humane and responsive to human needs. Central to competent generalist practice is an understanding of social work values, the dynamics of human behavior and the social environment, cultural diversity, the forms and mechanisms of individual and institutional discrimination and oppression, serving populations-at-risk, the importance of research informing practice, and a commitment to the struggle against social, economic, and environmental injustice.

Fieldwork Program

Ramapo College's BSW 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 field. Theory and practice are not dichotomized, but rather are closely interwoven. Students complete three terms of field education. During these terms, classroom assignments from Social Work in Agencies and Communities, and Theory and Practice I and II 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

Social work majors take three field placement courses; **Social Work in Agencies and Communities, and Theory and Practice I and II**. Each of these courses focuses on a different aspect of social work practice.

Pre-Professional Course

Social Work in Agencies and Communities - The placement in this course, which occurs during the junior year, focuses on social work intervention with macro systems. Students are assigned to a wide range of agencies in which social work is practiced. The field placement focuses on helping the student to develop skills to work with communities and organizations.

Professional Courses

Theory and Practice of Social Work I and II - The placement in this course, which occurs during the senior year, focuses on social work intervention with micro systems (individuals, families and small groups). Students are assigned to a wide range of agencies in which social work is practiced. Sharing of experiences in class helps students to learn about practice in many settings. An in-depth examination of student practice, values and skills occurs during supervision. The student is expected to function as a practitioner. The student is in the same placement for 200 hours for each of two semesters for a total of 400 hours.

Field Program Structure

The field practicum, developed by the social work program, consists of three semesters of field placements included in the social work practice courses. The first, *SWRK 329 Social Work in Agencies and Communities* is a pre-professional course taken during the student's junior year. In addition to class work students are placed in an 100-hour, participant- observation field placement designed to begin the professional socialization process. In this practicum students are introduced to the social service agency as the setting for social work practice. This offers students a beginning experience with the helping process, and the opportunity to interact with staff and agencies through macro social work practice. It enables us to determine if students can relate to clients as well as agency rules and supervision.

Generalist practice is addressed in two practica that are integrated with the professional social work practice courses. Over a two-semester period students are placed in fieldwork for two days a week (typically), 200 hours each semester, for a total of 400 hours. These practica provide students with the opportunity to engage in supervised, generalist social work practice utilizing theory, skills, social work values, and professional knowledge acquired in the professional foundation courses. Concurrent classes facilitate a constant exchange between classroom and practice knowledge.

In *SWRK 425/426 Theory and Practice of Social Work I & II*, taken during the senior year, students are placed in field settings where they intervene with micro/mezzo systems of individuals, families, and small groups.

Field Program 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 of an unexpected absence due to illness first thing in the morning on that day.
6. Students are placed in different agencies for each of their two field placement experiences 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, the student is able to perform a **new job** or a **change in work focus/department and client population** in the employment setting, and an acceptable Field Instructor, and not the supervisor, provides supervision (see Employment Based Field Education for more details and application).
8. Some agencies may choose to offer a monetary stipend to students. Students are expected to abide by the regulations and stipulations set forth by the agency in these cases. Students are expected to notify the Director of Field Education when stipends are offered.
9. 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.
10. 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.
11. 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 mailed to the school.
12. The final evaluation must be signed by the student and Field Instructor.
13. Students are expected to follow the NASW *Code of Ethics* regarding professional agency behavior.
14. Students are expected to abide by the confidentiality requirements set forth by the program.
15. Students in Theory and Practice I and II are expected to complete a total of 8 Process Recordings per semester. Process recordings should be submitted according to the following schedule: **September - 2, October - 3, November - 2, December - 1, January -1, February - 2, March - 3, April - 2**
16. 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.

17. Students are to be mindful that agencies have the right to their own policies regarding the COVID-19 vaccine. Vaccination status may become a factor in determining student placements during individual placement interviews.

BSW EMPLOYMENT BASED FIELD EDUCATION – 400 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. This is also applicable to a student's second placement while in the program, and will require an additional change in focus/department in order to be considered for employment based approval.
2. Field Education for the BSW program's first year, requires **400 hours** in field placement, 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.
 - 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 400 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 (45-60 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.)

Required application materials are:

- Application for Employment Based Field Education (completed by the student and proposed field instructor & approved by the proposed agency)
- Student resume
- Field Instructor resume

The student must collect all required application materials and submit them to the Social Work Program Coordinator, Kaetlynn Ayala. The completed documents can sent to kayala@ramapo.edu. Final approval is granted by the Director of Field Education.

BSW EMPLOYMENT BASED FIELD EDUCATION – 100 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/department and client population** for students continuing at an agency where they are employed. This is also applicable to a student's second placement while in the program, and will require an additional change in focus/department in order to be considered for employment based approval.
2. Field Education for the BSW program's *Social Work in Agencies and Communities* course, requires **100 hours** in field placement, following the Field Education calendar in one academic semester.
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.
 - 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 100 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. The student should be given assignments that are appropriate to a student, not an employee.

Required application materials are:

- Application for Employment Based Field Education (completed by the student and proposed field instructor & approved by the proposed agency)
- Student resume
- Field Instructor resume

The student must collect all required application materials and submit them to the Social Work Program Coordinator, Kaetlynn Ayala. The completed documents can be sent to kayala@ramapo.edu. Final approval is granted by the Director of Field Education.



SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

o. (201) 684-7625 | f. (201) 684-7257

e: sssh@ramapo.edu | ramapo.edu/sshs

BSW EMPLOYMENT BASED FIELD EDUCATION – 400 HOURS APPLICATION

Part I: (Completed by student)

Name: _____ Academic Year: _____

Address: _____

Residence during the academic year: _____ on campus _____ off campus

Home Phone: _____ Work Phone: _____

Cell Phone: _____ Email: _____

Ramapo College of New Jersey Student ID #: R _____

Current Agency:

Agency Address:

Number & Street City State Zip Code

Agency Director:

Name Phone Email

Current Supervisor:

Name Phone Email

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:

Number & Street City State Zip Code

Agency Phone Number: _____ Agency Fax: _____

Current Supervisor:

Name Phone Email

Proposed Field Instructor for Field Practicum Assignment **(Attach completed CV):**

Name Phone Email

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)?

Specify the approximate number of direct client hours in each modality:

Individual _____ Group _____ Family _____ Other _____

Practicum will take place at:

- One site
- Multiple sites. Please explain:

Part III: Agreement for Student Field Education Assignment

(Completed by agency representative)

Name of Agency’s Social Work Liaison with Ramapo: _____

Name of Proposed Field Instructor: _____

I understand that Employment Based Field Education must meet the following criteria:

1. There must be 400 hours of field education over one academic year.
2. The qualified field instructor who can provide instruction the entire 400 hours must be provided by the agency. A “qualified” field instructor must have an MSW from a

CSWE-accredited school of social work 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:
6. 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;
7. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours; and
8. The student's assignment must allow at least 45-60 minutes of individual clinical supervision weekly throughout the academic year.

_____	_____
(Print) Name of Agency Representative	Title
_____	_____
Signature of Agency Representative	Date
_____	_____
Signature of Student	Date
_____	_____
APPROVED: Cardacia Davis, MSW, Director of Field Education	Date

BSW EMPLOYMENT BASED FIELD EDUCATION – 100 HOURS APPLICATION

Part I: (Completed by student)

Name: _____ Academic Year: _____

Address: _____

Residence during the academic year: _____ on campus _____ off campus

Home Phone: _____ Work Phone: _____

Cell Phone: _____ Email: _____

Ramapo College of New Jersey Student ID #: R _____

Current Agency: _____

Agency Address: _____
Number & Street City State Zip Code

Agency Director: _____
Name Phone Email

Current Supervisor: _____
Name Phone Email

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: _____
Number & Street City State Zip Code

Agency Phone Number: _____ Agency Fax: _____

Current Supervisor: _____
Name Phone Email

Proposed Field Instructor for Field Practicum Assignment **(Attach completed CV):**

Name Phone Email

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)?

Practicum will take place at:

- One site
- Multiple sites. Please explain:

Part III: Agreement for Student Field Education Assignment

(Completed by agency representative)

Name of Agency’s Social Work Liaison with Ramapo:

Name of Proposed Field Instructor:

I understand that Employment Based Field Education must meet the following criteria:

1. There must be 100 hours of field education over one semester.
2. The qualified field instructor who can provide instruction the entire 100 hours must be provided by the agency. A “qualified” field instructor must have an MSW from a CSWE-accredited school of social work 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.

4. The assignment must follow the approved plan throughout the semester. 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:
6. 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;
7. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours; and
8. The student's assignment must allow at least 45-60 minutes of individual supervision weekly throughout the academic year.

(Print) Name of Agency Representative	Title
Signature of Agency Representative	Date
Signature of Student	Date
APPROVED: Cardacia Davis, MSW, Director of Field Education	Date

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 one of the Social Work Program's three field placement courses, or two field placements. A student's first placement coordinated by the field education department is associated with SWRK 329 *Social Work Practice with Agencies and Communities*. The second field placement is associated with SWRK 425 and 426 Theory, Practice, and Field I & II. For this professional placement, students will remain in the same agency throughout the duration of 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. Prior to the beginning of each semester faculty are informed of available agencies. 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.

ASSIGNMENTS - Student assignments will differ depending on the focus of the course, the agency, and according to specific student learning needs.

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. Field Instructors should have the student turn in some form of written, audio or visual recording depicting the student's work prior to the supervisory conference. Two Process Recordings monthly are mandatory for students in *SWRK 425/426 Theory and Practice of Social Work I and II*. 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.

SWRK 329 Social Work Practice with Agencies and Communities

PLACEMENT - The field education department reaches out to students registered for the course as early as possible to guide the process of completing the Field Placement Application and securing a placement. The field education department coordinates placement interviews with the students and contacts potential agencies to determine availability. Students then have a confirming interview with agency personnel. It is expected that the student will be accepted by the agency unless there are major problems identified at this interview. If students have a specific agency in mind, students are required to complete an *Agency Information Form* to provide the Field Department with appropriate contact information prior to or during the field placement interview.

ASSIGNMENTS- The focus of the field placement in this pre-professional course is to introduce students to the agency base of practice and to enable them to gain some experience and begin to feel comfortable interacting within the macro system. Students are expected to learn professional work habits, to keep regular hours, and complete assignments.

Students come to this course with diverse backgrounds and experiences with clients and agencies. Some students have never worked in any kind of setting before, while others bring considerable life experience which may include social service volunteer or paid work. Therefore, the field placement assignments should be related to the level of prior student experience.

"Starting where the student is" should be the guiding philosophy.

Assignments are aimed at developing advocacy and organizing skills:

- Arrange and organize public meetings and demonstrations;
- Direct outreach activities;
- Sustain the organization – preparing leaflets, mailing, fund raising;
- Learn decision making and power structure of the organization;
- Apply community organization methods;
- Chart the decision making process and power structure of the community being addressed;
- Program Planning;
- Social Policy Analysis;
- Program Evaluation; Research;
- Community Planning;
- Lobbying;
- Grant Writing;
- Other agency administration tasks;
- Attend and testify at legislative forums;
- Attend and testify at public forums;
- Address the relevant power structure;

SUPERVISION- Students in Agencies and Communities do not require formal clinical supervision. The focus of supervision for students in the pre-professional field placement, is on helping the student to understand the agency system, the client system, and his/her reactions as a helping person within the profession of social work. Socialization to the work world and the profession should be the main emphasis, rather than extensive practice skill development.

Supervisory conferences are primarily task oriented. The field instructor and/or other agency staff member should be available at most times for questions and problems. The field instructor should be available to the student periodically for more formal conferences. These conferences should focus on the student's adjustment to the placement, the appropriateness of the student's performance, the value and ethical issues being raised, the student's level of responsibility, and making the field experience relevant to conceptual material. Supervisory sessions should be more frequent if the student is having a problem or if the field instructor has concerns about the quality of the student's work. In addition to focusing on the student's adjustment to the agency, development of work habits, and task accomplishment, supervision should include:

- How to identify the power structure in the community;
- A discussion of practice of the organization's structure, auspices, goals and objectives;
- Focus on the specific organizing techniques utilized by the agency
- Focus on development of social policy/planning skills;
- Understanding the community being addressed;
- Practicing how to organize or advocate for a client system;
- Recognizing the ethical and value conflicts which arise in the course of organizing practice;
- On-going assessment of the quality of the student's work and critique of the student's intervention(s);
- Focus on how community organization methods and macro practice skills are applied in diverse social, cultural, and political settings; and
- Methods with which to make needed changes in the agency and organization to make it more responsive to clients' needs.

SWRK 425 & 426 Theory and Practice of Social Work I and II: Practice with Individuals, Families and Small Groups

PLACEMENT - The process for placement of the student begins in the spring semester of the student's junior year. The student is interviewed by the Director of Field Education who will then refer the student to a field coordinator for placement. Student interests as well as special considerations are identified during this interview and potential placements are discussed. The field department contacts specific agencies based on the student's needs. The student is assigned to an agency during the late spring or early summer. The student is expected to contact the agency for an appointment and then notify the field coordinator as to the results of that meeting. If students have a specific agency in mind, students are required to complete an *Agency Information Form* to provide the Field Department with appropriate contact information prior to or during the field placement interview.

ASSIGNMENTS - This course provides the major experience for students for learning micro practice skills. They are expected to engage in direct practice with different client populations. This does not mean that we expect them to be using advanced skills in sophisticated counseling, but they should have experiences working with individuals, families and 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 course, which runs concurrently with the field placement, focuses 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 placement:

- Engaging with client system - preparatory empathy;
- Identifying the problem;
- Data gathering — social history;
- Making an assessment — summarizing and understanding causation while also considering alternate intervention plans;

- Developing an action or intervention plan;
- Contracting with the client system;
- 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
- Ending 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 semester the student may not have the skills to be intervening with many clients.

By the end of the first month, students may be able to identify assignments that they can recognize as "theirs," in addition to the continued observation of other functions throughout the agency. Student assignments are determined collaboratively with the field instructor, taking into consideration the student's level of preparedness and comfort. In order for the student to complete the Case Study assignment in Practice I 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 use of a team of 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.

Some of our students have an increased level of perception of their skills and inappropriate conceptions of how clients make changes in their lives. They may feel disappointed that they are not doing "counseling" and have to be helped to understand the wide range of interventions utilized by social workers.

SUPERVISION - It is expected that the field instructor has an M.S.W. and at least two (2) years of social work experience. Where necessary, supervision may be shared between an educational supervisor who is the M.S.W. Field Instructor Supervisor 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 a minimum of 45 minutes to one hour. 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, a total of 8 Process Recordings are required per semester submitted according to the following schedule: **September - 2, October - 3, November - 2, December - 1, January -1, February - 2, March - 3, April - 2** Field instructors are expected to review this material prior to the supervisory conference. In class, the student may discuss 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 verbally 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 and reactions to the client problems,
- The integration of theory and practice,
- The development of interviewing 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).

BSW FIELD PLACEMENT APPLICATION

Please attach an updated resume to this application.

Name: _____
Last First Middle

Address: _____
Street City State Zip code

Cell phone: _____ Home Phone: _____ Work phone: _____

Email: _____

Are you going to live **on** or **off** campus during the academic year? _____

If **off** campus, what county will you live in? _____

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 placement setting):

Specific agencies interested in:

What special skills/resources do you have that may be an asset to your field placement agency (i.e. bilingual, etc.)?

What skills and/or experiences do you want to acquire from your field placement?

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 placements. Declining an agency request for a criminal background check or health screening is likely going to limit placement options or lead to no field placement at all. I understand without participation in field education, I cannot remain in the Social Work program.

Student signature

Date

Director of Field Education

Date

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 placement. I also understand that it may be necessary for the Director of Field Education 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 placement 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.

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

Applicant Signature

Date

Agency Information Form-Student Submission

If you have a specific agency in mind, please submit this form to the field education department prior to your placement interview so that contact can be made in advance.

Today's Date: _____

Student Information:

Student Name: _____ **Email:** _____

Student Phone Number: _____

Agency Information:

Agency Name: _____

**Program/
Department
(If applicable):** _____

Agency Address: _____

Agency Website: _____

**Contact Person
at Agency:** _____

Title: _____

Credentials: _____

**How do you know
This person/agency?:** _____

E-mail: _____

Direct Phone: _____

For office use only:

Field Department Notes:

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 Social Work Program

1. Selection of the student to be placed at the agency is based on the student's education needs and interests as determined by the social work faculty 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 SWRK 329 and the second placement will be associated with SWRK 425 & SWRK 426. 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 school's 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. Annual virtual field site visits will be conducted. If there are concerns that warrant in-person field visits, the field department will conduct these as necessary. Field Liaisons will perform check-in phone calls once per semester. Otherwise, contact will be maintained via email, phone calls or through Webex.
7. The 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 outlines.
10. Provide the 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 three 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 a 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.

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, and supplies.
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 a MSW degree from an accredited school of social work.
6. Provide an alternate supervisor if the Field Instructor is to be absent from the agency on a field placement day.
7. Provide a minimum of 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. Assign 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. 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.
15. Complete a written evaluation of the student's performance at the end of each semester. Share the final evaluation for signature with the student.
16. Participate in workshops, seminar/meetings held on the college campus for orientation and training of field instructors.

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 she/he is working work. 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 work hours. Call the agency immediately if you will be delayed.
7. Call the agency if you are unable to report to work.
8. Assume responsibility for self-direction of learning.
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 a contract with your field instructor.
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 according to the submission schedule, 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. 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.

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 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 *Student Handbook* and the *Field Education Manual*. Selected agencies must:

- Be willing to execute a written agreement with the social work program;
- Be committed to supporting undergraduate social work education;
- Be committed to social work values and support the *NASW Code of Ethics*;
- Be willing to involve student workers as an integral part of their staff;
- Be willing to permit their field instructors to attend joint meetings/seminars with the social work faculty;
- Be willing to provide the student with a field instructor who holds the MSW degree and two years post-MSW degree experience, preferably at the placement agency;
- Allow the field instructor enough time to meet with each student for a minimum of 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 paper 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 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.

Agencies not already in partnership with Ramapo's Social Work Program may be interested in taking on interns. These agencies have access to an *Agency Interest Form* through the Field Education website which notifies the Field Education Department of their interest.

Agency Interest 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):

- **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
- _____ Fingerprints
- _____ 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 in *Theory and Practice of Social Work I & II*.
- 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 BSW education;
- An ability to serve as a field instructor for the full length of the field practicum (one or two semesters as warranted);
- Formal training in supervision techniques or prior supervisory experience is highly recommended but not required;
- Willingness to participate in supervisory training;
- 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 pre-professional placement, associated with *SWRK 329 Social Work in Agencies and Communities*, begins as students receive the letter advising them of their acceptance into the social work program which usually occurs in March of the Spring semester. The acceptance letter contains instructions on how to access the Field Placement Application and how to secure time to meet with the Director of Field Education. The application for fieldwork asks students 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. The Field Placement Application also encourages students to review the list of practicum sites that have been used years prior. The practicum list includes the web sites of any agency if available. Student placements will be coordinated by the field education department following the completion of the Field Placement Application and meeting with the Director of Field Education. After a careful review of the student's application for field and resume, the field coordinator 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, assigns an internship. 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 process for placing students in the professional placement associated with SWRK 425 *Theory, Practice, and Field I* is similar to that of the placement process of SWRK 329. Upon successful completion of SWRK 329, students are oriented to not only professional field placement, but the field department's online placement monitoring system, Tevera. Following the meeting, students are invited to enroll in the platform. The platform establishes a fee subject to change which is directly charged to the student's bill. Once enrolled in the system, students are prompted to complete the field placement application, upload an updated resume, sign the COVID-19 waiver, and acknowledge the requirement of meeting with a field coordinator, on Tevera. Once these tasks are complete, students are eligible to meet with the Director of Field Education/ Field Coordinator for a placement interview. The interview process for both the pre-professional and professional placements have similar standards and take into consideration the students' interests and needs.

In regards to the placement process, 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. If students have a specific agency in mind, students are required to complete an *Agency Information Form* to provide the Field Department with appropriate contact information. The agency is given a copy of *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 notified on Tevera and instructed to contact the agency to schedule an interview. The agency too is informed of the assignment via Tevera. The student and field instructor are given a time frame within which to hold the interview and to report back to the field department. 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 or task supervisors. Throughout both placements in SW Agencies & Communities, and *Theory and Practice I & II*, 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, such as the "Case Study", and "Group Development/Group Analysis" in *Practice I & II*, respectively, address students' work with clients. Monitoring also takes place via Tevera and 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. Field liaisons conduct at least one site visit per academic year. Check-in phone calls are performed once per semester in order to complete the check-in form to evaluate progress and professional performance. 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 training sessions to learn about student progress at agencies.

Maintaining Field Liaison Contacts with Agencies

Student placements at agencies are monitored by the field liaison, adjunct faculty field liaisons or the Director of Field Education. Each Fall the field liaisons are reminded in writing of the policies related to field contacts. A field visit will be conducted if the agency or field instructor is new to the BSW Program or if there are concerns that warrant a field visit. Field Liaisons will evaluate the student's progress of completing field education requirements and overall professional performance by means of a check-in phone call once per semester. 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 BSW curriculum for the individual field instructor;
- Training 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 *Learning Contract*;
- Reviewing the student's process recordings;
- Evaluating student progress and professional performance through check-ins at least once per semester.
- 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 Social Work Convening Group meetings.

Check-In Form

Evaluating Student Progress & Professional Performance

Fall ____

Spring ____

Student Name: _____ Agency: _____

Field Instructor: _____ Date: _____

Progress of Field Education Requirements	YES	NO
Has the student missed any days?	<input type="checkbox"/>	<input type="checkbox"/>
Has the student attended and been prepared for their 45 minute/ 1 hour supervision?	<input type="checkbox"/>	<input type="checkbox"/>
Is the student meeting deadlines as needed?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any concerns with student progress in regards to CSWE's nine competencies outlined in the <i>Learning Contract</i> ?	<input type="checkbox"/>	<input type="checkbox"/>

Professional Performance				
Criteria	Poor: Limited Proficiency	Fair: Developing Proficiency	Good: Proficiency	Excellent: Advanced Proficiency
Communication (verbal, written, non-verbal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Dress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task Completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing and maintaining professional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adherence to Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicing within the scope of a student social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____ *Follow-up required? YES ___/___/___ | NO*

Field Liaison Signature

Date

Field Instructor Orientation and Training

Orientation begins with the agency or program director at the time the Director of Field Education or the BSW Field Coordinator makes initial contact with the agency. The BSW program at Ramapo College is described in detail in the *Field Education Manual* which is sent to the field instructors. Further discussion occurs either via telephone or visits that the Director of Field Education makes to the agency. Approximately two to three 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 first two weeks of the fall semester, prior to students beginning fieldwork. 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, the fieldwork portfolio, 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 *Student Learning Contract*. Instruction is provided to field instructors outlining specific content from the Theory and Practice I & II 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. Two other field instructor training sessions are held throughout the year. Each focuses on an aspect of supervising students such as evaluating the student or differential supervision based on type of student (traditional age, older student, learning disabled student), or issues addressing the evaluation of practice. There have been annual sessions on using single system research to evaluate practice. These sessions not only teach or refresh field instructors in its use, but also facilitate helping students use single system designs. Field instructors are also invited to attend a wide range of presentation teleconferences, and workshops held at the college serving their continuing education needs. Attendance at these events has been consistently good.

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 discussed further 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 Fieldwork Director.

Student Orientation to Field Placement

ON CAMPUS

Prior to the start of the semester, or during the first two weeks of the semester the student will be asked to attend an orientation to field placement. This may be conducted during class time (Social Work in Agencies and Communities) or in place of field placement days (Theory and Practice of Social Work I). In this orientation the purpose of field placement, behavior expectations, an overview of Tevera, and social work supervision are discussed. Students also have a chance to discuss their concerns about the placement. Expectations for the first few days in placement are explained.

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;
- Determine which clerical person is available for student work;
- 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 personal manuals, professional articles written about your type of agency and the client population;
- Make sure 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, and technical terminology peculiar 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 a bibliography 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, students in the senior year and above 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 that pertain to one of nine EPAS competencies.

The Social Work 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 level of skill. 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 highly exalted images of what they will be able to do with clients. They have unrealistic expectations for the kinds of changes they will help clients make in their lives. In addition, they have little experience with differentiating objectives from general goals.

RAMAPO COLLEGE OF NEW JERSEY

BSW PROGRAM

STUDENT LEARNING CONTRACT

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 400 hour field placement. 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 student 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 fluid document, which is open to revision, if needed. This agreement will be utilized by the Field Liaison when conducting the site visit.

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. Consider how the student is to deal with something that requires direction when they do not have access to 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 eight of the 16 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 approximately **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 400 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 Behaviors:

- 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.

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.

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: _____



**RAMAPO
COLLEGE**
OF NEW JERSEY

SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

o. (201) 684-7625 | f. (201) 684-7257

e: sshs@ramapo.edu | ramapo.edu/sshs

PROCESS RECORDING

Submitted by: _____ Date: _____ Contact #: _____

Case Name: _____ Location of Interview: _____

Date of Interview: _____ Present: _____

Purpose of Contact and Goal of Session:

Basic Client Description:

Pre-Engagement:

Verbatim Dialogue	Skill Utilized	Student Feelings & Reactions	Observations & Analysis	Field Instructor's Comments

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.)*

Agencies and Communities Field Placement Timesheet

SEMESTER _____ **COURSE** _____

NAME OF STUDENT _____

AGENCY _____

Date	Hours	Date	Hours	Date	Hours
Totals					

Field Instructor's Signature _____

Student's Signature _____

Date _____

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 do 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 or semester 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. Student progress and professionalism are also evaluated once per semester through field liaison check-in phone calls for the completion of the check-in form.

It is important for the Field Instructor to share his/her 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 faculty 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. Field liaisons also have the opportunity to evaluate the agency during their 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.

1. Share blank copies of the evaluation format with involved colleagues and the student. Field instructors should receive 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 year-long course, then the evaluation should 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 for the student's "signature". 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 on 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 append a written statement.

The field evaluation tools for both pre-professional and professional field placements are included below. For the pre-professional placement associated with SWRK 329 *Social Work Practice with Agencies and Communities*, students are assessed on the development of professionalism and ability to work within an agency. Field instructors receive the evaluation for the pre-professional course via email. For the professional placement associated with SWRK 425 and 426 *Theory, Practice, and Field I & II*, students are assessed on the abilities and expectations outlined in CSWE's nine competencies pertaining to student learning outcomes 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 above.

RAMAPO COLLEGE OF NEW JERSEY
BACHELOR OF SOCIAL WORK PROGRAM
Student Evaluation of Field Placement

NAME OF AGENCY: _____

NAME OF FIELD INSTRUCTOR(S): _____

NAME OF AGENCY: _____

NAME OF FIELD INSTRUCTOR(S): _____

Please rate the quality of the following agency considerations:

	Very good	Good	Acceptable	Poor	Very Poor
Overall receptivity of the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency orientation for student interns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities for students (office space, phone, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency practice consistency with Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy and appropriateness of tasks and assignments (consistent with social work practice)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to work with diverse clients from a variety of cultures and presenting problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the quality of the following supervisory considerations

	Very good	Good	Acceptable	Poor	Very Poor
Availability of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall quality/effectiveness of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field instructor knowledge of area of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field instructor communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field instructor integration of theory and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field instructor clarification of expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate feedback of strengths and challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How consistent was the relationship between your field placement and the course content?

With what parts of practice experience were you most satisfied?

With what parts of the practice experience did you find the most challenging?

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

Any additional comments:

RAMAPO COLLEGE OF NEW JERSEY
BACHELOR OF SOCIAL WORK PROGRAM
Student Evaluation of Field Department

Field Liaison:

Please rate the quality of the following liaison considerations

	Very good	Good	Acceptable	Poor	Very Poor
General field liaison support and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability and accessibility of field liaison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field liaison communication with agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the quality of the following departmental considerations

	Very good	Good	Acceptable	Poor	Very Poor
Level of support and ability to address special problems/concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General field placement process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field readiness orientation training/ level of preparedness for field placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of field hour approved learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsiveness via email/phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to field team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What practices have you found to be most helpful from the field department?

What practices of the field department have you found to be the most challenging?

Any additional comments:

Field Instructor Evaluation of Program

Dear BSW 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

- Social Work in Agencies and Communities
- Theory and Practice I, II

PART A: FIELDWORK

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. The Field Education office contacted you for a student in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Director of Field, or Field Team member, making the assignment was available during the placement process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. You were given adequate information about the student prior to the student beginning the placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Field Instructor Orientation at the beginning of the school year was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Have not attended</i>					
6. The Field Education Manual was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <i>Did not read/receive</i>					

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

PART B STUDENT POPULATION

- 14. The students are prepared with appropriate knowledge and skill for the level of placement.
- 15. The students are prepared with appropriate values and ethics for the level of placement.
- 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.

Evaluation for Agencies and Communities

To be completed by the Field Instructor and reviewed with student prior to submission

NAME OF STUDENT _____

NAME OF EVALUATOR _____ DATE _____

NAME OF AGENCY _____ PHONE _____

ADDRESS _____

E-MAIL _____

Describe the student's assignment at the agency:

Describe the supervision available to the student:

	<u>Poor</u> Failing	<u>Adequate</u> Marginally Passing	<u>Good</u> Passing	<u>Very Good</u> High Passing	<u>Excellent</u> Honors Work
Attendance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Punctuality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Written Communication	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Completes paperwork and assignments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Personal appearance as related to agency standards (appropriate dress)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to accept and prepare for supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Assumes responsibility for own learning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to work with staff and peers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to critique own work (aware of positives and negatives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Makes attempt to connect work in the field with academic content	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Has knowledge of agency purposes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Has knowledge of agency programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Able to work within the agency policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Able to work within the agency policies and procedures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Has knowledge of resources in the community needed by client population of agency/program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Maintains appropriate confidentiality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Please describe the student’s resources and challenges (strengths and weaknesses):

What is your overall evaluation of the student’s performance?

What areas of further skill development should be given consideration in the next field placement?

Please make additional comments:

Field Instructor’s Signature: _____

Student’s Signature: _____

Date: _____

BSW 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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2. Student uses reflection and self regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3. Student demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic Communication.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4. Student uses technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5. Student uses supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for Competency1:

Competency 2: Engage Diversity and Difference in Practice

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7. Student presents as a learner and engages clients and constituencies as experts of their own experiences.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8. Student applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for competency 2 : _____

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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
9. Student applies their understanding of social, economic, and environmental justice for human rights at the individual and system levels.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10. Student engages in practices that advance social, economic, and environmental justice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for competency 3: _____

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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
11. Student uses practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12. Student applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
13. Student uses and translates research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for Competency 4:

Competency 5: Engage in Policy Practice

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
14. Student identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
15. Student assesses how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
16. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic and environmental justice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for Competency 5: _____

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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
17. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
18. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Comments for competency 6: _____

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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
19. Student collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
23. Student critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
25. Student uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 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

	Not Competent	Developing Competency	Competent	Advanced Competence	Superior Competency
29. Student selects and uses appropriate methods for evaluation of outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
30. Applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
31. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
32. Applies evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

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 endings with client systems. The student will be dealing with feelings about ending with their clients, the agency, and the Field Instructor. Senior students will also be facing the loss of role as student and will be confronting graduation, graduate school, job hunting or assuming other adult 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.
- 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, Webex, or in person. If a visit to the agency is needed in addition to the annual site visit, this meeting may include separate time with the student and with the agency field instructor. The field liaison will also conduct check-in phone calls once per semester.
- 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.
- 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 student's 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 student's 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 BSW Convener. 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 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 completion 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 BSW Convener, 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 program 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."



**RAMAPO
COLLEGE**
OF NEW JERSEY

SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

o. (201) 684-7625 | f. (201) 684-7257

e: sshs@ramapo.edu | ramapo.edu/sshs

STUDENT SUCCESS PLAN

Student Name: _____ Semester in Field: _____

RCNJ Social Work Course: _____

Area(s) of Improvement	Action to be Completed by Student	Target Date	Action to be taken by Supervisor	Target Date

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: _____

Probation

Students may be placed on probationary status in the Social Work Program for both academic and non-academic reasons. Occasionally the program will grant admission to a student who the faculty believes has good potential to be an effective social worker but who has not met the minimum 2.75 GPA requirement. Students admitted to the program on academic probation must comply with the following provisos:

- The student agrees to engage in remedial work as stipulated in his/her acceptance letter.
- During the student's first semester in the program he/she must complete all social work courses and fieldwork with a minimum grade of B in each course.
- Individual instructors will monitor the progress of probationary students enrolled in their classes and discuss with that student his/her progress on an ongoing basis.
- The student's advisor is kept apprised of the student's progress as well.
- In the event that the student has failed to make appropriate progress or failed to meet other conditions of his/her acceptance by the end of their first semester in the program, he/she may be subject to termination from the program.

Any student admitted into the social work program, on or off probationary status, whose GPA falls below 2.75 is subject to being placed on academic probation or terminated from the program depending on the level of his/her performance. If the student is placed on probation he/she must raise his/her GPA to 2.75 within one semester or face the possibility of termination from the program. The faculty holds the right to grant one additional semester of probationary status to a student.

A student may be placed on probation or terminated for non-academic reasons. These reasons include:

1. A breach of the NASW Code of Ethics.
2. A breach of a field agency's policies.
3. Documented chemical or alcohol dependency that impairs the student's ability to meet program requirements.
4. A hostile or resistant attitude towards learning or supervision.
5. Inappropriate or disruptive behavior towards colleagues, faculty, and/or staff at school or at the field placement.
6. An inability to carry out one's assignments in an agency setting.
7. Behavior that is emotionally or physically damaging to clients.
8. Chronic absenteeism.
9. Conviction of a felony during one's course of study in the program.
10. Repeated failure to demonstrate an ability to work effectively with client systems.
11. Academic dishonesty.

In the event that a student is placed on probation for one of these non-academic reasons, the student will be given a written explanation of this action, remedial procedures to comply with if appropriate, and a time limit within which to remedy the problem. The faculty holds the right to recommend termination from the program rather than probation depending on the severity of problem.

Termination

If a student's academic or non-academic performance is deemed unsuitable for continuation in the program, the BSW Convener 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 Convener, 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 Convener within two weeks of receiving the Convener's letter.
3. Following the student's request for an appeal, the Convener 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 Convener 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 Convener, 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 Convener has the right to appeal the Dean's decision if it is one which 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. The Provost or his/her designated officer will confer with the student and the Convener, 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 *Social Work Student Handbook*.

Appendices

Appendix A

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: _____

RAMAPO COLLEGE OF NEW JERSEY

By: _____

Kirsten Loewrigkeit
Vice President for Administration and Finance

Date: _____

Date: _____

Appendix B

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. The findings will include the following:
 - A synopsis of the complaint.
 - A complete listing of the facts.
 - Conclusions drawn from the evidence and the facts.
 - 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. 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.