BACHELOR OF SOCIAL WORK
FIELD EDUCATION MANUAL

2018-2019

BACHELOR OF SOCIAL WORK
SCHOOL OF SOCIAL SCIENCE AND HUMAN SERVICES

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

The social work profession deems field education as its signature pedagogy. As such, field education is the framework in which students are socialized 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 curriculum 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,

Suzanne Badawi, MSW, LCSW
Director of Field Education
Social Work Program
201.684.7132
sbadawi@ramapo.edu
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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 environmental 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.
In 2008 the Council on Social Work Education (CSWE) initiated a competency based education model and developed ten Core Competencies (EP 2.1.1 - EP 2.1.10) which are a sub-set of the over-arching 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.

<table>
<thead>
<tr>
<th>Program Competencies</th>
<th>Practice Behaviors</th>
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| 2.1.1 Identify as a professional social worker and conduct oneself accordingly | 1. Advocate for client access to the services of social work.  
2. Practice personal reflection and self-correction to assure continual professional development.  
3. Attend to professional roles and boundaries.  
4. Demonstrate professional demeanor in behavior, appearance, and communication.  
5. Engage in career-long learning.  
6. Use supervision and consultation. |
| 2.1.2 Apply social work ethical principles to guide professional practice | 7. Recognize and manage personal values in a way that allows professional values to guide practice.  
8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.  
9. Tolerate ambiguity in resolving ethical conflicts.  
10. Apply strategies of ethical reasoning to arrive at principled decisions. |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | 11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
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<tr>
<th>2.1.4 Engage diversity and difference in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCLUDES:</strong> age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</td>
</tr>
<tr>
<td>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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<tr>
<td>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td>View themselves as learners and engage those with whom they work as informants.</td>
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<tr>
<th>2.1.5 Advance human rights and social and economic justice</th>
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<tr>
<td>Understand the forms and mechanisms of oppression and discrimination.</td>
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<tr>
<td>Advocate for human rights and social, economic, and environmental justice.</td>
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<tr>
<td>Engage in practices that advance social and economic justice.</td>
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<tr>
<th>2.1.6 Engage in research-informed practice and practice-informed research</th>
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<tr>
<td>Use practice experiences to inform scientific inquiry.</td>
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<tr>
<td>Use research evidence to inform practice.</td>
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<tr>
<th>2.1.7 Apply knowledge of human behavior and the social environment</th>
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<tr>
<td>Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</td>
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<td>Critique and apply knowledge to understand person and environment.</td>
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<tr>
<th>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</th>
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<tr>
<td>Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<tr>
<td>Collaborate with colleagues and clients for effective policy action.</td>
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<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
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<tr>
<td>2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities</td>
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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 ten core competencies and their associated practice behaviors. These demonstrated in class and field. Theory and practice are not dichotomized, but rather are closely interwoven. Students complete four terms of field education. During these terms, classroom assignments from Introduction to Social Work, Theory and Practice I, II and III 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 four field placement courses; Introduction to Social Work, Theory and Practice I, II, and III. Each of these courses focuses on a different aspect of social work practice.

Pre-Professional Course

**Introduction to Social Work** - The placement in this course which students take during the sophomore year is an introduction to the social work profession. The focus of the field placement is to introduce students to the social agencies as the base for practice, and to offer the students a beginning experience in feeling comfortable interacting with clients. Student work habits, comfort with the agency structure, and ability to engage clients is the aim of supervision. The students are expected to work 80 hours during the course of one semester. This course serves as a screen for the student’s continuation in the social work program, and is a requirement for admission to junior status in the program.
Professional Courses

Theory and Practice of Social Work I and II - The placement in this course, which occurs during the junior 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.

Theory and Practice of Social Work III - The placement in this course, which occurs in the first semester of the senior year, focuses on social work intervention with macro systems (communities and organizations). Field placements focus on social change, advocacy, planning and administration. Students are in this placement for 200 hours for one semester.
Field Program Structure

The field practicum, developed by the social work program, consists of four semesters of field placements included in the social work practice courses. The first, SWRK 225 *Introduction to Social Work*, is a pre-professional course taken during the student’s sophomore year. In addition to class work students are placed in an 80-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 clients and staff. Students must satisfactorily complete this field practicum which serves a gate-keeping role prior to acceptance into the Social Work Program. It enables us to determine if students can relate to clients as well as agency rules and supervision.

Generalist practice is addressed in three practica that are integrated with the professional social work practice courses. Over a three-semester period students are placed in fieldwork for two days a week (typically), 200 hours each semester, for a total of 600 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 325/326 *Theory and Practice of Social Work I & II*, taken during the junior year, students are placed in field settings where they intervene with micro/mezzo systems of individuals, families, and small groups. During the fall semester of the senior year students take SWRK 327 *Theory and Practice of Social Work III*, and are placed in macro practice settings focusing on intervention with communities and organizations.
Field Program Policies

- Students should not be expected to miss class for field placement assignments.

- 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.

- Students should be informed at the beginning of the year if the agency cannot allow the student to take off the whole winter break.

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

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

- Students are placed in different agencies for each of their three field placement courses in order to help them to gain a broad view of the social work field.

- It is possible for students to use their employment for one of their field placements only if the job functions are social work related and an acceptable Field Instructor, and not the supervisor, provides supervision.

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

- 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.

- 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.

- The final evaluation form must be signed by the student and Field Instructor.

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

- Students in Theory and Practice I and II are expected to complete two Process Recordings monthly.
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.

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 (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)
5. Employment Based Field Education must be approved by both the appropriate administrators in your agency AND Director of Field Education, Suzanne Badawi. Required application materials are:

- a. Application for Employment Based Field Education
- b. Field Instructor resume (to be completed by the proposed Field Instructor)

The student must collect all required application materials and submit them to Suzanne Badawi, Director of Field Education, with signatures. The completed documents can be scanned and emailed to sbadawi@ramapo.edu or faxed to 201.684.7257.
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 Placement 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 placement be spent, including approximate caseload size (at least half of the time should be spent in direct practice; remaining hours can include team meetings, process recording, charting, instruction, etc)?

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

Individual _____ Group _____ Family _____ Other _____

B. Placement 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. This field instructor must not have previously provided instruction to the student. The field instructor needs an MSW.

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

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

5. The student’s assignment must be appropriate to field learning and accommodate the student’s educational needs in the following ways:

   a. Work schedule needs to be negotiated with class and field placement in mind. The student cannot be asked to miss class in order to be at work;

   b. The assignment should be considered an educational experience and should be limited in size and scope based on number of hours; and

   c. The student’s assignment must allow at least 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: Suzanne Badawi, MSW, LCSW  Date  Director of Field Education

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**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. Agencies interested in students are asked to complete an informational application. Each agency is assessed for its appropriateness for one of the Social Work Program’s three field placement courses. 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 325/326 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 225 Introduction to Social Work**

**PLACEMENT** - Prior to or during, the first week of classes the student completes a field application. This material helps the practice faculty member teaching the course, and the Fieldwork Director, to identify specific issues related to that student’s placement. The faculty member then contacts potential agencies for the specific students. 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.

**ASSIGNMENTS** - The focus of the field placement in this pre-professional course is to introduce students to agency base of practice and to enable them to gain some experience and begin to feel comfortable interacting with client systems. 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.

The assignments for a student who has never been involved in a helping relationship with a client or has limited work skills could include: participant observation, discussion or beginning interviewing with client systems, assisting in the leadership of a group, contacting agencies for resource information or referring clients, and record keeping.

It is likely that the student does not have sufficient skills to carry a client system on their own. The student should be assigned to a "piece" of the "case" or assist with a group.
**SUPERVISION** - The focus of supervision for students in Introduction to Social Work, 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 practice, 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.

**SWRK 325 & 326 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 sophomore year when she/he applies to the Social Work Program. After the student is officially admitted to the major, the student is interviewed by the Director of Field Education who is responsible for finding the field placements for this course.

Student interests as well as special problems are identified during this meeting and potential placements are discussed. The Director of Field Education contacts specific agencies based on the student's needs. The student is assigned to an agency during the late spring or early summer. The student is expected to call the agency for an appointment and then notify the Director of Field Education as to the results of that meeting.

**ASSIGNMENTS** - This course provides the major experience for students for learning micro practice skills. They are expected to function as a practitioner and not an observer. This does not mean that we expect them to be using advanced skills in sophisticated counseling, but they should have experiences working with individuals, families and small groups.
The student is viewed as a part of the agency and attendance at staff meetings, in-service training programs, and clinical team meetings should be expected of the student if these meetings are held on the days the student is in field placement.

The 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 the student should have assignments that they can recognize as "theirs" and not just observing someone else's work. In order for the student to complete
the Case Study assignment in 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 exaggerated 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 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, two monthly Process Records are required. Field instructors are expected to review this material prior to the supervisory conference. In the class, the student will be learning about process recordings. The field instructor will be asked to comment on the process recordings that the student writes and turns in as classroom assignments. Process Recordings should be used to help students 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).
SWRK 329 Social Work with Agencies and Communities

**PLACEMENT** - During the semester prior to enrolling in this course, the student discusses his/her field placement interest with the BSW Field Coordinator. The student will complete the *BSW Field Placement Application* which is submitted to the BSW Field Coordinator.

**ASSIGNMENTS** - The field placement focuses on helping the student to develop skills to work with communities and organizations. Assignments are therefore 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** - The focus of supervision is on the education/practice component with an emphasis on advocacy and organizing skill development, and increased awareness of self as an advocate who utilizes ethical and knowledge bases for practice. Formal individual supervisory sessions between the student and Field Instructor should be conducted on a
regular weekly basis. 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. 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.
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. Provide whatever relevant student background is required by the agency (background, educational needs, interests and aptitudes.)

3. Inform the agency of the school’s schedule.

4. Conduct a class session to teach basic human behavior and social work practice knowledge and values necessary as a base for the field placement.

5. Provide a Field Liaison to monitor a student’s progress at the agency. Field visits will be conducted if the agency or field instructor is new to the BSW Program or if there are concerns that warrant field visits. Otherwise, contact will be maintained via email, phone calls or through Skype.

6. The faculty-field liaison is available to consult with the Field Instructor when the student is having problems in the field placement.

7. The Director of Field Education is available for help in problem solving when the Field Liaison is not.

8. Provide the field instructor with appropriate course outlines.

9. Provide the evaluation form to be completed by the field instructor and the student.

10. Meet with the student periodically on campus to assess student progress and/or problems.

11. 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.

12. Provide a Field Manual stating the objectives, policies, procedures, and content of the curriculum and practicum.
13. 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.

14. 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, supplies, and cars for home visits.

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 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 Faculty-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.


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 assigned (twice monthly process recordings in Theory and Practice I and II), 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.
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 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.

**Field Site 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. The *Field Liaison Evaluation of Agency* form asks similar questions.
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. In Theory and Practice of Social Work III the field instructor must either have either the MSW degree or considerable macro-practice experience;

• 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 one hour weekly for face to face 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 first professional placement, associated with SWRK 325 Theory and Practice of Social Work I, 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 to arrange an interview with the Director of Field Education and to visit the Fieldwork Program’s Procedures for Placement page on the Social Work Website. This website explains the process of obtaining a field placement. Students find a list of practicum sites which have been used by the Social Work Program for the past few years. In the procedures outline, students are introduced to the purpose of the placement, required hours, supervision and task expectations, and the placement procedures. The practicum list includes the web sites of any agency if available. Students are asked to read the procedures and agency list prior to completing the application form.

During the interview with the Director of Field Education students complete an application for fieldwork and are asked to describe previous social service internship and employment experiences. Their interests for client populations for field placement are elicited. Students are asked to re-read the NASW Code of Ethics and attest with their signature an agreement to practice within the guidelines of the code. They are informed that many agencies require criminal background or finger print tests. In addition they sign a statement allowing the field education faculty to talk with potential field instructors about them. After a careful review of the student’s application for field, the Director of Field Education, taking into consideration fields of practice or client populations that interest the student and geographic or other personal issues which might influence the choice of placement, an internship is assigned. Students are not promised a specific agency, and they are informed that the placement will be finalized prior to the beginning of the fall semester.

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

Once an agency is identified for a student, the student is contacted via email informing him/her of the assignment and the requirement to interview at the agency. The agency too is informed of the assignment via a letter. The student and field instructor are given a timeframe within which to hold the interview and to report back to the Director of Field Education. It is expected that unless there is a major problem the placement will be finalized. The process for placing students in the first professional placement, associated with SWRK 327 Theory and Practice of Social Work III is similar and begins in February or March of the student’s junior year, while students are still in SWRK 326 Theory and Practice of Social Work II. Students are requested to review the Field Practicum page of the Social work program website. Here they find the procedure and application form for the placement. Students complete the online application which asks them to identify populations with which they want to serve, and geographic limitations. Once the Director of Field Education reviews the application, a potential field placement is identified and the student is contacted to arrange an interview with at the prospective agency.

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 semesters in Theory and Practice I & II and in Theory and Practice III 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 the individual contacts the field liaison has with students at the college and agency visits with the student and field instructor. The Learning Contract, completed early in the semester is discussed at the agency visit to determine if the student and field instructor are utilizing the planned assignments and working on the identified objectives. Throughout the academic year the Director of Field Education requests updates from the field liaisons regarding potential problems at the
agencies. The Director of Field Education has the opportunity via contacts at the field instructor orientation and 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 which is carried out by faculty members who teach the specific practice courses, 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. Faculty field liaisons are expected to call the agency within two weeks of the student beginning his/her placement to answer field instructor's questions, to assure that the student has arrived appropriately, and to discuss assignments and completion of the *Student Learning Contract*. 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. Otherwise, contact will be maintained via email, phone calls or through Skype. 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;
- 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.
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. For the past three years 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. Also, field instructors are invited to attend a wide range of presentations,
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. 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.

At each on-campus orientation and training session, Field Instructors are asked for feedback regarding students, the field office, and faculty field liaisons. Time is allotted to discuss field instructors’ concerns about the program. Field instructors are consulted when new policies or forms are proposed. For example, a draft of the new fieldwork evaluation form for *SWRK 327 Theory and Practice of Social Work III* was sent to them with a structured questionnaire. Their feedback was utilized extensively to complete the final version. 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**

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

**IN THE FIELD**

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

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

**PRIOR TO STUDENT COMING TO AGENCY**

- Determine which office, desk space and telephone student will use;
- Stock desk space with supplies;
- 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 junior 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 ten 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 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____________________________
**PROCESS RECORDING**

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

<table>
<thead>
<tr>
<th>Verbatim Dialogue</th>
<th>Skill Utilized</th>
<th>Student Feelings &amp; Reactions</th>
<th>Observations &amp; Analysis</th>
<th>Field Instructor’s Comments</th>
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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?)
___________________________________________________________________________________________
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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?)

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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?)

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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.)

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Field Placement Time Sheet

SEMESTER____________________ COURSE_________________________

NAME OF STUDENT___________________________

AGENCY_________________________________________

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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.

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?

**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 online Qualtrics link to the evaluation form 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”.

7. The evaluation should be submitted through the Qualtrics link 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.
Evaluation for Introduction To Social Work
SWRK 225

NAME OF STUDENT__________________________________________________________

NAME OF EVALUATOR ___________________________________________ DATE ____________

NAME OF AGENCY ______________________________ PHONE ________________

ADDRESS _______________________________________________ FAX/E-MAIL ____________

Describe the student's assignment at the agency

Describe the supervision available to the student

Please rate the student's performance on the following measures using the following scale

1  Poor  - failing  4  Very Good  - high passing
2 Adequate  - marginally passing  5 Excellent  – honors work
3  Good  - passing

___ Attendance
___ Punctuality
___ Written communication skills
___ Completes paperwork and assignments
___ Personal appearance as related to agency standards (appropriate dress)
___ Ability to accept and prepare for supervision
___ Assumes responsibility for own learning
___ Ability to work with staff and peers
___ Ability to critique own work (aware of positives and negatives)
___ Makes attempt to connect work in the field with academic content
___ Has knowledge of agency purposes
___ Has knowledge of agency programs
___ Able to work within the agency policies and procedures
___ Has knowledge of resources in the community needed by client population of agency/program
___ Maintains appropriate confidentiality
___ Respects clients
___ Has awareness of the impact of differing cultures
___ Has awareness of issues of special populations (elderly, disabled, women, African American, gay and lesbian, Native American)
___ Listens to the client
___ Has appropriate boundaries. Knows what is appropriate to share with the client

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

Was this evaluation shared with the student? ________

______________________________ Evaluator  ________ Date

______________________________ Student  ________ Date
RAMAPO COLLEGE OF NEW JERSEY

Field Evaluation - Theory and Practice of Social Work I and II

The BSW Program uses an online fieldwork evaluation through Qualtrics. The instrument is called the Field Assessment of BSW Practice Behaviors. Each field instructor will be emailed an individualized link for their student during the formal evaluation process. Here is a blank copy of the actual evaluation:

Field Assessment of BSW Practice Behaviors

Q1 The "Field Assessment of Foundation Practice Behaviors" was created to capture field instructor feedback on the student's competence in the 41 foundation practice behaviors outlined by the Council on Social Work Education (CSWE). Please answer each of the 41 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.

Q5 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.
Q2 Student Name: $\{e://Field/StudentName\}$

Q28 Student email address (please use the student's Ramapo email address):

________________________________________________________________

Q3 Field Agency Name:

___________________________________

Q4 Field Instructor Name:

___________________________________

Q29 Field Instructor Email Address:

___________________________________

Page Break
Q6 EP2.1.1 Identify as a professional social worker and conduct oneself accordingly.

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<tbody>
<tr>
<td>1. Student advocates for client access to the services of social work. (1)</td>
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<tr>
<td>2. Student practices personal reflection and self-correction to assure continual professional development. (2)</td>
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<td>☐</td>
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<td>3. Student attends to professional roles and boundaries. (3)</td>
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<td>4. Student demonstrates professional demeanor in behavior, appearance, and communication. (4)</td>
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<td>☐</td>
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<td>5. Student engages in developing the skills needed to be a career-long learner. (5)</td>
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<td>6. Student uses supervision and consultation to develop and inform practice. (6)</td>
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Q7 Comments for EP2.1.1

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Q8 EP2.1.2  Apply social work ethical principles to guide professional practice.

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<tr>
<td>7.</td>
<td>Student recognizes and manages personal values in a way that allows professional values to guide practice.</td>
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<td>8.</td>
<td>Student makes ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</td>
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<td>9.</td>
<td>Student tolerates ambiguity in resolving ethical conflicts.</td>
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<td>10.</td>
<td>Student applies strategies of ethical reasoning to arrive at practical decisions.</td>
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Q10 Comments for EP2.1.2
Q11 EP2.1.3 Apply critical thinking to inform and communicate professional judgments.

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<tr>
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<th>3 (3)</th>
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<th>5 (5)</th>
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<tr>
<td>11. Student distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom. (1)</td>
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<td>12. Student analyzes models of assessment, prevention, intervention, and evaluation. (2)</td>
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<td>13. Student demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (3)</td>
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Q12 Comments for EP2.1.3

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<tr>
<td>14.</td>
<td>Student recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. (1)</td>
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<td>15.</td>
<td>Student has gained sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. (2)</td>
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<td>16.</td>
<td>Student recognizes and communicates her/his understanding of the importance of difference in shaping life experiences. (3)</td>
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<td>17.</td>
<td>Student views her or himself as learners and engages those with whom s/he works as informants. (4)</td>
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Q14 Comments for EP2.1.4

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Q15 EP2.1.5  Advance human rights and social, economic, and environmental justice.

| 18. Student understands the forms and mechanisms of oppression and discrimination. (1) | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) |
| 19. Student advocates for human rights and social, economic, and environmental justice. (2) | o | o | o | o | o |
| 20. Student engages in practices that advance social, economic and environmental justice. (3) | o | o | o | o | o |

Q16 Comments for EP2.1.5

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Q17 EP2.1.6 Engage in research-informed practice and practice-informed research.

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<tr>
<td>21. Student uses practice experiences to inform scientific inquiry. (1)</td>
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<td>22. Student uses research evidence to inform practice. (2)</td>
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Q18 Comments for EP2.1.6

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Q19 EP2.1.7  Apply knowledge of human behavior and the social environment.

| 23. Student utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation. (1) | 1 (1) | 2 (2) | 3 (3) | 4 (4) | 5 (5) |
| | | | | | |
| 24. Student critiques and applies knowledge to understand person and environment (2) | | | | | |

Q20 Comments for EP2.1.7

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Q21 EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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<th>5 (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Student analyzes, formulates, and advocates for policies that advance social well-being. (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>26. Student collaborates with colleagues and clients for effective policy. (2)</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>

Q22 Comments for EP2.1.8

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Page Break
Q23 EP2.1.9  Respond to contexts that shape practices.

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<tr>
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<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Student continuously discovers, appraises, and attends to changing locales, populations, and emerging societal trends to provide relevant services. (1)</td>
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<tr>
<td>28. Student provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. (2)</td>
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</tbody>
</table>

Q24 Comments for EP2.1.9

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Q25 EP2.1.10  Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.
<table>
<thead>
<tr>
<th></th>
<th>1 (1)</th>
<th>2 (2)</th>
<th>3 (3)</th>
<th>4 (4)</th>
<th>5 (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Student substantively and effectively prepares for action with individuals, families, groups, organizations, and communities. (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>30. Student uses empathy and other interpersonal skills. (2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>31. Student develops a mutually agreed-on focus of work and desired outcomes. (3)</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>32. Student collects, organizes and interprets client data. (4)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>33. Student assesses client strengths and limitations. (5)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>34. Student develops mutually agreed-on intervention goals and objectives. (6)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>35. Student selects appropriate intervention</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>36. Student initiates actions to achieve organizational goals. (8)</td>
<td></td>
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<tr>
<td>37. Student implements prevention interventions that enhance client capacities. (9)</td>
<td></td>
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<tr>
<td>38. Student helps clients resolve problems. (10)</td>
<td></td>
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<tr>
<td>39. Student negotiates, mediates, and advocates for clients. (11)</td>
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<tr>
<td>40. Student facilitates transitions and endings. (12)</td>
<td></td>
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<tr>
<td>41. Student critically analyzes, monitors, and evaluates interventions. (13)</td>
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</tbody>
</table>

Q26 Comments for EP2.1.10

______________________________________________________________________________

______________________________________________________________________________
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.
Overview of the Social Work Curriculum

The social work curriculum is organized within an interdisciplinary liberal arts framework, which supports the program’s goals and objectives. The curriculum begins with students taking liberal arts foundation courses in their first year. They continue this process through their second year during which they finish their 100 level courses and begin to take their 200-level (Gen-Ed) and School of Social Science (SSHS) Core requirements. In addition, students complete two social work courses during their second year that are pre-requisites for admission into the program. These courses are building blocks that provide students with a knowledge base with which to pursue more advanced study in the field of social work. This knowledge base is advanced vertically as students progress through the social work curriculum. Once admitted into the Social Work Program, students go on to the advanced professional foundation courses where the key content areas are infused throughout curriculum in a horizontal fashion.

The curriculum’s liberal arts foundation consists of the All-College General Education (Gen Ed) requirements (40 credits), the School of Social Science and Human Services’ (SSHS) School Core requirements (24 credits), and specific other liberal arts courses (24 credits) required for admission into the Social Work Program. Some courses meet the requirements of more than one category so social work students may take 76 – 88 credits of liberal arts coursework over the course of four years. The social work foundation courses constitute 48 credits. The liberal arts foundation is carefully sequenced and integrated with the social work professional foundation curriculum. In addition to preparing students for generalist social work practice with client systems of all sizes, the curriculum addresses the four emphases of the college’s mission: interdisciplinary education, international education, intercultural understanding, and experiential learning.
# Social Work (BSW)

**Recommended Four-Year Plan (Fall 2018):**

<table>
<thead>
<tr>
<th>Keystone Courses</th>
<th>Distribution Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>Culture and Creativity</td>
</tr>
<tr>
<td>Critical Reading and Writing</td>
<td>Systems, Sustainability, and Society</td>
</tr>
<tr>
<td>Studies in Arts and Humanities</td>
<td>Values and Ethics</td>
</tr>
<tr>
<td>Social Science Inquiry</td>
<td></td>
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<tr>
<td>Quantitative Reasoning</td>
<td><strong>SSHS School Core</strong></td>
</tr>
<tr>
<td>Scientific Reasoning</td>
<td></td>
</tr>
<tr>
<td>Historical Perspectives</td>
<td>History of Social Thought</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>Introduction to Psychology</td>
</tr>
</tbody>
</table>

## First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>HRS</th>
<th>Spring Semester</th>
<th>HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education: Keystone Course INTD 101 FYS First Year Seminar</td>
<td>4</td>
<td>General Education: Keystone Course Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>General Education: Keystone Course &amp; SSHS School Core Social Science Inquiry</td>
<td>4</td>
<td>General Education: Studies in Arts and Humanities</td>
<td>4</td>
</tr>
<tr>
<td>General Education: Keystone Course CRWT 102—Critical Reading and Writing II</td>
<td>4</td>
<td>SSHS School Core: SOSC 235—History of Social Thought</td>
<td>4</td>
</tr>
<tr>
<td>SSHS School Core &amp; Social Work Prereq: PSYC 101—Introduction to Psychology</td>
<td>4</td>
<td>Major Prereq: SOCI 101 Introduction to Sociology OR SOCI 232 Sociology of the Family</td>
<td>4</td>
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<tr>
<td><strong>Total:</strong></td>
<td>16</td>
<td><strong>Total:</strong></td>
<td>16</td>
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## Second Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>HRS</th>
<th>Spring Semester</th>
<th>HRS</th>
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</thead>
<tbody>
<tr>
<td>General Education: Global Awareness</td>
<td>4</td>
<td>Major Prereq: SWRK 222 History and Philosophy of Social Welfare</td>
<td>4</td>
</tr>
<tr>
<td>General Education: Distribution Category Values &amp; Ethics</td>
<td>4</td>
<td>General Education: Distribution Category Systems, Sustainability, and Society</td>
<td>4</td>
</tr>
<tr>
<td>Major Prereq: SWRK 225 Introduction to Social Work</td>
<td>4</td>
<td>Major: SWRK 270 Cultural Diversity: Racism, Oppression, &amp; Privilege</td>
<td>4</td>
</tr>
<tr>
<td>General Education: Scientific Reasoning</td>
<td>4</td>
<td>General Education: Culture and Creativity</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>16</td>
<td><strong>Total:</strong></td>
<td>16</td>
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</table>

## Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>HRS</th>
<th>Spring Semester</th>
<th>HRS</th>
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</thead>
<tbody>
<tr>
<td>Major: SWRK 202 Political Economy of Social Welfare OR Introduction to Macro Economics</td>
<td>4</td>
<td>General Education: Historical Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>Major: SWRK 362 HBSE I</td>
<td>4</td>
<td>Major: SWRK 363 HBSE II (HBSE I is a</td>
<td>4</td>
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</tbody>
</table>
Major: SWRK 329 Social Work with Agencies and Communities (100 hours of fieldwork) (Must be accepted into the major prior to taking this course)

<table>
<thead>
<tr>
<th>Course</th>
<th>HRS</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Major: SWRK 329 Social Work with Agencies and Communities</td>
<td>4</td>
<td>(100 hours of fieldwork)</td>
</tr>
<tr>
<td>Major: SWRK 307 Social Work Research Methods</td>
<td>4</td>
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Elective/Minor

<table>
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<tr>
<th>Course</th>
<th>HRS</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Elective/Minor</td>
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</table>

Career Pathways Module 3: SSHS 003 Interview Practice/Internship Search Visit SSHS Advisor in Cahill Center (C209)

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Grad. Req.</td>
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**Fourth Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>HRS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major: SWRK 325 Theory &amp; Practice I (200 hours in fieldwork) (Social Work with Agencies &amp; Communities is a prereq for this course)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Major: SWRK 326 Theory &amp; Practice II (200 hours in fieldwork) (Theory &amp; Practice I is a prereq for this course)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Major: Social Work Elective (Groups recommended for those planning to attend MSW program)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Major: SWRK 420 Contemporary Social Policy (Theory &amp; Practice I is a co-req or prereq for this course)</td>
<td>4</td>
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<tr>
<td>Elective/Minor</td>
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**Total Credits Required:** 128 credits

**GPA Required:** 3.0

* Ideally, students should be fully admitted into the program by the end of their second year at Ramapo. Transfer students should be admitted by preregistration date of their first semester on campus. Students should be directed early to the Social Work program for admissions requirements.

** Students must be fully admitted into Social Work program before registering for SWRK 329 Social Work with Communities and Agencies.

*** Students must take SWRK 329 before entering into the Theory & Practice I & II sequence (SWRK 325 & SWRK 326).

**** Theory & Practice I (SWRK 325) is offered fall semester and Theory & Practice II (SWRK 326) is only offered in the Spring semester. These two courses must be taken consecutively over one academic year.

***** Most MSW programs require students take a course in Social Work Practice with Groups. We recommend students take this as an elective in the BSW program if they plan to attend a MSW program.
Social Work Professional Foundation Courses

The following is a brief overview of the required social work foundation courses in the curriculum. It will be followed by a discussion of the sequencing of all courses within the curriculum.

**SWRK 222 History and Philosophy of Social Welfare, 4 credits**
This course examines the historical development of social welfare institutions and the social work profession in modern industrial and post-industrial societies. Attention is focused on changes in the labor market, the relationship between social welfare programs and the growth of capitalism, the philosophical arguments surrounding the provision of welfare services, the social demography of poverty, and policy issues facing today's social workers. Students take this course during their sophomore year. This course is the first course in the Social Welfare Policy and Services (SWPS) sequence, and is a prerequisite for admission into the social work program.

**SWRK 225 Introduction to Social Work, 4 credits**
This course is a pre-professional introduction to social work. Class work focuses on social work roles in the human services, agency structure and functioning, social work values and ethics, the nature of the helping process, and issues related to the method and delivery of social services. In addition, students complete 80 hours of supervised fieldwork in a social service setting, intended to complement the course content. Students take this course during their second year. This course is a prerequisite for admission into the social work program.

**SWRK 262 HBSE I: Cultural Diversity, 4 credits**
This course focuses on aspects and configurations of cultural and human diversity within the social environment. The course examines individual, group, and community responses to cultural diversity and discrimination. Racism, sexism, ethnicity, ageism, homophobia, social class, and discrimination against the physically disabled, and persons with HIV/AIDS will be explored from a developmental and ecological systems perspective. Students
analyze selected theories, concepts, and empirical data related to the harmful effects of inequality, discrimination, prejudice and oppression.

**SWRK 263 HBSE II: Life Cycle, 4 credits**
This course offers an understanding of the complex interplay of biological, psychological, and socio-cultural influences involved in human development throughout the life cycle. An ecological systems approach is used to draw together basic concepts from biology, psychology, sociology, anthropology, and environmental studies in order that students may understand individual, family, and small group behavior and development.

**SWRK 307 Social Work Research Methods, 4 credits**
This course introduces students to the principles and methods of basic social work research. The ethical conduct of research is taught within the context of social work purposes and values. The formulation of problems for study that address the social needs of diverse groups is emphasized. Students are to gain competence in using data analysis software (SPSS), the ability to develop a research study, set up a database, and conduct and interpret relevant statistical analyses. Students take this course during their third year while they are in the practice-practicum sequence.

**SWRK 329 Social Work with Agencies and Communities, 4 credits**
This is the first professional practice course of the program with a field component. This course focuses on the dimensions of macro social work practice. Course content encompasses agency administration, program planning, grant writing, policy analysis, community organization, community development, and planned change in organizations and communities. Case histories of community organization efforts and community organization methods are analyzed for the purpose of integrating theoretical and practice material with actual cases. In addition, students are involved in a simulated community planning project, which incorporates various aspects of agency administration and planning. Students enrolled in the course are concurrently placed in a one-day-a-week field placement in a macro social work setting where they are expected to gain a working knowledge of community organization/macro practice skills. Students take this course the first or second semester of their junior year.
SWRK 325 Theory and Practice of Social Work I, 8 credits
This course is the second of a three-semester, practice-practicum course sequence designed to teach students the theories and practice skills utilized in generalist, beginning level social work practice. This is an integrated course with a two-day-a-week field placement in a social service agency in addition to two weekly class sessions where students are expected to learn social work practice skills working with individuals and families. Focus in this course is on the beginning, planning, and contracting phases of the helping process. Students take this course the first semester of their senior year.

SWRK 326 Theory and Practice of Social Work II, 8 credits
Theory and Practice II is the third part of a three semester, practice-practicum course sequence. While the primary goal of the entire sequence is to teach those skills utilized in generic, beginning level social work, Theory and Practice II focuses on all stages of the helping process, and intervention with small groups and families. Students will continue with the same field placement begun in the first semester, with the expectation that by the end of the second semester they will have completed 400 hours of agency based practice for the year. Students take this course the second semester of their senior year.

SWRK 420 Contemporary Social Policy, 4 credits
This course is designed to give students an understanding of the formation and implementation of social policy at the local, state, and federal levels. Attention is focused on social welfare policies within their political and historical contexts, the socio-economic forces that impact them, their differential effects on populations at risk and other groups, their social justice implications, and their system stabilization and destabilization dimensions. Additional emphasis is given to the relationship between social work practice and policy, underlying value orientations, the political barriers to policy formation, the skills of political advocacy, and how the legislative, executive, and judicial branches interrelate with social policy. Also, attention is given to how needs assessments, cost-benefit analysis, and social research are used in the policy making process. Students take this course at the end of their third year or later.
Research in the Social Work Curriculum

All students in the Social Work Program are required to take a course in social work research. The purpose of the course is for them to:

- be informed consumers of social work research,
- be capable of using an array of research methods to evaluate their own practice or agency programs, and
- learn to conduct research for the purpose of adding to the social work knowledge base,

In order to fulfill this requirement, Social Work majors take **SWK 307 - Social Work Research Methods** during their junior/senior years. Students learn how to understand the nature of science and the scientific method; to collect and analyze primary data and present these in a research report; to use single system designs and statistics to evaluate their own practice; to read and critique scholarly articles which present empirical findings; and to understand the impact of values and ethics on the research process.

Field Instructors are asked to participate in the student’s learning of research skills by:

- showing students research studies which relate to the agency services, specific interventions, or client population;
- sharing agency conducted research or program evaluations with the student;
- helping students think of a research project which is related to agency programs or client population;
- advocating for students in their attempt to get administrative approval or access to data for their research projects;
- involving students in research being conducted at the agency; and
- helping students to choose a client system for the single system evaluation assignment.

The research and practice faculty are committed to encouraging students and field agencies to conduct research and to explore evidence for practice.
Admissions Criteria and Procedures

Admission to the Baccalaureate Social Work Program

Students may declare an interest in being admitted into the social work major prior to their admission into the college or during their freshman or sophomore years. However, students are not officially social work majors until they receive formal acceptance notification into the program just prior to the beginning of their junior year. Students from other colleges who plan to transfer to Ramapo College receive advisement about this process from the Program Director. During their first two years at the college, students are expected to complete their 100 level General Education requirements and specific program pre-requisites. In order to be eligible for acceptance into the Social Work Program students must meet the following:

- Completion of 100 Level General Education Requirements
- Completion of the following pre-requisite liberal arts courses:
  
  SOSC 101 Social Issues  
  SOCI 101 Introduction to Sociology  
  PSYC 101 Introduction to Psychology  
  BIOL 101 Introduction to Biology  
  SWRK 202 Political Economy of Social Welfare or ECON 102 Introduction to Macroeconomics  
  SOCI 232 Sociology of the Family

- Completion of the following two social work prerequisite courses with a combined average grade of **B**:  
  
  SWRK 225 Introduction to Social Work (which includes 80 hours of pre-professional fieldwork).  
  SWRK 222 History and Philosophy of Social Welfare

- Completion of 60 academic credits

- A Minimum Grade Point Average of 2.75
**Application Process**

Students who meet the above criteria and wish to enter the Social Work Program must file an application for admission into the Social Work Program during their sophomore year. The application includes:

- A personal statement requesting that the student discuss their interest in social work, including their background, experiences, limitations, and strengths and other information that has a bearing on their potential abilities to become a professional social worker.
- A personal/professional recommendation.
- A copy of the evaluation of their required pre-professional fieldwork.
- Copies of academic transcripts.

The Social Work Convening Group, consisting of all members of the social work faculty, meets to discuss each candidate for admission into the program. The faculty examines each candidate's application and academic record, including observations made by social work faculty who have taught the candidate in the prerequisite social work courses. The faculty may, in some cases, request a personal interview with the applicant before making its decision. In addition to a student's intellectual capacity, attention is given to the student’s personal qualities and suitability for the profession including his/her:

- motivation and interest in social work and social work education
- commitment to social work values and ethics
- demonstrated aptitude through work and life experience receptivity to new approaches and ideas
- ability to be self-reflective
- concern for helping others and solving social problems
- potential to form and sustain effective helping relationships with client systems
- ability to function in an agency under supervision.

The applicant is notified by letter of the social work faculty's decision. Students who are accepted are given instructions as to how to proceed in the program, including submission of the *BSW Field Placement Application* and an updated student resume. Probationary
acceptance may be granted when a student’s academic performance is below the admission standards if the Social Work Convening Group feels that the student has good career potential and the ability to meet the academic requirements with remediation. Probationary acceptances include conditions that the student must meet, such as the necessity for the student to take specific remedial work. Students who are admitted with probationary status are informed that they must comply with the stipulations contained in the Program’s Probation Policy (included in the Social Work Student Handbook). Students who are rejected for admission to the program are given the specific reasons as to why they were not accepted. Students who are denied admission into the Social Work Program may reapply at a later date.

A large percentage of students in the Social Work Program have transferred from community colleges. These students receive information about the program’s admission policy and procedures through faculty and counselors at community colleges which have articulation agreements with Ramapo. In cases where no articulation agreement exists, Ramapo’s Admissions Office instructs potential social work students to contact the Program Director for advisement regarding this process.
BSW FIELD PLACEMENT APPLICATION

Name:___________________________________________________________

Last   First   Middle

Address:__________________________________________________________________________

Street   City   State   Zip

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?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Please attach an updated resume to this application.
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

______________________________________________________________  __________________________________________
Director of Field Education                                        Date
Student Performance Issues

Performance issues will be addressed in the following manner:

• Student performance will be reviewed in supervision. Performance problems will be clearly identified (orally or in writing) by the agency field instructor and/or field liaison. Specific examples of problem area and recommendations for improvement will be made (if applicable), and consequences of failure to meet expectations will be communicated to the student in a timely manner.

• Students are allowed two (2) excused sick days from their field placement for the academic year. If the student takes more than two sick days, they must make up the hours they missed.

• At any time during the internship, a single event or if problem behaviors persist and/or are serious, the field instructor will contact the field liaison for a consultation. The student also must advise the field liaison if he/she has concerns about the internship and/or the field instructor. The student will also advise the field liaison if there are concerns about performance issues raised from feedback received from the agency field instructor.

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

• Based on the discussion with the field liaison, a written “Performance Improvement Plan” and/or revised Educational Plan will be developed jointly by the student, field liaison and agency field instructor and signed by all parties, with copies distributed. Consequences for the noncompliance will be included.

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

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

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

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

The College will determine what grade to assign for the students’ final grade if the grade of "Incomplete", is assigned the following will occur:

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

- In some cases, it may not be appropriate for the student to remain in the same internship. The student would complete the internship at a different agency to be determined by the Office of Field Education. A second internship would be contingent on disclosure of the student’s performance problems and a copy of the last field evaluation form will be provided to the new potential field instructor. The Office of Field Education reserves the right to not offer a second internship based on student performance issues and/or the students refusal to allow the College representatives to share information about the termination with the new internship agency.
• If the student is assigned to a new internship after earning an “Incomplete” in the first internship, the student will be required to complete the full number of hours required for the course. There are exceptional cases of illness where a physician has documented a reason for hours missed or in cases where there were extenuating circumstances at the internship, and the Office of Field Education will negotiate with the student “credited hours” from the first internship. The student may need to re-register for the related course. The Office of Field Education in consultation with the professor of the related course, may assign a failing grade, based upon the recommendation and documentation of the agency field instructor. This grade and the subsequent termination from the internship are based on the students’ performance, which has violated policies of the agency, Ramapo College’s Social Work Program, and/or any standards set by the NASW Code of Ethics. In these situations a student must:

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

At times the College may determine that it is in the best interest of the student not to immediately re-enter another internship. In these cases it may be recommended by the Director of Field Education and the Assistant Dean/MSW Director or BSW Convener that the student complete certain tasks in order to document the appropriate resolution of difficulties which may have inhibited their performance in the internship. Examples of such actions are taking a course in ethics, engaging in individual or group therapy for a specified period of time, etc. Any recommendation made will be in writing to the student with specified completions dates.
The Social Work Program reserves the right to deny a student a second internship based on student performance issues and other pertinent information. The Social Work Program WILL NOT offer a third internship for any single field education course.

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 Assistant Dean/MSW Director or 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 or MSW programs at Ramapo College. The problems or issues include matters related to academic and field education performance, and professional practice ethics and behavior.

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

Procedures for AFRC

1. Referrals of concerns that come to the attention of the AFRC are to be made to the student’s Field Liaison or Faculty Advisor who, in turn, notifies and consults with the appropriate program and site directors and the referring faculty member about the referral.
2. The result of the consultation will be a determination as to whether to initiate the AFRC process. The individual making the original referral will be notified of that decision.

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

4. The AFRC Chair will meet with the student and provide information regarding the AFRC process, what to expect from a hearing, and who will attend. The Chair will inform the student that he or she has the right to exclude the student member from the hearing and that the exercise of that right must be made in writing to the Chair.

5. The hearing will be convened by the Chair as soon as it can be arranged. The Hearing Panel will consist of the Chair, two faculty panelists, and one student panelist (unless the student undergoing review requests that a student panelist not be included).

If any student receives a failing grade on their field evaluation, or is released from their field placement after all of the above mentioned interventions and procedures have been executed, the final grade for that correlated field course cannot be higher than a “D”.
**RAMAPO COLLEGE SCHOOL OF SOCIAL WORK - PERFORMANCE IMPROVEMENT PLAN**

**Student Name:** ________________________________________________________________

**Semester in Field:** Fall 20___ Spring 20___

<table>
<thead>
<tr>
<th>Area(s) of Improvement</th>
<th>Action To Be Completed By Student</th>
<th>Target Date</th>
<th>Action To Be Taken By Supervisor</th>
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*The student’s failure to correct these deficiencies within the specified timeframe will result in termination from this field placement with an unsatisfactory grade.*

**Student Signature:** ________________________________________________________________

**Field Instructor Signature:** _________________________________________________________

**Field Liaison/Field Director 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 2.5 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 2.0 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 2.0 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 Program Director will convene a meeting of the social work faculty to review the student’s academic record and other relevant materials. If the faculty votes to move forward with terminating the student from the program the following procedures are followed:

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

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

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

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

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

6. In the event of an appeal, the School’s Dean will confer with the student and the Program Director, jointly or independently as he or she sees fit, to review all evidence relating to the case, and render a decision either affirming or overruling the decision to terminate. If the Dean renders a decision that affirms the faculty’s decision to terminate the student from the program, the student is so notified in writing and informed that he/she has the right to appeal the Dean’s decision to the Provost. Conversely, the Program Director has the right to appeal the Dean’s decision if it 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.
7. The Provost or his/her designated officer will confer with the student and the Program Director, review pertinent information, and render a final decision.

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

Appendix

RAMAPO COLLEGE OF NEW JERSEY
SOCIAL WORK PROGRAM

College – Agency Affiliation Agreement

This agreement for a Social Work Field experience for an undergraduate BSW student is entered into this____ day of _________, by and between Ramapo College of NJ (referred to as the
“College”) and ___________________________________________ (referred to as the “Agency.”). This Agreement shall commence on ________________, automatically renewable annually. This Agreement shall remain in effect as hereinafter specified unless amended or terminated in writing.

It is agreed that the Agency will serve as a social work field placement site for the College’s social work students as agreed upon by the two parties. The Agency will provide social work experiences appropriate to the level of the course and will provide professional supervision of student work while on site. The College will provide faculty oversight of the student.

The responsibilities for the College, University and the Student are identified in the Fieldwork Manual provided to all Field Instructors. Some of these responsibilities include:

**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 based on the student's education needs and interests as determined by the social work faculty in consultation with the student

2. Provide whatever relevant background on student is required by the agency (background, educational needs, interests and aptitudes)

3. Inform the agency of the school schedule

4. Conduct class session to teach basic human behavior and social work practice knowledge and values necessary as a base for the field placement

5. Provide a Field Liaison to monitor a student’s progress at the agency. Field visits will be conducted if the agency or field instructor is new to the BSW Program or if there are concerns that warrant field visits. Otherwise, contact will be maintained via email, phone calls or through Skype

6. Availability of the faculty-field liaison to consult with the Field Instructor when student is having problems in field placement

7. Availability of the Director of Field Education for help in problem solving when the faculty-field liaison is not available

8. Provide the Field Instructor with appropriate course outlines

9. Provide the evaluation form to be completed by the Field Instructor and the student
10. Meet with the student periodically on campus to assess student progress and/or problems.

11. Provide three meetings/seminars annually for Field Instructors with the purpose of program orientation, teaching supervision skills, and encouraging agency and Field Instructor input into the social work curriculum.

12. Provide a Field Manual stating the objectives, policies, procedures, and content of the curriculum and practicum.

13. 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.

14. Provide Professional Liability Insurance for the student purchase while in field placement courses. Students pay for the insurance via special fees attached to the course payment.

15. The College shall provide for professional and general liability coverage insuring the College and its faculty and employees performing activities under this Agreement through a Program of Self-Insurance providing limits of coverage of $1,000,000/$3,000,000 on an occurrence type basis. College assumes any and all obligations for its employees that are required pursuant to the Worker's Compensation and Disability Laws of the State of New Jersey through self funding.

**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 base. 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, phone, supplies, cars for home visits.

4. Reimbursement of student for expenses incurred while on agency business, such as home and agency visits, group activity supplies, etc.

5. Provide Field Instructor for student 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 one hour weekly of individual, supervision focusing on the professional growth and development of the student as well as on agency assignments

8. Orient the student to the agency's structure, function, services and personnel

9. Assign field placement hours so that they do not interfere with class times

10. Facilitate the student's integration of classroom knowledge with field practice

11. Notify the faculty-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 weakness, 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 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 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: 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 Agency immediately if you will be delayed or if unable to report to work; plans for making up an absence should be made with the agency Field Instructor within two weeks of the absence

7. Assume responsibility for self-direction of learning

8. 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

9. Prepare written material to complete a contract with your Field Instructor

10. Accept responsibility for management of workload and completion of assignments

11. Read and abide by agency procedures and practices for service provision, working hours, lunch, and breaks

12. Do not schedule field placement hours which interfere with classes at school

13. Negotiate vacation time with your Field Instructor the first few weeks of field placement

14. Be available and prepare for regular and individual and group supervision by reviewing previous week's work, write recordings where assigned (twice weekly process recordings in Theory and Practice I and II), and prepare questions and issues for discussion in session

15. Participate fully in activities planned for students including conferences, visits with other agency personnel, seminars, etc.

16. Complete whatever recordings are the standard procedure of the Agency; 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 necessary tutoring

17. 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

**General Conditions**

**General Conditions**

1. College and Agency shall at all times comply with standards of documentation and confidentiality mandated by state and federal regulatory agencies and accrediting agencies, as same may be modified and amended from time to time including applicable requirements of the Health Insurance Portability and Accountability Act of 1996
(HIPAA), the standards of the Joint Commission on Accreditation of Healthcare Organizations, administrative and medical record policies and guidelines established and approved by Agency which shall be made available to students.

2. This Agreement shall be governed and construed and the rights and obligations of the parties hereto, shall be determined in accordance with the laws of the State of New Jersey.

3. This Agreement constitutes the entire agreement hereto and all previous communications and agreements, whether written or oral, with respect to the subject matter of this Agreement, are hereby superseded.

4. No modification of this Agreement will have any force or effect unless such modification is in writing, signed by both parties, and reference the specific sections of this Agreement and/or the Addenda to be modified.

This Agreement has been reviewed by both parties and all conditions are agreed to

Ramapo College of NJ

College:                                        Agency:
Social Work Program                            Social Work Program
505 Ramapo Valley Rd                           505 Ramapo Valley Rd
Mahwah, NJ 07430                               Mahwah, NJ 07430

By _________________________                   By: _________________________
Janet E. Furness, Ed.D., MSW, ACSW             Name
Assistant Dean of Social Work                   Title:

Date:                                          Date:

RAMAPO COLLEGE OF NEW JERSEY
SOCIAL WORK PROGRAM

Agency Information Form

Agency Name:                                      Date:

Program(s) Name:  If several different programs take students, you might want to complete a separate form for each
Agency Address:
Street No: City:

State: Zip Code: County:

Agency phone: Program phone:
Agency Fax: Program Fax:

E-mail: Agency web address (URL):

Person completing this form (name and title):

Agency Director:
Program Director:

* Please send a resume for the staff member who will be the Social Work Field Instructor
Describe the purpose of your agency, populations served, services offered, and geographic community: (use backside of page if more room is needed)

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

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

**Social Work with Agencies and Communities** (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** (Senior, 2 semesters 400 hours – 2 days per week), direct practice with individuals, families and small groups

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

Does your agency require? (please check if any are required)

- [ ] 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 to know about your agency.
RAMAPO COLLEGE OF NEW JERSEY
SOCIAL WORK PROGRAM

Student Evaluation of Field Placement

NAME OF AGENCY_____________________________________________________

NAME OF FIELD INSTRUCTOR(S)________________________________________

NAME OF FIELD LIAISON ______________________________________________

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

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

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

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

4. Discuss the quality and availability of your faculty field liaison’s activities. Was she/he accessible and supportive, and address special problems or concerns you had? Did she have frequent phone communication with the agency and visit the agency at least once a semester?
Were you involved in joint meetings with the field liaison and Field Instructor? Did he/she review your portfolio and self-assessment?

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

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

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

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

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

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

11. Any additional information

Please return this form to Suzanne Badawi, Director of Field Education
Dear Social Work 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.

Suzanne Badawi, MSW, LCSW
Director of Field Education

Name of the course your student(s) attend – select all appropriate Date __________________

O Theory and Practice I, II
O Theory and Practice III

PART A: FIELDWORK

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<th>SA</th>
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1. The Field Work office contacted you for a student in a timely manner. O O O O O

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. O O O O O

3. The Field Work Director, or faculty member, making the assignment was available during the placement process. O O O O O

4. You were given adequate information about the student prior to the student beginning the placement. O O O O O

5. The Field Instructor Orientation at the beginning of the school year was helpful. Have not attended Fill the oval here → O

6. The Field Instructor manual was helpful. Did not read Fill the oval here → O

7. The packet of information sent to you at the beginning of the semester (with course outline, field evaluation, forms and readings) was helpful. Did not read Fill the oval here → O

8. The faculty field liaison (student’s teacher) maintained adequate phone contact with you. O O O O O

9. The faculty field liaison made an adequate number of visits to your agency. O O O O O
10. The faculty field liaison helped you develop appropriate student assignments.

11. The faculty field liaison was responsive /helpful to your questions or problems.

12. The faculty field liaison returned your phone calls on a timely basis. Not applicable Fill the oval here → O

13. The Field Work Evaluation form is an effective mechanism for assessing the student’s work.

PART B: STUDENT POPULATION

Please answer this section based on your experiences with students for the past several years, not just with your student this year.

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: PROGRAM OBJECTIVES

Below are the Objectives of the Social Work Program at Ramapo College. Please comment on how well you think our students meet these objectives.

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<th>N= Never</th>
<th>R= Rarely</th>
<th>ST= Some of the time</th>
<th>MT= Most of the time</th>
<th>A= Always</th>
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<tr>
<td>N</td>
<td>R</td>
<td>ST</td>
<td>MT</td>
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17. Students apply the knowledge and skills of generalist social work practice with systems of all sizes. No opportunity to observe Fill the oval here → O

18. Students apply critical thinking skills within the context of professional social work practice No opportunity to observe Fill the oval here → O

19. Students understand and apply empirically based theoretical frameworks that inform the interactions between individuals and social systems No opportunity to observe Fill the oval here → O
20. Students practice within the values and ethics of the social work profession.  
No opportunity to observe Fill the oval here → O  

21. Students understand of the history of social welfare and the social work profession (and the social agency).  
No opportunity to observe Fill the oval here → O  

22. Students understand the forms and mechanisms of oppression and discrimination, and apply the strategies of change that advance social, economic, and environmental justice  
No opportunity to observe Fill the oval here → O  

23. Students understand the relationship between the physical and social environment and the impact of the physical environment on client system well-being and social work practice.  
No opportunity to observe Fill the oval here → O  

24. Students practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.  
No opportunity to observe Fill the oval here → O  

25. Students function within the structure of organizations and service delivery systems.  
No opportunity to observe Fill the oval here → O  

26. Students, under supervision, seek necessary organizational change.  
No opportunity to observe Fill the oval here → O  

27. Students apply findings of research studies to their practice.  
No opportunity to observe Fill the oval here → O  

28. Students evaluate their own practice interventions.  
No opportunity to observe Fill the oval here → O  

29. Students understand how to analyze, formulate, and advocate for social policies that impact on client systems, social workers, and social agencies  
No opportunity to observe Fill the oval here → O  

30. Students use supervision and consultation appropriate to generalist
practice. No opportunity to observe Fill the oval here → O O O O O

31. Students utilize oral, written and computer communications skills effectively in a variety of contexts that include clients, colleagues, and members of the community. O O O O O

PART D: COMMENTS or CONCERNS
(Use the backside or other paper for additional comments)

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

2. How else may the Field Work Program 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 concerns or comments.

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

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

Role of the President
Within fifteen (15) working days of receipt of the findings and recommendations from the Director, the President may in writing:
1. Accept the recommendation of the Director;
2. Accept the findings of the Director and modify the recommended sanction;
3. Dismiss the case based upon the presented record.
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.