

**MONTCLAIR STATE**  

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**UNIVERSITY**

**MSW Program**  
**Field Education Manual**  
**2022-2023**

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## Accreditation Statement

The program is currently accredited by the Council on Social Work Education (CSWE).

## Background Information

### Montclair State University

Building on a distinguished history dating back to 1908, Montclair State University (MSU) is a leading institution of higher education in New Jersey. Designated a Research Doctoral University by the Carnegie Classification of Institutions of Higher Education, the University's nine colleges and schools serve more than 20,000 undergraduate and graduate students with more than 300 doctoral, master's and baccalaureate level programs. Situated on a beautiful, 252-acre campus just 12 miles from New York City, MSU delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment.

MSU offers nearly 300 majors, minors, concentrations, and certificate programs, as well as state-of-the-art facilities including a new 2,000-bed student residence and dining complex. The University offers exceptional opportunities for motivated students, regardless of race/ethnicity or economic background. MSU students receive the individual attention expected from a much smaller institution, including student-to-faculty ratio of 17 to 1 and average class size of 23 students.

### College of Humanities and Social Sciences

The College of Humanities and Social Sciences (CHSS), which houses the Department of Social Work and Child Advocacy, combines a traditional liberal arts education with focused preparation in a wide range of disciplines and professional areas. With 21 majors, more than 40 minors and numerous areas of graduate study and professional certificate programs, CHSS offers students the opportunity to begin a lifetime of learning in the humanities and social sciences while also preparing for a successful career.

### Department of Social Work and Child Advocacy

The Department of Social Work and Child Advocacy offers the region's premier undergraduate and graduate academic programs that specialize in service and advocacy to children, youth, and families. The Department offers undergraduate and graduate programs in Child Advocacy and Policy, a Minor in Social Work, and the Master of Social Work (MSW) program. The Department has ten full-time faculty with diverse

research and teaching interests broadly focused on vulnerable children, youth, and families in the state of New Jersey and beyond. The specific research interests of our faculty include, among others, the adjustment of children and youth in foster care, civic engagement, child welfare workforce development, forensic interviewing of children, the impact of trauma on mental health, and research on social work practice.

### MSW Program Mission

The mission of the MSW program is to prepare leaders in social work practice with children, youth, and families in an increasingly diverse and global society. Graduates will promote the wellbeing and functioning of children, youth and families, as well as their communities, by engaging in ethical, culturally-competent and evidence-informed practice, and by demonstrating a strong commitment to social and economic justice. Graduates will also be prepared to evaluate, apply, and share knowledge, while collaborating at the local and state levels to address issues of societal importance.

### MSW Program Goals

The MSW program will prepare graduates:

1. To apply advanced knowledge of social work practice with children, youth and families situated in diverse organizational and social contexts;
2. To identify with the core mission and values of the social work profession, and to demonstrate professional demeanor, ethical decision making, and engagement in reflective practice;
3. To engage in critical thinking, and apply theory and research to various forms of professional practice, including direct practice, policy practice and advocacy;
4. To critically analyze and actively promote policies, practices and programs to advance social and economic justice for children, youth and families, as well as their communities.
5. To demonstrate an understanding and appreciation of diversity, and to engage in culturally competent practice in multidisciplinary settings serving children, youth, families, and their communities.
6. To promote and facilitate clients' abilities to mobilize various strengths and resources within themselves and their environments in order to improve their overall wellbeing and functioning.
7. To promote the wellbeing of local, state, and regional communities, through the evaluation, application, and dissemination of knowledge.

## The Significance of Field Education

Field education is considered to be a “signature pedagogy” of the social work profession. As indicated in the Educational and Policy Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE), “signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline...The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the

curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the social work competencies” (EPAS, 2015, p. 12).

Consistent with the mission and goals of the MSW Program, the field education component of the curriculum is designed to prepare leaders in social work practice with children, youth, and families in an increasingly diverse and global society. Field education provides students with opportunities to integrate classroom learning and a supervised practice experience in human service agencies. Students obtain hands-on experience in various social service agencies, and practice the application of concepts learned in the classroom. In field education, students also gain the necessary skills and competencies to effectively promote the wellbeing and functioning of children, youth and families, as well as their communities. Finally, the field education component allows students to develop a professional identity, exercise critical thinking, and learn about ethical and professional behavior in practice settings.

During the first year of the program (i.e., generalist practice), an emphasis is placed on generalist social work practice with individuals, families, groups, organizations and communities. Students will acquire a broad range of social work skills, such as the use of empathy, reflection, and interpersonal skills, as well as the use of theory and research to guide engagement, assessment and intervention strategies with diverse client systems.

During the second year of the program (i.e., specialized practice), an emphasis is placed on practice with children, youth and families. Second-year placements are designed to extend and enhance the knowledge and skills acquired during the generalist practice year. Students will be placed in settings that specialize in serving children, youth and/or families, and will acquire higher-level clinical and advocacy skills.

## Roles and Responsibilities of Field Personnel

A valuable and successful field experience requires the involvement of many individuals including the student, those at the field agency, and university officials. The following section defines the roles and responsibilities of field education personnel. The remainder of this manual uses these terms when discussing field-related components.

### Field Education Director

A faculty/staff member who oversees and manages all field operations, develops new field opportunities, works directly with students in arranging and monitoring field placements, provides training and consultation to field education personnel, and assures program’s compliance with the CSWE standards related to field education. Overall, the Field Education Director provides strategic leadership to all field operations, and ensures a successful field education experience for students and agencies.

### Field Education Coordinator

A staff member who assists with the recruitment/retention of field placements, as well as in maintaining proactive and ongoing communication with agency-based field instructors, field education seminar instructors and students, for the betterment of programmatic success and student outcomes.

#### Field Seminar Instructor (Professor/Liaison)

A faculty/staff member or a contracted professional assigned to teach the field education seminar and serve as a liaison between the MSW program and the field agencies. This individual assists students and field instructors in maintaining a quality learning experience in the field. The Field Seminar Instructor serves as the contact person for the student, the agency, and the university. His/her/their roles include ensuring the integration of classroom and field learning, and providing support to students, Field Instructors and Task Instructors as necessary. Students will have access to the Field Seminar Instructor on a weekly basis through the seminar course. Agencies will also have access to the Field Seminar Instructor through scheduled site visits and video conferences. The roles of the Field Seminar Instructor include, but are not limited to:

- Provides support and feedback to students enrolled in field education, and facilitates the integration of classroom and field learning.
- Supports the Field Instructor and/or Task Instructor in managing concerns related to the educational progress of the student.
- Identifies problem areas and assists the student and the agency to resolve conflicts.
- Informs the Field Education Director about any problems in the agency or the field seminar in a timely manner.
- Completes an independent assessment of the student's progress. Provides feedback to the student and the Field Instructor/Task Instructor as necessary.
- Conducts agency site visits with the student and his/her Field Instructor and/or Task Instructor at least once per semester. Completes an agency visit report for each site visit, describing the student's progress in meeting the core social work competencies.
- Assigns a final grade on the Field Education Seminar course.

#### Field Instructor (Field Placement Supervisor)

The Field Instructor is a social work practitioner who serves as the student's social work supervisor. This individual is responsible for the education of the students while they are in field placements. The Field Instructor must hold an MSW degree, and at least two years of experience in the social work field after completing their MSW. Generally, they are employed at the agency where the student completes their field placement; however, they may also be externally-based.

An orientation to field education policies, procedures and requirements is provided to all Field Instructors, detailing the core social work competencies to be attained during the field placement experience. A copy of the field manual is made available to all Field Instructors. The Field Instructor must become familiar with all relevant policies detailed in this manual and act in compliance with them at all times.



The specific responsibilities of the Field Instructor include, but are not limited to, the following:

- Becomes familiar with the policies, procedures and requirements of field education, as well as the core social work competencies to be attained by the students.
- Confirms the field start date and any pre-placement requirements, such as background checks, immunizations and mandated trainings to be completed prior to the start of the field placement.
- Discusses with students the standards, ethics and values of the social work profession. Acts as a primary role model of a professional social worker. Encourages an open dialog, critical reflection and reciprocal learning.
- Becomes familiar with the Field Education Seminar course syllabi, the Learning Contract, Process/Journal Recordings, and Midterm and Final Field Evaluations. Participates in the development of the Learning Contract with the student and the Task Supervisor (if applicable).
- *An agency-based instructor* constructs and oversees the student's experiences in the field. This includes defining student assignments in the agency and providing weekly individual supervision to the student (at least one hour per week).
- *An externally-based field instructor* maintains weekly contact via phone, email or video conference with the agency-based Task Instructor to understand the student's responsibilities in the field and infuse a social work perspective into to the student's field placement assignments.
- Reads and provides written comments on the student's journal/process recordings and reviews them with the student during weekly supervision meetings (note that generalist year students must complete 5 recordings and second year/advanced standing students must complete 8 recordings each semester).
- Attends the agency site visit with the student, Field Seminar Instructor and Task Instructor (if applicable) at least once per semester; available for follow-up conversations as needed.
- Completes the midterm and final field evaluations, in collaboration with the student, and submits it to the Department.
- Field Instructors are responsible for contacting the Field Seminar Instructor and/or the Field Education Director if problems arise, or if information or advice are needed.

### Task Instructor

An agency-based individual who may not hold a graduate degree in social work (MSW), but is responsible for social work-related activities at the agency. The Task Instructor may be responsible for certain learning objectives, evaluations, and overseeing the student's daily activities. For example, a Licensed Professional Counselor (LPC) at a mental health agency could provide task instruction but could not serve as a Field Instructor. The Task Instructor maintains weekly contact with externally – based Field Instructors and works collaboratively with field personnel to ensure the student attains all the necessary social work competencies.

## Field Education Expectations

### Student Expectations from Field Education

The field education experience is an exciting time for students. Students have high expectations from their field placements and are enthusiastic about learning practice skills in an agency setting. For most students, pursuing an MSW involves a considerable investment of both time and resources, and they expect to learn new skills, be challenged and develop as professionals.

Field education requires a substantial commitment on the part of the student. Some students may feel nervous or apprehensive about beginning their field placements. These feelings are normal, and can be discussed during the field seminar and with your Field Instructor/Task Instructor. As students develop a greater sense of confidence in their ability to practice social work, and build knowledge and basic skills, the feelings of anxiety will likely decrease. Many students are balancing school, field placement, work and home life. Please remember to practice self-care and obtain consultation from faculty, peers and/or professionals as necessary.

Readiness for field involves a number of interrelated factors, including commitment, energy, strong communication skills (both verbal and written), interpersonal skills, objectivity, personal self-awareness, critical thinking abilities and a schedule that allows sufficient time and flexibility. Moreover, a degree of emotional and behavioral stability and maturity are necessary to successfully complete the field placement. Each student must conduct a realistic assessment of his/her degree of readiness to engage in field education and fulfill the rigorous demands of professional social work practice. Questions or concerns about a student's readiness for field must be discussed with the Field Education Director before a field match is finalized.

Please keep in mind that the Department of Social Work and Child Advocacy cannot guarantee flexible schedules and internships in specific geographic areas or with specific populations. Flexibility in terms of traveling distance and types of agencies will help ensure a successful field placement experience. Students may be required to travel up to one hour to their field placement (i.e., generally no more than 50 miles from their place of residence). Any issues related to distance, client populations or other preferences should be discussed during the field match process; however, the program cannot guarantee that any/all such requests will be accommodated.

### Expectations from Students in Field Education

The primary responsibility of the student is to be an active and engaged learner, both at the agency and in the field seminar courses. Because students are providing services to clients who are often vulnerable and in need of assistance, they must be prepared to pursue the knowledge base and skills necessary to provide appropriate services. Students are not expected to already possess such knowledge and skills when beginning their field placement; however, they are expected to be actively involved in the learning process. This includes completing all the necessary requirements for field (i.e., hours, process/journal recordings, learning contract, etc.), remaining open to and acting on

feedback from their Field Instructor, Field Seminar Instructor and the agency staff, coming prepared to supervisory meetings, actively seeking information and advice when necessary, and being willing to reflect on their strengths and weaknesses.

The student responsibilities in field placement include, but are not limited to:

- Being available for field placement **15 hours per week** for Field Seminar I and II (i.e., generalist practice year of the program).
- Being available for field placement **21 hours per week** for Field Seminar III and IV (i.e., specialized practice and advanced standing year of the program).
- Attend and actively participate in the Field Education Seminar courses.
- Actively pursue the knowledge base and skills needed to provide adequate services to clients; researching the agency and its clients and services as necessary.
- Attending pre-placement interviews with the Field Education Director and/or other staff; submitting a signed Field Placement Confirmation Forms to finalize the placement.
- Arranging, completing and paying for background checks and fingerprinting as required by individual field placement sites.
- Maintaining the confidentiality of client information in accordance with the National Association of Social Workers (NASW) Code of Ethics, as well as agency-specific guidelines.
- Acting in a professional manner as a representative of the agency and the University. Completing all agency and school paperwork, recordings, and assignments in a timely manner, using knowledge of the agency in a professionally responsible manner.
- Completing all professional duties in compliance with the NASW Code of Ethics.

Students must initiate the completion of the learning contract and the midterm and final field evaluations with their Field Instructor, and actively participate in this process. Students should keep copies of the learning contract and the evaluations for the duration of that year. Students must initiate contact with their Field Seminar Instructor to share information and feedback, and must be present at the agency during the Field Seminar Instructor's site visit.

## Field Education Policies and Procedures

### Selection Criteria for Field Agencies

Montclair State University establishes formal affiliation agreements with various social service agencies to provide quality field placement experiences to MSW students. The affiliation agreement defines the requirements and organizational responsibilities for both the University and the agency in the relation to the field experience. The affiliation agreement is a formal contract approved by the University which clarifies the conditions, risks, and risk management of a field placement site. The affiliation agreement must be

signed by both parties (i.e., the agency and the field representative) prior to the student beginning their field placement.

When an agency has been identified as a potential field placement site, the Field Education Director determines the feasibility and appropriateness of that agency through discussions with agency representative and/or a formal site visit. The agency must demonstrate its fit to serve as a training site for graduate social work students, and its policies and procedures must be compatible with the values and ethics of the social work profession.

The following criteria are used in the agency selection process:

- The agency values participation in the education of graduate social work students and considers this to be an important endeavor. The agency agrees to support the mission, goals and objectives of the MSW program, and the partnership between the agency and the University is formalized by signing the affiliation agreement.
- The agency demonstrates professionalism, stability in providing services, and a climate conducive to student learning and professional development. The learning opportunities available at the agency must be aligned with the nine required CSWE competencies.
- The agency has adequate facilities for the student to complete their assigned tasks, such as appropriate space, access to telephones and computers, etc. The agency agrees to provide the student with a formal orientation to its programs and services, including safety training and procedures.
- The agency provides diverse learning opportunities for students, including opportunities to work directly with clients, attend staff meetings, and participate in other professional opportunities available to staff members.

### Selection Criteria for Field Instructors

Selection of Field Instructors is a purposeful process conducted by the Field Education Director and other Department staff as appropriate. Once a potential Field Instructor is identified, the Field Education Director conducts an interview to assess their credentials and appropriateness for the role. The Field Education Director also conveys information regarding the responsibilities and requirements from Field Instructors. If the Instructor is *externally-based* (i.e., does not work at the agency where the student completes their field placement) he/she will be required to complete a formal application indicating their interest in the role and providing appropriate documentation regarding their credentials. *Agency-based* Instructors do not need to complete a separate application; however, their roles and responsibilities will be discussed during the Field Education Director's agency site visit.

The following criteria are used in the selection of Field Instructors:

- The Field Instructor must possess an MSW degree from a CSWE-accredited program, as well as a minimum of two years post-MSW practice experience. This applies both to *agency-based* and *external* Field Instructors.
- The Field Instructor must possess adequate knowledge, skills and capacity to provide quality instruction to graduate social work students. This should include

awareness and consideration of the students' needs as emerging professional social workers.

- The Field Instructor must be able to provide weekly supervision to the student for a minimum of one hour per week.
- The Field Instructor must be willing to submit a current resume and copies of their diplomas and/or social work license, if applicable.
- The Field Instructor must be willing to become familiar with the MSW program field policies and procedures, and attend a Field Instructor orientation session.

### Student Eligibility for Field Education

First-year students and Advanced Standing students are eligible for field upon admission to the MSW Program. Second-year students must have completed all courses in the generalist practice year in order to be accepted into the specialized practice year of field. Prior to beginning the specialized field placement, students must also successfully complete a minimum of 420 hours (during COVID pandemic a minimum of 400 hours) of generalist field placement and obtain a passing grade on the corresponding field seminars and practice courses. Exceptions to this policy will be made in extreme attenuating circumstances only.

### The Field Placement Process

Students will be placed in approved agencies by the Field Education Director and the Field Education Coordinator, after careful consideration of their educational needs, expressed interests and career objectives, as well as agency availability. The Field Education Director and the Field Education Coordinator generally make the initial contact with the agency to determine the potential for student placement. Students may suggest new field placement opportunities; however, they should not contact an agency without the Field Education Director's approval.

**Field Application Form:** Students must complete a Field Application Form electronically through Tevera as the first step in the process of an internship assignment. The application form is an essential part of the process, and placement efforts cannot be initiated without the completed form. The form details the students' career interests and prior experiences, preferred geographic locations, and any preferences and/or specific constraints related to the field placement.

**Pre-Placement Interview:** After the review of each application and the student's attendance at a pre-field placement meeting, the Field Education Office will make an initial assignment with an agency deemed most likely to meet the mutual learning needs and expectations of the student, the agency, and the program. The Field Education Office will consider student preferences and constraints to the extent possible; however, there is no guarantee that specific requests will be accommodated. The educational needs of the students and the degree of fit with a particular agency will serve as primary considerations for assignment.

**Placement Factors:** The following factors will be taken into consideration when assigning a student to a specific agency:

- The student's unique educational needs as determined by the Field Education Director and/or other staff.
- The student's expressed interests and career goals, as well as their work and volunteer experience in social service agencies.
- The student's geographical location and any constraints related to transportation.
- The student's capacity to function in a particular agency and work with a particular Field Instructor and/or Task Instructor, as determined by the Field Education Director and/or other staff.
- The agency's ability to work with a particular student. When an agency questions the selection of a particular student, the agency will bring this to the attention of the Field Education Director and/or other staff. After joint discussion and evaluation, a decision will be made about the appropriateness of the placement for that student.
- First-year students are placed at agencies providing generalist social work practice opportunities with individuals, families, groups, organizations and communities. Higher-level clinical placements are generally not available for first-year students, as they do not yet possess the knowledge and skills necessary to succeed in these types of placements.
- Second-year/Advanced Standing students are placed in specialized settings serving children, youth and families, in accordance with the program's stated concentration. These settings generally provide higher-level clinical practice opportunities for students.

**Agency Interview:** The Field Education Office will notify the student about their assignment and provide the name and contact information of the agency so that the student may reach out directly to the potential placement site to schedule an interview. It is the responsibility of the students to become familiar with the agency prior to the interview. It is also the student's responsibility to contact the agency and set up an interview unless otherwise specified. Students are expected to wear professional attire to their interview and demonstrate professional demeanor. Students are provided with an interview tip sheet that outlines specific guidelines for interviewing.

The student must inform the Field Education Office if any problems with scheduling an interview arise. Students must make an initial contact with the agency within 72 hours of their assignment. If the student fails to set up an interview in a timely manner, placement for that semester may be denied. Once the interview has occurred, the student will report back to the Field Education Office to discuss the interview and if he/she was offered/accepted a placement at that agency. If the student does not wish to accept the placement (with good reason, as determined by the Field Education Director), another interview may be set up with a different agency. If a student has declined two placement opportunities for any reason, they may be dismissed from the program (with the exception of extreme attenuating circumstances).

Placement interviews should be approached like job interviews, requiring appropriate professional attire, behavior, and some background knowledge about the agency. Before

the interview, the student should review the agency's website for specific information about the agency, the clients, and the types of services provided.

The purpose of the interview is to learn about the requirements of a particular placement and the educational opportunities available at the agency. Keep in mind that the interview is a reciprocal process. Students should have clear goals and priorities and be prepared to ask specific questions about the learning opportunities available at the agency, skills that can be developed, structure, methods of supervision, etc.

Students should be prepared to answer questions about their background, professional goals, and why they desire that particular placement. During the interview, agency personnel will assess the student's level of interest, motivation and suitability for the general types of assignments that the student may be expected to complete.

**Placement Decisions:** The student and the agency decide whether they want to work together during or after the interview. If during the interview both parties agree that the placement is a good fit, the student informs the Field Education Office of that decision. If the student is not accepted by the agency and that decision is communicated during the interview, it is the student's responsibility to inform the Field Education Office and schedule a meeting to discuss an alternative assignment. In cases where a student is accepted by an agency, but refuses the placement, the Field Education Office will make one additional attempt to place the student. If the student is accepted by, but refuses a second placement option, the Field Education Office will not be obligated to seek an additional placement for that student and he/she will be dismissed from the program. Similarly, if the student is refused by the agency after two placement attempts were made, no further efforts will be made to place the student and they will be dismissed from the program. Exceptions will be made for extreme circumstances only.

**Placement Confirmation Form:** Upon verbal confirmation that student has been offered and accepted a field placement opportunity, the student must submit a Field Confirmation Form (signed by the agency and the student) to the Field Education Office. The submission of the signed form finalizes the field placement assignment. The Placement Confirmation Form is available in Tevera, and should be signed by the Field Instructor (if the instructor is agency-based) and/or the Task Instructor. The student must submit the form prior to the beginning of their internship in order for field hours to be counted.

### General Field Placement Requirements

The following are basic requirements for students in field placements:

- Field placements begin in the fall semester during the second week of classes and continue through the spring semester of that academic year. Placements cannot begin mid-year or during the summer, with exception of extreme circumstances for mid-year placements starts. Generally, students must remain in their placement through the Winter Break and Spring Break to avoid disruptions in services.

- Students must remain in the same field agency throughout the year; mid-year changes in placement are generally not permitted, with the exception of extreme circumstances.
- Concurrent with the field placement, students must be registered for the appropriate Field Education Seminar course (i.e., Field Seminar I and II in the first year, followed by Field Seminar III and IV in the second year). The purpose of the seminar courses is to help students integrate classroom learning and their field experiences, and provide an additional venue for consultation and feedback.
- Students have two separate field placements, one per year. Students cannot remain in the same field placement for more than one academic year. However, in some cases, students may intern in separate divisions and/or programs that belong to the same agency.
- Students in field must concurrently register and enroll in Generalist Social Work Practice I & II during the first year, and Clinical Practice with Children, Youth and Families I & II during the second year.
- If the student fails any of the Field Education Seminar courses, in extreme circumstances (e.g., a prolonged illness, a serious personal emergency), they may be allowed to repeat the seminar and their internship hours in a subsequent year. Students who fail the concurrent Social Work Practice course may be allowed to repeat it in a subsequent year.
- In order to be placed in an agency, students should be in good academic standing (i.e., maintain a 3.0 GPA and meet all program-specific requirements for good academic standing, as detailed in the student manual). Students on academic probation may be placed in an agency (or continue their existing placement) for one semester only following the probation decision.
- Any interruption of the field placement must be approved by the Field Education Director and the MSW Program Director. Please keep in mind that discontinued enrollment, for any reason, will likely require students to repeat the internship for that year, as well as the corresponding practice courses and field education seminars.
- Students generally follow the holiday schedule of the agency rather than the University schedule. If the agency is open on a day that is a holiday for the University, the student is expected to continue to work in the agency on that day. Students are expected to discuss holiday work schedules with the Field Instructor/Task Instructor to clarify expectations. This should be done early in the internship process to avoid miscommunication.
- Lunch and dinner hours are **not** part of agency field hours, unless students are required to remain with clients during mealtime. Travel time to and from the internship/training(s) is also **not** part of agency field hours.
- Attendance at a training/conference (with prior approval from the Field Instructor and/or Task Instructor) is considered a part of the agency field hours.
- Students should not plan to take vacation or other extended leave during their internship except during the summer or federal holidays. Agencies may require students to work during Spring break and/or during the Winter break.



- Time missed for approved reasons must be made-up by the end of the academic year. Time missed for unapproved reasons may result in a failing grade for the field seminar course and dismissal from the program.
- The Field Seminar Instructor monitors and evaluates student performance in field. Students will generally work with the same Field Seminar Instructor throughout the academic year.
- All disability accommodations that involve field education must be developed by the University Disability Resource Center, in coordination with the Field Education Director. Such plans should be developed prior to the start of field education whenever possible.

### Schedules and Hours

Students in the standard MSW program complete a minimum of **1,000** hours of field during their two years of studies – at least **420** (at least **400** during the COVID pandemic) in the generalist practice year (i.e., Field Education Seminars I & II), and at least **580** (at least **500** during the COVID pandemic) in the specialized practice and advanced standing year (i.e., Field Education Seminars III and IV). As previously indicated, this corresponds with **15 hours per week** during the generalist practice year, and **21 hours per week** during the specialized practice year.

Students are required to complete all assigned field hours within a given semester. Should a student's hours fall substantially below the required hours, the student may be referred to the Student Review Committee to develop a plan to correct the concern. If the hours are still not completed by the end of the semester, the student may be issued a failing grade in the Field Education Seminar and may be subject to a recommendation for dismissal from the program to The Graduate School, with the exception of extreme circumstances. In the event of extreme circumstances, such as extended illness, the student may receive an Incomplete grade (I) for the course. These requests must be approved by the Field Education Director and the MSW Program Director. If the hours are not completed by the assigned due date, a recommendation to The Graduate School for dismissal from the program may be made.

Field education hours are generally completed Monday through Friday during business hours (i.e. 9am - 5pm), therefore students are expected to be available for field placement for at least one full day during the week (i.e. Monday – Friday). Students participate in agency staff/clinical meetings, interface with key staff members and become integrated into the agency during normal business hours. Some agencies, however, may require evening and weekend availability. Such requirements will be discussed with students during the interview process. Students are expected to complete field placement hours as indicated by the agency. Occasionally, students may need to participate in events that are not during their usually scheduled hours; however, these events are not to conflict with their classes.

As previously indicated, lunch or dinner breaks are **not** counted as field hours. If evenings are required by the agency, students should be prepared to accommodate such requests; however, the overall number of hours should not extend beyond the required 15

hours per week during the first year of the program, 21 hours per week during the second year and advanced standing year of the program.

If an agency is closed for a holiday, the student is still expected to complete the required number of hours. If the hours are reduced in a particular week, students should plan to make up those hours later in the semester, in consultation with the Field Instructor and/or Task Instructor. This also applies to missing field for religious holidays. Keep in mind that students will not be able to pass field without completing all the required hours

All students must remain in their field placement until the last day of field as indicated in the field calendar. If a student exceeds the required hours by the end of the academic year, no additional credit will be awarded for those hours. If a student has a medical issue or an official disability accommodation related to hours, all plans must be reviewed and approved by the Field Education Director and the MSW Program Director.

### Student Orientation Workshops

All students are required to attend a field orientation workshop prior to the start of the fall semester and before reporting to their assigned agencies. The orientation is mandatory for all MSW students entering field. Separate field orientations will be held for generalist practice and specialized practice years. Students in the Advanced Standing program will join the specialized practice year orientation. Students must contact the Field Education Director in advance if they are unable to attend the mandatory field orientation due to a documented excused absence. In such instances, students will be assigned a make-up field orientation session. Students who miss both the mandatory field orientation and the make-up orientation will be deferred for field until the following academic year. Students may not begin their field placement until they have attended an orientation.

### Field Supervision

All students must receive at least one hour of individual supervision per week with a designated Field Instructor who possesses an MSW degree and at least two years of post-MSW practice experience. The student and the Field Instructor should prepare for the supervisory meetings. The student should prepare a written agenda for each supervision meeting and send it to the instructor at least two days in advance. Students should also send process/journal recordings to their Field Instructor in a timely fashion (i.e., at least 48 hours prior to the supervision meeting). Students should be receptive to supervision and use it to improve their practice skills and knowledge, increase self-awareness, and develop as a professional social worker. Field Instructors must be adequately prepared for supervision meetings, including reviewing and commenting on students' process/journal recordings and preparing relevant discussion points.

### Field Supervision/Task Supervision Methods

The approach to supervision is unique for each Field Instructor and/or Task Instructor. The following methods have proven effective over a variety of settings, regardless of specific instructional or personal styles. Some of these instruction methods are required, while others are strongly recommended.

- Review and feedback on process/journal recordings (required)

- Review and discussion of case examples and case documentation (required)
- Direct observation of student's work (recommended)
- Student observation of the Field Instructor/Task Instructor at work (recommended)
- Review of audio and video recordings (if appropriate)
- Role plays and discussion (recommended)
- Discussion of events and experiences in the field and obtaining feedback and consultation (required)
- Visits to other service providers for comparison/contrast (if appropriate)
- Group discussion with other students/staff (recommended)
- Assigning additional readings in appropriate content areas (if appropriate)
- Attendance at relevant trainings and/or conferences (if appropriate)

### Agency Site Visits

The Field Seminar Instructor will also serve as a field liaison for the program and facilitate at least two site visits during the academic year. One site visit will be conducted during the fall semester, and an additional site visit will be conducted during the spring semester. Site visits may be conducted virtually through a HIPPA compliant platform and should be scheduled for at least 20 minutes and include the student, the Field Instructor and additional staff/supervisors as necessary (e.g., Task Instructor).

During the site visit, discussions will focus on student's progress, the learning contract, application of theory and classroom material to practice, identification of problem areas and related topics. Additional site visits or follow-up conference calls may be scheduled for students who are not making the expected progress, and/or students rated below expected on the midterm evaluation. In such cases, a performance improvement plan may be developed with input from the Field Instructor and/or Task Instructor to help the student successfully complete their field placement.

### International Students

The tasks performed in the field practicum experience required for social work education accreditation may be considered "work" from an immigration standpoint. Therefore, all non-U.S. citizens are advised to obtain the proper work permission before the field practicum begins. All international students should consult with the Office of International Engagement concerning work authorization procedures.

### Professional Liability Insurance

Both the University and field agencies require all social work students in field placement to be covered by a professional liability insurance policy. The purpose of the policy is to protect both the agency and the student against malpractice liability claims. Professional liability insurance is provided to all MSW students by Montclair State University. The liability insurance only covers student actions while they are actively enrolled in field (i.e., registered for the appropriate field education seminar courses) and does not cover the student for any other activities or jobs.

The limits of liability under the University's insurance policy are \$2 million per occurrence and \$4 million per general aggregate. Under this policy, students are not covered for any claims relating to the operation of motor vehicles, whether personal or agency vehicles. Since the University has determined that students cannot provide services for which they are at risk without liability coverage, students may not transport clients as part of their field education hours. This should be clearly communicated to all field education sites, and agencies should not ask or allow students to transport clients while in field placement.

### Background Checks and Screenings

Many agencies require certain types of screening procedures from prospective interns, such as medical examinations, criminal background screenings, and child abuse screenings. If a fee is charged for background checks or other screening procedures, this fee is the responsibility of the student. Moreover, the time spent being fingerprinted or medically screened is not considered part of the field education hours. Students with a criminal conviction or arrest record may be restricted from certain field placements, and such records may also affect qualification for social work licensure in certain states.

### Safety Issues

The Department of Social Work and Child Advocacy is aware that the agency staff and students may face potential risks in certain practice situations. These risks are discussed in depth during the field orientation session. Students must be aware of the need for personal safety and act in a manner that minimizes risks when possible. Field Instructors and/or Task Supervisors must discuss safety issues and the steps that students can take to minimize risk within their agency, as part of the student's orientation to the organization. Agency officials should keep in mind that students should not be left unsupervised without professional staff at the agency. Moreover, students should not be left in charge of conferences, staff retreats, and other professional gatherings at the agency. As previously indicated, students may not transport clients in their personal vehicles under any circumstances.

If a situation occurs where a student or client experiences a safety issue, it should be reported immediately to the Field Education Director and written documentation should be submitted by the student and Field Instructor/Task Instructor. The Field Education Director will notify the MSW Program Director and the Chair of the Department of Social Work and Child Advocacy about any safety issues arising during the field placement and develop a plan of action to adequately address the issue.

### Use of Personal Cell Phones and Email Addresses

Whenever possible students should use agency provided cell phones for verbal and electronic communication with clients and client systems to reduce exposure of their personal information. If a student does need to use a personal cell phone for field related use, students may obtain a free google voice number that can be used for calling, text messages, and voice mail. It can be used on smartphones and computers and syncs across multiple devices. Students are not permitted to use personal cell phone numbers or personal email addresses for field related use.

### Social Media

The NASW Code of Ethics cautions that “Social workers should be aware of the potential that their personal information on the Internet, particularly social networking sites, can be accessed by anyone.” The NASW Code of Ethics advises social workers to avoid searching or gathering client information electronically “unless there are professional compelling reasons, and when appropriate with the client’s informed consent.” In addition, the NASW Code of Ethics urges social workers to “avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.”

To that effect students are responsible for adhering to the above guidelines detailed in the NASW Code of Ethics. Students are strongly prohibited from sharing personal social media accounts with clients, requesting and/or accepting friend requests from clients.

### Mandated Reporting

In the state of New Jersey all residents are considered mandated reporters. As you begin your MSW degree, it is important that you know the law around mandated reporting and are aware of what to expect if you need to call the New Jersey Child Abuse hotline. All students are required to complete the New Jersey Online Training for Mandated Reporting in the field education seminar I class.

In the event that a student needs to file a report of suspected child abuse and/or neglect at their field placement, the agency should provide students with clear guidance and instruction on the agency’s protocol for making a report. The student learner should be supported throughout the entire process. The supervising agency is ultimately responsible for ensuring that the report is made.

### Home visits

Students in field placement are expected to perform duties and tasks expected of a professional social worker, including home visits and community-based meetings, as these represent valuable learning opportunities. Students are expected to follow agency guidelines on home visits similar to those followed by agency staff members. In order to guide the student and the agency, the following safety principles are recommended:

- All home visits must be made with the full knowledge of the agency, and approval must be received from the student’s immediate supervisor.
- The supervisor should be aware of time of departure, time of return, and other activities during the visit. If possible, the student should provide a phone number where they can be reached in case of an emergency.
- Students should know how to access a supervisor at all times while conducting a home visit.
- Meetings with clients should never be conducted in the home of the student.
- Students should immediately notify their Field Instructor and/or Task Instructor if they feel threatened, or if the presence of alcohol and/or illegal substances is detected during the home visit.

- Students should be aware of dogs and other household pets which may pose a threat.
- **STUDENTS SHOULD NOT TAKE RISKS.** Students who feel they are being asked to conduct home visits that do not follow these guidelines are urged to discuss the situation with their Field Instructor/Task Instructor. If the situation cannot be resolved at that level, the student should consult their Field Seminar Instructor and/or the Field Education Director.

### Student Expenses

Expenses for transportation and other costs incurred while completing required field assignments may be reimbursed to the student at the agency's discretion. Students must follow established agency procedures for reporting expenses connected with field assignments and receiving reimbursement. Students are responsible for paying the costs of transportation for reporting to and returning from their assigned agencies. As a general rule, the University will not reimburse any expenses associated with field assignments.

### Stability of Field Placements

The Department of Social Work and Child Advocacy requires a degree of stability and continuity at the agency as an important component of a solid educational climate. An affiliation agreement is signed by the Department and the field agency to formalize the terms of the relationship. Temporary or long-term disruptions of agency operations and programs adversely affect the educational environment and must be discussed with the Field Education Office.

Major changes in personnel that affect the educational experience of students, such as staff transfers, departures, or prolonged illnesses, are considered disruptions that should be brought to the attention of the Field Education Office. Discontinuation of services in programs where the students are placed is also considered to be a disruption. In the event of such major disruptions, the Field Education Office, in consultation with the Field Instructor (if available) and agency administrators (if relevant), shall recommend a suitable course of action. The Department's field personnel are responsible for monitoring the stability of field placements; however, the student should bring any major disruptions to the attention of the Field Seminar Instructor and/or the Field Education Director.

### Field Placement Disruption

Field placement is an integral component of graduate social work education, and a disruption for any reason may interfere with a student's professional development and jeopardize their status in the program. Therefore, it is essential that if a field placement is at risk of disruption for any reason including, but not limited to, the student's dismissal, harassment of any kind, agency instability, and/or unethical behavior on the part of the agency staff or the student, this must be immediately reported to the Field Education Office.

If a disruption is considered due to substantial performance difficulties on the part of the student, a Student Review Committee Meeting will be called to review the concerns. If

termination from the placement is considered due to a serious ethical or professional issue on the part of the student, this should be communicated in writing to the Field Education Director prior to dismissal. The agency should submit a brief description of the serious ethical/professional issue and why an immediate dismissal is requested (i.e., without implementing a Performance Improvement Plan). Keep in mind that if a student is terminated from a field placement due to a serious ethical or professional issue, they will may be subject to dismissal from the program. Exceptions will be made in extreme attenuating circumstances only.


In the unlikely event that a student is dismissed from their field placements for reasons other than their professional performance (e.g., agency closure, supervisor-related difficulties that are not related to the student, etc.), attempts will be made to match the student with an alternative field placement. If the program is unable to rematch the student, he/she will be given an opportunity to repeat the field placement and the associated practice courses and field seminars in the subsequent academic year.

### Requesting a Change of Field Placement

A student's field placement assignment can only be changed with the approval of the Field Education Director, providing there are extreme extenuating circumstances that affect the educational experience. Keep in mind that general dissatisfaction with the agency, the assigned internship duties, or the direct supervisor(s) typically does not constitute a valid reason to change a placement. Students who desire a field placement change must contact the Field Education Director, discuss the situation, and make a formal request to change their placement. If it is determined that the educational environment at their current placement is not appropriate, that placement may be terminated and the student will be reassigned. Overall, students are rarely changed from their field placement unless the agency requests termination of the placement or other unique circumstances exist. Even if the reasons for a placement change are valid, students must complete the minimum required field hours by the end of that year.

### Employment-Based Field Placement

Traditionally, field placements are educationally-focused, unpaid training experiences in approved human service agencies. Nevertheless, there are some situations in which paid employment can meet the standards for a field placement. These situations apply only to students who are employed at human service agencies deemed appropriate to serve as social work training sites. If a second-year placement is considered, the agency where the student is employed must provide opportunities for clinical practice with children, youth and/or families in accordance with the program's stated specialization.

An important guiding principle for these situations is that the employment-based field placement must offer robust learning opportunities that meet the nine core social work competencies. Students must be employed with the organization for **at least one year** by the time of the start of the placement in the fall semester  or affiliated with the organization through an internship capacity for the same period of time as designated above. Moreover, employment-based field placements must be educationally directed

and professionally supervised by a Field Instructor who meets the standards of the program (i.e., holds an MSW degree and at least two years of post-MSW practice experience). The Field Instructor may be the same person who serves as the student's work supervisor.

### Requirements for Employment-Based Field Placement

The following requirements must be met in order to receive approval for an employment-based field placement:

1. Students must be employed with the organization for a minimum of **one year** prior to the start of the internship.
2. The field assignment may be the same as the student's regular work assignment if the tasks have clear linkages to the nine social work competencies, including any competencies added by the program and their related behaviors.
3. All required field hours must take place under the supervision of a Field Instructor who meets the standards of the program. The Field Instructor must hold an MSW degree from a CSWE-accredited program, and at least two years of employment in the field since the completion of their MSW degree.
4. The Field Instructor and the employment supervisor of a student may be the same person. In such instances, dedicated supervision time for the field assignment must be established separately from the students' primary work responsibilities.
5. The field placement activities must be congruent with the student's placement level (generalist or specialized). Students are responsible for understanding and adhering to the objectives of the field education seminars, as well as the corresponding practice courses.
6. The student's educational goals should be the primary focus of the field placement (rather than the needs of the agency).
7. Students must complete a draft learning contract to the field education department for pre-approval of field tasks.
8. The Employment-Based Field Placement Agreement form must be signed by the proposed Field Instructor, agency executive/administrator, and the student. The signed document is submitted to the Field Education Director for review and approval.
9. The agency and the Field Instructor must meet all of the criteria established for other field placements and supervisors, including an agency affiliation agreement.
10. Students who either voluntarily or involuntarily terminate from the agency will be considered terminated from the field placement. This may result in a recommendation to The Graduate School that the student be dismissed from the program.

Students in employment-based field placements must abide by all the policies and procedures detailed in this manual. This includes completing all required field hours and documentation, participating in supervision sessions and site visits, and adhering to the ethical and professional requirements discussed above.



## Timelogs, Learning Contract and Process/Journal Recordings

### The Canvas Electronic System

Students, field personnel and Field Seminar Instructors will have access to Canvas. The student is responsible to complete all field-related assignments in a timely manner. Documentation that must be reviewed by the Field Instructor should be submitted in Tevera per the assignment due date provided on the course syllabus, i.e. recordings. The student's progress and completion of the work will be monitored by the Field Seminar Instructor and discussed with the field agency as necessary. All documentation and hours will be verified by the Field Seminar Instructor during the agency site visit.

### Tevera

The MSW Program utilizes a program management software system called Tevera to coordinate and integrate accreditation, assessment, the placement process and the overall field experience in one electronic location. Students, leadership, faculty, field staff and field instructors all have access to Tevera. Students use Tevera to submit their learning contracts, recordings and timesheets. Students will upload field timesheets to Tevera and track their hours where field instructors can view the timesheets, verify and sign off on hours. Field Instructors will complete field assessments in the system where students and faculty can view and sign off on the assessment document. Field Instructors and Faculty will track their students in the system and monitor student assignments. Field staff will coordinate the field placement process in Tevera allowing students more participation in the process. Students are responsible for paying a one-time tuition fee for the lifetime use of the system.

Submitting the required documentation in a timely manner prevents concerns at the end of the semester and enables early intervention if students are experiencing difficulties. The goal is to ensure accountability, accessibility of the documents, and transparency so that all parties have verification of what has been submitted by the student.

Students will transition to alumni status upon graduation from the program and will have lifetime access to the system.

### Timelogs

As previously noted, students must complete 15 hours per week during the first year of the program and 21 hours per week during the second and advanced standing year. Timelogs must be submitted by the students on a weekly basis in Tevera. Timelogs are designed to calculate the student's hours and ensure all the requirements are met. Each week, students will update the form with their field hours for that week. The timelog will total the hours completed, and be monitored by the Field Seminar Instructor on an ongoing basis.

### Learning Contracts

All students in field complete a Learning Contract with their Field Instructor at the beginning of the fall semester of both generalist and specialized practice/advanced

standing years. The Learning Contract allows the student and the Field Instructor to plan collaboratively for the assignments and the learning to be accomplished during the year. The Learning Contract creates a roadmap of expectations for both the student and the agency. It should be specific and measurable, and be used as the basis for the end of semester evaluation.

The Learning Contract incorporates the nine core social work competencies detailed by the CSWE (i.e., generalist competencies during the first year, and specialized/advanced standing competencies during the second year and the advanced standing year) and any behaviors indicative of attaining these competencies. The Learning Contract is available on Canvas and in Tevera and is accessible to all field education students. Students review and discuss the Learning Contract with their Field Instructor and Task Instructor (as applicable). Once the Learning Contract is developed, the student initiates the submission of the document in Tevera (please refer to the field placement selection process, step-by-step guide). The field instructor and task instructor receive the learning contract in Tevera and can add comments for more details). The Learning Contract is read and given a grade by the Field Seminar Instructor. If the Learning Contract is deemed unsatisfactory, the student will modify the document as needed and submit again for the Field Seminar Instructor's approval. In the spring semester, the Learning Contract is revised by the student and the Field Instructor and submitted in Tevera.

### Process and Journal Recordings

Process and Journal recording forms are found in Canvas and Tevera. The recording formats provided in Canvas and Tevera are the only acceptable formats. The process recordings and journal entries are to be submitted in Tevera in accordance with the Field Education Seminar course schedule (**5 recordings for generalist students and 8 recordings for specialized and advanced standing students** in total each semester). The recordings, with comments, will be reviewed by the Field Seminar Instructor at the agency visit.

**Purpose of Process/Journal Recordings:** Any encounter or interaction may be used for a recording - individual sessions with clients; family or group meetings; staff meetings, community or home visits, interactions with professionals and service providers, etc. The recordings may vary in detail, and students are encouraged to highlight some aspects of the interaction for discussion during the supervisory meeting (e.g., a challenging exchange). A complete verbatim of an interview or meeting may be expected in some cases, especially if the student struggles in a certain situation and needs extensive feedback.

Students should write a summary paragraph that synthesizes what was accomplished in the session, and identify future goals or challenges which require the supervisor's feedback. The students should also include an additional paragraph critiquing their work before discussion with the Field Instructor. These two reflective paragraphs will provide the student with agenda items for supervision. Instructions for completing records can be found on the recording template.

The following provides additional information regarding the purpose of the recordings:

- Serve as a basic instrument in guiding learning, and help students conceptualize and organize ongoing activities with various client systems.
- Clarify the purpose of the interaction or activity being recorded, and the role of the student in it. Provide a basic tool for stimulating conversation, self-awareness and critical reflection on a range of practice situations.
- Play an important role in providing direction and framework for the supervisory meetings. The major purpose is to help the student and the Field Instructor identify the student's strengths and areas for future growth.
- Enable the Field Instructor to evaluate the student's self-awareness and self-reflection abilities (i.e., cognitive and affective processes occurring during client interactions).
- Reflects the extent to which the student is able to integrate knowledge and theory learned in the classroom with specific practice situations.
- Provides "data" for end-of-the semester student evaluation.
- Process/journal recordings are educational tools that differ from agency client charts, and are not to be included in agency files.

**Process/Journal Recording Requirements:** Recordings are to be completed and submitted to the Field Seminar Instructor on a regular basis. Please follow the Field Education Seminar syllabus for submission due dates. Recording submissions will be reviewed by the Field Seminar Instructor, in addition to being reviewed on a regular basis by the Field Instructor during supervisor meetings. Students will be notified if they are falling out of compliance with respect to submitting process recordings. Continued disregard for regularly submitting recordings will place students in jeopardy of failing the field education seminar.

Generalist practice year (first year field placement, Field Education Seminar I & II):

- 5 process recordings per semester. For the first 6 weeks, journal recordings may be written in lieu of process recordings.

Specialized practice year and Advanced Standing students (second year field placement, Field Education Seminar III & IV):

- 8 process recordings per semester. Journal recordings can be submitted occasionally; however, recordings of actual client contact should constitute the majority of the submissions.

Please remember that it is at the discretion of the agency to give students time to complete process/journal recordings during their field hours. If the nature of the work is such that this is not possible, students must complete the recordings on their own time. If the agency allows students to complete journal/process recordings during their field hours, this should amount to no more than 2 hours per week.

**Instructional Use of Recordings:** We encourage Field Instructors to read the student's recordings and offer written feedback prior to the supervisory meeting and use them as an instructional tool. Field Instructors should keep in mind that the use of recordings is intended to meet identified learning goals and foster the student's professional growth.

The Field Seminar Instructors will track that regular submissions of process/journal recordings are submitted in Tevera and offer comments as needed to support a student with an issue or question. Prior to conducting an agency site visit, the Field Seminar Instructor will review a sampling of the recordings (at least two) in preparation for the visit. The Field Seminar Instructor will make an assessment of the student's work and progress, as well as the overall placement experience, and submit an Agency Visit Report to the Field Education Director.

## Field Evaluations

### Midterm and Final Evaluation

At the end of each semester, a field evaluation is completed for every student. The evaluation is initially completed by the Field Instructor, with input from the student and the Task Instructor, if applicable. There are separate evaluation tools for the generalist practice and the specialized practice years, as distinct competencies are addressed in these two types of field placements. The evaluation is based on these required competencies, as well as the specific assignments detailed in the Learning Contract. Student evaluations are completed in Tevera. The Field Seminar Instructor then conducts an independent rating of the student's progress and determines the final grade for the seminar based on the components detailed in the syllabus. The student has the opportunity to address any areas of concern prior to the assignment of the final grade. If the student is in jeopardy of failing, a formal meeting will be scheduled with the Field Seminar Instructor and the Field Education Director.

### Grade Determination

As previously noted, the Field Instructor is asked to rate the level of student performance in relation to each of the nine social work competencies detailed in the Learning Contract. However, the Field Instructor's ratings constitute a *recommendation* only; final ratings on each competency are assigned by the Field Seminar Instructor. It is unlikely that the Field Seminar Instructor assigns different ratings than those assigned by the Field Instructor; however, this may happen in certain extraordinary circumstances (e.g., biased or unethical behavior on the part of the Field Instructor, marked inconsistencies in the evaluation).

At the end of the fall semester (midterm) generalist year students are expected to demonstrate **emergent, proficient** performance for competencies 1, 2, 3, 6 and 7 **and** perform at a rating of **2** or higher. Competencies 4, 5, 8 and 9 are not evaluated until the spring (final evaluation). At the end of the spring semester students are expected to demonstrate **consistent, proficient** skills for all **9** competences **and** perform at a rating of **3** or higher.

At the end of the fall semester (midterm) second year and advanced standing students are expected to demonstrate **emergent, proficient performance** for competencies 1, 2, 3, 6, 7 and 8 **and** perform at a rating of **2** or higher. Competencies 4, 5 and 9 are not evaluated until the spring (final evaluation). At the end of the spring semester students are

expected to demonstrate **consistent, proficient** performance for all **9** competences and perform at a rating of **3** or higher.

The fall semester (midterm) evaluation does not become part of the student's file, unless problems are encountered. If a student's performance is insufficient at the end of the fall semester, a Student Review Committee meeting will be held to determine a course of action. The fall semester (midterm evaluation) serves as an initial "baseline" document to update and measure performance at the end of the placement (i.e., the final evaluation).

The higher standard for the spring semesters corresponds with the expectation that all students show a progression of learning, such that they attain "consistent, proficient" performance by the end of the year. For all seminars, if the student has received a rating of 2/3 or higher on all social work competencies, this constitutes a percentage of the student's final grade. The remaining points are assigned based on completion of all required field hours, seminar attendance and participation, and any additional assignments detailed in the Field Education Seminar syllabus (i.e., submission of process/journal recordings, participation in discussions and exercises, etc.). Overall, students must receive a grade of C- or higher (i.e., 70 or above) to pass the Field Education Seminar course.

If a student receives an overall grade below C- (i.e., 69 or below) on the Field Education Seminar, he/she may be subject to dismissal from the program. In such instances, the student will be referred to the Field Education Director and the MSW Program Director for follow-up and next steps. Termination procedures may be initiated in accordance with the policies detailed in the subsequent section. If a student is terminated from the program due to inadequate performance, he/she may appeal this decision in accordance with the procedures specified below.

## **Ethical and Professional Behavior in Field Placements**

Students are responsible for familiarizing themselves with the NASW Code of Ethics. All social work students will be provided with and expected to read the NASW Code of Ethics during the MSW orientation session. All behavior in field settings involving clients and staff must meet the standards detailed in the Code. Students are expected to abide by the NASW Code of Ethics and exhibit ethical and professional behavior at all times (including field and classroom settings). The NASW Code of Ethics and ethical expectations from social workers will be extensively discussed in field orientation, the Field Education Seminars and the social work practice courses.

**Professional Performance Expectations:** The following list describes the professional performance expectations required of social work interns. This list is not all-inclusive, and does not cover the standards for ethical behavior detailed in the NASW Code of Ethics. Students should also consult with their agency supervisors for placement-specific professional expectations.

- Attendance and Punctuality: Students must report to their field placement on time and stay for the duration of their assigned hours. Excessive tardiness and/or leaving early is not acceptable. Students must notify their supervisor in advance if they are coming late or leaving early due to unanticipated circumstances. Students must attend and participate in all required activities, including staff meetings, training, and other activities.
- Professional Appearance: Students must exhibit a professional appearance that is neat and tidy. The student's attire must be appropriate to the agency's protocol (e.g., business-casual). Students are encouraged to inquire with their immediate supervisors about the appropriate dress code for the agency, as well as issues such as exposure of tattoos and piercings.
- Communication: Students must be able to manage all communications in a professional manner, and demonstrate adequate verbal, written and electronic communication. Students must be proactive in notifying their supervisors about unexpected circumstances that may affect their hours and/or performance in the field. Students must be able to clearly and respectfully communicate with clients, peers, supervisors and other professionals, including listening attentively, offering and accepting constructive feedback, and managing conflict and disagreements in a cooperative and positive manner.
- Respect: Students must demonstrate courtesy, politeness and civility towards clients, supervisors, staff, faculty and other professionals. Overall, students must exhibit calm and professional demeanor in all interactions, and use professional and respectful language when communicating with others.
- Self-Awareness: Students must show an ability to monitor and critically evaluate their thoughts, emotions and biases, and act consciously in difficult situations. When constructive feedback is offered, students must be willing to critically reflect on it and modify their behaviors as necessary.
- Diversity Awareness: Students must demonstrate cultural humility and sensitivity in their personal and professional interactions. This includes, but is not limited to, respecting and appreciating diverse opinions, experiences and/or people. Overall, students must be willing to learn about and respect people's beliefs and ideas that are different from their own.
- Collegiality: Students must be able to work cooperatively, collaboratively and respectfully with classmates, faculty, agency staff and supervisors. Students must approach any conflicts or divergence in opinion in a collegial and respectful manner.
- Initiative and Reliability: Students must take appropriate initiative in their field placements and classroom experiences, and demonstrate self-direction, self-motivation and persistence in completing assignments, tasks and projects. Students must strictly adhere to deadlines, and complete all assignments in a timely manner.
- Responsiveness to Feedback: Students must show receptivity to feedback from their supervisors, faculty and colleagues. Students must be willing to critically evaluate the feedback provided, respectfully discuss any disagreements, and adjust their behaviors as necessary.

- Compliance with the NASW Code of Ethics: Students must demonstrate full compliance with the NASW Code of Ethics at all times. The Code should guide students' interactions at their field placements, classroom settings, home/community visits and other professional activities.

## Problem Resolution and Dismissal Procedures

### Concerns Regarding Students' Professional Performance

At times, concerns may arise regarding a student's professional and/or academic performance, and or his/her/their overall compatibility with the field of social work. Such concerns often originate from Field Instructors, Task Instructors and/or Field Seminar Instructors, but may also come from faculty members or faculty advisors, as well as the MSW Program Director, the Field Education Director or the Field Education Coordinator. Specific concerns may include exhibiting unethical or unprofessional behaviors at the agency, such as violating established practice standards, frequent absences or tardiness, failure to meet documentation and/or reporting requirements, difficulties with authority and adequate use of supervision, lack of initiative, failure to show expected progress in learning, violation of agency-specific policies, etc. Concerns may also arise from the classroom context, such as difficulty managing class discussions in a respectful manner, exhibiting erratic or aggressive behaviors, etc.

### The Student Review Committee (SRC)

The Student Review Committee is charged with making recommendations to the Graduate School regarding dismissals in accordance with the standards described above. The Student Review Committee generally consists of the MSW Program Director, the Field Education Director, and at least one additional faculty member. In cases where the Student Review Committee recommends termination from the program, the Department Chair and the Graduate School will be notified. The Graduate School considers the recommendation from the Student Review Committee and makes the final decision. If a student is dismissed from the program, he/she is entitled to appeal the dismissal in accordance with policies and procedures set by the Graduate School.

### SRC Referrals

If a student issue is unable to be resolved informally, then the SRC will convene a meeting to discuss and review the student concerns. Administrators/Faculty/Adjunct faculty can refer students to the SRC if they notice a pattern of behavior and/or performance that warrants review by the SRC.

- Failure to maintain the MSW Program's Technical Standards for Professional and Ethical Behavior;
- Failure to make adequate progress toward the CSWE Core Competencies of Social Work Practice;
- Failure to meet or maintain academic requirements as established by Montclair State University, the Montclair State University Graduate School, and/or the MSW Program;
- Behavior that may constitute a violation of the NASW Code of Ethics;
- Conduct that could constitute a violation of the University's Student Code of Conduct;
- Legal involvement including arrests, criminal and civil charges, convictions, or pleas;
- Pattern of problematic behavior;
- Uncertainty about fit for the social work profession

### Courses of Action

The following are examples of SRC recommendations and are not intended to be an exhaustive list of the measures the SRC may propose:

- Continue the student in the program without condition. In these situations, the concern has been addressed and no further action by the student or program is required;
- Continue the student in the program with formal conditions, where one or more of the following are recommended:
- Student participation with identified supports or services to address identified issue(s);
- Notation of misconduct in student's record;
- Implementation of a Performance Improvement Plan (PIP) including the development of specific goals targeted to address the problematic behavior (s), a timeline in which the specific goals should be met, and detailed course of action should the goals not be met;
- Mentorship and support;
- Student participation in advising services;
- Student participation in academic support services;
- Student participation in campus disability support services;
- Student participation in campus counseling support services;
- Reduction in course load and/or suspension of continuation in the field practicum;
- Requiring additional coursework and/or field hours to be completed;
- Dismissal from the program



### Performance Improvement Plan

In certain circumstances, a performance improvement plan may need to be established to ensure that the student addresses any identified performance concerns. This is an action plan intended to clearly identify behavior-related or performance problems and provide an opportunity for the student to succeed in their field placement. The PIP is an action step derived after a SRC takes place. Note that this plan is not intended to address academic performance issues – it is focused solely on addressing the student’s professional performance or challenging behaviors in the classroom or field.

When the Field Instructor and/or Task Instructor identifies deficient performance over a sustained period of time (at least one month), the Field Instructor may consult with the Field Seminar Instructor and/or the Field Education Director to determine next steps.

### Stepwise Process for Resolution of Field Concerns

Overall, behavior-related or performance issues will generally be addressed as following:

1. *The Informal Resolution Phase:* The issues are clearly identified by the appropriate parties. Specific recommendations for improvement are made and consequences for failure to meet expectations are clearly communicated to the student. Specific feedback is provided to the student by the Field Instructor, Task Instructor, Field Seminar Instructor, Field Education Coordinator and/or the Field Education Director (depending on the issue at hand), including examples of problem behaviors and strategies to improve performance.
2. *The Initial Intervention Phase:* The Field Instructor/Task Instructor will contact the Field Seminar Instructor and/or Field Education Director for consultation, if the issues persist or are serious and warrant a formal intervention. The Field Seminar Instructor and/or Field Education Director will offer guidance to the agency personnel and the student by telephone or in person. A site visit will be conducted if necessary.
3. *The Student Review Committee Phase:* If the attempt to informally resolve the issue is unsuccessful, or if the issue is serious enough to warrant an immediate formal response (e.g., a serious ethical violation), the Student Review Committee will meet, and upon deliberation, may ask the student to modify their behavior in some way, and/or seek professional help to address specific concerns. The Committee may also request additional meetings, and/or involve other individuals, such as the field instructor or field seminar instructor. The Student Review Committee may recommend that a student be removed from field placement, be removed from specific courses, and/or recommend that the Graduate School dismisses the student from the program.

At the conclusion of this process, a student will be emailed the Performance Improvement Plan which provides the recommendations discussed during the meeting and the time frame in which to address the committee’s recommendations (with the exception of serious ethical/professional violations which may result in an immediate recommendation to the Graduate School for dismissal from the program). If the concerns are not addressed sufficiently, and within the designated time frame, a student may be subject to dismissal from the MSW program.

### Termination of a Field Placement and Dismissal from the Program

Students may be terminated from a field placement due to significant performance difficulties and/or serious ethical violations. In these instances, students will receive a failing grade in the field education seminar and be subject to dismissal. In the unlikely event that a student is dismissed from their placement mid-semester for reasons other than their professional performance (e.g., agency closure, supervisor-related difficulties, etc.), attempts will be made to match the student with an alternative field placement. If the program is unable to re-match the student, he/she will be given an opportunity to repeat the field placement, the associated practice courses (if the student received a failing grade in the course), and field seminar in the subsequent academic year.

### Appeal Procedures

Students may appeal any decisions made by the Student Review Committee regarding their academic or professional performance, including dismissal recommendations. The appeal must be made in writing to the Department Chair, within two weeks of receipt of the Performance Improvement Plan from the Student Review Committee. The Department Chair will review all the relevant materials and may meet with the student and/or any involved parties prior to issuing a final decision. If the matter is still unresolved, the student will follow the [Graduate School's formal resolution procedure](#).

### Student-Initiated Concerns Regarding Field Placements

Concerns regarding field placements may also originate from students. Keep in mind that conflicts and disagreements routinely arise in professional settings, and most can be resolved informally. To effectively address field-related concerns, the following stepwise procedure should be followed by the student. The goal is to resolve the issue quickly and to promote a positive relationship between the student and the agency staff.

**Step 1:** *Speak to the Field Instructor and/or Task Instructor at the agency.* Many issues can be resolved at this level. Candidly but respectfully describe the problem and ask for guidance to achieve resolution.

**Step 2:** *Speak to the Field Seminar Instructor.* The Instructor is there to assist students and facilitate communication between all parties. Describe the problem and the steps taken thus far, and ask for feedback and guidance.

**Step 3:** *Speak to the Field Education Director.* If conversations with the Field Instructor/Task Instructor and the Field Seminar Instructor were not effective in resolving the issue(s), schedule an appointment with the Field Education Director and ask for guidance regarding next steps.

**Step 4:** *Speak to the MSW Program Director.* In the unlikely event that the problem cannot be resolved at the Field Education Director's level, schedule an appointment with the MSW Program Director. Describe the issue and the steps taken thus far, and ask for guidance.

## Providing Feedback on the Field Program

### Student Feedback on the Field Program

Students are expected to provide feedback on an ongoing basis directly to the Field Instructor and/or Task Instructor about their experiences in the agency. Recognizing that this can be challenging in some situations, students may provide feedback to the Field Seminar Instructor and discuss any difficulties with assignments, supervision or other agency-related issues. The Field Seminar Instructor will provide feedback and recommendations for an appropriate course of action. If a serious or urgent field-related issue arises, the Field Education Director may also be notified. Students should promptly bring any field-related concerns to the attention of the Field Seminar Instructor and/or the Field Education Director to avoid potential disruption.

At the end of each academic year, students will also complete a questionnaire regarding their experiences with Field/Task Instructor(s), Field Seminar Instructor(s) and the field office in general. Students are encouraged to use this anonymous venue for providing valuable feedback to the program. The information collected will be used by the Field Education Office and the MSW Program Director in making decisions regarding future use of agencies and instructors and other necessary improvements. If a student wishes to provide confidential feedback directly to the MSW Program Director, they may schedule an appointment to do so at any time. Occasionally, the program may also conduct focus groups to obtain more information about the students' experiences in their field agencies.

### Field Instructors' Feedback on the Field Program

Field Instructors are also given the opportunity to provide feedback regarding their experiences, including student placement process, the training workshops, and any positive or negative experiences while supervising students. This feedback is solicited during an end-of-year survey of all Field/Task Instructors in the spring semester of each academic year. The information solicited during the meeting is reviewed by the Field Education Director and the MSW Program Director and used to improve the field program.

To foster an ongoing communication between the agencies and the field office, Field Instructors, Task Instructors and Field Seminar Instructors will be invited to participate in monthly meetings where challenges arising in field settings can be discussed. The Instructors are not required to participate in these meetings if no specific issues arise; however, they may use this venue when a difficult situation presents itself. A representative from the Field Education Office will send an invitation to the meetin each month, and field staff will participate in these sessions to address any student-related concerns.

### Use of Student and Instructors' Feedback

The Field Education Director, MSW Program Director and MSW faculty members meet at the end of the spring semester of each year to gather and share information regarding field agencies, Field Instructors/Task Instructors, Field Seminar Instructors and any other field-related issues. Representatives from the Student Advisory Committee may also be invited to provide feedback on the field program. For each placement setting, the overall learning environment, the Field Instructor's and Task Instructor's level of expertise, and

the appropriateness of the learning assignments will be carefully evaluated. At the end of this process, specific ways to make improvements will be discussed, and an action plan for future semesters will be created.

## Montclair State University Policy and Procedures

### Notice of Equal Opportunity and Non-Discrimination

Montclair State University does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, disability, age, marital status, affectional or sexual orientation, gender identity and expression, and veteran status, and provides equal access to its online programs, services and activities.

### Sexual Harassment

Montclair State University, in accordance with State and Federal laws, prohibits sexual harassment in the workplace and in academic settings and does not tolerate sexual harassment of employees or students. Specific policies regarding sexual harassment are available at <https://www.montclair.edu/policies/student/sexual-harassment/>

### Student Code of Conduct

Montclair State University is committed to the overall educational and personal growth of its students. In order to facilitate this growth most effectively, it is essential to maintain an appropriate environment. The University establishes this set of policies, standards of behavior, regulations, procedures, sanctions and appeal processes. It is intended to prevent, limit and correct actions that may impede, obstruct or damage the educational environment, and threaten the maintenance of order. All students are expected to make themselves familiar with this code. Specific Policies regarding the Student Code of Conduct are available at: <https://www.montclair.edu/policies/student/student-conduct/code-of-conduct/>

### Academic Dishonesty Policy

Academic dishonesty is any attempt by a student to submit 1) work completed by another person without proper citation or 2) to give improper aid to another student in the completion of an assignment. No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise, that requires independent work. This includes, but is not limited to using technology (i.e., instant messaging, text messaging, or using a camera phone) or any other unauthorized materials of any sort, or giving or receiving aid on a test or examination without the express permission of the instructor. Specific policies regarding academic dishonesty are available at: <http://www.montclair.edu/dean-of-students/student-conduct/code-conduct/#academic-dishonesty>

### Disability Resource Center

Montclair State University is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. The Disability Resource Center (DRC) will assist you in

receiving the accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. To learn about the Disability Resource Center and the Academic Adjustment Policy, see: <http://www.montclair.edu/media/montclair.edu/disabilityresourcecenter/academicadjustmentspolicy8.4.2014.pdf>

The policies and resources described above are not all-inclusive. Students should carefully review the University’s website and abide by all policies and procedures expected from graduate students. If assistance in locating a policy and/or a specific resource is needed (e.g., obtaining psychological counseling, health services, writing center, etc.), the students should direct such inquires to their faculty advisor or the program’s administrative staff.

### Appendix 1: Social Work Competencies to be Attained in Field Placements

The MSW program follows the competency-based education framework presented by the Council on Social Work Education. The overarching goal is to ensure that students are able to demonstrate the integration and application of the competencies in both classroom and practice settings. The competencies to be attained during the generalist and specialized practice years of the program are presented in the table below.

| <b>Social Work Competencies</b>                      | <b>Description and Behaviors: Generalist Practice Year (1<sup>st</sup> year of the program)</b>  | <b>Description and Behaviors: Specialized Practice Year (2<sup>nd</sup> year of the program)</b>  |
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| <b>Demonstrate Ethical and Professional Behavior</b> | Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to | Advanced social work practitioners serving children, youth and families are able to effectively utilize frameworks for ethical decision making, engage in theoretically-grounded and evidence-informed practice, and apply principles of critical thinking to interventions at the micro, mezzo and macro levels. They incorporate a range of theoretical frameworks pertaining to practice with children, youth, and families, including developmental theories, ecological theories, and models of family functioning. They are familiar with laws, regulations and policies that may pertain to children, youth and families in various practice settings, and are able to effectively use this knowledge to enhance service delivery. Advanced practitioners serving children, youth and families are also able to reflect on their personal values, family histories and biases, assess their possible |

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|   | <p>ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> <ol style="list-style-type: none"> <li>1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</li> <li>2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>4. Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>5. Use supervision and consultation to guide professional judgment and behavior.</li> </ol>  | <p>impact on professional practice, and take self-corrective measures when appropriate. They continuously and effectively use clinical supervision and inter-professional collaborations to enhance professional practice, and incorporate relevant technologies in service delivery in an ethical and professional manner. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Continuously and effectively use relevant theoretical frameworks, practice models and research evidence in professional practice with children, youth and/or families.</li> <li>2. Demonstrate familiarity and effective use of relevant laws, regulations and frameworks for ethical decision making to enhance service delivery to children, youth, and/or families.</li> <li>3. Effectively and continuously use clinical supervision to enhance their own professional development and improve service delivery to children, youth, and/or families.</li> </ol>  |
| <p><b>Engage Diversity and Difference in Practice</b></p> | <p>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:</p> <ol style="list-style-type: none"> <li>1. Apply and communicate understanding of the importance of diversity and difference</li> </ol> | <p>Advanced social work practitioners serving children, youth and families demonstrate a sophisticated understanding of the ways in which diversity and difference characterize and shape individual and family functioning. They recognize that oppression, discrimination and privilege may influence various components of professional practice, including engagement strategies, goal setting and contracting, and implementation of interventions at the micro, mezzo and macro levels. Advanced practitioners serving children, youth and families are also able to customize the aforementioned components to the specific needs, developmental levels, and personal/cultural backgrounds of their clients, and effectively manage conflicts between their own values, beliefs and biases, and those of the children, youth and families they serve. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Continuously assess the ways in which personal backgrounds, values and biases may influence their interactions</li> </ol> |

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|  | <p>in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <ol style="list-style-type: none"> <li>2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</li> </ol>   | <p>with diverse children, youth, and/or families, and apply corrective measures to enhance intervention effectiveness.</p> <ol style="list-style-type: none"> <li>2. Tailor engagement and intervention strategies to the specific backgrounds, developmental levels, and other relevant characteristics of the children, youth, and/or families they serve, in ways that enhance intervention effectiveness.</li> </ol>   |
| <p><b>Advance Human Rights and Social, Economic, and Environmental Justice</b></p> | <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ol style="list-style-type: none"> <li>1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</li> <li>2. Engage in practices that advance social, economic, and environmental justice</li> </ol> | <p>Advanced social work practitioners serving children, youth and families recognize the dignity and worth of every child, adolescent, and family member, in spite of the myriad oppressions many face. They demonstrate a nuanced understanding of theories of human need and social justice as they pertain to children, youth and families, and utilize these theories effectively to promote social and economic justice and human rights. They value interpersonal relationships with children, youth and families they serve, and recognize that these relationships may build solidarity and combat injustice. Additionally, they utilize a range of strategies to eliminate oppressive structural barriers that may negatively influence the wellbeing and functioning of children, youth and families and promote equal opportunities and resource distribution for all. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Identify gaps in community-based services and/or broader social policies that may marginalize children, youth, and/or families.</li> <li>2. Continuously engage in the promotion of social, economic and environmental justice on behalf of children, youth, and/or families.</li> </ol> |
| <p><b>Engage In Practice-informed Research and Research-informed Practice</b></p>  | <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand</p>  | <p>Advanced social work practitioners serving children, youth and families rely on current scholarly literature to guide their practice, and make use of evidence-based inquiry in multiple aspects of their work with clients. They understand that research evidence should inform practice and a knowledge of research</p>  |

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|   | <p>that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> <ol style="list-style-type: none"> <li>1. Use practice, experience, and theory to inform scientific inquiry and research</li> <li>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</li> <li>3. Use and translate research evidence to inform and improve practice, policy, and service delivery</li> </ol>  | <p>methods is necessary to effectively use scholarly literature to make informed practice decisions. Advanced social work practitioners serving children, youth and families are also able to add to the scientific knowledge base of the profession by engaging in meaningful research examining the efficacy of social work practice and sharing that knowledge with other professionals. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Utilize evidence-based inquiry to guide their work with children, youth and/or families.</li> <li>2. Use empirical research methods to evaluate their work with children, youth, and/or families, and incorporate such research evidence to inform and improve service delivery.</li> </ol>  |
| <p><b>Engage in Policy Practice</b></p> | <p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:</p> <ol style="list-style-type: none"> <li>1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</li> <li>2. Assess how social welfare and economic policies impact the delivery of and access to social services</li> <li>3. Apply critical thinking to analyze, formulate, and advocate for policies that</li> </ol> | <p>Advanced social work practitioners serving children, youth and families possess the knowledge and skills to develop, advance, and implement policies affecting their clients at all levels of practice (micro, mezzo, and macro). They are able to assess and analyze core policies relevant to children, youth and families (e.g., social insurance/income maintenance, housing, child welfare, and healthcare) at all stages of the policy process. Additionally, they demonstrate a nuanced understanding of the ways in which core policies may help and/or hinder child, youth, and family functioning. Finally, advanced social work practitioners serving children, youth and families leverage their power, privilege, and advanced training to promote equitable opportunities for their clients vis-à-vis policy change. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Systematically evaluate and analyze core child-and family-oriented policies and incorporate such knowledge to enhance service delivery.</li> <li>2. Identify, articulate, and debate the ways in which child and family policy interrelates, as well as enhances or challenges the constituencies it purports to serve.</li> </ol> |



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|   | <p>advance human rights and social, economic, and environmental justice</p>  |   |
| <p><b>Engage with Individuals, Families, Groups, Organizations, and Communities</b></p> | <p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p> <ol style="list-style-type: none"> <li>1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</li> <li>2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</li> </ol> | <p>Advanced social work practitioners serving children, youth and families demonstrate an ability to effectively engage with diverse client systems and establish a positive working alliance. They incorporate a range of conceptual frameworks in their engagement efforts, including theories of child development, ecological frameworks, and knowledge of diversity and cultural competence. They also develop inter-professional collaborations and involve other professionals as necessary to inform and improve engagement efforts. They demonstrate an understanding that their cultural and personal experiences may impact their ability to engage with diverse clients, and apply self-corrective measures when appropriate.</p> <p>Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding that engagement strategies may differ based on a range of individual characteristics (e.g., age, gender, race/ethnicity, sexual orientation, disability), as well lived experiences (e.g., discrimination, oppression, homophobia) of the children, youth, and/or families served.</li> <li>2. Demonstrate an ability to tailor their engagement strategies to the unique needs and characteristics of the children, youth, and/or families served, in ways that promote the establishment of a positive working alliance.</li> </ol> |
| <p><b>Assess Individuals, Families, Groups, Organizations, and Communities</b></p>      | <p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods</p>   | <p>Advanced social work practitioners serving children, youth and families understand that assessment is an ongoing process that continuously informs interventions at the micro, mezzo and macro levels. They utilize biopsychosocial assessment as a holistic strategy, and incorporate theories of child development, models of family functioning, and other relevant frameworks in the collection and analysis of assessment data. They also incorporate the strengths perspective and</p>   |

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|  | <p>of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:</p> <ol style="list-style-type: none"> <li>1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</li> <li>2. 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</li> <li>3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</li> <li>4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</li> </ol> | <p>family resilience framework in their assessment strategies, and understand the influence of culture, power and privilege on the interpretation of assessment data and problem formulation. Finally, they utilize inter-professional collaborations as necessary, and obtain data from multiple sources to enhance their understanding of clients' strengths and challenges. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Critically select and implement assessment methods with children, youth, and/or families, while incorporating relevant developmental theories, family functioning models, and larger social/cultural context.</li> <li>2. Collect and organize information from various sources (e.g., children, parents, school personnel, etc.) and apply relevant theories and research to critically evaluate and interpret these data.</li> <li>3. Develop mutually agreed-upon intervention goals based on assessment data and clients' unique preferences, while consulting with other relevant professionals as necessary.</li> </ol> |
| <p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p> | <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require</p>   | <p>Advanced social work practitioners serving children, youth and families initiate effective interventions that incorporate evidence-informed practices, and also reflect clients' cultural backgrounds and preferences. They apply integrated knowledge of human development, ecological theories and other relevant frameworks to effectively intervene with diverse client systems at the micro, mezzo and macro levels. They critically select and implement various therapeutic modalities at the individual and family level (e.g., cognitive-behavioral, solution-focused, crisis intervention, etc.) to improve clients' wellbeing and functioning. Moreover, they continuously and effectively promote inter-professional and inter-organizational collaborations to address the complex needs of the clients. Finally, they are familiar with relevant policies and community resources that</p>  |

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|  | <p>interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p> <ol style="list-style-type: none"> <li>1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</li> <li>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</li> <li>3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</li> <li>4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</li> <li>5. Facilitate effective transitions and endings that advance mutually agreed-on goals</li> </ol>   | <p>may affect clients' presenting difficulties, and are able to utilize such knowledge to enhance intervention effectiveness. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Critically select and implement specific intervention strategies while incorporating assessment data, relevant theoretical knowledge, evidence regarding intervention effectiveness, and clients' unique preferences.</li> <li>2. Continuously and effectively use inter-professional and inter-organizational collaborations to address presenting difficulties of the children, youth, and/or families served.</li> <li>3. Effectively utilize knowledge of relevant policies, services and community resources to enhance intervention effectiveness with children, youth, and/or families.</li> </ol>   |
| <p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p> | <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> <ol style="list-style-type: none"> <li>1. Select and use appropriate methods for evaluation of outcomes</li> <li>2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</li> <li>3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</li> <li>4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ol> | <p>Advanced social work practitioners serving children, youth and families understand that evaluation is an integral part of the helping process, and it constitutes an ongoing endeavor in professional practice. They recognize the importance of evaluating processes and outcomes to provide critical feedback that informs the development and implementation of interventions at the micro, mezzo and macro levels. Advanced social work practitioners serving children, youth and families incorporate theories of human development, ecological models and other relevant frameworks in the evaluation of clients' outcomes. They understand qualitative and quantitative research methods for evaluating practice effectiveness and apply that knowledge to evaluate their own practice. Advanced social work practitioners:</p> <ol style="list-style-type: none"> <li>1. Use purposeful reflection and research methods to continually evaluate their practice with children, youth, and/or families.</li> <li>2. Utilize evaluation findings to assess the effectiveness of their practice, and adapt their practices to fit the needs</li> </ol> |

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