

**William Paterson University**  
**Department of Sociology, Criminal Justice, and Social Work**  
**Bachelor of Social Work Program**  
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**Director, BSW**

**Student Handbook & Field Practicum Manual**

**Bachelor of Social Work (BSW)  
Student Handbook & Field Practicum Manual**

**William Paterson University  
Department of Sociology, Criminal Justice, and Social Work  
Bachelor of Social Work (BSW) Program**

**This Policies and Procedures Manual was  
created to provide information about the BSW Program, and the Field Practicum Process  
to students and supervisors of the Field Practicum Placement**

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**PART I – BSW PROGRAM STUDENT HANDBOOK**

**Student Handbook  
William Paterson University  
Department of Sociology, Criminal Justice, and Social Work  
Bachelor of Social Work (BSW) Program**

## **A Message from the BSW Director**

Dear BSW Students,

Welcome to the Bachelor of Social Work (BSW) program at William Paterson University. Social work is a practice-based profession that promotes social change, development, cohesion, and the empowerment of people and communities. A BSW degree provides generalist knowledge, which supports entry-level careers within the helping fields.

The BSW program equips students with the knowledge and skills fundamental to the social work profession and seeks to imbue students with values central to the field. The BSW program at William Paterson is in pursuit of accreditation by the Council of Social Work Education (CSWE), which ensures that our program offers a rigorous curriculum and maintains high standards for students and faculty, based on national standards. Our program is currently in candidacy status with the CSWE.

The BSW program at William Paterson University is designed to build on the University's general education curriculum and prepare graduates for entry-level professional generalist social work positions. Students will also be ready to enter graduate study in the field upon graduation, prepared to engage in evidence-based practice with individuals, groups, and communities using a holistic lens.

A degree in social work can launch a career trajectory filled with pride and a sense of accomplishment. This BSW Student Handbook and Field Practicum Manual offers the policies, procedures, and requirements of both the BSW program, and the signature pedagogy of social work practice. Please review all content to help answer questions about our program and to support your timely degree completion at William Paterson University.

A social work degree can support the upward mobility of entire generations, build communities, and drive personal and professional success. Thank you for joining us on this journey.

Best wishes as you complete your studies at William Paterson University.

Jessica Lake, LCSW

BSW Program Director, Field Education Coordinator, and Faculty  
Department of Sociology and Criminal Justice

## *What Is Social Work?*

Social work is a human services profession grounded in justice, equity, social responsibility, and human connection. The BSW program at William Paterson seeks to imbue students with values central to the social work field, including a commitment to the National Association of Social Work (NASW) code of ethics, dedication to public service, a belief in the dignity of every person, an appreciation for a diversity of perspectives and a commitment to scientific inquiry in the pursuit of human flourishing.

*“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)*

### **2015 Educational Policy and Accreditation Standards (EPAs) Council on Social Work Education (CSWE) Core Competencies of Social Work Practice**

A Social Worker must identify as a professional social worker and conduct oneself accordingly based on ethical guidelines and professional accountability. The Council on Social Work Education (CSWE) endorses the **2015 Educational Policy and Accreditation Standards (EPAS)** of Social Work Practice, which guides our curriculum.

1. Apply social work ethical principles to guide professional practice
2. Apply critical thinking to inform and communicate professional judgments
3. Engage diversity and difference in practice
4. Advance human rights and social and economic justice
5. Engage in research-informed practice and practice-informed research
6. Apply knowledge of human behavior and the social environment
7. Engage in policy practice to advance social and economic well-being to deliver effective social work services
8. Respond to contexts that shape practice
9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

### **Pursuit of careers in a diverse and expanding field of practice:**

Students who graduate with a Bachelor of Social Work (BSW) will gain competency in social work services and are eligible to apply for a Certified Social Work (CSW) License in the state of New Jersey. CSWs are qualified to perform social work services, including, but not limited to, social work assessment, social work consultation, social work counseling, social work planning, social work community organization, social work policy, social work administration, social work



research, and social work client-centered advocacy. Career paths for social workers include the following:

Social Services	Law
Advocacy	Investigations
Policing/Security	Personnel/Training
Planning	Education
Human Resources	Administration
Demography/Planning	Evaluation Research
Community Organizing	Community Justice
Management	Policy Analysis
Probation	Program Development
Parole	Counseling
Juvenile Justice	Government
Social Justice	Environmental Protection
Special populations	Management

## **DEPARTMENT OF SOCIOLOGY, CRIMINAL JUSTICE, and SOCIAL WORK**

### **Department Mission Statement**

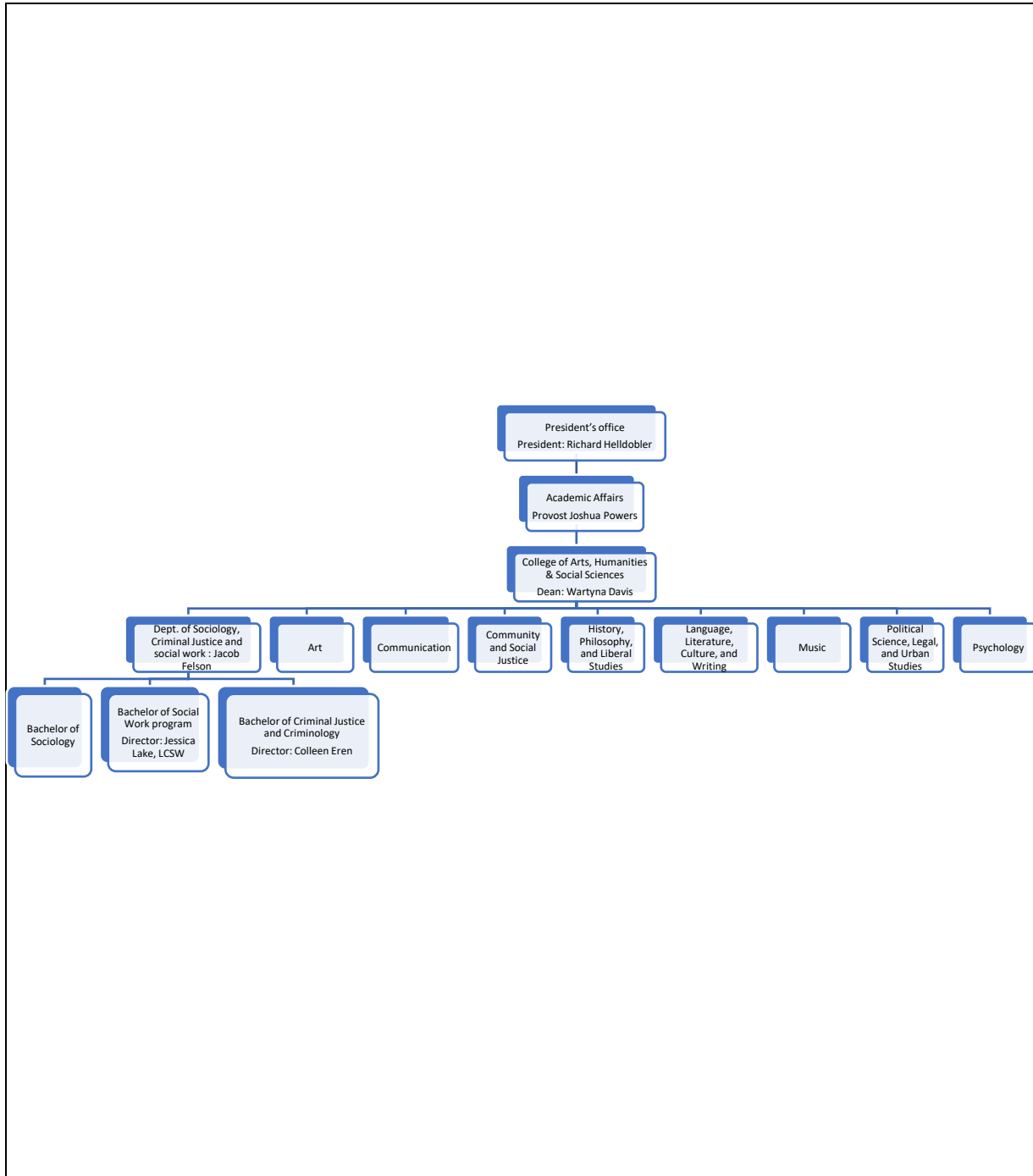
The Department of Sociology, Criminal Justice, and Social Work at William Paterson University houses three majors: Sociology, Criminal Justice, and Social Work. The department provides rigorous programs of study designed to: 1) teach our sociological, criminological and human services perspective; 2) give students a full understanding of the social world; and 3) enable them to apply that knowledge in ways that serve the wider community.

To achieve the above, faculty members place an important emphasis on teaching, seeking not only to inform, but also to explain, demonstrate, and inspire, in an ongoing effort to cultivate a love of learning in our students. As scholars, faculty members conduct research, participate in professional meetings and conferences, and publish their work. Finally, members of the Department bring their expertise to the wide variety of civic organizations and activities as part of their community service.

At the undergraduate level, our courses integrate key concepts with our disciplines' unique perspectives and methods. Thus, we prepare students for success in the workplace and/or graduate school, including the ability to engage in critical social inquiry and informed civic engagement.

## BSW Program Organization Chart:

In accordance with the CSWE, the following is an institutional organizational chart documenting the position of the social work program in the governance structure of the institution demonstrating its position relative to other professional education programs:



## **Policies and Procedures for BSW Program Admission**

### **BSW Degree at William Paterson University**

The BSW program at William Paterson University seeks to reflect a diverse student population. Our program welcomes applications from qualified individuals of all ages, gender identities, cultural, racial, ethnic, and religious backgrounds, sexual orientations, and abilities. As such, all students granted admission to William Paterson University are **simultaneously** admitted to both our institution and our BSW program. All first-year and transfer students who meet the university's admission requirements can declare BSW as their intended major. First-Year and Transfer students admitted to the University will follow the required and recommended course sequence to ensure student's preparedness meeting all CSWE and social work standards. Our comprehensive University Admission requirements are listed below:

#### Application Deadlines for Fall Admissions

After June 1 - Rolling Admissions

June 1\* - Regular

March 1 - University Honors College consideration

January 1 - Merit Scholarship consideration

December 1 - Priority Nursing consideration

December 1 - Early Action

Freshman decisions are processed on a **rolling Admissions** basis. Admission to the BSW program is test-optional. However, test scores are required for consideration for additional merit scholarships and University Honors College admission.

#### **Declaring BSW as a Major**

Students will declare as BSW majors through the University's existing online system. Students are encouraged to meet with their professional advisors upon declaring BSW as their intended major to support in the correct course enrollment. Sample 4- and 2-year academic plans are available to support students with academic process.

#### **Transfer Students**

Transfer students will be accepted into the BSW program using the same criteria for admission as current William Paterson students. The BSW Director will work closely with the University admission office to support assessment of BSW criteria for transfer credits.

Students applying to the BSW at William Paterson with an associate's degree from a New Jersey community college will matriculate at the university with all general education requirements satisfied except the world language requirement and with 60 credits applied toward the 120 credits necessary for their BSW degree.

In addition to University Core Curriculum or UCC, we will also accept transfer credits in up to four out of the fourteen required courses in the program, namely SOC 1010 Principles of Sociology, PSY 2110 Lifespan Psychology, SOC 2310 Sociology of Family, and SWK 2010 Introduction to Social Work. Most transfer credits from these courses will be handled through existing articulation agreements with New Jersey community colleges. These agreements specify course equivalencies across institutions. In cases where a student seeks credit in the

program for a course not covered by existing articulation agreements, the program director, in collaboration with department chair will review the syllabus for the course in question and make the decision about whether to accept it as equivalent.

### **Procedures for transfer credits:**

The program director, in collaboration with the department chair will review the materials provided. If the program director deems the external course to be substantially equivalent to a required course in the major, an adjustment to degree request for course substitution will be submitted to the Dean's office for approval via an existing online system. We will accept a maximum of four course substitutions for the BSW major from community colleges and a maximum of six course substitutions from four-year institutions.

In accordance with rules by the accreditor, The BSW program will not grant social work course credit for life experience or for previous work experience. All students admitted to the BSW program will meet the same admission criteria.

### **Graduation Requirements**

To graduate with a BSW, students must complete the required 14 classes worth 48-credits listed in the table below, along with all other university requirements. Achieving a threshold of at least a B- or 2.7 in all required BSW major courses, meeting behavioral, and professionalism expectations, and successfully completing 400 hours of field practicum, with at least "achieving standards" on final practicum evaluation. University graduation requirements include a total of 120-credits, including 40 credits of university core curriculum (general education) and 6-credits in a world language.

BSW students must also complete a 400-hour field practicum during their senior year. The completion of field practicum is mandatory and cannot be waived for previous internship, or life experience. To remain in good standing with the BSW program, students must achieve an overall GPA above 2.5; and at least a (B- or 2.7 GPA) for all BSW required major courses. The curriculum for part-time time students is the same as for full-time students.

### **BSW Course Outline**

The BSW program at William Paterson University offers a coherent and integrated curriculum that includes classroom learning and a two-semester field practicum. Our program's cohesive curriculum design ensures multi-dimensional competency-based learning, including generalist social work values, knowledge, and skills. In this way, our program follows foundational social work pedagogy, leading our students to develop purposeful, intentional, and professional human engagement, which promotes holistic community well-being.

Our generalist practice program prepares students to meet CSWE EPAs competencies 1-9 to work with diverse individuals, families, groups, organizations, and communities as defined by the Generalist practice Educational Policy (EP) 2.0. Per the CSWE standards, our program is:

grounded in liberal arts and person-in-environment framework; Uses scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels; Engages diversity in practice and advocates for human rights and social and economic justice; and recognizes and builds upon the strengths and resiliency of all human beings.

The numbers assigned to courses correspond to the following:

- 1000-1990 Introductory courses
- 2000-2990 Substantive foundation courses that provide students with breadth of knowledge without assuming their prior exposure to research training or Theory.
- 3000-3990 Advanced substantive courses that continue to develop breadth and depth and assume students have a background in Research Methods and Social Work Theory. Students will apply and develop the social work skills they have acquired at the 200-level.
- 4000-4990 Practicum courses are where students integrate their coursework into a coherent and mature conception of Social Work as an approach to inquiry and human flourishing.

Building upon the standards set by our University Core Curriculum (UCC), our BSW program engenders such skills as critical thinking, empathy, and exercise of professional judgment that consider our diverse community.

**BSW Curriculum**

**Required Courses:**

SOC 1010 Principles of Sociology
SWK 2010 Introduction to Social Work
SWK 2020 Social Work Micro Practice
SWK 2040 Social Welfare Policy
SWK 2100 Human Behavior and the Social Environment I: Across the life course

PBHL 2150 Drugs and Health

SWK 2200 Human Behavior and the Social Environment II: Organizations

SOC 2310 Sociology of Family

SOC 2410 Minorities in America or SOC 2500 Social Inequality

SWK 3010 Intro to Social Work Research Methods

SWK 3500 Psychopathology and Well-being

SWK 3950 Professional and cultural orientation (Pre-requisite for Field Practicum Placement)

SWK 4010 Practicum and Senior Seminar I (includes 200 hours of fieldwork)

SWK 4020 Practicum and Senior Seminar II (includes 200 hours of fieldwork)

**Brief descriptions of required BSW courses**

SOC 1010  
Principles of Sociology

This course is intended to familiarize students with the major subject areas, methods, and concepts of the sociological perspective. The goals are to explore some of the ways in which social scientists and others have attempted to understand social life, and to use this knowledge to add to a sociological framework to the students' understanding of their world. Moreover, students should continue to see themselves as problem solvers as they continue to develop a sense of community responsibility while always eradicating social injustices and practicing social equality/justice.

SWK 2010  
Introduction to Social Work

This course will familiarize students with the various roles, functions, and tasks which social workers perform in a variety of settings and acquaint them with the primary skills and practices of generalist social work. Students will be introduced to social work practice as a multi-level and multi-method approach to influencing change in problem situations. Students will also be introduced to the core values and Code of Ethics of social work and be exposed to issues of diversity, oppression, and social justice. The practice of generalist social work will be considered from the perspective of a collaborative, strengths-based model working within complex social service systems.

SWK 2020  
Social Work Micro Practice

This course explores the problem-solving process within generalist social work practice for engaging individuals and families. This includes an understanding of how to define problems, assess needs, set goals, plan interventions and courses of action, contract for services, as well as how to monitor and evaluate outcomes.

SOC 2310  
Sociology of Family

This course focuses on current social changes affecting American families, with particular emphasis on the intersections of families with other social institutions and social inequality. The course explores common assumptions about the "traditional family," comparing this image with a brief overview of historical facts about American family life over the past two centuries. Moreover, the course examines how macro forces and systems of social inequality shape family life.

SOC 2410  
Minorities in America

This course explores the experiences of past and present minority groups in the U.S. as defined by race, ethnicity, religion, gender, age, sexual orientation, and disability.

SOC 2500  
Social Inequality

This course examines patterns of inequality by race, gender, class, sexuality, and ethnicity, among other axes of inequality.

SWK 2040  
Social Welfare Policy

This course traces the history of the social welfare system and the evolving role of social workers to help shape present-day American policies. The course emphasizes policies that address poverty, mental health, child welfare, alcohol, and other drugs within vulnerable and marginalized populations in the United States and globally.

SWK 3500 Psychopathology  
and Well-being

This course prepares social work students to recognize major mental health concerns across the lifespan. The course includes an introduction to the Diagnostic and Statistical Manual of Mental disorders (DSM-5) as the organizing framework for reviewing major mental disorders and critiques of the current "medical model" approach to mental health in the United States. The course considers mental health issues from a generalist perspective including the role of the social environment, culture and stigma in mental health services, access and policy. We will explore issues of diversity related to diagnosis and treatment of specific mental illness categories.

SWK 3010  
Intro to Social Work Research  
Methods

This course provides students with a foundational understanding of social work research methods and their applications. Specifically, students will learn how to critically evaluate research findings, assess the reliability and validity of studies, and understand key research concepts such as sampling, data collection methods, and ethical considerations in research. Rather than focusing on conducting research, students will gain practical skills for interpreting research results, analyzing evidence-based practices, and integrating research into professional decision-making. The course also emphasizes developing proficiency in using academic databases like Google Scholar, where students can locate, assess, and apply scholarly resources with confidence—skills vital for informed social work practice.

SWK 2100

Human behavior in a social environment (HBSE) is designed to help the student chart a knowledgeable course through the



Human Behavior and the  
Social Environment I:  
Individual Life Course

complexity of the human experience. The course explores selected theories to explain how individuals develop and interact. The course will provide ample opportunities to self-reflect to increase self-awareness. This is key in developing empathic and skillful interventions to help us understand ourselves and the individuals, communities and organizations we will serve as social workers. We will explore areas of universality and difference in the context of gender, race, ethnicity, sexual orientation, spiritual beliefs/practices, socioeconomic status, power and privilege and multiple forms of oppression. We will examine the human development throughout the lifespan and explore the biopsychosocial framework within social work practice and the cultural factors that can influence human development.

SWK 2200  
Human Behavior and the  
Social Environment II -  
Organizations

Human behavior in a social environment (HBSE) is designed to help the student chart a knowledgeable course through the complexity of the human experience. We will explore selected theories that help us understand how individuals and communities develop and interact. The course will provide ample opportunities to self-reflect to increase self-awareness. This is key in developing empathic and skillful interventions to help us understand ourselves and the individuals, communities and organizations we will serve as social workers. We will explore areas of universality and difference in the context of gender, race, ethnicity, sexual orientation, spiritual beliefs/practices, socioeconomic status, power and privilege and multiple forms of oppression. We will examine the human development throughout the lifespan considering the developmental scientific knowledge base regarding opportunities and vulnerabilities during the different stages of the life course. We will explore the biopsychosocial framework within social work practice and the cultural factors that can influence human development.

SWK 3950  
Professional and Cultural  
Orientation

This course is a prerequisite for the field practicum placement. As a professional development course this course prepares students for jobs in the social work field. The course enhances

career readiness by: (1) reviewing core competencies and ethical principles; (2) surveying the range of career paths social workers can take along with required credentials; (3) promoting habits and skills important for all social work practitioners; and (4) helping students write resumes and prepare for interviews. In so doing, the course prepares students to secure fieldwork placements and strengthens their identities as professional social workers.

SWK 4010 & SWK 4020  
Practicum and Senior Seminar  
I & II (includes a total of 400  
hours of fieldwork)

The signature pedagogy of social work education, Practicum and Senior Seminar I creates an explicit and intentional connection between the theoretical and conceptual contributions of classroom and the practice settings that foster the implementation of *generalist social work practice*. Part I of the field practicum and seminar course initiates the integration of theory, practice, and policy, while students serve in diverse social services roles within the five system levels of social work practice: individuals, families, groups, organizations, and communities. Students must complete 200 clock hours of field practicum and attend a bi-weekly seminar, which is designed to help students integrate their field experiences with what they have learned in the classroom.

Part II of the Practicum and Senior Seminar course continues to support the integration of theory, practice, and policy, while students serve in diverse social service roles within the five system levels of social work practice: individuals, families, groups, organizations, and communities. Students must complete 200 clock hours of field practicum and attend a bi-weekly seminar, which is designed to help students integrate their field experiences with what they have learned in the classroom.

#### **Sample 4 and 2-year Education Plans for BSW Majors**

The BSW program administration works collaboratively with the university's admission, advisement, and transfer departments. Our collaborative approach includes cross-department training, on-going communication, and assessment of policies and protocols. This enhanced relationship allows the BSW program at William Paterson to assure compliance with CSWE standards that further support the growth and development of our BSW students and the advancement of the field of social work.

These two and four-year plan for a BSW major is intended to serve as a guide in all advising of BSW students at WPU.

### Sample-4 Year Education Plan

Year 1: Fall			Year 1: Spring		
WPS 1010 Will Power		0	UCC Personal Well-being	C	3
SOC 1010 Principles of Sociology	R	3	UCC Arts & Communication	C	3
UCC Writing	C	3	UCC Literature	C	3
UCC Philosophical	C	3	SWK 2010 Intro to Social Work	R	3
UCC Math 1100	C	3	UCC Historical	C	3
Total credits:		12	Total credits:		15
Year 2: Fall			Year 2: Spring		
SWK 2100 HBSE I	R/C	3	SWK 2200 HBSE 2	R/C	3
UCC Scientific	C	4	PBHL 2150 Drugs and Health	R	3
SOC 2500 Social Inequality or SOC 2410 Minorities in America	R	3	SWK 2040 Social Welfare Policy	R	3
SOC 1020 Social Problems	E	3	SOC 2310 Sociology of Family	R	3
Language I	R/C	3	Language 2	R/C	3
			PEEL 2270 Tai-Chi Chuan I	E	2
Total credits:		16	Total credits:		17

Year 3: Fall			Year 3: Spring		
SWK 2020 Social Work Micro	R	3	SWK 3500 Psychopathology	R	3
SWK 3010 Intro to Social Work Research	R	3	SWK 3950 Professional Orientation in Social Work (Pre-rec for SWK 4010)	R	3
SWK-related elective, minor course or PSY 1100 Intro to Psychology	E	3	SWK-related elective or minor course	E	3
UCC Global Awareness	C	3	SWK-related elective or minor course	E	3
SWK-related elective or minor course	E	3	SWK-related elective or minor course	E	3
Total credits:		15	Total credits:		15
Year 4: Fall			Year 4: Spring		
SWK4010 Practicum and Senior Seminar I	R/C	6	SWK 4020 Practicum and Senior Seminar II	R/C	6
SWK-related elective or minor course	E	3	SWK-related elective or minor course	E	3
SWK-related elective or minor course	E	3	SWK-related elective or minor course	E	3
SWK-related elective or minor course	E	3	SWK-related elective or minor course	E	3
Total credits:		15	Total credits:		15

**Legend:** R – Required Course, C- Sequenced Course, E-Elective

**SWK 3950** is a pre-rec for SWK Practicum and Senior Seminar I. The preparation for Practicum occurs during SWK 3950. This course includes the student approval for placement match, practicum selection, interview process for the placement, and confirmation of placement. Placement of BSW Practicum occurs the semester before a student’s senior year in the BSW program.

### Sample 2-Year Education Plan

**Recommended two-year plan for transfer students who have taken Intro to SW and Intro to SOC Courses**

Transfer Year 1: Fall			Transfer Year 1: Spring		
SWK 2100 HBSE I	R/C	3	SWK 2200 HBSE 2	R/C	3
SOC 2500 Social Inequality or SOC 2410 Minorities in America	R	3	SWK 3950 Professional Orientation (Pre-rec for SWK 4010)	R/C	3
SOC 2310 Sociology of Family	R	3	PBHL 2150 Drugs and Health	R	3
Language I	C	3	SWK 2020 Social Work Micro	R	3
SWK 2040 Social Welfare Policy	R	3	Language II	C	3
Total credits:		15	Total credits:		15
Transfer Year 2: Fall			Transfer Year 2: Spring		
SWK 4010 Field Experience 1	R/C	6	SWK 4020 Field Experience 2	R/C	6
SWK 3010 Intro to Social Work Research	R	3	SWK-related elective or minor course	E	3
SWK 3500 Psychopathology	R	3	SWK-related elective or minor course	E	3
SWK-related elective or minor course	E	3	SWK-related elective or minor course	E	3
Total credits:		15	Total credits:		15

**Legend:** R – Required Course, C- Sequenced Course, E-Elective

**SWK 3950** is a pre-rec for SWK Practicum and Senior Seminar I. The preparation for Practicum occurs during SWK 3950. This course includes the student approval for placement match, practicum selection, interview process for the placement, and confirmation of placement. Placement of BSW Practicum occurs the semester before a student’s senior year in the BSW program.

**SWK-related electives with SOC 1010 as prerequisite:**

**Offered every semester or almost every semester**

- SOC 1020 Social Problems
- SOC 2220 Public Sociology
- SOC 2620 Violence
- SOC 3650 Social Deviance
- SOC 3670 Juvenile Delinquency
- CCJ 3280 Domestic Violence

**Offered annually**

- SOC 2720 Urban Sociology
- SOC 3510 Sociology of Adulthood
- SOC 3530 NJ's Immigrant Communities
- SOC 3580 Sociology of Death and Grief

**SWK-related electives with PSY 1100 as prerequisite:**

- PSY 2400 Topics in Cannabis Use
- PSY 2900 Child Abuse/Neglect
- PSY 3000 Forensic Interviewing of Children
- PSY 3510 Abnormal Psychology
- PSY 3750 Cognitive Psychology
- PSY 3830 Substance Abuse

**Course Registration and Advisement**

Students are expected to consult with an academic advisor, as assigned on their Degreeworks, and obtain an Alternate PIN (Personal Identification Number) before registration. Before or during the registration period, student's advisor usually extends office hours to allow for convenient scheduling. It is the student's responsibility to make an appointment with advisors before the registration period opens. Please also remember that your advisors are only on 10-month contracts and may not be available during the summer.

Advisors are not regularly available over the summer. Once you enroll into courses (after having obtained your Alternate PIN from your advisor in order to register), your **ALTERNATE PIN** will be on the **Registration Status and Permits** page. It will remain there throughout the semester.

**Additional Information about the Department of  
Sociology, Criminal Justice, and Social Work**

**Full-Time Faculty and Staff**

Name	Room	Email	Phone #
Dept. Chair, Jacob Felson	463	<a href="mailto:felsonj@wpunj.edu">felsonj@wpunj.edu</a>	973-720-3429
Julie Vigorito Administrative Assistant	433	<a href="mailto:vigoritoj2@wpunj.edu">vigoritoj2@wpunj.edu</a>	973-720-2183
Lake, Jessica., BSW Director	417	Lakej4@wpunj.edu	973-720-4030
Name	Room	Email	Phone #
Bale-Peña, Sharon	416	balepenas@wpunj.edu	973-720-2000
Baumgartner, Mary Pat.	418	<a href="mailto:baumgartnerm@wpunj.edu">baumgartnerm@wpunj.edu</a>	973-720-3174
Christensen, Wendy.	462	<a href="mailto:christensenw@wpunj.edu">christensenw@wpunj.edu</a>	973-720-3937
Ellis, Mark.	459	<a href="mailto:ellism@wpunj.edu">ellism@wpunj.edu</a>	973-720-3411
Eren, Colleen. (CCJ Director)	424	<a href="mailto:erenc@wpunj.edu">erenc@wpunj.edu</a>	973-720-3434
Furst, Gurst.	451	<a href="mailto:furstg@wpunj.edu">furstg@wpunj.edu</a>	973-720-2417
Gladfelter, Andrew.	460	<a href="mailto:gladfeltera@wpunj.edu">gladfeltera@wpunj.edu</a>	973-720-2882
Park, Keumjae.	449	<a href="mailto:parkk4@wpunj.edu">parkk4@wpunj.edu</a>	973-720-3562
Silva, Jason.	422	<a href="mailto:silvaj18@wpunj.edu">silvaj18@wpunj.edu</a>	973-720-3423

Tardi, Susanna.		413	<a href="mailto:tardis@wpunj.edu">tardis@wpunj.edu</a>	973-720-3081
Wang, Gabe.		420	<a href="mailto:wangg@wpunj.edu">wangg@wpunj.edu</a>	973-720-3410
Yucel, Deniz.		457	yuceld@wpunj.edu	973-720-2572

### **Honors and Extracurricular Activities**

#### **The Sociology, Criminal Justice, and Social Work Student Club**

The Sociology, Criminal Justice, and Social Work Student Club is a student organization housed in the department which pursues social justice, academic, and social activities. It is comprised of Sociology, Criminal Justice, and Social Work majors. It provides a fun and fulfilling way for students to get to know one another and interact with faculty. All majors and minors are welcome to join. Contact the department secretary for more information.

### **Honors and Recognition**

The **Paul P. Vouras Sociology Award** is given each year to a student in the Department whose scholastic achievement surpasses all others. Named after a former William Paterson professor emeritus of geography who was always a good friend of the Department and remains so in our memories, this award is in the form of a practical, long-lasting gift.

The **Paul P. Vouras Social Science Award** is given each year to one outstanding graduating senior from the Departments of Political Science, Psychology, and Sociology. Faculty members in all three departments nominate candidates and the three Department Chairpersons meet to determine the recipient. The award is a special plaque given at the Awards Assembly.

The **Outstanding Senior in Sociology Award** is given each year to a graduating sociology major whose academic achievement and contributions to the college community are outstanding. The recipient, selected by the sociology faculty, receives this award at the Awards Assembly.

The **Sociology Leadership Award** may be given each year to one or more students whose demonstrated leadership is exemplary.

### **Academic Policies**

#### **Academic Integrity Policy**

##### **I. Standards of Academic Conduct**

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects that all members of the University community shall conduct themselves honestly and with a professional demeanor in all academic activities.

William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that when standards of honesty are violated, each member of the community is harmed. Members of the University community are expected to acknowledge their individual responsibility to be familiar with, and adhere to, the Academic Integrity Policy.

## **II. Violations of Academic Integrity**

Violations of the Academic Integrity Policy include, but are not limited to, the following examples:

**A. Cheating** during examinations includes any attempt to (1) look at another student's examination with the intention of using another's answers for attempted personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

**B. Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

**C. Collusion** is working together in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

**D. Lying** is knowingly furnishing false information, distorting data, or omitting to provide all necessary, required information to the University's advisor, registrar, admissions counselor, professor, etc., for any academically related purpose.

**E. Other concerns** that relate to the Academic Integrity Policy include such issues as computer security, stolen tests, falsified records, as well as vandalism of library materials. No list could include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

## **III. Faculty Responsibilities for Upholding the Academic Integrity Policy**

**A.** Faculty are expected to be familiar with the Academic Integrity Policy. Each faculty member will inform students of the applicable procedures and conditions early in each semester before the first examination or assignment is due.



**B.** Ordinarily, class tests and final exams should be proctored. Proctoring is defined as having a faculty member present in the room. Proctoring is the responsibility of the faculty member teaching the course although, where necessary, that responsibility may be shared with, or delegated to, faculty colleagues or graduate assistants.

#### **IV. Resolution of Academic Integrity Policy Violations**

**A.** If a faculty member has sufficient reason to believe that a violation may have occurred on any work submitted for a grade, he/she must attempt to discuss this matter with the student within ten (10) working days of the incident.

**B.** After discussing this matter with the student, and if the student accepts the proposed penalty, the student waives his/her right to a hearing. Depending on circumstances as assessed by the faculty member who has discussed the matter with the student, the penalty imposed could be:

1. Resubmission of the assignment
2. Failure of the assignment
3. Failure of the course
4. Forced withdrawal from the course with no credit received
5. Imposition of other appropriate penalties with the consent of the student
6. Recommendation to the President of suspension or expulsion from the University
7. With any of the above, the faculty member can have a written record of the sequence of events placed in the student's permanent record with a copy to the student.

**C.** If the student does not admit to a violation or disagrees with the proposed penalty, he/she must: 1. Speak directly to the faculty member within ten (10) working days of being informed of a violation or of the proposed penalty. If, after repeated attempts, the student is unable to reach the faculty member within ten (10) working days, the student must notify the department chairperson in writing within that ten (10) day period.

2. If, after discussion with the faculty member, the student is dissatisfied with the outcome, the student must contact the department chairperson, presenting a dated, written, and signed statement describing the specific basis for the complaint. At this time, the student will also provide the faculty member with a copy of these written materials.

3. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member. If the issue is not resolved at the chairperson's level, the student will request that the chairperson convene the Department Executive Council (or other appropriate department committee)—excluding the faculty member involved—to hear the appeal. The faculty member will submit a written, dated, and signed statement of the alleged violation to the council/committee. The student will submit a written, dated, and signed statement describing the basis of the complaint. The accuser will assume the burden of proof. When the faculty member involved is the chairperson, the student will request that the Dean of the College convene the Department Executive Council (or other appropriate department

committee). The Department Executive Council/Committee will submit its decision to the chairperson (or College Dean, if the faculty member involved is the chairperson).

4. If not satisfied with the Department Executive Council's (or other appropriate department committee's) decision, the student may ask the Dean of that College to bring the matter to the College Council. The faculty member will submit a written, dated, and signed statement of the alleged violation. The student will submit a written, dated and signed statement describing the basis for the complaint. The accuser will assume the burden of proof. The chairperson of the department concerned will not take part in the final vote (though the written decision from the department chairperson will be part of the record). The College Council's decision will constitute the University's final decision regarding the substantive nature of the case.

5. Each step in the procedure must be initiated within ten (10) working days of the faculty, chairperson, department, or College response. Dated, written, and signed statements are required at each step. Likewise, at each level, the faculty member(s), chairperson, Department Executive Council (or other appropriate department committee), or College Council must complete a review of all pertinent written materials prior to rendering a decision, in writing, within ten (10) working days of receipt of complaint materials. In case the faculty member has verifiably been unable to be contacted, or in other instances of extenuating circumstances affecting students or faculty, it is understood that the student's right to appeal will not be jeopardized and the time constraints will be extended. Due process must be followed at every step of this procedure. No penalty will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the penalty was inconsistent with professional standards of the discipline.

6. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of the procedure, read it, and understands it before the appeal can proceed.

## **Academic Honors**

### **Dean's List**

Students carrying a minimum of 12 credits who earn a grade point average of 3.45 or better are named to the Dean's List. Courses taken under the pass/fail option are not counted toward the 12- credit requirement.

### **Graduation Latin Honors**

Students who have completed at least 64 credits not including credits earned with pass/fail grades at William Paterson University and who graduate with a final grade point average of 3.45 or better for all undergraduate courses are recognized as honor students with the following designations:

Average of 3.45-3.64 = *cum laude*

Average of 3.65-3.84 = *magna cum laude*

Average of 3.85-4.00 = *summa cum laude*

Undergraduate second-degree students are not eligible for graduation honors.

### **Academic Progress Policy**

Students must maintain satisfactory academic progress for the purpose of financial aid by successful completion of ten (10) credit hours per semester during the first year of enrollment. During the second- and third-years students must successfully complete twelve (12) credit hours per semester. Thereafter, the successful completion of fifteen (15) credit hours per semester will constitute satisfactory progress. In addition to meeting the minimum number of credit hours required, each student must maintain the minimum grade point average to be considered for financial aid: 0 – 20 credits, 1.50 GPA; 21 – 32 credits, 1.75 GPA; 33 – 44 credits, 1.90 GPA; 45 credits and above, 2.00 GPA. 3124941081

### **Academic Standing**

William Paterson University BSW Program expects **all matriculated undergraduate students to maintain a cumulative grade-point average (hereafter referred to in this policy as “GPA”)** of at least 2.5. The basic principle of this policy, therefore, is that any student whose GPA falls below 2.5 is no longer in good standing. Students who are no longer in good standing will receive a remediation plan to identify specific areas of concern and recommend plan for improvement.

Academic standing will be computed at the end of the first semester by which the student has accumulated a total of twelve (12) attempted credits and every semester thereafter. As academic standing is a serious matter, it is important that all students set as a priority and succeed in the achievement of the 2.5 GPA or better at the conclusion of each semester. Please consult the *Undergraduate Catalog* for Academic Standing Guidelines.

### **Attendance**

Students are expected to attend regularly and punctually all classes, laboratory periods, and other academic exercises. Students are responsible for all work required in courses. Individual instructors determine the effect of absences upon grades and may permit or deny the privilege of making up work, including examinations, within the time limits of the semester. Students are encouraged to ask instructors about their class attendance policy if it is not explicitly stated on the course syllabus. In the event of a prolonged absence due to illness or personal emergency, a student is advised to consult with the Registrar (973-720-2391) regarding withdrawal from courses.

### **Summer Sessions**

Students may not carry more than two courses (usually 6-7 credits) during each term. This policy of maximum load applies equally to all students. Students can take up to 12 credits during the entire summer session.

### **Winter Session**

Students may not carry more than one course (3-4 credits) in the 3-week winter term.

### **Course Withdrawal**

A student withdrawing from a course may do so within the timeframe specified in the Academic Calendar (usually around halfway through the term). Failure to follow this procedure will result

in the recording of a grade of F. For withdrawal/refund dates, please refer to the website. Failure to attend classes does not constitute a withdrawal from a course. Students seeking to withdraw from all courses must follow the procedures described under the Leave of Absence/ Withdrawal section.

### **Credit by Examination**

Currently registered undergraduate students in good standing may receive credit for certain courses by successful performance in examinations offered by academic departments, in examinations of the College Level Examination Program (CLEP), the Thomas Edison College Examination Program (TECEP), or the College Proficiency Examination Program (CPEP). In

The Office of Testing maintains the CLEP Examination Program and their course equivalencies at William Paterson University. Additional information that governs these policies may be obtained at the Office of Testing at 973-720-2570 or [www.wpunj.edu/officeoftesting](http://www.wpunj.edu/officeoftesting).

#### Student Grievance Related to Academic and Professional Performance

Students who are dissatisfied with treatment by a faculty member in reference to grades or academic performance should pursue the following procedure. Due process must be followed at each step of this procedure. No grade will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the assignment of the original grade was inconsistent with professional standards in the discipline. Each step in the procedure must be initiated within ten working days of the faculty, chairperson, or departmental response. Dated, written statements are required at each step. Likewise, at each level, the faculty member, chairperson, or Department Executive Council (or other appropriate departmental committee) must complete a review of all pertinent written materials prior to rendering a decision and inform the student in writing of the decision within ten (10) working days of receipt of the complaint materials. If the student can verify that she or he has not been able to contact the faculty member, the student's right to appeal will not be jeopardized, and the deadline will be extended. A copy of all materials submitted at each level of the appeal process should be retained by the student. If the student so chooses, he/she will be allowed to appear before the appropriate committee or council at each level of the appeal process.

1. The student must write to the faculty member within ten (10) working days of the receipt of the grade or of the incident related to the student's academic performance to request an appointment. The letter must also include any pertinent documentation to substantiate the student's complaint.
2. At the meeting with the faculty member, the student must present any additional pertinent documents to substantiate the complaint. The faculty member must make available for review at this meeting materials submitted by the student for evaluation and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member or upon meeting with the faculty member is dissatisfied with the outcome and wishes to further pursue the complaint, the student must write to the department chairperson and request an appointment to discuss the complaint. A copy of all materials originally presented to the faculty member must be included. The department chairperson will try to resolve the issue by reaching a settlement that is agreed

upon by both the student and the faculty member. Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it, and understands it before the appeal can proceed.

4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request, in writing, that the department chairperson convene the Department Executive Council (or other appropriate department committee) to hear the appeal. The committee must consult with the faculty member involved in the complaint and review the documents provided by the student. The committee will then submit a recommendation to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the College convene the Department Executive Council (or other appropriate department committee).

5. If not satisfied with the Department Executive Council's recommendation, and if the student wishes to further pursue the complaint, the student must write to the dean of that College requesting that the complaint be brought to the College Council for a recommendation by the department chairpersons of the College concerned. The chairperson of the department concerned will not take part in the final vote. The Council's recommendation will be given to the dean of that College. This recommendation will constitute the University's final decision.

6. The faculty unequivocally have the final responsibility with regard to grade changes.

### **Incomplete Grade Policy**

Work relating to grades of Incomplete (IN) must be completed and grades submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the grade was issued.

An Incomplete may be assigned only when the student has successfully completed most of the work required for a course but due to extraordinary circumstances is unable to submit a portion of course work or completed final project (paper, exam, or other work) by the end of the semester. Under no circumstances should an Incomplete be assigned when, through negligence or with no acceptable excuse, a student fails to take an examination or to submit required work on time. An Incomplete may be assigned only with an agreement of mutual understanding between the faculty member and the student on an Incomplete Grade Form indicating the reason for the Incomplete, the work to be completed, the work that had been completed for a grade, and deadline for completion. A copy of this agreement must be signed by the faculty member and student and approved by the Department Chair, with copies to the Dean of the College and Registrar, when the grade of Incomplete (IN) is submitted.

### **Leave of Absence**

A leave of absence can be granted for one academic year (two semesters). A student must be in good standing in order to be eligible to take a leave.

If a student is not in good standing, a leave of absence cannot be granted, and the student electing to leave school must withdraw from the University (see below). A leave of absence must be

applied for at least 30 days prior to the last day of classes of the semester for which it is applicable. Refunds after the deadline will not be considered. Students can obtain the forms for a leave of absence from the Registrar.

### **Pass/No Credit**

First Time Freshmen students, enrolled in their first or second semester at WP, may utilize a pass/no credit (P/NC) option for up to two courses per semester. A transfer student with no more than one semester matriculated at another college or university may utilize the P/NC option for one semester for up to two courses.

A student may select the P/NC option to convert one or two course grades of D or F to a P or NC up to two weeks following the deadline for final course grades. Students to review university handbook for additional information about this option.

### **Payment**

Once students have completed a registration transaction, students have entered into an agreement with the University and are liable for payment of all tuition and fees whether or not they elect to attend classes. **This policy will apply regardless of a student's claim of "no bill was received" or "never having attended classes" or that "no tuition payment had been made."** Any student who registers and later decides not to attend the University must follow the Leave of Absence/Withdrawal procedures.

### **Second BA Degree**

Students who already hold a baccalaureate degree and a minimum 2.0 grade point average may apply for admission to obtain a second baccalaureate degree. Such students pay undergraduate fees, all credits earned through this program appear as undergraduate credits on the student's transcript and students are subject to all requirements for the major, including collateral courses if applicable.

Students can declare a second major online through WP Connect.

### **Sexual Harassment Policy**

*Copies of the Sexual Harassment Policies and Complaint Procedure can be obtained from these offices:*

- Associate Vice President and Dean of Student Development, 973-720-2179

- The Provost's Office, 973-720-2121

- Director of Employment Equity and Diversity, 973-720-2389

### **Visiting Students**

Students from other colleges or universities who wish to attend William Paterson as visiting students must provide a letter of permission from the appropriate official (registrar, dean, etc.) at their “home” institution. William Paterson University students who wish to attend another college or university as visiting students must be in good academic standing and must secure an approved visiting student authorization form from the dean of the college of their major. The authorization form must be approved by the offering department of the equivalent WPU course, by the chairperson of the major, and by the dean.

### **Transfer Credit**

There are some limitations on the number of credits

Accepted: a maximum of 70 credits from a two-year college, 90 credits from a four-year college; the last 30 credits required for graduation must be earned at William Paterson University; no more than 15 transfer credits required for a major will be accepted; credits earned 10 years prior to the date of admissions are accepted only at the discretion of the University. More details on transferring credits may be obtained from our admissions staff.

### **Withdrawal from the University**

A withdrawal from the University will not be refused to any matriculated student. A withdrawal is for an indefinite length of time and is in force until the student chooses to apply for readmission. Withdrawal should not be confused with dropping a course nor should a withdrawal be confused with a leave of absence. Nonattendance in classes does not constitute a withdrawal from the University. Official withdrawal from the University must be processed through the Registrar’s office. Students who withdraw from the University must apply for readmission through the Admissions Office. Readmission is not automatic. Students who are not in good standing upon withdrawal and subsequently seek readmission must also appeal to Dean of their College. Refunds after the deadline will not be considered.

## **Student Grievance Related to Academic and Professional Performance**

The following policies and procedures apply for student grievance related to academic performance:

Students who are dissatisfied with treatment by a faculty member, or field instructor in reference to grades, student academic or professional performance, should pursue the following procedure. Due process must be followed at each step of this procedure. No grade will be changed by anyone other than the faculty member who assigned it unless there is convincing evidence that the assignment of the original grade was inconsistent with social work professional standards.

Each step in the procedure must be initiated within ten (10) working days of the faculty, chairperson, or departmental response. Dated, written statements are required at each step. Likewise, at each level, the faculty member or chairperson must complete a review of all pertinent written materials prior to rendering a decision and inform the student, in writing, of the decision within ten (10) working days of receipt of the complaint materials. If the student can

verify that she or he has not been able to contact the faculty member, or field instructor, it is understood that the student's right to appeal will not be jeopardized, and the deadline will be extended. The student should retain a copy of all materials submitted at each level of the appeal process. If the student so chooses, he/she will be allowed to appear before the appropriate committee or council at each level of the appeal process.

1. The student must write to the faculty member within ten (10) working days of the receipt of the grade or of the incident related to the student's academic or professional performance to request an appointment to discuss the complaint. The letter must also include any pertinent documentation to substantiate the student's complaint.
2. At the meeting with the faculty, the student must present any additional pertinent documents to substantiate the complaint. At this meeting, the faculty member must make available for review materials submitted by the student for evaluation and not yet seen by the student.
3. If the student is unsuccessful in making contact with the faculty member or upon meeting with the faculty member is dissatisfied with the outcome and wishes to pursue the complaint further, the student must write to the department chairperson and request an appointment to discuss the complaint. A copy of all material originally presented to the faculty member must be included. The department chairperson will try to resolve the issue by reaching a settlement that is agreed upon by both the student and the faculty member.

Each student who registers a complaint with a department chairperson must be given a copy of this policy. A copy must be attached to the appeal and signed by the student to indicate that he/she has been given a copy of this procedure, has read it, and understands it before the appeal can proceed.

4. If the complaint is not resolved at the chairperson's level, and if the student wishes to pursue the complaint, the student must request, in writing, that the department chairperson convene the Department Executive Council to hear the appeal. The committee must consult with the faculty member involved in the complaint and review the documents provided by the student. The committee will then submit a decision to the department chairperson. When the faculty member involved is the chairperson, the student may request that the dean of the college convene the Department Executive Council.
5. If not satisfied with the Department Executive Council's decision, and if the student wishes to pursue the complaint further, the student must write to the dean of that college requesting that the complaint be brought to the College Council for a decision by the department chairpersons of the college concerned. The chairperson of the department concerned will not take part in the final vote. This decision will constitute the University's final decision.
6. The faculty unequivocally has the final responsibility with regard to grade changes.
7. Field Practicum sites unequivocally has the final responsibility with regard to field placement continuation agreements.



## Additional University Policies

In addition to this document, students should consult other regular University publications regarding University policies. These publications include, but are not limited to, the *Undergraduate Catalog*, *Student Handbook*, and *Master Schedule of Courses* and are available online through the University homepage (www.wpunj.edu). The complete Student Disciplinary Code is published in the *Student Handbook*.

**NOTE:** Every student is expected to know and comply with all University policies and regulations as published in the *Undergraduate Catalog* and in the *Student Handbook*. Students are also expected to be aware of and responsible for their scholastic standing at all times. This includes their cumulative and major grade point average, number of credits completed and progress toward meeting requirements.

## Criminology & Criminal Justice Minor

To complete a minor in CCJ, students must complete a total of 18 CCJ credits that include the following:

<b>Required courses</b>	<b>6 credits</b>
CCJ 2610 Essentials of Criminal Justice CCJ 3680 Criminology	
<b>Required course in systems/institutions</b>	<b>6 credits</b>
CCJ 2630 Policing CCJ 2650 Corrections CCJ 2680 U.S. Criminal Courts CCJ 3230 Victimology CCJ 3360 Comparative Criminal Justice Systems CCJ 3670 Juvenile Delinquency	
<b>CCJ advanced elective courses chosen with advisement</b> (see below)	<b>6 credits</b>
<b>Total credits</b>	<b>18 credits</b>

### Advanced CCJ Electives (6 credits total) Selected by Advisement

CCJ 2640 Forensic Social Psychology  
CCJ 3280 Domestic Violence  
CCJ 3630 Organized Crime  
CCJ 3640 Criminal Investigation

CCJ 3710 White Collar Crime  
CCJ 3770 Inequality and Criminal Justice  
CCJ 3780 Cybercrime  
CCJ 4010 Integrity in Criminal Justice  
CCJ 4030 Community Corrections  
SOC 3350 Sociology of Law

## **Campus Resources**

**Academic Success Center**  
**Cheng Library 111 B**  
**Phone (973) 720-3324/2563**

At the Academic Success Center, students receive one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for developmental skills for math and reading courses. Workshops are designed to help students develop effective study skills and utilize effective strategies. From the Center's lab, students may access network computer facilities. Study groups, and exam review sessions are also available.

**Career Development Center**  
**Student Center 301,**  
**Phone (973)720-3291**

The mission of the Career Development Center is to empower students to define and achieve their career goals. Maximize your career planning and job-hunting skills by taking advantage of our broad range of services: Job Listings, Job Matching & Resume Writing, Personalized Career Guidance, and Job Fairs.

**Child Development Center**  
**1800 Valley Road, Wayne NJ 07470**  
**Phone (973) 720-2529**

The Center is licensed by the State of New Jersey, Department of Children and Families. The Center a part of The College of Education and work jointly with the faculty from the College of Education, Teacher Education;PreK-12. It is open to toilet-trained children between the ages of two-and-a-half and six.

**Counseling Health and Wellness Center**  
**Overlook South, Between Matelson and White Hall**  
**Phone: (973)720-2257/2360**

The Counseling Center is one part of a larger center that includes Counseling, Health, and Wellness. The mission of the Counseling, Health, & Wellness Center is to provide clinical, educational, and outreach services to William Paterson University students. The Center assists students in achieving success in their academic experience, and their personal and professional goals throughout life, by offering personal counseling and health care services. The Center enhances physical and emotional health, with a focus on education, insight, and empowerment of individuals and the William Paterson University campus community. The Center is staffed by physicians, psychiatrists, advanced nurse practitioners, registered nurses, health educators, psychologists, social workers, and student trainees in these fields. The Counseling Center is staffed with licensed psychologists, licensed clinical social workers, a consulting psychiatrist, and supervised graduate students in counseling, psychology, and social work.

**Accessibility Resource Center**  
**William Paterson University**  
**Speert Hall Room 134**  
**Phone: (973) 720-2853**

The Mission of the Accessibility Resource Center (ARC) is to assist students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs. ARC works in collaboration with students to determine appropriate reasonable accommodations based upon the individualized needs of the student. ARC acts as a resource and works in cooperation with faculty and other university departments. We strive to empower, support and guide our diverse community in achieving, promoting and fostering independence, self-advocacy and success. ARC is committed to providing access for all students with documented disabilities to all programs, activities and related benefits of the University's educational and professional programs, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990, as amended in 2008) and applicable state law.

**Educational Opportunity Fund Program (EOF)**  
**Raubinger Hall, Room 140**  
**Phone (973) 720-2181**

The EOF Program values student engagement and participation in the educational process. We believe this engagement and participation to be essential preparation for student success while at WPU and in the future, support the social, intellectual, and psychological development of all students, and allow the larger University community to gain from the experience.

**Financial Aid**  
**Morrison Hall 1st Floor**  
**Phone (973) 720-2202**

The University Financial Aid Office strives to provide the highest quality service to undergraduate, graduate and professional students in pursuit of their academic goals. We are committed to providing exemplary service to our students and their families, the University, and

the community at large. Our primary objective is to assist students and families in planning and meeting expenses associated with attendance at the University. We focus on establishing aid eligibility, packaging scholarships, waivers, grants, loans and employment to eligible students\*, and providing financial aid counseling to students and families for the resolution of problems associated with financing an education. We serve as the primary advocate for students and families, assisting them in securing necessary financial resources. *\*Non-degree students are not eligible for state or federal financial assistance.*

**First-Year Foundations Office**  
**Raubinger Hall, Lower Level**  
**Phone (973) 720-2562**

The First Year Foundations Program offers programs and services to both entering and continuing students, including placement testing, summer programs, intensives for students repeating a class, outreach and assistance.

**Gloria S. Williams Advisement Center**  
**Student Center 301**  
**300 Pompton Road Wayne, NJ 07470**  
**Phone (973) 720-2653**

The Gloria S. Williams Advisement Center provides undergraduate students with information, guidance and support to create and implement an integrated educational plan. Advisement is an essential part of the undergraduate educational experience. Students who work closely with an advisor, feel empowered and equipped to attain their academic goals. At William Paterson University, advising is a shared responsibility between professional advisors (within the Center and Colleges), faculty advisors and students. Every student has an assigned professional advisor based on his or her major and students are assigned a faculty advisor after he or she is declared and has earned 30 credit hours. Every student is expected to take responsibility for their education and consider the advice given and ask questions.

**Information Technology**  
**Phone (973) 720-2959**

Information Technology is committed to providing William Paterson University technology leadership to design, plan, implement, expand and support broadcast, network, and computing facilities and services. We strive to provide state-of-the-art technology solutions that meet the needs of the William Paterson University community, and are committed to providing the best user support possible.

**David and Lorraine Cheng Library**  
**Phone (973) 720-2116**

The David and Lorraine Cheng Library is the academic knowledge center of William Paterson University. The library advances the University's mission and core values: academic excellence,

creation of knowledge, student success, diversity and citizenship. To further this mission, the library provides access to scholarly materials and instruction in their use, expert service and state-of-the-art facilities.

### **Recreational Services**

**Located in Lot 6**

**Phone 973-720-2777**

### **Overlook Fitness Center**

**Located between Overlook North and Overlook South**

The Department of Recreational Services provides an opportunity to participate in a wide range of recreational activities that reflect the interests, needs and abilities of the William Paterson University community. Recreational Services strives to enhance the quality of life of all participants through diverse recreational and educational programs designed to promote health and wellness, social interaction, lifelong learning and the constructive use of leisure time. Recreational Services provides opportunities for employment, experiential learning activities, and leadership development.

### **The Office for Student Diversity and Inclusion**

**Student Center Suite 313**

**Phone (973) 720-2507**

The Office for Student Diversity and Inclusion strives to promote a campus-wide environment that encourages all students to engage, respect, and positively impact their communities as change agents. It includes Black Cultural Center, Center for Latinidad, Center for Diversity and Inclusion, and Gender and Sexuality Resources.

### **Residence Life**

**White Hall, Lower Level**

**Residence Life**

**Phone (973) 720-2714**

Many studies have shown that living in an on campus residential community contributes to the college experience both academically and personally. As individuals living in a residence hall, there is much to share and learn about one another and ourselves.

### **Science Enrichment Center**

**College of Science and Health**

**Science Hall East 3023**

**Phone (973) 720-3340**

The Science Enrichment Center is a "student-centered environment" that empowers students with diverse needs to achieve high levels of intellectual and personal growth and enables professors to maintain high academic standards. Within this environment, SEC staff and faculty challenge students to develop a deeper appreciation and understanding of the sciences. Towards this

endeavor, the Center provides human and material resources, cooperative learning, coaching and mentoring to facilitate student learning.

### **Student Center/Hospitality Services**

**University Commons**

**Student Center Room 100**

**Phone (973) 720-6200**

The University Commons serves as the focal point for social, cultural and dining/entertainment activities for the entire campus community. Students, faculty, staff, visitors and alumni congregate here for a wide range of events and to use the services offered. It is our goal to provide and maintain a friendly facility that fosters a warm and welcoming atmosphere for a vibrant campus life.

### **Student Government Association**

**University Commons 319**

**Phone (973) 720-2157**

The purpose of the Student Government Association is to investigate, understand, promote the interest and welfare of the student body by providing a means through which members may express themselves effectively in matters which affect the student as a member of the William Paterson University community, to mentor all student clubs and organizations and committees chartered through the Association, and to provide an academic, cultural, educational, social, and physical activities for the student body as well as the rest of the University community, in cooperation with the University administration via the student activities fee. As stated in the Student Government Association Constitution, every student of William Paterson University who has paid the student activity fee shall be a member of the Student Government Association.

### **University Honors College**

**Raubinger 154**

**300 Pompton Road**

**Wayne, NJ 07470**

**(973) 720-3657**

Students in the University Honors College take advantage of the University's wide-ranging offerings, and augment them by developing individualized programs of study. Honors students have greater flexibility in choosing their University Core Curriculum courses and their Honors tracks. Honors students often also pursue minors and double majors. A goal of the University Honors College is to facilitate interdisciplinary study for all students, in first year clusters, in the tracks, and in the thesis. The University Honors College is a community that includes all students enrolled in Honors University Core Curriculum classes, all students participating in a track, all faculty members teaching in Honors, all faculty overseeing a thesis, and all members of the University Honors College staff.

### **Writing Center**

## **124 Grant Hall Phone (973) 720-2633**

The William Paterson University Writing Center provides one-on-one tutoring for anyone in the University community working on any kind of writing in any stage of development. Tutorial sessions typically take thirty minutes to an hour and include discussion of style, logic, voice, transitions, grammar, and organization. Tutors work with students so that they learn to do the important work of proofreading and editing their own writing. Writing Center staff does not talk about grades or proofread students' work for them; rather, they work on issues that contribute to students' long-term growth as writers.

### **Frequently Asked Questions and Answers**

1. Is an internship/practicum required for the BSW degree?

Yes. The internship requirements align with the standards of the national accrediting body, the CSWE. Courses, including the minimum 400-hour internship requirement are foundational to both the knowledge and experience needed to establish competency.

2. Do I have to register for SWK 4010 even if I have already taken an internship independently?

Yes, you must register for SWK 4010 sequence, even if I have already taken an internship class. The BSW Practicum, along with the coursework and assignments meet the national standards by the CSWE. External internships acquired outside of the SWK 4010 course will not qualify for the mandatory practicum requirement.

3. Do I have to find my own internship site or do you provide me with one?

Students registered in the SWK 3950 course will engage in the practicum enrollment process. BSW students work with the SWK 3950 faculty, BSW Program Director/Internship Coordinator the semester prior to enrollment in the SWK 4010 to assure adequate placement.

4. Are there any forms I have to fill out for the internship?

Yes. Students are required to complete an internship application, required during the SWK 3950 course. Students will not be issued a permit and allowed to register for the BSW Internship until all paperwork is completed and an internship location secured.

5. Can I always take a class from other colleges or community colleges?

No. Students can take courses from other two-year colleges when they have fewer than 70 credits. Students can take courses from other four-year colleges or universities when they have fewer than 90 credits. Any students who take classes from other colleges or universities must have at least a 2.0 GPA and they must get approval from the Department Chair or Assistant Chair and the College Dean (College of Humanities and Social Sciences [COHSS]) *before* they take classes in other colleges or universities.

6. Can I take more than two classes in a summer session or more than 18/19 credits in the Fall or Spring semester?

Not everyone can. Only exceptional students with a GPA of 3.00 or higher may be allowed to students can take up to 12 credit during the entire summer. But they can only take up to 2 courses (6/7 credits) simultaneously during a particular “session” of the Summer or more than 18/19 credits in the Spring and Fall semesters. If a student wants to take over 6/7 credits during the Summer Sessions or over 18 or 19 credits in the Spring or Fall semesters, they need to get permission from the Department Chair and then from the Associate Dean of (COHSS).

7. Can I take more than one class in the Winter Session?

No.

8. Can I repeat a class to improve my GPA?

Currently enrolled undergraduate degree students may repeat a course or courses in which a grade lower than C- was received but the option to repeat a course may be exercised no more than five (5) times in total during their matriculated enrollment. No individual course may be repeated more than twice.

9. Do I have to retake the class if I received a grade below a C+ in BSW major courses?

Yes. Practice social work courses require students to pass with at least a B-



10. Can I graduate when each part of my degree audit says MET?

No. You must have completed a total of 120 credits for the Bachelor's degree and also have completed 48 credits for your major, along with successful completion of the 400 hour practicum requirement. You must also maintain at least an overall GPA above 2.5; and at least a (B- or 2.7 GPA)

11. Upon completion of a BSW at William Paterson, do I qualify for a NJ State License?

Yes. The Social Workers' Licensing Act of 1991 created New Jersey's State Board of Social Work Examiners. The Board protects the consumers of New Jersey by setting the standards for qualification, education, training and experience for those who seek certification or licensure to practice as a social worker in New Jersey. The board NJ Board licenses and regulates social workers at the bachelor's level and licenses at the master's level. A BSW qualifies graduates for a Certified Social Worker (C.S.W.) License. A CSW provides social work services, such as assessment, consultation and counseling, planning and community organization, policy and research, administration, and client-centered advocacy. An official transcript indicating that the applicant has received a baccalaureate degree in social work from an educational program accredited, or in candidacy for accreditation, by the Council on Social Work Education.

12. Does a BSW help expedite completion of a Master's in Social Work Degree (MSW)?

Yes. Many of the local universities offer advance placement MSW programs, which accept up to thirty of the 48 credits required for the WPU BSW degree and will transfer those 30 credits towards and MSW with advanced standing Degree. To qualify for conditional acceptance into MSW with advanced standing Degree Program, students must meet criteria set forth by advance standing MSW program. Each program has their own minimum standards. Students are encouraged to connect with preferred MSW program for additional admission information.

## **Part II: Field Practicum Manual**

**Field Practicum Manual  
William Paterson University  
Bachelor of Social Work (BSW)**

**This Policies and Procedures Field Practicum Manual was  
created to provide information about Field Practicum to BSW Students, Field  
Instructors, and Task supervisors of Field Practicum**

## Commonly Used Terms Used

**BSW:** Bachelor (baccalaureate) of social work.

**BSW Program Director:** Faculty member responsible for the administration of the BSW Program.

**Council on Social Work Education (CSWE):** The national accrediting body for social work education

**Field Instructor or Field Supervisor:** Social worker either within a practicum agency, or within the university BSW program, assigned to provide or arrange for the day-to-day supervision of practicum students and to evaluate student performance in coordination with practicum faculty, and site task supervisor.

**Learning Plan:** Individualized learning plan created by student and Field Instructor/supervisor to help support competency building and learning. A plan is submitted for review within the first six weeks of field practicum placement to the BSW Director/Practicum coordinator for final approval.

**Practicum/Field Placement/Internship:** The terms “practicum, field placement, and internship” are often used interchangeably. Practicum is the signature pedagogy of a social work program. The practicum in the BSW program requires the completion of (400 hours) completed during the senior year. The BSW practicum provides students with learning agreements, faculty and social work supervision, and integrative experiences that prepare graduates for entry-level, generalist social work practice.

**Practicum Field Coordinator:** Faculty member responsible for the administration of the practicum program.

**Senior Seminar:** Course to be completed in conjunction with field placement to further support student learning and preparation for the field of social work, course learning outcomes align with CSWE EPAs 2015.

**Senior Seminar Faculty:** Faculty who teaches the senior seminar course. This person can be the same person as the field advisor/liaison supporting with clinical supervision for cases in which a student is placed at a site without a social work supervisor or simply a faculty member responsible for the course content for the senior seminar course.

**Task Supervisor:** Term used for a person at the practicum site which provides appropriate social work experience but does not have a qualified social work supervisor. When a qualified social work supervisor is not available, the agency offers a task supervisor who helps support the day-to-day assignments. This person would work in conjunction with a qualified social worker outside of the agency, often provided by the university via a faculty member.

**Faculty Practicum Advisor/ Faculty Field Advisor/Liaison:** Term used for a clinical supervisor that can be a member of the BSW faculty program, or a community member serving in the clinical supportive role. The advisor/liaison meets with a student weekly for clinical supervision and supports engagement of social work integration. This person works closely with both the student and the task supervisor.

### **BSW Practicum**

The BSW program at William Paterson University prepares students for careers that build up communities and transform lives. As a signature pedagogy of social work education, students must complete a practicum placement in their final year of the BSW program. Practicum placements allow students to integrate theory with practice and to identify themselves as social work professionals through experiences at diverse social service agencies and organizations.

Under the guidance of the Council on Social Work Education (CSWE), the national accrediting body for social work education, the successful completion of field practicum placement requires a minimum of 400 field practicum placement hours at a qualified agency or organization, and with the support of a qualified field instructor. Students are required to participate in educational experiences provided at the fieldwork placement, which requires receptivity to the learning process and openness to suggestions and directions. Our field education practicum program offers generalist practice opportunities for BSW students to demonstrate social work competencies with individuals, families, groups, organizations, and communities, and illustrates how this is accomplished in field settings.

### **Required Social Work Practicum Placement Courses (Senior Year)**

- SWK 4010: Practicum and Senior Seminar I (6 credits). This course aims to integrate social work theories, principles, and fieldwork experience. Requires participation in 200 fieldwork hours (about 16 hours a week for the semester)
- SWK 4020: Fieldwork and Seminar II (6 credits). Continuation of SWK 4010. 200-hours of fieldwork (about 16 hours a week for the semester).

In collaboration with the Director of BSW/Practicum Fieldwork Coordinator, students are matched with potential practicum sites prior to the beginning of the SWK 4010 semester. Matching with practicum sites involves an assessment of student career goals, interests, and student skill/prior relevant experience. Students will generally remain at the same placement for the full 400 hours during an entire academic year, unless otherwise specified.

Prior to student practicum matching, students must meet appropriate minimum standards. In addition to the minimum academic standards set forth by the BSW program, pre-requisite course mandates, such as the BSW Student Practicum Application form completion. BSW students are required to show preparedness for field practicum by demonstrating professionalism in all

aspects of the educational process, and the practicum match process, including interactions with faculty, staff, field agency employees and peers. A match for the BSW Practicum will only occur for students who achieve at least a 2.5 overall GPA, obtain at least a B- in all required BSW required curriculum courses, BSW Major GPA of at least 2.7, and meet the professionalism standards below:

BSW Students are ready to begin field practicum when they are able to:

- Demonstrate ability to form positive working relationships with clients, faculty, staff, field agency employees and peers;
- Model self-awareness and self-control;
- Demonstrate the ability to work cooperatively with others;
- Show respect for diverse opinions;
- Show ability to work toward resolving their personal issues that may impair performance in field placement or in the profession;
- Comply with all academic and behavioral policies
- Display and meet professionalism standards, such as, but not limited to:
  - Completing tasks on time
  - Demonstrating honesty
  - Responsibility (appropriate engagement of resources)
  - Respect of learning environment (contributes, improves and shares resources)
  - Confidentiality (including limits of confidentiality)
  - Attendance / punctuality

Prior work experience cannot substitute the requirement of fieldwork completion. No exemptions.

To fulfill the 400-hour requirement, all students must schedule approximately 16 hours per week at their assigned placement. Typical offerings are Monday and Friday (8 am-8 pm). Placements before 8 am, after 8 pm, or on weekends are not guaranteed. Students must meet with the BSW Director/Internship Coordinator to discuss any unique circumstances of special needs.

The fieldwork course and practicum will culminate with: (1) an exit survey by the students, in which students assess their fieldwork learning experience, (2) a formal evaluation by fieldwork supervisors of students' performance and ability to successfully incorporate the professional, ethical, and theoretical practice, (3) a final grade from the Practicum and Senior Seminar course accounting for student learning outcomes, and practicum performance.

### **Fieldwork Curriculum Educational Policy and Accreditation Standards (EPAS)**

The Council on Social Work Education has created 9 core **Educational Policy and Accreditation Standards (EPAs)** of social work practice, which guide the field work.

The BSW program at William Paterson supports placements which align with the CSWE EPAs.

### **2015 Educational Policy and Accreditation Standards (EPAS)**

1. Apply social work ethical principles to guide professional practice;
2. Apply critical thinking to inform and communicate professional judgments;
3. Engage diversity and difference in practice;
4. Advance human rights and social and economic justice;
5. Engage in research-informed practice and practice-informed research;
6. Apply knowledge of human behavior and the social environment;
7. Engage in policy practice to advance social and economic well-being to deliver effective social work services;
8. Respond to contexts that shape practice;
9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

A critical element of social work education is the identification of self in a professional capacity, and the ability to conduct oneself based on ethical guidelines and professional accountability.

### **Curriculum Standards and Field Integration**

The BSW curriculum at William Paterson University includes an integration of both theory and practice. Our BSW program covers the four core subjects in the field as presented in national social work education models for bachelor's level programs.

Four core components include:

- Generalist practice with individuals and families (micro practice)
- Work in organizations and agencies (mezzo)
- Social welfare policy (macro)
- Field Practicum experience

Our program begins with an introductory course, which prepares BSW students to gain a deeper understanding of the profession of social work, the ethical and professional responsibilities, and the origins of advocacy and professional case management. Additional practice courses in the BSW curriculum aim to teach students the foundational theoretical framework of ethical social work practice.

Our practice courses (Intro to Social Work, Social Work Micro Practice, Psychopathology and Professional Orientation) will prepare students to gain competency in key social work theories such as systems theory, social learning theory, psychosocial development theory, psychodynamic theory, and social exchange theory. Our program will utilize tools such as case studies, ecomaps, genograms, sociograms, and role-playing exercises to help strengthen students' understanding of theories and prepare students for live fieldwork practice. During a student's final year in our BSW program, students will participate in a fieldwork practicum and a field seminar course. The field seminar course will utilize a combination of journal assignments, self-reflection exercises, DAP notes, video

assessments, and process recordings to help integrate and further connect a student's field practicum experiences to the theoretical underpinnings of the social work profession.

Both transfer students and freshmen will take these courses unless they have taken equivalent substitutes elsewhere, which are reviewed and approved by the BSW Director. All BSW students will also take the required Human Behavior and Social Environment (HBSE) sequence (SWK 2100 and SWK 2200), which provides a background knowledge in lifespan / development psychology as well as mezzo and macro-level social work.

While taking 2000-level social work courses, students will also take two sociology classes that provide greater depth understanding for the field -- Sociology of Family and Social Inequality (or Minorities in America). The goal here is for students to see how the work of assessment, intervention and evaluation fit into a larger social context.

After passing their 2000-level social work courses, students will take SWK 3010 Introduction to Social Work Research. Students will learn how to formulate social scientific questions, and how to locate, synthesize, and critique research findings. Students will learn about a wide range of research techniques, including experiments, observations, and evaluation research, as well as the fundamental concepts and ethics underlying all methods. Emphasis will be placed on understanding how the efficacy of interventions is determined.

By the second semester of their junior year, students will be ready for a course that helps them transition from learners to practitioners. As such, they will take SWK 3950 Professional and Cultural Orientation, which prepares them to gain what they need to know in their fieldwork during the senior year and solidify their identity as social workers.

### **Integration between Classroom and Field Placement**

The BSW program at William Paterson University offers a coherent and integrated curriculum from classroom learning to field practicum. Our program's curriculum design ensures multi-dimensional competency-based learning, while incorporating generalist social work values, knowledge, and skills. Our program aligns with the foundational social work pedagogy, enabling our students to develop purposeful, intentional, and professional human engagement and to promote holistic community well-being. Our BSW program encourages critical thinking, affective reactions, and exercise of good judgment that consider our diverse community and the multi-dimensional needs of our student population and those of our immediate community of Passaic County, NJ.

Our social work curriculum includes theory-based learning, case examples, video and audio assessments, research, the use of technology, class exercises, volunteer opportunities, interviews, presentations from field experts, annual convening, and supervised field education at qualified settings.

Our BSW programs aims to build agents of change who understand complex themes such as power and control, holistic wellness, trauma, toxic stressors, informed consent,

environmental influence, advocacy, unconditional positive regard and engagement within marginalized communities.

### **Theoretical and conceptual contributions of the classroom and field settings**

Our BSW curriculum and field education program prepares students to connect the theoretical and conceptual contributions of the classroom through three components:

- 1) field seminar class,
- 2) field practicum,
- 3) field events.

Using a combination of the three elements, students can demonstrate their knowledge through liveclient engagement and reach the competence necessary to enter professional practice. Our BSW curriculum, seminar class, and fieldwork are connected through integrated learning activities about theories, concepts, and their practice applications.

The field practicum experience and seminar mutually reinforce each other to prepare students for all areas, such as research, understanding of human behavior, social policy, and practice with individuals, groups, organizations, and communities.

### **Examples of Classroom Integration:**

- 1) SWK 2100 Human Behavior in a Social Environment I, SWK 2020 Micro Social Work and other required courses teach students key theories, such as the bio-psycho-social-spiritual model and the complex interconnectedness of our service delivery model. This course supports student's understanding of how individuals develop and interact. Students can draw upon the theories in this course to explore areas of universality and difference in the context of gender, race, ethnicity, sexual orientation, spiritual practices, socioeconomic status, power/privilege, and forms of oppression. In this course, students are introduced to Maslow's hierarchy of needs, Piaget's stages of cognitive development, and the Bowen Family System's model. Students are asked to process their own power and privilege as a prospective social work professional and explore ways in which power and privilege impact client engagement and service delivery.
- 2) During the fieldwork seminar class, SWK 4010/SWK 4020, BSW students enhance, and practice interviewing, reflective listening, and communication skills. Students engage in various activities such as class role plays, and course assignments that focus on concepts such as bio-psychosocial model, systems theory, family system theory, wellness continuum model, evidenced-informed treatment modalities, trauma-informed practice, and crisis intervention models. Students also learn and prepare for field practice and client engagement by observing the practice course instructors demonstrating these skills, viewing videotape interviews, and reviewing various case study examples. Students are encouraged and guided to simultaneously practice social work skills in their field placements, first through observation of their field supervisors, and then through their work with individuals, groups, organizations, and communities. Students will



also process their experiences individually and collectively via assignments such as process recordings during seminar classes. Additionally, aligning with the learning contracts, students process their learning and integration of theory and practice during field supervision.

- 3) Additional examples of activities that connect class and field within our BSW program include utilizing bio-psycho-social assessments based on case samples from field practice, self-reflection journaling exercises during courses such as SWK 2020 Micro Social Work, and SWK 3950 Professional Orientation, to help process their life experiences, engage in case-based analysis, critical self-reflective exercises, and class presentations. During these assignments and class exercises, students are encouraged to incorporate theories such as systems theory, psychosocial development theory, and social learning theory. Lastly, concepts such as empowerment, anti-racist and anti-oppressive practices, human rights, self-care, power dynamics, systemic issues, and holistic/integrated health and well-being are incorporated in assignments, modules, course discussions, and reading in various courses throughout the BSW curriculum. These concepts align with the NASW code of ethics, the CSWE competencies, and the strategic plan and vision of our university.

#### **Additional Example of Classroom Assignments:**

- *Risks and Protective Factors Framework Assignment*: Read Substance Abuse and Mental Health Administration Service. 2019. “Risk and Protective Factors” (<https://www.samhsa.gov/sites/default/files/20190718-samhsa-risk-protective-factors.pdf>) and the Center for the Study of Social Policy resource, “Strength Perspective Model.” (<https://www.cssp.org/young-children-their-families/strengtheningfamilies> ) and complete this assignment: Students are asked to submit a journal where they assess the risks and protective factors for an identified client and demonstrate social work concepts, theories, and skills which can support enhancing resiliency and minimizing risk.
- *Groups, Communities, Organizations assignment* (SWK 2200 Human Behavior and Environment II class): This assignment requires you to select a topic of interest and critically review the theoretical, empirical, and practice literature related to the chosen topic. Additionally, you will develop and present reasonable recommendations for social work practice based on your analysis of the evidence. You will also need to consider how to engage members of the community/group related to the issue and propose solutions for addressing the identified problem.

#### **Policies and Procedures for Field Practicum Education**

To ensure that our field education program allows students to demonstrate social work competencies through in-person as well as through the use of digital technologies, the BSW Director/Field Coordinator will enforce the following policies and procedures:

#### **Selecting Field Practicum-Settings**

- The BSW Director/Field Coordinator will research, assess, vet, and approve all practicum site placements. Any community-based site interested in hosting a BSW student will be

asked to complete a Practicum Interest Form, which will be used to support the most adequate settings for our students. After program has been assessed as a good match by the BSW Director/Field Coordinator, sites will be included in our internal Practicum Site spreadsheet, and available for student matching.

- To support student learning, and autonomy, BSW students can participate in locating their own field placements. In such cases, students will submit the name of the interested site, contact information of the site leadership, and the BSW Director/Field Coordinator will contact organization and support with vetting the site. Once approved, the site will also get added to the Practicum Site spreadsheet for future student matching.
- All sites whether located by the BSW program team, or by the student, will go through a vetting process to ensure they conform to our program's policies, criteria, and procedures for qualified field settings.

In addition to the initial vetting process, the BSW program leadership will engage in continuous assessment of site appropriateness via the following protocols:

- The BSW Director/Field Coordinator will review all student learning agreements/contract twice per semester: at the start of field, during mid-year, and final site visits.
- The BSW Director/Field Coordinator will review field hours tracking spreadsheet weekly, as entered into Blackboard along with weekly field notes.
- The Field seminar instructor will review the weekly journal assignment submitted by students via our LMS (Blackboard) to document their practicum experiences..

### **Placing Students:**

Matching students with a qualified field setting that will co-facilitate their competency-based learning. Our program facilitates an educational partnership between the student and the field setting via the site application, verification, and individualized educational plans required for each student placed.

### **Out-of-state and international field settings**

Our program anticipates most of our practicum sites will serve the immediate New Jersey community, however, we acknowledge the potential for both out-of-state field placements, given our proximity to several states representative of some of our students' home locations. Our program can engage in vetting of out-of-state practicum sites using similar assessment process as in-state programs. At this time, we will not permit international placement matches. However, we will review this policy as our program continues to grow.

### **Notification of Practicum Policies**

Students are notified of practicum policies in the student and practicum handbook, and during SWK 3950 Professional Orientation course, a prerequisite to practicum placement typically scheduled during the junior year in the BSW program. In addition, all students enrolled in SWK 4010 will participate in an orientation session held during the first day of class in accordance with the academic calendar.

Field settings are notified of practicum policies during an annual orientation. Any updated content is shared in August during the first week of the academic calendar. These policies are posted in Blackboard, the university LMS system, which is made available to all field supervisors/instructors, and to all students registered in the practicum and senior seminar course.

### **Acknowledgement of Field Setting Policies**

**Both students and Field Settings Supervisors will sign the acknowledgement of the following policies:**

- Students must complete 200 hours of field practice per semester for a total of 400 hours of field practice per academic year.
- Only field hours completed within identified field setting is counted towards the completion of hours.
- Seminar/simulation activities are omitted from field hour count.
- Field supervisor/field instructor are responsible for ensuring in person contact. These hours are verified via a timesheet that must be signed by student and field instructor and available for review twice per semester.
- Students must also include count of hours at field in their weekly journals, to be submitted for review by Seminar Faculty via Blackboard.
- Hours completed prior to course enrollment and life experience are not allowed to count towards the field practicum requirement.

### **Criteria for Student's Admission to Field**

Our BSW program upholds the following criteria for admission to field education. To be admitted to SWK 4010 Practicum and Seminar I, students must take SWK 3950 Professional Orientation and receive at least a B- in the course. The course focuses on preparing students to transition into field practice. In the SWK 3950 course students review the 2015 CSWE EPAs and participate in various in class activities to process and reinforce those competencies. Students utilize strategies such as viewing videos, engaging in processing journals, group activities to reinforce theoretical understanding that will ensure student's readiness to field. The course faculty engages and models behaviors that align with social work code of ethics. The various assignments in the course help the faculty determine student readiness for field practice.

The requirements for this course and the admission to the Field Education Program include:

- Students must be in good academic standing;
- Passing the prerequisite course, SWK 3950 Professional Orientation in Social Work with at least a C+;
- Complete the BSW Practicum Student Interest Form (completed in the prerequisite course, as a required assignment);
- Complete a resume and cover letter, and any recommended revisions by faculty (completed in the prerequisite course as a required prerequisite assignment);
- Meet "Field Readiness Guidelines" identified during SWK 3950 course.

The policies for admission into field practice are posted outside the social work office, shared via handouts with the student advisement department, included in the BSW student handbook, discussed in the SWK 3950 course, and emailed twice during the academic year to all BSW students, once in August at the start of the semester, and another in May at the end of the academic year.

In addition, our program continuously updates our BSW website where students will have on-going access to policies, protocol, and standards.

### **Field Practicum Readiness**

In addition to the minimum academic standards set forth by the BSW program, pre-requisite course mandates, such as the BSW Student Practicum Application form completion, BSW students are required to show preparedness for field practicum by demonstrating professionalism in all aspects of the educational process, and practicum match process, including interactions with faculty, staff, field agency employees and peers.

BSW Students are ready to begin field practicum when they:

- Demonstrate ability to form positive working relationships with clients, faculty, staff, field agency employees and peers;
- Model self-awareness and self-control;
- Demonstrate the ability to work cooperatively with others;
- Show respect for diverse opinions;
- Show ability to work toward resolving their personal issues that may impair performance in field placement or in the profession;
- Comply with all academic and behavioral policies

### **Practicum Admission Requirements**

The field practicum course (SWK 4010 – Practicum and Senior Seminar) only admits students who have met our program’s identified criteria. No exemptions to the identified criteria will be made. Additionally, prior credit, life experience, and prior internship placement(s) cannot waive practicum requirements set forth by the program, and the accreditor. All BSW students must complete the required 400-hour practicum placement, and the senior seminar course.

### **Assuring Admission Requirements Are Met**

- *When reviewing students’ records, how does our program ensure all criteria are met?* A grade of at least a C+ in the prerequisite class, SWK 3950 Professional Orientation in Social Work, ensures that all criteria for participation in field practicum program are met.
- *Are there separate applications, forms, or documentation submitted by the student?* Yes, students must complete a BSW Practicum Student Interest Form, resume and cover letter, which are assignments in the pre-requisite course SWK 3950. Those forms, and applications are reviewed, and assessed by the BSW Program Director/Field Coordinator to support student placement match and verify student criteria.

- *Is there a process/mechanism used to ensure all criteria are met?* Faculty assigned to the prerequisite course ensures criteria is met via graded assignments. Student records are verified by BSW Program Director/Field Coordinator
- *Who reviews students' records and/or materials to ensure criteria is met?* Faculty assigned to the prerequisite course reviews materials, forms, and documents to ensure criteria are met, per pre-requisite course objections and learning outcomes. BSW Director/Field Coordinator also reviews materials prior to placement match.
- *Who grants admission into field practicum course?* BSW Director/Field Coordinator grants admission into SWK 4010, students who do not meet the criteria will not otherwise be eligible to register for the course. Permission request is integrated into our registration system.

### **Practicum Placement Pre-requisites**

Only those BSW students who are enrolled in SWK 3950 and who meet practicum requirements will be allowed to enter field practicum education instruction and receive a practicum placement match.

#### **Identifying Appropriate Practicum Sites**

Our university and the Department of Sociology and Criminal Justice have established substantial relationships with several local diverse social services entities. These local social services organizations provide internship placement for our social services concentration students and are grandfathered to offer practicum opportunities to students in the BSW program. The various local organizations understand the accreditation standards of social work field education. Practicum sites offered to our BSW students will offer field education placements that afford generalist practice opportunities to help students demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Sites will be selected based on site interest, availability to host, student interest in site service category, and site agreement to follow the minimum standards in alignment with CSWE.

#### **Site Requirements for BSW Practicum Placements**

Our practicum placements should align with the Council on Social Work Education (CSWE)'s stated site requirements:

*“CSWE requires that accredited baccalaureate and master’s programs use a competency-based educational framework to guide students in completing field education courses and community field practica, often referred to as field placements. This requires joint effort on the part of social work programs administering field education programs and on the part of students completing field placements. CSWE accredited programs are required to vet, develop, and monitor field opportunities where students can observe and practice social work under an experienced, and often licensed, social worker. During these courses, students do not yet meet the job-related*

*training, competency, and educational requirements of professional and licensed social work positions. Therefore, field placements afford students the opportunity to engage with clients and communities as a component of their educational program and without a social work license, similarly to other educational, medical, or other health professional accredited programs. These educational experiences are structured as learning and not labor, and comply with the U.S. Department of Labor Wage and Hour Division, Internship Programs Under the Fair Labor Standards Act.”*

### **Application Process and Fieldwork Assignments**

The field placement process begins while a student is enrolled in SWK 3950 Professional Orientation in Social Work. Fieldwork assignment matches require a student Practicum Interest Form Application, and a meeting with BSW Director/Fieldwork Coordinator. During the Fieldwork assignment process, students are encouraged to explore areas of interest within the social work field. The application supports the indication of preference for field area and population. Field placement matches take into consideration the following: placement availability, student interview, and goodness of fit.

### **Informing Students of Placement Matches**

Students are notified of field placement matches via official university e-mail address before the start of the semester in which the student is starting field practicum placements. After a match is offered to the students, the students are required to contact the match site, and schedule a practicum placement interview. Practicum sites make final decisions regarding consideration for student placements. Sites are encouraged to consider student experience, fit, and availability of hours during placement interviews. Students are to remain in the same field practicum placement for an entire academic year.

### **Preparing for Fieldwork after Fieldwork Match**

After placement match is offered, BSW students are responsible for initiating contact with their assigned fieldwork site, submitting an email to the site with their resume and summary of qualifications. The student will schedule an interview with the assigned field lead. The recommended site lead and student will determine if placement is mutually agreeable. After there is a mutual agreement of placement, the student will notify BSW Program Director. The BSW Program Director will submit any required documents, as deemed necessary. The student is to follow the practicum site on-boarding process, which can include fingerprinting, background checks, etc., and plan a start date within the first week of the semester. Practicum sites and students will both receive a copy of the academic calendar to support with scheduling planning.

### **Fieldwork Timeline of completion**

Fieldwork begins at the beginning of the academic calendar and continues until mid-May. Students are meant to remain in the same placement for the entire academic year. Participation in both Fieldwork and Seminar are required with registration for SWK 4010 and 4020. The fieldwork Seminar meets as a group once a month. In addition to the group meetings, one-one student meetings are scheduled throughout the semester. The Fieldwork Seminar instructor serves as the student's Fieldwork Advisor and supports in the processing of Fieldwork

experience. Students must attend all scheduled seminar classes, individual meetings and must complete all assignment coursework, in addition to practicum placement responsibilities. Completion of field practicum must align with the academic year and adhere to the academic timeline.

### **Site Visits by BSW Program Representative**

During the first semester of field practicum placement, meetings with students and field supervisors will be held. The meetings will support to strengthen the learning objectives, review policies, and support the integration process.

### **Student Expectations for BSW Practicum Fieldwork:**

All students must complete a minimum of 400 hours of Fieldwork during the academic year, including 200 hours in the first semester and 200 hours in the next semesters. Completion of hours are verified via weekly timesheets signed by both student, and field instructor/supervisor.

The student is responsible for learning and adhering to the fieldwork agency's policies and customary practices, including behavioral expectations, safety protocols, and dress code. Students are expected to discuss issues or concerns that emerge within Fieldwork Instructor and, if necessary, with assigned SWK 4010/20 Faculty.

During practicum placement students must adhere to the following:

1. All students must create a mutually agreeable schedule with their assigned field instructor/supervisor during the on-boarding process. The BSW program does not guarantee placement that includes evening or weekend hours.
2. Regular attendance and promptness at the field placement are required of all students and are reflected in the grade. Students must notify the Fieldwork Instructor or their designee at the agency if they are going to be absent, per agency expectation, and utilizing appropriate designated agency protocols. Days or hours missed must be made up within the registered semester, with approval by agency supervisor. In the case of an emergency or in accordance with local health guidelines, students are required to consult with their Fieldwork Instructor to make special arrangements to make up the time.
3. Students are to review the university calendar with their assigned supervisor and align site placement days with the calendar of the assigned agency. Students should consider holidays and agency closures ahead of time to ensure timely completion of internship hours within the semester.
4. The student and Fieldwork Instructor/supervisor are expected to meet regularly each week for at least one hour of supervision. Written supervisory agendas reflecting the student's thinking and concerns must be prepared by the student and submitted to the Fieldwork Instructor before the supervision.
5. Students will have written assignments to help process and integrate Seminar and Field Placement.
6. Students must complete the Fieldwork Attendance Sheet each week; the form is to be initialed by the Fieldwork Instructor/supervisor weekly. The completed form is submitted to the BSW Director at the end of each registered semester and is maintained in the student's BSW educational records.

7. Students may be asked to engage in challenging circumstances such as home visits during inclement weather or home visits in complex environments. It is the expectation that the assigned agency and Field Instructor/supervisor create a safety plan and adequately prepare the student for engaging in the necessary work.
8. Students need access to an emergency plan, phone numbers, policies, and protocols that help to eliminate or reduce work-related risks.

**Engaging in responsible and accountable behavior by:**

- Practicing within the scope of social work
- Respecting others
- Being punctual and dependable
- Prioritizing responsibilities: Such as timely attendance at field, attending class regularly, observing deadlines, completing assignments, keeping appointments, and accepting supervision and critique in a positive manner.
- Work and communication with others that is intended to resolve issues directly, professionally, and is geared toward problem resolution.

**Background Checks and Fingerprinting**

Social Service agencies have various legal responsibilities, which require background checks and fingerprinting for any staff, volunteer, or intern. Some might require a physical exam, fingerprinting, drug testing, and/or vaccination, including COVID-19. Students with concerns and special needs are required to schedule a meeting with BSW Director.

**For The Fieldwork Instructor**

The BSW program requires that students in Fieldwork be supervised by a qualified Fieldwork Instructor with a degree in social work from a CSWE accredited social work program, with a minimum of minimum two years post graduate experience (CSW, LSW/LCSW). (CV/Resume required).

The Fieldwork Instructor must be an active employee of the fieldwork agency and must align with the mission, vision, and ethical standards set by the BSW program, and CSWE standards. The goal of the BSW program and field practicum is to support expanding learning and integrating real-world simulation that helps to support student growth. Field instructors are integral to the expansion of learning and integration of theory and practice required for competence in social work.

**BSW Field Instructor Requirements:**

- Possesses a BSW or MSW degree from a CSWE-accredited program with a minimum two years post graduate experience (CSW, LSW/LCSW). (CV/Resume required)
- The Field instructor agrees to complete a field instructor orientation and training, which includes models of supervision, competency-based student performance expectations, and BSW program's field work requirements. The Field instructor is available to offer at least one hour of individual supervision per week with student(s)



- The field instructor must be always accessible during the accrual of fieldwork hours or create an adequate plan for student support in their absence.

### **Sites who do not meet field instructor requirements**

For cases in which a field instructor does not hold a CSWE-accredited social work degree or have the required experience, the William Paterson University BSW program will provide supplemental supervision by a qualified social work faculty to reinforce a social work perspective and document how this is accomplished. This will be handled case by case. To formalize these placements, interested organizations will need to fill out the BSW Proposed Site Application form.

### **Type of Fieldwork Experience**

Aligning with the core competencies and standards of the CSWE, students are to experience qualified and sound field exposure. As such, we recommended that students properly understand the scope and required level of support, which will vary based on the placement and the type of setting. Students need to experience the continuation of social work services through engagement, assessment, intervention, and termination with individuals, families, groups, communities, and organizations. Assignments should provide the student with the experience of performing the various roles of the social worker, including enabler, mediator, social broker, teacher, advocate, and social activist. The assigned tasks should support the core competencies of entry-level professional social workers and build on the experience-based learning required for practical social work duties and responsibilities.

### **Monitoring Students**

- Field instruction/supervision: Practicum supervision is offered by the qualified field instructor as verified by the BSW Program during selection of field placements, or by a qualified supervisor assigned by the WP BSW Program in instances where adequate supervision is not available at the field placement site.
- Format: Individual, group, or both
- When is field instruction held? Field instruction is held weekly
- Where is it held: Field instruction (in-person and live via virtual modes); Field Seminar Class is a hybrid model both in person and via our LMS system Blackboard
- Duration: 1 hour, weekly

In addition, to monitor students our BSW program will meet with students concurrently for Seminar class where students can process their on-going experiences at field. Our BSW program administration/faculty will conduct field visits and hold at least two meetings with field representative a semester and student at the assigned site to align with student learning expectations. These practices will reinforce learning plans and will also support with student safety monitoring. Student safety while at field will be one of the seminar topics covered.

### **Monitoring of Field Assignments**

The BSW program monitors the quantity, diversity, and appropriateness of the assignments to ensure the quality of the field education experience during the student's placement. An Educational Plan, collaboratively constructed by the student and the field instructor, are submitted to the Field Advisor/SWK 4010 faculty by the end of the sixth week of the semester.

If the Field Advisor/SWK 4010 faculty determines that the assignments in the placement and educational plan are not adequate to meet the student's educational needs, a recommendation for change in placement assignment, or placement site may be made. Changes after placement are rare and considered as a last resort.

### **Responsibilities Of Field Work Agency**

Field education is a vital part of the student's academic trajectory, and it is crucial for all parties to understand the roles they each play to help co-create successful experiences.

#### **The following are specific responsibilities of the agency to the student and to the BSW Program:**

1. The agency mission, vision, and field instructor's philosophy are compatible with the values and ethics of the profession and with the educational objectives of our BSW program.
2. The agency will accept students without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital status or veteran's status (except in those special circumstances permitted or mandated by law).
3. The agency will provide students with an orientation to its programs, policies and procedures, including safety awareness and training within the context of the setting.
4. The agency will provide adequate physical office space, access to necessary technology (Such as computer, telephone, etc.) and access to records to support the student's performance within the field.
5. The agency will allow the field instructor sufficient time to participate in regularly scheduled supervision with the social work intern, meetings and contacts with faculty advisor from the BSW program, orientations and trainings for field instructors as well as sufficient time for critical analysis and evaluation of the student's written work and overall evaluation of student's performance in field.
6. The agency will encourage students to participate in staff meetings and other educational opportunities available in the agency.

## **Responsibilities Of Field Instructors**

1. The field instructor is the agency's employee who will provide on-site supervision and instruction to the students. This is a critical role, which will offer learning, integration, and support to the student as they support to reinforce social work competencies.
2. The field instructor will communicate the field placement program to other members of the agency staff to create a climate conducive to learning and to facilitate the use of agency resources which will help meet the student's learning needs.
3. In collaboration with the student(s), the field instructor will select appropriate learning assignments and will co-create an educational plan consistent with the objectives of field instruction and the agency's goals and purposes.
4. The field instructor will provide continuous supervision to students throughout the duration of the field placement.
5. The field instructor will report to the BSW Director any dual relationship or conflict of interest between the field instructor and student – in compliance with the NASW Code of Ethics standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
6. The field instructor will establish a plan for reviewing and evaluating student's progress through periodic review of students' work. This can include recording, audio, or videotaping; direct observation; student's work with a co-worker or with a client system; written documents appropriate to tasks/assignments, a proposal or grant, policy, or minutes of a meeting. Traditionally, a combination of these means of review and evaluation are used to support student learning.
7. The field instructor will provide an on-going feedback of student(s) performance. A formal online evaluation will be submitted directly to the field instructor at the end of the academic year.
8. The field instructor will submit updated resume to the BSW program administration. Resume's will serve as proof of a social work degree from a CSWE-accredited school of social work.
9. In instances where a site supervisor does not meet the CSWE standards as a field instructor, the site supervisor will hold a task supervisor role and collaborate with the faculty advisor, who will support building the social work competencies.

## **Responsibilities of the Student**

William Paterson University BSW students are learners with varying degrees of experience, knowledge, and skills. Our program holds high expectations of our student's engagement with local organizations, and local community. As such, we expect that students will take an active role in planning and implementing their field instruction experience.

1. Students will actively participate in communications with the BSW program director and faculty, and their field instructor.
2. Students will learn relevant organization's policies, and protocols to support their function as social work professionals in the field placement.
3. Students will abide by the NASW Code of Ethics, display professional behaviors reviewed during SWK 3950, including Confidentiality Policy.

4. Students are expected to abide by the policies and regulations of the assigned agency. This includes functioning within the agency time schedule, maintaining records required by the agency, adherence to agency technology/social media policy, safety policies and dress code.
5. Students in field placement are expected to observe the same screening and on-boarding practices required by the agency for its employees, including (but not be limited to) criminal background checks, medicals clearance (for example, TB), documentation of such tests or immunizations, fingerprinting or HIPAA (Health Insurance Portability and Accountability Act) training.
6. Students will report to the Field Instructor and/or BSW Director of any dual relationship or conflict of interest– in compliance with the NASW Code of Ethics standards – that could potentially result in exploitation or potential harm, favoritism and/or partiality with the student.
7. Students who are engaging in research as part of their practicum experience will conduct research in accordance with the NASW Code of Ethics and the agency or University’s Institutional Review Board (IRB) rules and regulations.
8. Students will prepare for and actively participate in supervision with the field instructor in mutually determined ways delineated at the beginning of the semester through the Education Learning Contract.
9. Students will attend and participate in the mandatory field site visit in the fall semester with the field instructor and faculty advisor.
10. Students note that any modification to the required field hours will require prior approval of the field agency, and the BSW director.
11. Students must follow the Policy for Resolving Problems in Field in the event they experience challenges with the process or content of the learning experiences at the field setting, or with the field instructor first before seeking support from the BSW program administration.

### **Field Instructor Orientation, training, and Continuing dialog**

Our BSW Field education program offers orientation, training and continuing dialog with field educators as follows:

- *Field instructor orientation and training:* Offered continuously via asynchronous Blackboard Learning Management System (LMS)
- *When is it held?* Orientation content is made available at the start of the academic year, typically in August to support the transition of students to field.
- *Frequency of orientation:* Annually, and available via asynchronous learning materials
- *Where is it held:* Orientation and Training will be held asynchronously via Blackboard, (LMS)
- *Is it recorded and shared?* Orientation and Training will be available via content uploaded into Blackboard. Site Instructors will be able to access information starting in August, aligning with the start of the academic year.
- *Who facilitates?* Content of the Orientation and Training will be created by the BSW Director/Internship Coordinator with support from department faculty.

- *Who is invited?* All practicum field instructors, both new field instructors and returning will be required to participate in the asynchronous orientation and training.
- *Is attendance required?* Yes, sites will have access to the LMS system starting in August, aligning with the start of the academic year. Acknowledgement of completion of training and orientation will be embedded into the LMS content.
- *What alternative formats/arrangements are made if field instructors are unable to attend?* The asynchronous version of the orientation and training will be available for participation and on-going review for the entire academic year. Acknowledgement of completion will be required within the first 4 weeks of the academic year.

### **Orientation and Training Topics**

The Orientation and Training includes the following topics:

- Policies, Protocols, Timelines, and Evaluations
- Best Practices for Field Instruction: Competency-Based Approaches
- Supervision Models and Expectations
- Orienting students to the Agency and creating a welcoming environment for learning
- Development of Individualized Learning Plans
- Justice, Equity, Diversity, and Inclusion
- Trauma-Informed Field Instruction
- Navigating Challenges with Field Instruction

#### **Prompts for continuing dialog:**

- Our program will engage sites with continuing dialog via scheduled site visits Email, phone, and/or videoconferencing contact.
- Annual orientation and/or training sessions
- Communication via a learning management system: Blackboard
- Annual March BSW program convening

### **Fieldwork Plan**

The Fieldwork Plan serves several purposes for the school, student, and field instructor. It outlines both the student's and field instructor's expectations. The plan should help the student discover the agency's mission, services, and functions and aid the field instructor in formulating the student's learning objectives and goals. The Field placement Plan should be completed during the first week of Fieldwork. However, it should be considered a fluid document and revised as needed throughout the fieldwork experience. Copies of this document will be provided to the student and field instructor at the start of the Fieldwork experience.

### **Field Education Hours, Policy about Absences, Religious Observance, and Vacations**

Regular attendance in the field placement is expected of all students. Chronic lateness, leaving early, or late callouts is unacceptable. Students must inform the agency of planned absences or lateness, per agency protocol, and field instructor preferred method (email, text, phone call). Students adhere to agency hours and the calendar followed by agency staff. However, students follow the BSW program academic calendar, which will be shared with both students and

practicum placements at the start of the academic year. Students who need to make up field hours may use official school holidays and school recesses if their field practicum placement agency is open during those times. Students may be excused for the observance of major religious holidays that fall during field placement days. If absences due to religious observance cause the student to fall short of the 400-hour requirement, the student must make up the time in accordance with the agency's schedule. If absences for illness, religious observance or personal emergencies exceed three days during an academic year, the additional time should be made up to meet the Practicum requirements.

### **Practicum Site Safety Responsibility**

To support student's safety while at field Practicum, placement sites are responsible for notifying and educating BSW Practicum students of all safety related policies. Safety policies and procedures are to be reviewed prior to starting field or within the first week of practicum. A non-exhaustive list of potential safety information that students are required to be familiar with:

- All safety related policies and procedures for the practicum
- Policies and reporting procedures related to on-site/client emergencies
- Policies to access the building safely (including before /after business hours)
- Check-in and check-out procedures (sign-in, ID, etc.)
- Any internal code for signaling the need for help
- Policies about client meetings (i.e., clients with children, doors open or closed, etc.)
- Policies about safety restraints, and under what conditions.
- Procedures for handling blood related incidents or contaminated hazards
- Location of fire extinguisher and safety exits
- What to do and where to go in case of a fire or natural disaster
- What to do if another staff person creates an unsafe or uncomfortable environment
- Emergency numbers for police, fire department, and poison control
- Process for reporting injury at the agency
- Site policy for client de-escalation
- Policy in regard to clients who are under the influence of known or unknown substances
- How to use building security/police/safety officer
- How to use phone to access help
- How to and uses supervision regarding safety issues.
- What to do and how to document when clients make threats towards others
- Who to contact at the placement site if there is an incident or threat.
- Policies for types of activities/events that warrant Practicum Supervisor and Field Director notification
- The procedure is if there is a suspicion that someone has a weapon.

- Where to store personal belongings such as coat, backpack/purse while at site

### **Process for evaluating field setting effectiveness:**

The process for evaluating field setting effectiveness is continuous, evolving, and comprehensive.

- Site visits will support in ensuring our program that field settings can provide students with safe, meaningful, and quality competency-based learning experiences
- Student feedback during field seminar will focus on student experience at field, exploration of tasks, options for practicing the competencies, and field instruction (i.e., student experience exit survey)
- BSW Director/Field Coordinator conducts an annual exit survey. Survey responses will support in the BSW Director/Field Coordinator recommendations that our program modify, discontinue, or renew the field setting.

### **Policy for Addressing Safety in Field**

The BSW program is committed to student safety during internship. Though incidents are rare, we recognize a predictable level of risks and challenges to safety in the field. In consideration of the variety of settings that are approved sites we have created the following policies to support student safety.

#### **The BSW Program will:**

- Assess safety issues and protocols when approving field sites;
- Require that all field sites include its safety protocols in intern orientations;
- Include safety as a topic for Field Seminar which meets weekly while students are in field;
- Incorporate safety questions into the site visits;
- Refer all safety challenges and concerns to the Department Chair.

#### **The field practicum site/field instructor will:**

- Provide all new interns with orientation that includes training in the site's safety protocol;
- Incorporate safety as a topic and a regular check-in during one-to-one supervision with interns;
- Permit interns to follow their instincts in matters of personal safety;
- Take appropriate actions where safety is a concern, including teaming workers, changing meeting locations, reassigning clients, or other supportive actions;
- Contact the director of field education to discuss all safety challenges and concerns.

#### **The student will:**

- Attend seminar and bring up any concerns for safety;

- Schedule weekly supervision at field site and actively participate;
- Adhere to the School's transportation policy and not drive clients in their personal vehicles;
- Report immediately any incidents or concerns for safety to the faculty liaison and Field Education office. Policy on Professional Behavior

In addition to the above policies, students are required to meet the following requirements to maintain good standing, which also impact student safety in the field:

- Ethical Obligations: Students are ethically and professionally bound to adhere to the NASW (National Association of Social Workers) Code of Ethics;
- Appreciate the value of diversity by demonstrating effective and nonjudgmental relationships and working with others who are different from oneself;
- Adhere to issues of confidentiality as they relate to human services, classroom activities, and field placement.
- Professional Commitment: A strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.

Note: Behavior judged to be in violation of the current NASW Code of Ethics may result in a consultative review and/or administrative action. A demonstrated commitment to the essential values of social work is required, which includes respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

### **Safety in the Field:**

WP BSW Program is responsible for the following safety practices:

- Field setting safety training will begin during the SWK 3950 pre-rec course to field practice.
- Students will participate in a mandatory field orientation scheduled annually in August, which will include the following topics:
  - Safety risk assessment tool used by students;
  - Review NASW guidelines for workplace safety, including discrimination and harassment;
  - Process for mandated reporting and reporting criminal activity;
  - Expectations regarding our students not transporting clients in their personal vehicles;
  - Tips for safety while conducting home visits;
  - Tips for managing human crises and natural or manmade disasters;
  - Offer safety handout as part of their field orientation process.
- Students will participate in structured activities in field seminar such as journaling, dialogue, discussion boards that focus on field safety.
- We will review of learning agreements for task safety and suitability during joint visits with students/site staff.
- Our program will promote student access to the University Health and Wellness Center.



- A learning module in the Seminar class is designated towards education and awareness of burnout, compassion fatigue, transference and other concepts that affect a social worker's health and safety when working with clients.
- Our program will adopt and develop contingency/continuity plans to prepare for times of disruption to the learning environment, such as the COVID-19 pandemic.
- Additional safety offerings will be considered as deemed necessary.

### **Safety Training/In-Service Recommendation**

Safety in the field is an on-going responsibility of all parties. Consideration should be given to in-service training to support students' ability to build both clinical and administrative management of violent clients and violent situations outside the agency, such as agency tabling events, or home visits.

A well-rehearsed specific plan of action in which every member of the staff knows exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

Though a student has a right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriate should be reached by the student, Field Instructor, and Faculty Advisor.

To further support BSW student safety our program recommends against the following types of activities:

- Physical restraint of clients unless restraint training has been offered and completed.
- Transportation of clients unless students have been cleared to drive and manage agency vehicles.
- Transportation of clients alone.
- Treatment of a client with a history of violence.
- Students should never work in the agency at times when and/or in areas where other staff is not present.

Consideration should be given to the following features pertaining to the agency facilities:

- Adequate lighting inside and outside the agency.
- Adequate phone system for signaling emergencies.
- Arrangement of office furniture for easy exit of client and worker.
- The student's Field Instructor should know, or be able to easily ascertain, the student's location during fieldwork hours and should discuss with the intern any activities that require special planning regarding safety.
- Students must not be asked to assume responsibilities that require special skills or knowledge or that put them at increased risk not appropriate for a student intern (e.g., use of restraints or dispensing medications).

If responsibilities are assigned that are outside the typical scope of practice of a BSW intern, the Field Instructor should notify the student's Faculty Advisor about these assignments and explain how they fit into the student's social work education plan and how they have assessed the student's ability to perform such responsibilities.

Students who feel uncomfortable with any responsibilities should discuss their concerns with their Field Instructor and confer with their Faculty Advisor. The advisor should alert the BSW Director or Department Chair of concerns or questions regarding a student's assignments or safety as issues arise.

### **Safety and Considerations for Home Visits**

Home or community visits are essential aspects of service provisions. Our program recommends that placement sites and field instructors assess the student's skill and comfort levels before requesting completion of the home visit. The student's experience with home visits may range from novice to expert. Such assessments can include the recommendation that another worker or security person accompany the student to the immediate availability of telephone consultation. The student's Field Instructor should know when a visit is to take place, and, at a minimum, telephone consultation must be available. In some situations, the student should be given permission not to make home visits; the responsible parties should ascertain if the home visit is necessary. Proper training for home visits must occur before students assume this responsibility. Thorough preparation should be made for student home visits with consideration given to the following elements: The provision of adequate service implies that students be prepared to undertake all activities necessary to understand a client's life situation and to intervene appropriately toward a resolution.

The following guidelines are intended to ensure that they continue to be utilized when indicated under reasonable safeguard. Field Instructors and agencies should take the following precautions to support student safety as it relates to home visits:

- Selection of clients and home environments that are not assessed to be dangerous to the student.
- Discussion of neighborhoods, including any potentially dangerous areas.
- Discussion of appropriate risk-reducing behaviors in the neighborhood and in clients' homes.

### **Student Preparation for Home Visits**

To prepare for home visits, in addition to the engagement with agency protocols, students should ensure the following:

- Clarification of the purpose and development of a specific plan for a home visit.
- Discussion of what to do should the client or anyone else, or anything else, such as animals, that present a threat to the student.
- Provision of appropriate support and back-up.
- Students should place consideration for the time visits are scheduled.

- Visit with an escort or co-worker in high-risk areas.
- Confirm home visit with client prior to leaving agency.
- Plan a route in advance. Use main streets for walking and remain mindful of entrances.
- Consider meeting a client in a community meeting place (e.g., church, community center) if it is appropriate and also feasible for the client.
- If it is unsafe to enter a building alone, ask a community member or client to meet you at entrance for added access support.
- Carry official identification or a letter that establishes your status as an agency representative.
- Use care in carrying personal items and avoid wearing expensive jewelry.
- Remain mindful of footwear, and clothing selection during days of scheduled home visits.
- Use caution in entering elevators.
- In planning trips for client groups, arrangements should be made to have persons available to help in emergencies (e.g. another worker).

### **Transportation and Reimbursement**

Some agencies provide car service or escort service for home visits. Be sure to check the agency policy on transportation. Agencies are expected to reimburse students for expenses incurred as part of any field assignment if they similarly reimburse staff. If a difficulty emerges in reimbursing students, contact the BSW Director. Students should not use their own vehicle to transport clients. Students may, however, drive an agency owned vehicle if they have the appropriate license, agency approval, and appropriate insurance coverage.

### **Change of Field Placement**

Requests for a change of field placement may be made by a student, Field Instructor, or the BSW Program administration. While rare, there could be many different reasons for a change in field placement. For example, changes in staffing such as field instructor leaving the agency, or the agency's inability to offer opportunities that help student meet educational goals. Changes can also emerge due to concerns about student performance, which are not otherwise resolved with the recommended SMART goals identified during joint meetings.

The Director of BSW will collaboratively explore the best course of action (e.g. change of field placement agency; extension of field practicum). If a student has been asked to leave two placements for reason of poor performance, they will not be matched at a third site. In such instances, the BSW Director will review concerns with the Department Chair to explore further recommendations and disposition determination. Disposition can include BSW program dismissal, recommendation the student takes a leave of absence, or recommendation student enroll in a different academic program.

### **Guidelines for Field Assignments, Workload, & Evaluation Educational Plan**

BSW Practicum placements offer diverse experiences to help students reach educational goals, and competencies. Internship (Task/Work) assignments can include direct client contact,

telephone calls, meetings and preparation for groups, collateral work, completion of agency paperwork, home visits, organizing and administrative assignments. Time will also be allotted at an agency weekly for individual supervision, paperwork, and staff/team meetings, conferences, or trainings.

Field instructors should prepare students for each new assignment, helping them to process, and anticipate client's perceptions and feelings or those of other staff or community representatives. Students should not be asked to meet with clients on the first day of field placement and should be moved into assignments gradually. The most successful placement offers a variety of experiences to deepen multi-system practice experiences and to strengthen behaviors in all nine foundational competencies.

### **Retention Policies and Procedures for Fieldwork**

Fieldwork and Seminar I (SWK 4010) and Fieldwork and Seminar II (SWK4020) are a 2-semester sequence. Students must earn a minimum grade of "C" in SWK 4010 to proceed to SWK 4020.

To complete Fieldwork, students must function at the fieldwork agency in a manner that is accountable to the agency, the school, and the profession. Students are required to demonstrate professional behavior consistent with the Code of Ethics of the National Association of Social Workers. Students are to inform the BSW Director of any problems they may be experiencing in the Fieldwork placement.

### **Evaluation of Field Work**

- Fieldwork Instructors' Evaluation of Students' Performance
- At the end of each semester, Fieldwork Instructors are asked to provide an assessment of the student's performance during the fieldwork practice.
- This evaluation, along with coursework assignments, attendance, and participation, will support the student's overall grades for the Seminar and Fieldwork class.

### **Grading Procedures**

The Fieldwork instructor, in consultation with Social Work Program faculty, gives the grade for Fieldwork and Seminar I (SWK 4010).

The following criteria will be used:

- Student attendance and participation in both the fieldwork and seminar course
- Grade achieved via student assignments and presentations
- Written evaluations from the Fieldwork supervisor
- Demonstrated professional and ethical behavior aligned with both the NASW Code of Ethics and the CSWE Competencies of Social Work Practice

### **Student Field Performance Concerns**

When there are concerns about the student's field performance, the Field Instructor is expected to be proactively involved in working with the BSW program to provide opportunities for troubleshooting and learning growth. The BSW program has the responsibility to coordinate a conference including the field instructor and student. This joint meeting is a key opportunity to co-develop a written plan with recommendations for remedying any concerns. The written plan includes SMART goals, which can be assessed and reviewed at a time that is mutually agreed upon during the joint meeting.

An extension of the field placement may be indicated in some cases. If the performance suggests the need for an extension beyond the end of the semester, a grade of Incomplete is given at the end of the semester. Based on the student's performance, the grade will be changed accordingly upon completion of the extension period. In other cases, a change of field placement may be required.

### **Troubleshooting & Problem-Solving Field-Related Issues**

When students encounter difficulties in placement, the first step is for the student to raise the issue with the field instructor. The BSW Program encourages self-advocacy. However, if the student's efforts do not lead to a resolution of the problem, the student should notify the Field Advisor/Faculty to secure support, coaching, and to discuss problem-solving strategies. It is the student's responsibility to contact the BSW Program immediately with unresolved concerns in the field placement or problems affecting performance in the program. The BSW Program team/faculty may contact the field instructor by telephone or, if necessary, will coordinate a way meeting to discuss the concerns. If the situation cannot be resolved or remedied, the Field Advisor may need to support the creation of a new educational plan. If the student is encountering problems affecting academic performance, the student should notify SWK 4010/4020 faculty, and also seek help from an Academic Advisor or related student services available at the University.

### **Termination of Field Practicum Placement**

Termination of the field practicum is a last-resort effort for circumstances that have explored all possible outcomes to resolve any barriers or conflicts. It should be noted that placement will only be terminated or changed with consultation with all the relevant parties, e.g., the BSW program director, the field instructor, and the student. The BSW director must approve any change in field placement, including any decisions leading to the termination of field practicum placements.

### **Termination from Field Internship due to Performance Issues**

In alignment with CSWE policies, BSW Interns are expected to demonstrate attitudes and values congruent with social work professional standards, including the NASW Code of Ethics. Faculty members responsible for evaluating students' classroom performance, field instructors, advisors, other agency personnel responsible for assessing field performance, administrators, and others with whom the students interact within the BSW program community will continuously assess students' ability to meet these standards. Social work students must adhere to standards in the classroom, in the Field, and within the University community. Dismissal from practicum placement by the field agency due to student performance or behavior may impact a student's ability to remain in the program. Under these circumstances, the BSW program director/field coordinator may be involved directly with the student and/or agency supervisors and administration to identify concerns and create a potential resolution.

**Termination from the Field will be addressed in the following manner:**

- The faculty advisor to the field placement will communicate with both the field placement supervisor and the student to complete a review of the situation when there is a termination.
- The student's faculty advisor submits a report to the BSW Administration/BSW Director/Field Coordinator, and Department Chair. The report should include a summary of the situation and an assessment of the issues. All support documents and email exchanges should be attached.
- The BSW Administration will review the situation in consultation with the Department Chair and follow up with the involved parties accordingly.

The Director of Field and Department Chair have the following options:

- a. The student will return to complete the field internship the following academic year if it is determined that their behavior/conduct resulted in termination from an internship with a possible recommendation that the student complete specific tasks to demonstrate the appropriate resolution of difficulties that may have compromised their performance in the internship.
- b. The student may be referred to a second internship with a performance improvement plan in place approved by the faculty advisor and BSW Director/Field Coordinator. The BSW Director in consultation with the Department Chair reserves the right to not offer a second internship based on student performance issues.
- c. The student may be dismissed from the program by the Chair. The BSW Director and the Department Chair will meet with the student and, if appropriate, the faculty advisor to inform the student of the decision. A return to the Field the following academic year may include credit for the number of hours completed before termination of the field placement. However, it is not guaranteed that all hours completed will be accepted into the new placement. This will depend on the student's achievement/progress as well as the new field placement agency's expectations and structure.
- d. Upon review of placement decision, the student may need to explore transitioning to a different academic program to minimize impact on graduation progress. An open dialogue regarding graduation timelines will be addressed.

At times, the BSW program may determine that it is in the student's best interest to wait to reenter another internship. In these cases, it may be recommended by the BWS Director that the student completes specific tasks to demonstrate the appropriate resolution of difficulties which may have compromised their performance in the internship e.g., completion of an ethics course.

The BSW Program reserves the right to deny a student a second internship match based on student performance issues and other pertinent information (e.g., violation of the NASW Code of Ethics) while participating in the initial match placement. The BSW program will not offer a third internship for any single field education course. The student has a right to appeal this decision. The appeal will be to the Dean of the College. Students will not be permitted to register for any social work course until the appeal process for a field education course is complete and resolved.

Mid-Semester Placement Changes: Mid-semester placement changes may require the student to extend field hours to complete agency orientation, rewrite a learning contract, and attend to individual learning needs and agency needs.

An Incomplete ("I") grade in Field must be cleared to continue in Field the following semester. Students must contract with their faculty advisor to complete all hours, placement assignments, and supervision and must have satisfactory performance by the beginning of the following semester. An unsatisfactory performance in the Field, indicated by failure to meet behavioral, ethical and/or academic expectations will result in termination from the BSW program.

### **Employment-Based Practicum Placement**

Our BSW program allows students to complete field placements in an organization in which students are also employed. The following policies apply:

- An employment-based practicum placement must achieve all the placement objectives for a BSW student.
- The BSW student must engage in generalist practice activities under qualified social work program approved practicum instructors/task supervisors.
- The learning objectives of work-based practicums must align with the student learning plans, be reviewed by the student, the prospective practicum instructor/task supervisor, and the designated Practicum Faculty Liaison.
- The WP BSW Program must be assured that the employment organization/agency supports the placement as an educational experience and is committed to providing the time and supervision to be involved in discrete learning activities with specific learning objectives that are related to the placement objectives.
- The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.
- Students interested in pursuing an employment-based practicum placement are responsible for securing and maintaining employment in a social work-related organization. Should students terminate their employment for any reason, they must notify the WP BSW Program immediately. Students are aware that end of employment also means the end of the field placement.
- The BSW program does not assume responsibility of helping students secure employment to pursue an employment-based practicum placement.

### **Employment-based Experiences Requirements:**

Employment-based field placements will be considered case-by-case and are not guaranteed. Employment-based field placements require an additional application in addition to the initial application of field placement and carry further scrutiny.

Students must present proof that they work in a qualified social service agency. Social Service Agency must attest to and acknowledge student field placement requirements and responsibilities and offer assignments that vary to student's current work scope and responsibilities. Employment-based Fieldwork requires the BSW Director's written approval

before the start of field placement hours. Registration, participation, and assignment completion of the Fieldwork Seminar are required and will not be modified.

**Policies and procedures to apply employment-based placements:**

Student field assignments and employment tasks can be the same and counted toward required field hours if the tasks have clear links to the following:

- The nine social work competencies (verified by student learning plan/contract);
- Behaviors related to each competency;
- The appropriate level of practice (generalist or specialized);
- The field instructor and employment supervisor of a student may be the same person. In such cases, supervision time for field education learning must be separate from supervision time for employment
- Paid field placements in any form (e.g., salary, stipend) are permitted;
- Payment may include both field and/employment hours.

**Prior Life Experience**

Please note, in accordance with CSWE standards and BSW requirements, prior life experience cannot count towards the completion of BSW courses or BSW field practicum experience.

**Forms to Support Placement**

**Monthly Timesheet**

Student Name (*first, last*): \_\_\_\_\_

Placement Name: \_\_\_\_\_

Placement Address: \_\_\_\_\_

Placement Supervisor Name (*first, last*): \_\_\_\_\_

Supervisor Title: \_\_\_\_\_

WK	M	T	W	T h	F	S	S	Weekly Hrs.
1								
2								



3									
4									
								<b>Mth</b>	
								<b>Hrs.</b>	

Relevant Notes: \_\_\_\_\_

\*\*Monthly timesheets are maintained by site supervisor. Hours are verified by WP BSW Program Personnel during semester check-in meetings and at end of semester assessments.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Weekly Journal Assignments

**William Paterson University**  
**Department of Sociology, Criminal Justice, and Social Work**  
**BSW Program**

Practicum journals offer an opportunity to apply academic theories and concepts to field experiences and allow the integration of class and practicum. Weekly journals are submitted via Blackboard and are reviewed by BSW Seminar Faculty. The weekly journals must follow the **Data Assessment Plan** ("DAP") notes format.

**Required Format:**

Student Name (*first, last*): \_\_\_\_\_

Placement Name: \_\_\_\_\_

Placement Address: \_\_\_\_\_

Placement Supervisor Name (*first, last*): \_\_\_\_\_

Supervisor Title: \_\_\_\_\_

Total Hours Completed this Week: \_\_\_\_\_

**Data:** [Write data/information about your week at your placement. This section can include a summary of the activities completed, the events observed, or the type of client experiences held.]

**Assessment:** [Write about your feelings, thoughts, and emotions. Use this opportunity to integrate academic learning with experience. Consider social work theories and concepts to support processing.]

**Plan:** [Write about your next steps, plan of action]

## Additional Practicum Forms

### Affiliation Agreement

Department of Sociology, Criminal Justice and Social Work  
William Paterson University

And

William Paterson University on behalf of the Department of Sociology, Criminal Justice, and Social Work, hereinafter referred to as “the University,” designates \_\_\_\_\_, hereinafter referred to as “the Agency,” as an approved setting for Field Practicum placement in the Department’s Bachelor of Social Work (BSW) program. Both the University and the Agency commit themselves to cooperative efforts as described below, in provision for supervised educational practicum experiences for students at the University’s Department of Sociology and Criminal Justice.

This Agreement becomes effective \_\_\_\_\_ and remains in force for a period of one year and may be renewed for up to two additional one-year periods. Adjustments to this Agreement will be included in written addendum. In the event of unforeseen circumstances which significantly affect the student’s educational plan, each party will inform the other so that appropriate alterations in this agreement may be made as early as possible to assure sufficient time for alternate planning.

The University agrees to:

1. Work cooperatively with the Agency in designing appropriate field learning experiences and to actively collaborate with the student and the internship coordinator in decision-making concerning the educational appropriateness, the timing, and the feasibility of internship learning experiences.
2. Respect the autonomy of the Agency to set its own program as a service delivery system.
3. Refer students for interviews for consideration for placement by the Agency, and to make alternate plans for placement of student(s) in the event that such planning becomes necessary.
4. Carry final responsibility for educational decisions concerning the student, such as grades, credits, hours in the Agency, and the curriculum in general.
5. Provide consultation to appropriate staff of the Agency in the general development of its internship learning program.
6. Identify a member of the Department to serve as faculty liaison to the Agency who will:
  - a. Serve as principal liaison between the University and the Agency during the academic year.
  - b. Be available to the executive of the Agency (social work department, agency division, etc.) as needed concerning administrative relationships between the Agency and the Department.

- c. Share with the Field Instructor or Field Task Supervisor the policies, procedures, and educational programs of the William Paterson BSW program.
  - d. Communicate to the Department the concerns and suggestions of the internship site/field agency and the internship site supervisor and/or field instructor(s) regarding Department's programs and policies.
7. Provide opportunities for appropriate evaluations of the Agency as a setting for student learning.
  8. Provide a copy of the Department's Student Internship Agreement Form.
  9. The University shall be responsible for, and shall at its own expense, defend itself against any and all suits, claims, losses, demands or damages of whatsoever kind or nature, arising out of or in connection with any act or omission of the University, its employees, agents or contractors, in the performance of its obligations under this agreement. The University will provide Professional Liability Insurance covering its students in the amount of \$2,000,000/\$4,000,000.

The Agency agrees to:

1. Maintain ultimate responsibility for patient care.
2. Interview students for consideration for placement referred by the Internship Coordinator.
3. Adhere to the conditions stipulated in the Student Internship Agreement Form.
4. Involve students in the total Agency program as appropriate and select assignments for student(s) in keeping with their educational needs.
5. Allow students to use their records of practice for class discussion and assignments. Where such material is used, client confidentiality will be protected.
6. Provide qualified staff as internship site supervisors and/or field instructors for the student.
7. Assure that each internship site supervisor and/or field instructor has adequate time within his/her work schedule to:
  - a. Meet the educational needs of the student(s) through development of learning opportunities.
  - b. Prepare for regularly scheduled conferences with student(s).
  - c. Prepare reports and evaluation as required by the Department.
8. Permit the use of its facilities of students at William Paterson University's BSW students during the period of internship placement.
9. Assure that the Internship Coordinator is advised of policy and service changes and development which may affect student learning or the Department's curriculum.
10. Inform the Internship Coordinator early of any problems that may develop concerning a student's progress or performance.
11. Provide reimbursement of all student travel expenses on Agency business.
12. Observe William Paterson University calendar with respect to student holiday and vacation periods.
13. The Agency shall be responsible for, and shall at its own expense, defend itself against any and all suits, claims, losses, demands or damages of whatsoever kind or nature, arising out of or in connection with any act or omission of the Agency, its

employees, agents or contractors, in the performance of its obligations under this agreement.

For the Agency:

By: \_\_\_\_\_  
Executive Director

\_\_\_\_\_  
(Date)

For the Agency:

By: \_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
(Date)

For the University:

By: \_\_\_\_\_

\_\_\_\_\_  
(Date)

### Examples of Tasks, Roles, and Opportunities to Practice with Each Systems Level in Field Settings

This sample chart below includes tasks align with the type of experiences the organizations can offer to our students.

<b>Systems Level</b>	<b>Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings</b>
<input type="checkbox"/> <b>Individuals</b>	<b>Roles can include:</b> Case Management, Home-Based Case Worker, Geriatric Social Worker, Foster-Case Case Worker, etc. <b>Example of Tasks:</b> case-work counseling, goal-setting, helping to establish concrete needs, offering resources, referrals and supporting with safety planning.
<input type="checkbox"/> <b>Families</b>	<b>Roles can include:</b> Developmental Disabilities support, Child Welfare, etc. <b>Example of Tasks:</b> Intake assessments, referrals, co-facilitate home assessments, offer crisis intervention support

<input type="checkbox"/> <b>Groups</b>	<b>Roles can include:</b> Group facilitator, intake, coordinator <b>Example of Tasks:</b> Screen participants for groups, co-create programming for clients.
<input type="checkbox"/> <b>Organizations</b>	<b>Roles can include:</b> Research, Public Welfare, and Advocacy <b>Example of Tasks:</b> Support with planning, administering surveys, co-facilitating training. Learning about evaluating standards and criteria for service delivery. Analyze policies, programs, and regulations to see what is most effective. Identify social problems, study needs and related issues, conduct research, suggest alternative approaches or new programs.
<input type="checkbox"/> <b>Communities</b>	<b>Roles include:</b> Case-worker, outreach worker, advocacy coordination <b>Examples of Tasks:</b> Supporting at local food pantry, community organizing, community health assessments, services for the uninsured, or community budgeting/financial programs for low-income families.

**BSW Site Practicum Interest Form**

**William Paterson University**  
**Department of Sociology, Criminal Justice, and Social Work**  
**Bachelor of Social Work**  
 417 Raubinger Hall, Wayne, NJ 07470  
 973.720.2000 ext. 4030

Organization/Agency Name:

Phone:

Address:

\_\_\_\_\_ Zip: \_\_\_\_\_

If more than one site, list location(s) address of site(s):

Organization/Agency Director:

Practicum/Internship Point of Contact:

Email Address: \_\_\_\_\_

**Phone:**(\_\_\_\_\_)\_\_\_\_ **Fax:** (\_\_\_\_\_) \_\_\_\_\_

Please Provide a Brief Description of the Organization/Agency:

**Organization/Agency Website:**

**Area of Social Work Practice** (i.e., mental health, medical, substance abuse, child welfare, aging) \_\_\_\_\_

**Modality of Practice Experience** (i.e., case management, group work, individual, crisis intervention)

**Population Served:**

**Description of Proposed BSW Practicum Assignment:**

Number of BSW Placements Available: \_\_\_\_\_

**Hours of Operation:**

**Dates and Times Available for Placement:**

**In-Person only Y/N \_\_\_\_\_ Hybrid Y/N \_\_\_\_\_ Virtual only Y/N \_\_\_\_\_**

**Can you provide interns with: Weekend Hrs.? \_\_\_\_\_**

**Evening Hrs.? \_\_\_\_\_ Day(s) \_\_\_\_\_ Times \_\_\_\_\_**

Special requests (i.e., language spoken):  
\_\_\_\_\_

Special requirements (i.e.: fingerprinting, background checks):  
\_\_\_\_\_  
\_\_\_\_\_

**Acknowledgement:**

Field Instructor Name:

Date:

Signature:

**Sample Learning Plan 1**

**SAMPLE STUDENT LEARNING PLAN**

**Instructions:**

The Student Practicum Learning plans offers an individualized learning tool, which is co-created by the Organization/Agency placement lead, the BSW student and the William Paterson BSW



Program. The sample plan shared below helps to illustrate student’s social work competency for each practice behavior while participating in practicum placement, as guided by the Council on Social Work Education Competencies. Specific student tasks and responsibilities will vary by site and placement. Learning plans are meant to offer a model of the type of live-client engagement required to help meet educational goals.

**The student and the field instructor assess plan, modify, and adapt, as needed, print the document, sign, and date in the appropriate line on the final page of this document.** The student and field instructor should keep a copy of the learning plan. The final learning plan will be included in the student’s file at the end of the semester.

**Learning Plan – Adapted from CSWE, EPAS Driven 2015**

**Competency 1:** Demonstrate Ethical and Professional Behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. 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 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:

<b>Behaviors</b>	<b>Selected Task &amp; Activities</b>	<b>Methods of Evaluation</b>
<b>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.</b>		
<b>Use reflection and self---regulation to manage personal values and maintain professionalism in practice situations.</b>		
<b>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</b>		

<b>Use technology ethically and appropriately to facilitate practice outcomes.</b>		
<b>Use supervision and consultation to guide professional judgment and behavior.</b>		
<p><b>Competency 2:</b> Engage Diversity and Difference in Practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. 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</p>		

<b>Behaviors</b>	<b>Selected Task &amp; Activities</b>	<b>Methods of Evaluation</b>
<b>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</b>		
<b>Present themselves as learners and engage clients and constituencies as experts of their own experiences.</b>		
<b>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</b>		

**Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. 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:

<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</b>		
<b>Engage in practices that advance social, economic, and environmental justice.</b>		

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand 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:

<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Use practice experience and theory to inform scientific inquiry and research.</b>		
<b>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</b>		

<b>Use and translate research evidence to inform and improve practice, policy, and service delivery.</b>		
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**Competency 5:** Engage in Policy Practice. Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. 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:

<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
------------------	--------------------------------------	------------------------------

<b>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social service.</b>		
<b>Assess how social welfare and economic policies impact the delivery of and access to social services.</b>		
<b>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</b>		
<p><b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 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 value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:</p>		
<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical</b>		
<b>frameworks to engage with clients and constituencies.</b>		
<b>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</b>		

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 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 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:

<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</b>		
<b>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.</b>		
<b>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</b>		
<b>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</b>		

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter---organizational collaboration. Social workers:

<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</b>		
<b>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</b>		
<b>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</b>		
<b>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</b>		
<b>Facilitate effective transitions and endings that advance mutually agreed-on goals.</b>		
<p><b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. 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>		
<b>Behaviors</b>	<b>Selected Tasks and Activities</b>	<b>Methods of Evaluation</b>
<b>Select and use appropriate methods for evaluation of Outcomes.</b>		

<p><b>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</b></p>		
<p><b>Critically analyze, monitor, and evaluate intervention and program processes and Outcomes.</b></p>		
<p><b>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</b></p>		

## Sample Learning Plan 2

### Section I

Please summarize student assignments and additional educational experiences. Please note that the term 'client' may refer to an individual, family, group, constituency, or entity with which the student is working. *Use an additional page if necessary.*

### Section II

**Evaluation of Competencies and Performance:** The field instructor is asked to evaluate the student's competency progress based on the evaluation rating scale below.

5	Mastered Performance	The practicum student shows highly effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.
4	Superior Performance	The practicum student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.
3	Competent Performance	The practicum student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.
2	Insufficient Performance	The practicum student shows beginning application of the knowledge, values and skills, related to the performance of the practice behavior.
1	Inadequate Performance	The practicum student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.
N/A		Behavior cannot be rated or has not been observed



## Bank of Competency-Based Field Tasks and Activities

Field personnel and students can utilize the tasks and activities below to support the 2015 CSWE EPAS Competencies and Demonstrated Professional and Skills Behaviors:

COMPETENCY	BEHAVIORS	RATING
<p><b>#1: 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 ensure they are relevant and effective. Social workers also understand emerging forms of</p>	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.	5 4 3 2 1 NA
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5 4 3 2 1 NA
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	5 4 3 2 1 NA
	Use technology ethically and appropriately to facilitate practice outcomes; and	5 4 3 2 1 NA
	Use supervision and consultation to guide professional judgment and behavior.	5 4 3 2 1 NA

technology and the ethical use of technology in social work practice. Social workers:		
	<b>COMPETENCY #1 OVERALL</b>	<b>5 4 3 2 1 NA</b>
<p><b>#2: Engage Diversity and Difference in Practice</b>  Social workers understand how diversity and difference characterize and shape 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, because 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>	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	5 4 3 2 1 NA
	Present themselves as learners and engage clients and constituencies as experts of their own experiences.	5 4 3 2 1 NA
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	5 4 3 2 1 NA
	<b>COMPETENCY #2 OVERALL</b>	<b>5 4 3 2 1 NA</b>

<p><b>#3: Advance Human Rights and Social, Economic, and Environmental Justice</b> 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>	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	5 4 3 2 1 NA
	Engage in practices that advance social, economic, and environmental justice.	5 4 3 2 1 NA
	<b>COMPETENCY #3 OVERALL</b>	<b>5 4 3 2 1 NA</b>
<p><b>#4: Engage In Practice-informed Research and Research-informed Practice</b> 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</p>	Use practice experience and theory to inform scientific inquiry and research.	5 4 3 2 1 NA
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	5 4 3 2 1 NA

<p>culturally informed and ethical approaches to building knowledge. Social workers understand 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>	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>5 4 3 2 1 NA</p>
	<p><b>COMPETENCY #4 OVERALL</b></p>	<p><b>5 4 3 2 1</b> <b>NA</b></p>
<p><b>#5: Engage in Policy Practice</b> 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>	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>5 4 3 2 1 NA</p>
	<p>Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>5 4 3 2 1 NA</p>
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>5 4 3 2 1 NA</p>
	<p><b>COMPETENCY #5 OVERALL</b></p>	<p><b>5 4 3 2 1</b> <b>NA</b></p>

<p><b>#6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>  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>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>5 4 3 2 1  NA</p>
	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>5 4 3 2 1  NA</p>
	<p><b>COMPETENCY #6 OVERALL</b></p>	<p><b>5 4 3 2 1</b>  <b>NA</b></p>

<p><b>#7: Assess Individuals, Families, Groups, Organizations, and Communities</b>  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 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>	<p>Collect and organize data and apply critical thinking to interpret information from clients and constituencies.</p>	<p>5 4 3 2 1  NA</p>
	<p>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.</p>	<p>5 4 3 2 1  NA</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	<p>5 4 3 2 1  NA</p>
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>5 4 3 2 1  NA</p>
	<p><b>COMPETENCY #7 OVERALL</b></p>	<p><b>5 4 3 2 1  NA</b></p>
<p><b>#8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b></p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>5 4 3 2 1  NA</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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:</p>	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<p>5 4 3 2 1 NA</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<p>5 4 3 2 1 NA</p>
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p>	<p>5 4 3 2 1 NA</p>
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>5 4 3 2 1 NA</p>
	<p><b>COMPETENCY #8 OVERALL</b></p>	<p>5 4 3 2 1 NA</p>
<p><b>#9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b> 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</p>	<p>Select and use appropriate methods for evaluation of outcomes.</p>	<p>5 4 3 2 1 NA</p>
	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>5 4 3 2 1 NA</p>

<p>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>	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>5 4 3 2 1 NA</p>
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p>5 4 3 2 1 NA</p>
	<p><b>COMPETENCY #9 OVERALL</b></p>	<p><b>5 4 3 2 1 NA</b></p>



### **Celebration of Conclusion of Fieldwork**

Social work practice is rewarding and offers an in-depth opportunity to grow personally and professionally. However, social work practice is challenging and complex. Successful completion of the Social Work Fieldwork and Seminar offers an opportunity for reflection. As such, the assignment will include a chance to present the integrated learning and practice to students in the program at large. A celebration of achievement will be held before the end of the academic year.