

FIELD WORK MANUAL

Academic Year 2022-23

A Guide to the Field Work Experience
for Field

include The Assumption and Affirmation of Risk form (pages 54-56 in the Appendix) which each of you signed and affirmed in the Junior Sequence. This has important stipulations inclusive of new Covid requirements, risks, and expectations regarding field placement/internship.

Please note that some of the items, most notably the first item on the second page, derive from the general university policy adopted for all clinical placements, as copied here:

COVID Vaccination Requirement for Clinical Placement:

Many of the clinical partners are updating or have already updated their immunization requirements to include mandatory COVID-19 vaccination. The affiliation agreements with

Stockton University

Stockton University is a four-year, coeducational, undergraduate and graduate university of arts, sciences, and professional studies. Stockton is the southernmost and the youngest member in the state-wide, state-supported system of higher education. In 1971, when Stockton classes began, it offered 20 degree granting programs to 1000 students with a faculty complement that totaled 55. Currently, Stockton offers over 50 degree granting programs to over 8500 students with a full-time equivalent faculty of over 300. One characteristic is that a predominant number of courses are taught by full-time faculty, not adjuncts or graduate assistants. The Social Work Program is no exception, as only 4 sections of lower-level courses are taught by adjuncts in any given semester.

Administratively, degrees are sought through one of seven major academic units (Schools): Arts and Humanities (ARHU), Natural Sciences and Mathematics (NAMS), Business (BUSN), Health Sciences (HLTH), Education (EDUC), Social and Behavioral Sciences (SOBL), and General Studies (GENS). The Social Work Program is part of the Social and Behavioral Sciences (SOBL).

Christine Lill

H-204

908-910-7009

MSW (Fordham University), Assistant Coordinator of Undergraduate Field Education, with background in clinical social work; grants, oversight and implementation of Parent Education programs; DCP&P contracts; and administration of a community based social service agency. She has experience as both a field instructor for Stockton and a field liaison for Rutgers University.

Sunny Mathew

H-226

652-4427 (Ext. 4427)

Ph.D. (Fordham University), MSW (Mangalore University), Assistant Professor of Social Work, with a focus on parenting and child wellbeing in disadvantaged families. His research agenda focuses on the social and personal conditions of parents and their effects on the wellbeing of children in immigrant and socioeconomically disadvantaged families.

Loretta Mooney

H-234

652-3158 (Ext. 3158)

Ph.D. (Widener University), MSW (University of Maryland at Baltimore), Assistant Professor of Social Work, with a focus on suicidology; mental health management and recovery; civil commitment and coercive practices; support for psychological pain.

Patricia Reid-Merritt

K-117

652-4609 (Ext. 4609)

DSW (University of Pennsylvania), MSW (Temple University), Distinguished Professor of Social Work a

John Wojtowicz

J-206

MSW, (Rutgers University) B.A. Sociology & Anthropology (Stockton University), Teaching Specialist in Social Work with focus on social work practice, cultural competence, violence against women & children, school social work, mindfulness-based stress reduction. And research focus on urban/rural food deserts and their effects on low-income communities.

Mission, Expectations, and Competencies

Mission

The Stockton Unive

majors for generalist social work practice with individuals, families, groups, organizations, and communities by providing a broad-based, professional education that rests on a solid liberal arts foundation. The Program also seeks to serve the larger university community through Social Work and General Studies course offerings that have universal appeal to those seeking a better ntral focus is on producing graduates

	<ul style="list-style-type: none"> • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituencies; • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; • Facilitate effective transitions and endings that advance mutually agreed-on goal.
Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcome; • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Curriculum and Program Organization (as it appears in the Academic Bulletin)
Program Organization

The Social Work (SOWK) Program offers students a unique interaction between classroom lectures and discussions and field observation and work. Course content in social welfare concepts and practice builds upon concepts from the humanities and from the natural, social, behavioral, and health sciences. The program consists of three core sequences of social work courses:

The Introductory Sequence

SOWK 1101 Introduction to Social Work (4 credits)

SOWK 1103 Human Behavior in the Social Environment (4 credits)

SOWK 2504 Race, Ethnicity, Diversity (4 credits)

The student is introduced to the building blocks—knowledge, values, and skills—of generalist social work practice. These courses are taken in the first and second years, usually beginning the second term of the first year. During these two years, they are preparing to become a social work major.

In addition to the courses listed above, the student is expected to have made significant progress

Junior sequence. This includes courses in the following areas of instruction: psychology, sociology/anthropology/criminal justice, political science, economics; as well as a writing course, a first-year seminar, and 16 credit hours distributed among General Arts and Humanities (GAH), General Social and B

submission is an indicator of professional behavior and readiness to enter field education.

Good Academic Standing, Probation, and Dismissal Procedure

Students are expected to maintain a grade point average of no less than 2.50 in all Social Work Program courses. A minimum of 2.50 average GPA in Social Work Program courses and 2.00 overall GPA is required for graduation.

A student with a cumulative GPA below 2.00 will be placed on Academic Probation and not

be successfully completed jointly to meet Program requirements. The application consists of an essay, the purpose of which is to deepen the ongoing process of self-evaluation and career discernment. In the essay, students will discuss their interests in social work, including specialization interests. (Many students find that this essay serves as the basis of the personal statement that they prepare when applying for admission to a graduate program in social work.) The faculty members determine eligibility, based on the application essay, the academic record, and professional behavior. The Coordinator of Field Education arranges internship placement satisfying both program requirements and learning needs. In the spring of the Junior year, students are assigned to their Senior field placement and are expected to contact a field supervisor (aka field instructor) for a placement interview, at which time they will be evaluated as to demonstration of core competencies and behaviors. Upon successful completion of the interview, this placement is followed by a 400-hour senior internship.

Students are required to complete all application paperwork, provide required documentation, and attend orientation so they are ready to start at the beginning of the Fall semester. If students fail to complete requirements to start the internship or neglect to communicate with the agency and field education faculty, their internship may be lost. Students will meet with the Field Coordinator and Program Chair, if possible, to review concerns and discuss options. If it is decided that the student be provided another opportunity to demonstrate responsibility and professional preparedness, there is no guarantee that another internship can be found.

Opportunities for field experience and learning under professional supervision are available in the following settings, among others: child welfare, social services, family services, schools, hospital and health care, behavioral health, developmental disabilities, older adult services, veterans' services, and corrections.

Admission to the Program

The Social Work program is open to Stockton students in good standing who have successfully completed the introductory sequences of social work courses and who have discussed their intent to major in social work with a social work program preceptor. Students are encouraged to consult social work faculty members as a means of determining their interests in social work and assessing what the program and the profession may offer to those who participate. The earlier this is done, the better.

Community college transfer students who do not come from a human services/social work program and/or who have not satisfied the liberal arts requirements described herein, may have to complete more than 64 credits at Stockton. This may require an additional one or two terms of academic work.

Policy and Procedures concerning Program Standards and Termination of Students for Reasons of Academic and Professional Performance from Stockton University Social Work Program

(The following are key excerpts from the full policy which can be found, in its entirety, in the Social Work Progra

Other Grounds for Dismissal

In addition to the minimum 2.50 GPA that is required for students to remain enrolled in the program, the Undergraduate Program has additional Professional Program Standards.

Professional Program Standards

In general, students who meet academic standards will have no difficulty meeting professional standards. However, a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of senior coursework and/or internship. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with

cheating, or plagiarizing in program applications or fieldwork).

Professional Performance Review

Students are expected to maintain the standards set forth in the Stockton University Undergraduate Bulletin, the Social Work Program Student Handbook, this Field Manual, the National Association of Social Workers Code of Ethics, and course syllabi. If a student fails to meet required professional program standards, they may be subject to a performance review.

A performance review is intended to provide students and faculty the opportunity to openly identify and discuss performance problems. The request for a performance review may be made to the Academic and Professional Standing Committee by any member of the Social Work program, by a field instructor, instructor, or a group of instructors in a course or courses in which the student is enrolled. (For procedural details see Procedure for Requesting and Conducting a Professional Performance Review detailed in the Social Work Student Handbook.) A student who engages in any behavior identified as _____ that may result in a student being considered for professional termination or other disciplinary action (i.e., probation, _____) may be subject to a Professional Performance Review.

Termination from the Program

Procedure for Professional Termination or Other Disciplinary Action (i.e., Probation/Suspension) and Due Process Guarantees

- No student will be considered for professional termination based on race, ethnic origin, gender, sexual orientation, age, or disability status.
- All decisions to terminate or take other disciplinary action against an undergraduate student (i.e., place of probation, suspension) for professional performance will be made by the Academic and Professional Standing Committee.

Graduation Requirements

Students are required by the university to complete a minimum of 128 credits, including 32 credits from designated General Studies courses. Courses in General Arts and Humanities (GAH), General Natural Sciences and Mathematics (GNM), General Social and Behavioral Sciences (GSS), General Interdisciplinary Skills and Topics (GEN), and General Integration and Synthesis (GIS) will allow you additional opportunities to build upon the liberal arts and knowledge base of the profession. You must also complete 16 credits in courses that are At Some Distance from your major. This helps to ensure that your education is firmly grounded in the liberal arts and sciences. Transfer students are given credits for appropriate work done at other accredited institutions. You are also required to fulfill requirements in Writing (W1, W2), Quantitative Reasoning (Q1, Q2), Historical Consciousness (H), the Arts (A), Values/Ethics (V), and International/Multicultural (I) courses. (It is essential for you to consult with your preceptor regularly to create and monitor a plan for meeting all University requirements.) **It is strongly encouraged that social work majors have a preceptor from the social work program, even if that means switching preceptors upon declaring or changing majors, due to their increased knowledge of the social work sequences, course offerings, and coordination with senior internship requirements.** In order to graduate, students must have maintained a 2.00 average overall GPA and 2.50 GPA in social work program courses.

The Junior Practice Sequence and Junior Pre-Placement Preparation

Junior Field Application

Junior students make their preferences known for field work, not in terms of specific agencies, but in terms of fields of practice on the *Junior Field Application*. Students will also disclose their geographic preferences. The students will complete a self-assessment as to study skills and attendance, as well as essay questions asking them to self-reflect on their reasons for choosing social work and relating it to their personal qualities, interests, and aspirations. They will also be asked to review the *Field Manual* and sign off that they read it and are responsible for adhering to the policies and procedures within. Each student will read, review, and sign an *Informed Consent and Assumption of Risk* form outlining inherent risks in agency placement in the community. All applications will be submitted by the first Friday in December. **No late applications will be accepted** as timely submission of important documents is an indicator of whether a student is ready to enter an

the experiences and the requirements of the curriculum.

All students at Stockton University Social Work Undergraduate Program are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their field practicum, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating

Failure to demonstrate these key attributes consistently may lead to termination from the Social Work Undergraduate program.

Interpersonal Skills The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and o

Objectivity The social work student must be sufficiently objective enough to systematically evaluate clients and their situations in an unbiased manner.

Empathy

of life and values. They must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Cultural Competence & Acceptance of Diversity The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of thereof), gender, ability, sexual orientation, and value system.

Coping with Stress The social work student must be resistant to the undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers. If a student is under stress, they must take appropriate actions in dealing with the stress to not negatively impact their academic or professional performance in the social work program.

Placement Assignments

Junior students receive an assignment in Practicum Fieldwork class in February informing them of their internship agency and providing them with the name of the field instructor or designated agency person to contact **within two weeks** to introduce themselves and schedule an interview. Students and field instructors are notified of the match between student and agency.

Placement Interviews

Social work students in their Spring semester of their Junior Sequence will be assigned an internship in *SOWK 3905, Practicum Fieldwork*. As a classroom assignment for that course and preparation for a senior internship, each student will be required to contact that agency and contact person, usually a field instructor but sometimes an Intern Coordinator or Human Resource person and set up a Placement Interview by an assigned date before the end of the semester. The person interviewing the student for a prospective internship will evaluate the student using the *Placement Interview Evaluation* form and return it to the field coordinator, Douglas Deane. Typically, students will be accepted then proceed to complete any paperwork and requirements toward interning at that agency.

requirements. In some cases, students may incur **additional out of pocket expenses** for background checks, drug screens, or immunizations. This is the **responsibility of the student**, and such requirements and expenses will not be cause for changing internships. Students are expected to complete the timelines for these requirements so that they are prepared to start interning at the start of the Fall semester in their senior year. Delay or fa2

the supervision is not provided by a social worker (with the MSW or BSSW), it is required that monthly access to a credentialed social worker, preferably with an MSW, be provided for the student. A written Learning Contract is developed between the supervisor and the stud

therefore only made for the most compelling reasons submitted by the student in writing to the field coordinator with subsequent documentation. Such requests will be reviewed by field staff and faculty.

and/or Assistant Coordinators can be extremely helpful. Field instructors are encouraged to contact the Coordinator of Field Education when they have questions or issues they wish to discuss. This is especially important in cases where there is concern about students' ability to handle field work, conduct themselves professionally or complete required hours. Contact information for other Stockton social work faculty is also included in this manual.

The Coordinators of BSSW Field Education will facilitate discussion in senior seminar at least once per month as another method of integrating classroom theory with applied field experiences. They will also monitor student performance in assigned agencies, monitor student mastery of competencies specified in learning contracts, and serve as a resource to students and field instructors in addressing field issues. The Field Coordinator will also assist practice faculty where appropriate in assessing student ability to perform practice behaviors associated with required curriculum competencies.

Field Work Evaluations

At the end of each term, a written evaluation, the *Senior Field Evaluation*, progress and performance is submitted to the Social Work Program by the field instructor. The Evaluation will be sent at least 2 weeks before the end of each semester, Fall and Spring, to the

The field instructor is responsible for reviewing this with the student and it should be based on ongoing feedback and monitoring progress throughout the course of the semester. Once students review their evaluation, they will then complete the Evaluation Signature and Acknowledgement form sent to their email through Qualtrics. It is essential that both are returned by the due date so grades can be issued for the Field Seminar. The Learning Contract should be used as a guide in reviewing the competencies, practice indicators, and corresponding learning activities. If the student disagrees with the evaluation, they are instructed to first address it with the field instructor in person. If their concern is not resolved to their satisfaction, they can note on the signature form that they disagree with the evaluation and provide written details as to their disagreement. This will be reviewed by the Field Coordinator and become part of the evaluation. The field instructor or the student should contact the Coordinator of Field Education at any time during the semester, the earlier the better, if problems or concerns should arise.

Our program considers the completed field evaluation forms (see appendix) as a blueprint for areas to be worked on during the next term. We appreciate your careful attention to both the scale and in all areas, as they are learners and are developing beginning generalist social work competencies. It is our expectation that field instructors will use the evaluation to clarify how well specific skills are being acquired toward eventual mastery.

The following criteria are an expression of each of the ratings on the 5-point Likert scale used on the evaluation for each behavior or indicator:

- 5 = The intern excelled in **consistently** understanding and applying this behavior.
- 4 = The intern performed above expectations **most of the time** in understanding and application.

Names and Identified Pronouns

NON-CONFIDENTIAL RESOURCES:

Stockton Police: 609-652-4390
Student Rights and Responsibilities: 609-626-3585
Title IX Coordinator, Valerie Hayes: 609-652-4693

New Jersey State Licensure

Graduating senior social work majors are eligible for licensure in the State of New Jersey as students interested in the CSW license should contact the New Jersey Licensing Board or go to <http://222.state.nj.su/lps/ca/social/swlic.htm> for specific details required for certification.

APPENDIX

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STOCKTON UNIVERSITY SOCIAL WORK PROGRAM
SENIOR FIELD LEARNING CONTRACT
SOWK 4901-Fall/4902-Spring

Competency 2: Engage Diversity and Difference in Practice

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Behavior 10: Engage in practices that advance social, economic, and environmental justice.



Behavior 12: Apply critical thinking to

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and co

Student Signature: _____

Date: _____

Field Instructor Signature: _____

Date: _____

Coordinator of Field S



JUNIOR PLACEMENT INTERVIEW EVALUATION

As many of our field instructors know, we modified our model for the junior BSSW field experience. Our hope was to better, and more uniformly, prepare our students for their senior internship. This interview is now a classroom assignment, as well as a placement interview toward the senior internship. Please take a few minutes to evaluate the s performance. You can either return this form to the student or mail it to me at the address listed at the bottom.

Social Work Student : _____

Field Instructor/Interviewer: _____

Date: _____

Please rate the student on a 5 scale for each item:

1=Poor Performance 2=Below Expectation 3=Average Level 4=Above Expectation 5=Outstanding

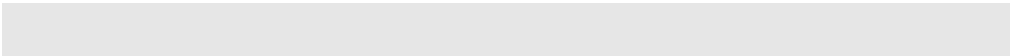
1) s Professionalism (EPAS 2.1.1)

a. Appearance	1	2	3	4	5
b. Preparation	1	2	3	4	5
c. Attitude	1	2	3	4	5
d. Verbal Skills	1	2	3	4	5
e. Questions	1	2	3	4	5
f. Resume	1	2	3	4	5
g. OVERALL	1	2	3	4	5

STOCKTON UNIVERSITY
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Social Work 4901-Fall/4902-Spring

Name of Student:

Agency:



I. Briefly list or describe the activities the student has been involved in during the semester.

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III. What areas do you think the student needs to improve?

--

the profession of social work?

V. Other comments:

Rating Scale for Evaluation of Field Placement Performance

Instructions:

The Field Coordinator has responsibility for assigning the grade for the Field Seminar. The grade that is assigned will be based on: overall seminar participation and assignments that integrate field with classroom instruction. Please check the number of the response that best comments to expand upon any competency rating, if they so desire. **All items need at minimum a number rating.**

***Note:** Please rate the student accurately according to their demonstrated performance as this instrument highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals.

Competency 1: Demonstrate Ethical and Professional Behavior		Comments:
<u>Behavior 1:</u> 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	
<u>Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	5 4 3 2 1	
<u>Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	5 4 3 2 1	
<u>Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.		

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Competency 2: Engage Diversity and Difference in Practice	
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Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo,

<u>Behavior 11</u> : Use practice experience and theory to inform scientific inquiry and research.	5 4 3 2 1	
<u>Behavior 12</u> : Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	5 4 3 2 1	
<u>Behavior 13</u> : Use and translate research evidence to inform and improve practice, policy, and service delivery.	5 4 3 2 1	
Competency 5: Engage in Policy Practice		
<u>Behavior 14</u> : Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	5 4 3 2 1	
<u>Behavior 15</u> : Assess how social welfare and economic policies impact		

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

5 4 3 2 1

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Behavior 24: Apply knowledge of human behavior and the social env

specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Seminar class, you must receive a passing grade in the class and perform to minimal expectations in the internship experience. Likewise, you must pass both the Field Seminar and Senior Seminar classes in order to finish the sequence or graduate. If you fail either, you will need to repeat both coincidentally.

Comments:

Signature of Field Instructor: _____ Date:

THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:

My field instructor and Coordinator of Field have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows: (Please Check the Appropriate Response)

I agree with the evaluation.

I do not agree with the evaluation.

_____ Date:

*****Note:** If the intern disagrees with the evaluation, they should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, Stockton University, Social Work Program, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and faculty members as appropriate will then be held to discuss the disagreement.

STOCKTON UNIVERSITY SOCIAL

*Note: Make sure that the tasks proposed for the internship meet the curriculum goals, objectives of the Social Work Curriculum for the level of study.

Submit the completed proposal to:

Douglas Deane, Coordinator of BSSW Field Education
Stockton University
Social Work Program
101 Vera King Farris
Drive Galloway, NJ

Douglas.Deane@Stockton.edu

Stockton University Social Work Program
FIELD EDUCATION APPLICATION AND INFORMATION

Information:

In the spring semester, you will be introduced to field education through a combination of coursework, field visits as a group, a structured interview, guest speakers and assignments. You will be introduced to different types of social work and differing roles among social work professionals in these agencies. You will be prepared in foundational competencies including professionalism, engagement skills, cultural competency, application of ethical standards, and recognition of social justice issues. This internship application will introduce you to the Coordinator of Field Education, Douglas Deane, and the two Assistant Coordinators of Field, Hilda Rivera and Christine Lill. Your demographic information, geographic preferences, social work areas of interest and essay answers will allow the field education program to assess your learning needs and experience. At the beginning of next semester, you will sign up for a mandatory field trip day. At your third Practicum Fieldwork class, you will be assigned a social worker at an agency who you are expected to contact to set up a pre-placement interview. You will be evaluated as to your readiness for a senior internship through a structured interview assessing your demonstration of the 5 foundational competencies. If evaluated favorably, this will be your 400 hour senior internship beginning next fall.

Please ensure that you leave enough time to complete, edit, and submit the application no later than **December 1st** **Please submit the typed application, typed essay answers, and informed consent as one document.**

Faculty will review your application and you will review your application.

FIELD EDUCATION APPLICATION

Directions: Complete and submit this application on Blackboard as an ungraded assignment in your SOWK 3604 Theory and Methods I class. All applications will then be compiled in a separate folder for review by faculty and coordination of placement for senior internship. Late applications will not be accepted.

Student Name: _____ Date Completed: _____

Address:

Street

City

State

Zip Code

Telephone Number: _____ Cell Number: _____

Stockton E-Mail Address: _____

T _____

Are you fluent in _____

The **Field Manual** is on the Social Work Webpage on the Portal.

Your signature verifies that you have read the Field Manual as you are responsible for understanding and adhering to the policies stated therein: _____

Human Service Setting Preferences (Please list 3 general types of agencies. For example, family services, mental health, school, medical, corrections etc.):

1)

2)

3)

Will you be pursuing?

Child Welfare Concentration or Childhood Studies Minor _____ Yes _____ No

Gerontology Minor _____ Yes _____ No

Are you a student with a disability and wish to request accommodations in your field placement? All accommodations must be outlined **specific to field placement** and verified through official documentation provided by the Learning Access Center. Please advise of the accommodations

- 3) How confident are you that social work is a good fit for a career?
Extremely Confident_____ Fairly Confident_____ Not Confident at All _____
- 4) How confident are you as to your readiness to successfully intern in the field?
Unsure_____ Moderately Ready_____ Prepared _____
- 5) How frequently are you late for class and/or in submitting assignments?
Never_____ Sometimes_____ Often_____

Consent for Release and/or Exchange of Student Information

I hereby authorize Stockton University, Social Work Program, field coordinator, field staff, and faculty to share pertinent personal information particularly criminal background, felony convictions, physical health, mental health, and/or disability status for the purpose of securing and/or maintaining an internship that meets Social Work Program standards with field agency representatives and field instructors as appropriate.

I understand that this information will be used solely for the purpose noted above and to fulfil my own educational needs to achieve professional competencies.

Social Work Field Education

Signature: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I acknowledge that I have carefully read and understand this Affirmation and Acknowledgement of Risk Form. Further I understand that this consent is in effect for the duration of my admission to the Social Work Program unless revoked in writing.

Field Internship Incident Report

Date of Incident:

Name of Student Involved:

Description of Incident:

Submitted by:

Date Submitted:

Completed Report Should Be Submitted To:

Douglas Deane, Coordinator of BSSW Field EdF9escription of Incide5at00912onW*nBTF1 12 Tf1

