STOCKTON UNIVERSITY

INTERNSHIP MANUAL

Academic Year 2023-24

A Guide for
Internship Supervisors and Social Work Students

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IMPORTANT CHANGES include The Assumption and Affirmation of Risk form (pages 56-59 in the Appendix) which each student signs and affirms in the Junior Sequence. This has important stipulations inclusive of Covid requirements, risks, and expectations in regard to internships.

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 University's clinical partners are updating or have already updated their immunization requirements to include mandatory COVID-19 vaccination. The University's affiliation agreements with those third-party clinical sites require the University's compliance with the standards implemented by the respective sites, including immunization requirements. Many clinical facility partners will not permit students to participate in clinical experiences at their facilities without the COVID-19 vaccination. University exemptions may not be honored by those sites. Where possible, Stockton will assist students to identify alternative options if external vaccination requirements present a barrier to a student's participation; however, the University cannot guarantee the availability of alternative or comparable sites. Please note that degree completion may be impacted. Students who chose not to become vaccinated may be delayed in graduating or permanently excluded from clinical due to external clinical site requirements, and therefore, cannot complete the degree program. Students who have a COVID immunization declination may be negatively impacted that limits their choice of campus and program of study, including social work.

Introduction

This manual presents information about the Stockton University Social Work Program, its organization, objectives, and curriculum. It describes in detail the Junior Practice Sequence, the Senior Seminar in Social Work Practice, the Senior Practica, and the supervised internship experience taken by all Social Work majors in their final year of undergraduate study.

Since the Social Work Program began in 1972, we have worked closely with the local professional social work community. Agencies and their staff have been integral to our success. The faculty and the students highly value this continuing support and the many reciprocal relationships that have been established.

Internships have always been a vital component of social work education. There are different models of social work education and internship placement, and the expectations can differ significantly across models. This manual has assembled resource materials that describe the Stockton Social Work Program and our view of the specific objectives and expectations involved in placements for the Senior student. For more information and to view this manual online, please visit www.stockton.edu/sowk.

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 New Jersey's state-wide, state-supported system of higher education. In 1971, when Stockton's 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 of Stockton's distinctive traits 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).

Stockton University's accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 1991 and again in 2012. The undergraduate Social Work Program was initially accredited by the Council on Social Work Education (CSWE) in 1976, retroactive to 1975. That accreditation was reaffirmed in 1981, 1988, 1995, 2002, 2011, and, most recently, 2019.

Faculty and Professional Staff

The faculty and professional staff of the Social Work Program is part of the School of Social and Behavioral Science (SOBL). Faculty members can be reached at the following locations.

Ted Alter H-229 652-4411 (Ext. 4411)
Ph.D, (Yeshiva University), MSW (Wurzweiler School of Social Work), Associate Professor of Social Work; with a focus on aging, dementia, life cycle, health care, end-of-life, ethics, chronic illness and disability.

Robert Barney G-245 652-4435 (Ext. 4435)
Ph.D. (University of Louisville), MSW (University of Kentucky), Associate Professor of Social Work, M.S.W. Program Director, with a focus in international social work, foreign development, indigenous knowledge and values, cultural diversity, HIV/AIDS prevention and care, HIV/AIDS in South Africa, organizational commitment, and research ethics.

Guia Calicdan-Apostle H-254 626-3820 (Ext. 3820)
DSW (University of Pennsylvania), MSSW (Asian Social Institute, Philippines), Associate Professor of Social Work: spirituality and mental health, school social work, international social work, racism, immigration and cultural diversity issues, public health advocacy (tobacco control).

Nicole Cantoni H-221
Ph.D (University of Illinois Urbana-Champaign), MSW (University of Illinois Urbana-Champaign), Assistant Professor of Social Work: with a focus on clinical skills, diversity, equity, and inclusion, animal -assisted interventions, and using simulation to enhance clinical skills.

Lisa E. Cox F-126 652-4310 (Ext. 4310)
Ph.D. (Virginia Commonwealth University), MSW (Virginia Commonwealth University), LCSW, Professor of Social Work, with a focus on clinical social work practice, health care, HIV/AIDS clinical

trials, gerontology, medication compliance and social support, psychopathology, and cultural neuroscience.

Douglas Deane H-223 626-3562 (Ext. 3562)
MSW (Arizona State University), Coordinator of BSSW Field Education, with a background in supervisory and clinical experience in mental and behavioral health with children, youth, and adults.

Jennifer Dunkle AC-224S 761-1253 (Ext. 1253)
Ph.D. (Fordham University), MSW (Monmouth University), Associate Professor of Social Work; with a focus on culturally competent again services, environmental justice, qualitative research and oral history.

Joseph Everett C-109-1 626-3135
MSW (Stockton University), Teaching Specialist; with a focus on social work theory and methods, policy, and race/ethnicity/diversity.

Robin Hernandez-Mekonnen AC-224E 761-1257 (Ext. 1257)
Ph.D. (University of Pennsylvania), MSW (University of Pennsylvania), Associate Professor of Social Work: Social work with children and families, impacting social and child welfare system reform via research and policy, immigration, and child well-being.

Rachel Kirzner H-202 652-4689 (Ext. 4689)
Ph.D. (Bryn Mawr), MSW (University of Pennsylvania), LCSW, Associate Professor of Social Work, with a focus in social policy (public benefits), data analysis, research methods, social work practice, neighborhood effects, community violence exposure.

Dawn Konrady G-258 652-4270 (Ext. 4270)
Ed.D. (Drexel University), MSW (Stockton University), MBA (Stockton University), MA (La Salle University), Chair, MSW Program, Director, Child Welfare Education Institute, Baccalaureate Child Welfare Education Program Coordinator, with a background in bilingual-bicultural studies in Spanish and business administration.

Maya A. Lewis G-243 652-4329 (Ext. 4329)
Ph.D. (University of Maryland, Baltimore), MSW (Washington University), Program Chair, Associate Professor of Social Work, with significant experience in social work/mental health administration as well as working in healthcare social work, adolescent psychiatry, and college mental health. Her research experiences include both quantitative and qualitative methods in areas such as sexual risk behavior among African American college women, maternal and child health, and motivational interviewing.

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 and Africana Studies, with a focus on social work practice, social work with racial and ethnic minorities, school social work, social policy, organizational policy, and African American perspectives on social work practice.

Hilda R. Rivera Rodriquez H-204 Office: (609) 626-5922
Cell: (609) 997-8395
MSW (Rutgers University), Assistant Coordinator of Undergraduate Field Education, with background in children and families, children's behavioral health and a focus on Spanish-speaking families. She has worked over the years in the BSSW and MSW programs as a field liaison and adjunct professor.

Allison N. Sinanan B-116 626-3561 (Ext. 3561)
Ph.D. (Fordham University), MSW (Adelphi University), Professor of Social Work, with a focus on sexual abuse recurrence in minority children. Her research agenda focuses on the oppression of students and families of color.

Lori Tomaro H-218 609-626-6817 (Ext. 6817)
MSW (Monmouth University), Assistant Coordinator of Field Education- MSW Program, interests in child abuse and neglect; impact of infant/childhood relationship traumas and their influence on parenting behaviors; diverse populations; therapeutic services to individuals, couples, and families.

Mission, Expectations, and Competencies

Mission

The Stockton University Social Work Program's mission is to prepare undergraduate social work 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 understanding of the human condition. The Program's central focus is on producing graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social and economic justice in their professional and personal lives.

Expectations

Social workers graduating from our program, regardless of the setting in which they find themselves practicing or the level of their own specific method and skill, should be able to do the following:

- Establish relationships with clients from various cultures and orientations, with varying needs, dispositions, levels of emotional stability and intellectual development.
- Establish and maintain relationships with people so as to begin to identify needs, concerns, situational realities, and distortions.
- Act as a change agent to help people identify alternative behavior and create new alternatives when old ones are ineffective/not working well. Help clients see that they both influence and are influenced by their environment.
- Facilitate client systems to mobilize their own resources so as to cope with, overcome, and prevent problems through use of the supporting relationship, the provision of information, and clarification of the problem.
- Involve, consult, and work with significant other people in providing services.
- Consult with supervisors, peers, paraprofessionals, and others in order to better understand client situations. If indicated, be able to modify the mode of intervention as appropriate alternatives are developed.
- Provide information and education in certain areas, especially those having to do with the provision of concrete services, identification and use of resources, and means of negotiating complicated service systems.
- Work within an interdisciplinary framework which requires knowledge and appreciation of the roles and functions of multiple disciplines other than social work.
- Function as a member of a case management team under the general direction of, or with consultation from, a MSW social worker when the agency requires skills that the worker cannot provide independently.

The Stockton Social Work Program prepares undergraduate social work majors for generalist social work practice with individuals, families, groups, organizations, and communities. Our graduates are expected to have competence at a beginning professional level and be able to do the following:

9 Competencies and 31 Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations: • Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; • Use supervision and consultation to guide professional judgment and behavior.
Competency 2:	• Apply and communicate understanding of the importance of diversity and

Engage Diversity and Difference in Practice	difference in shaping life experiences in practice at the micro, mezzo, and macro level; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; • Engage in practices that advance social, economic, and environmental justice.
Competency 4: Engage in Practice-informed research and Research-informed Practice	• Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; • Use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• 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	• 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,	• 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

and Communities	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	• 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 2103 Human Behavior II (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 in completing the social work program's liberal arts foundation requirement prior to entering the Junior sequence. This includes courses in the following areas of instruction: criminal justice, psychology, sociology/anthropology, 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 Behavioral Sciences (GSS), General Natural Sciences and Mathematics (GNM), and General Interdisciplinary Skills and Topics (GEN).

The Junior Sequence

Students must successfully complete SOWK 1101 and SOWK 1103 or their equivalent before entering the

Junior sequence. SOWK 3605 and SOWK 3905 are concurrent courses that must be successfully completed simultaneously to move forward in the Program.

SOWK 3101 History of Social Welfare Policy (4 credits)
SOWK 3102 Research Methods in Social Work (4 credits)
SOWK 3604 Generalist Social Work Practice: Theory and Methods I (4 credits)
SOWK 3605 Generalist Social Work Practice: Theory and Methods II (4 Credits)
SOWK 3905 Practicum Prep (2 credits) (includes an orientation during the semester)

In the Junior year, having completed the introductory sequence and liberal arts base, the student takes courses to begin to integrate the knowledge, value, and skills of generalist social work practice. In the Fall semester of the Junior year while enrolled in the *Generalist Social Work Practice: Theory and Methods I,* they submit an application with self-assessment and essay components to demonstrate readiness to enter *Generalist Social Work Practice: Theory and Methods II* and *Practicum Prep*. The Practicum requires student participation as it is integral for preparing for a full year internship in the senior sequence.

The faculty determines eligibility based on academic record and review of the application as outlined in The Social Work Program Student Handbook. **Late applications will not be accepted as timely 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 notified accordingly by the university. A student on Academic Probation is expected to meet with his/her advisor/preceptor to discuss a Student Performance Improvement Plan (SPIP) upon receiving notification of probation status.

Students on Academic Probation must have raised their cumulative GPA to a 2.0 and have maintained a 2.50 GPA in program courses before they are allowed to take the following courses: *Senior Seminar: Social Work Practice I (SOWK 4601)* and *Practicum I (SOWK 4901).*

If a student's GPA for program courses is below the 2.50 minimum GPA as required by the Social Work Program after completion of *History of Social Welfare Policy (SOWK 3101), Research Methods in Social Work (SOWK 3102)*, *Generalist Social Work Practice: Theory and Methods I (SOWK 3604), Generalist Social Work Practice: Theory and Methods II (SOWK 3605)*, AND *Practicum Prep (SOWK 3905),* they are subject to termination and dismissal from the Social Work Program for academic reasons. The Program Coordinator and the Academic and Professional Standing Committee must provide written notice of such dismissal to the student. If there is a procedural error in terminating a student from the Social Work Program for academic reasons, the student may appeal in writing to the Dean of the School of Social and Behavioral Sciences. The appeal must be accompanied by evidence in support of the appeal. Documentation of appeal must be submitted to the Dean no later than two weeks following notice of academic termination from the Program.

Successful completion of this process ensures that the student has become a full-fledged major. In addition to the five Junior sequence social work courses listed above, students are expected to continue fulfilling General Studies requirements and should begin to complete more advanced social and behavioral science requirements (18 credits).

The Senior Sequence

SOWK 4601 Senior Seminar: Social Work Practice (4 credits)
SOWK 4901 Practicum I (4 credits)
SOWK 4602 Senior Seminar: Social Work Practice II (4 credits)
SOWK 4902 Practicum II (4 credits)

In the Senior year, having completed the introductory and Junior sequences, students prepare to become a generalist social work practitioner through completing the integration of knowledge, values, and skills.

Students apply to enter the Senior sequence with *a Junior Application* as listed above, during the Fall of Junior year. The *Senior Seminar* and *Practicum I* courses must be taken concurrently and 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 your eligibility, which is based on the application essay, the student's academic record, and professional behavior. The Coordinator of Internship Education arranges internship placement satisfying both program requirements and learning needs. In the spring of the Junior year, students are assigned to their Senior placement and are expected to contact a supervisor or agency designee (such as an internship coordinator) 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 will become the student's 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 internship education faculty, their internship may be lost. Students will meet with the Internship Coordinator and Program Coordinator, 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 internship 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 justice system.

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 Program Student Handbook. Of particular import for field instructors are the "professional program standards" to which the students are held in the class and in their internships.)

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 professors or other students, or at their internship. Since it is possible for a student to have difficulty relating with one professor or instructor, the decision to terminate or take other disciplinary action against an undergraduate student (i.e., place on probation, suspension) will not be made by only one person but will be the decision of the Academic and Professional Standing Committee.

Behaviors that may result in a student being considered for professional termination or other disciplinary action (i.e., probation, suspension) include the following:

- Behaviors in violation of the Campus Conduct Code (as found in the Stockton University Bulletin).
- Consistent failure to meet generally accepted standards of professional conduct and personal integrity, as described in the NASW Code of Ethics.
- Disruptive behavior towards other students, faculty, University staff, agency staff, supervisors, or agency clients.
- Consistent inability to form effective helping relationships (e.g., lack of respect for client self-determination, inability to be non-judgmental, discriminatory behavior, significant deficits in listening or verbal/non-verbal communication skills, lack of cultural competence and appreciation for social diversity with respect to race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion).
- Lack of minimal self-awareness that consistently interferes with ability to relate to others (e.g., uses self-disclosure inappropriately in the classroom, field placement, or the profession; is unable to work toward resolving one's personal issues that may impair academic and/or professional performance; behavior or communication consistently misconstrued by others).

- A pattern of irresponsible behavior, such as excessive tardiness and/or absenteeism in class or in field (a "pattern" may be exhibited *across context* or *over time*).
- Present or history of past felony convictions that would seriously compromise the ability to work as a social worker (e.g., conviction for sexual abuse of children).
- Substance abuse
- Behaviors that indicate lack of professional integrity or emotional stability (e.g., lying, cheating, or plagiarizing in program applications or placement paperwork).

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

- No student will be considered for professional termination on the basis of 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.

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 Internship 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 attention of the Academic and Professional Standing Committee by any member of the Social Work program, by an internship 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 "behavior that may result in a student being considered for professional termination or other disciplinary action (i.e., probation, suspension)" may be subject to a Professional Performance Review.

Termination from the Program

Students are required to maintain a 2.50 average GPA in their Social Work Program courses. In addition, students are expected to uphold social work values and professional standards of behavior. In general, students who meet the academic standard will have no difficulty meeting professional standards. However, on occasion, a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of working with clients. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors, other students, or at the internship. No student may be subjected to arbitrary termination from the Social Work Program. The decision to terminate a student for nonacademic reasons will not be made by one person but will be a Program decision and will be made according to the stipulations of the Policy and Procedures concerning Academic and Professional Termination of Students from the Stockton University Social Work Program, which is contained in the Student Handbook (excerpts highlighted in previous sections).

Graduation Requirements

You 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.

Graduation with Distinction

A Bachelor of Science degree with distinction in social work will be awarded to those students who achieve a 3.5 GPA in all Stockton program and cognate courses, successfully complete the senior placement, and complete an honors project.

Special and Career Opportunities

The program provides students with observation and experience in a wide variety of social welfare programs and social work agencies in southern New Jersey. Opportunities for experience and learning under professional supervision are available in a variety of settings, such as: family services, schools, health care, behavioral health care, and services to the aging.

The program also participates in the Gerontology (GERO) Supporting Study (an interdisciplinary minor program), and social work students are encouraged to pursue their interests in this field of study and an internship focused on seniors. Students can also pursue a Child Welfare concentration by successfully completing 2 courses and an internship working primarily with children, youth, and families. More recently, social work majors can pursue minors in Holistic Health, Childhood Studies, or Victimology.

Career Opportunities

The Bachelor of Science in social work (BSSW) has been recognized by the Council on Social Work Education and the National Association of Social Workers as the entry-level professional degree in social work. Job opportunities exist in a wide range of public and private social welfare agencies and institutions. Many state civil service commissions, including New Jersey's, recognize the Bachelor of Science degree in social work as qualification for a professional social work position. Graduate programs leading to the Master of Social Work (MSW) degree are available at many major universities, including Stockton. Students with their undergraduate social work degree are in an excellent position to apply for advanced

standing in most programs, provided that they have maintained a good GPA and can secure positive recommendations from faculty and their internship. Bachelor of Science degree in social work graduates are eligible to apply for professional status as certified social workers (CSW) in New Jersey.

Community Advisory Board

The Community Advisory Committee assists the social work program in the assessment and implementation of the internship policies and curriculum. This committee will meet a minimum of once each semester to review policies and procedures, discuss student needs and challenges, recruit additional agency partners, address concerns in ever evolving and changing service delivery as it relates to internships, and offer suggestions and recommendations for program improvement. Committee members will be recommended and nominated by program staff and faculty. Efforts will be made to incorporate different dimensions of diversity, including geographical location and type of social work experience. The committee serves as an important link between agency partners in the community with the Social Work Program and the University.

The Junior Practice Sequence and Junior Pre-Placement Preparation

In the Junior year, the student learns about social work practice in the *SOWK 3604 Generalist Social Work Practice: Theory* and *Methods I and SOWK 3604 Generalist Social Work Practice: Theory and Methods II* courses. The *Practicum* Prep-course, taken in conjunction with *SOWK 3604 Generalist Social Work Practice: Theory and Methods II*, is a seminar class focused on preparing Junior students for their senior internship. The development of foundational competencies such as professionalism, cultural competence, ethical practice, use of supervision, social/economic justice, and engagement are highlighted preparing the students to apply them in an internship setting. In addition to the six (6) scheduled classes, students are **required** to attend one Internship Day during the semester with coordinators virtually touring different agencies representing different types of social work.

Internship Placement (Process and Considerations)

Introduction

In September, the Internship Coordinator will visit Juniors in each of the Theory & Methods I sections to provide an orientation to practica education as the signature pedagogy, including its processes and procedures. By November, Junior students learn about the *Generalist Social Work Practice: Theory and Methods II* course*, Practicum* Prep and its requirements, and receive an overview of the agencies providing placements.

Request to Intern at Work

For those students requesting placement at the agency where they are currently employed, it is important to consider that the Council on Social Work Education guidelines state that "to ensure the role of student as learner, student assignments in field education and supervision are not the same as those of the student's employment" (p. 10). Therefore, the employing agency should be able to provide a supervisor different from the work supervisor and allow the student to be released from paid duties during regular business hours in order to complete their work. Students requesting a placement in their place of employment must submit a written request and supporting documents as delineated in the *Proposal for Internship in a Work*

Setting (see appendix) to the Internship Coordinator for approval.

Introduction to Practica Education and Placement

In September, the Internship Coordinator will visit Juniors in each of the Theory & Methods I sections to provide an orientation to practica education as the signature pedagogy, including its processes and procedures. By November, Junior students learn about the *Generalist Social Work Practice: Theory and Methods II* course*, Practicum* Prep and its requirements, and receive an overview of the agencies providing placements.

Junior Internship 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 Internship 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 *Internship 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 internship and develop sound professional habits.

Admission to the Program- Advanced Sequence

Social Work Program Faculty meet in December to discuss Junior Students' admission to Generalist Social Work Practice: Theory and Methods II and Practicum Prep. Students must have Junior status and they must have approval via written profile as provided in the application and reviewed by Theory and Methods' faculty. Students must meet academic and professional standards of the Social Work Program before they are assigned a placement.

Professional Conduct: Stockton Social Work Student Code of Conduct

Stockton's Social Work Undergraduate program develops leaders in the social work profession whose work advances professional values, knowledge and skills through programs and policy that enhance well-being and promote human rights and social justice at the local, national, and global level.

In preparing students for careers in social work practice, the Social Work Undergraduate Program expects all students to adhere to the highest academic and professional standards, which include Stockton Social Work Program's Key Attributes of a Social Worker, the NASW Code of Ethics, and the University policies on academic honesty, and code of conduct. The criteria for receiving a placement are contingent on students adhering to the key attributes of a Stockton Social Work Major as listed below.

Students will be held accountable to the ethical and behavioral standards described in the Stockton Social Work Undergraduate Student Code of Conduct. Any violation of the Code is grounds for (a) failure from a course; (b) referral to the Academic and Professional Standing Committee; (c) a

mandatory leave of absence from the program; and/or (d) administrative withdrawal from the program.

Key Attributes of a Stockton Social Work Major

The following standards, different from academic standards, define the physical, cognitive, emotional and character requirements to offer reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and practice. Achievement of competence as a social worker is a lengthy and a complex process that will be undermined by significant limitations of the student's ability to participate in the full spectrum of 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 internship, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating students' classroom and practicum performance.

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 other professionals. These include compassion, altruism, integrity, and the ability to have face to face conversations and present in group settings. The student must have the ability to demonstrate and be comfortable with having eye contact with faculty, staff, students, and clients in the field. The student must possess a demonstration of respect for and consideration of others.

Self-Awareness The social work student must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. The student must be willing to examine and change their behavior when it interferes with working with clients and other professionals and must be able to work effectively with others.

Professional Behavior The social work student must act in a professional manner by knowing and practicing within the scope of the social work profession, adhering to the profession's code of ethics, respecting others, being punctual and dependable, having time management skills which include but are not limited to prioritizing responsibilities, and completing assignments on time. Time management should be demonstrated in the classroom and in the internship.

Professional Communication Skills The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to comprehend the content presented in the program.

Professional Commitment to the Social Work Profession The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work which are the dignity and worth of every individual

and his/her right to social and economic justice.

Knowledge Base for Social Work Practice The professional activities of social work students must be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice.

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

Empathy The social work student must attempt to seek to comprehend another individual's way 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 assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack 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 Prep class* in February informing them of their internship agency and providing them with the name of the supervisor or designated agency person to contact **within two weeks** for an appointment. Students and internship 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 Prep*. 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 potential supervisor 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 internship coordinator, Douglas Deane. Typically, students will be accepted then proceed to complete any paperwork and requirements toward interning at that agency. The timelines and requirements vary according to each agency's 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 failure to complete requirements may delay

the start of the internship and make it difficult for the student to complete the required 200 hours of practicum experience for the semester.

While every effort is made to secure a placement in the student's area of interest and geographic preference, this is not always possible based on availability of approved internships. There are no guarantees that a student will be accepted in an internship. This is based on the availability of placements in general and specific to any requirements for a minor or concentration, as well as an agency's ability to provide reasonable accommodation. It is solely the **agency's discretion** to offer an internship, provide accommodation, and/or accept a particular student for an internship. This is not within the social work program's control. If necessary, and **only for compelling reasons** (i.e., not the convenience of the student), the student may be reassigned to another agency.

Failed Interview(s)

If a student is not accepted upon contacting and/or interviewing for an internship, the coordinator will make reasonable effort to find another suitable placement and offer mentoring as to successful interviewing and/or initiate a professional performance contract. If a student is denied **three (3) times, either by phone contact, interview, not completing onboarding requirements in a timely fashion, being asked to discontinue an internship, or other reasonable expectation**, then the program **will not** be able to place that student in an internship. If a student is denied placement by an agency for egregious professional behavior issues, such as going to the interview intoxicated or speaking derisively about the client population, then the program is not responsible for finding another placement. The student will be referred to the social work program's *Academic and Professional Standing Committee* to address the behaviors of concern and determine if the student can remain in the Social Work Program.

Leave from Program

Students who decide to take a break between Junior Sequence and their Senior Year **must notify** the Program Coordinator, Dr. Maya Lewis, and Field Coordinator, Douglas Deane, as soon as making this decision. Similarly, if a student decides to take a leave between semesters in their senior sequence, they must notify their internship field instructor, seminar professor, and two coordinators as soon as they make a decision. In either circumstance, a brief exit interview will occur reviewing reasons for taking a leave and anticipated return date. In the spring semester prior to returning for their senior year, the students must notify the Program Coordinator, Dr. Maya Lewis, and Internship Coordinator, Douglas Deane, by **March 1st.** Before returning to complete the spring semester of their senior sequence, students must contact the two coordinators by **October 1st.** At that time, a brief re-entry interview will occur. Students will be asked to resubmit or update their application so the coordinator can begin arranging a senior year internship.

If a student fails to notify appropriate persons as noted above by specified dates, they will be considered out of compliance with the BSSW program's leave policy. A meeting will be arranged with both coordinators, the student, and their preceptor (based on faculty availability at the time.)
Based on the discussion in the meeting, it may be decided that the student needs to write a paper specific to their situation about professional behavior according to program standards and the NASW Code of Ethics. The paper will be reviewed and deemed acceptable before resuming social work coursework and internship. In some cases, it may be too late for the program to find a suitable placement and the student may need to wait to return. Upon return, the student and faculty will develop a performance contract to

be maintained by the student and reviewed after one month. In more serious cases, the student may be referred to the social work program's *Academic and Professional Standing Committee.*

Internship Preparation

Juniors are prepared for their senior internship in several different ways via 6 *Practicum* Prep classes and one Internship Visit Day. In class, social work professionals will visit to discuss foundational competencies and practice skills needed to begin a placement. Role plays, small group activities and mock learning contracts, journals and process recordings will be utilized. The *Placement Interview Evaluation* form confirms placement but also assesses the student's demonstration of foundational competencies in preparation for the senior internship. On Internship Days, the students will virtually visit six (6) separate agencies providing different types of social service. They will prepare questions toward understanding the professional social worker's unique role and responsibilities in each type of setting.

Final Steps

Social Work Program Faculty will review the academic record of their preceptees by June to ensure Junior students' qualification and admission to Senior Seminar and Practicum *I*. The Field Coordinator and Assistant Coordinators will review and confirm student assignments to specific agencies and adjust during the summer, as necessary.

Students will follow up with their agency contacts after their spring interview to complete all required agency documentation, schedule and attend orientation, and set a 2 day per week **fixed schedule** for their internship in the fall. Students are required to complete 400 hours during their senior year equally divided with 200 hours in the fall semester and 200 hours in the spring. They are expected to begin their internship as close to the start of the fall semester as arranged between student and agency and plan to complete their internship hours by the end of the semester.

It is the student's responsibility for completing all preliminary paperwork and supplemental requirements, as well as proactively confirming a start date and schedule with their internship instructor. Problems in completing any of these preparatory steps must be communicated to the Coordinator of Internship Education immediately. Failure to complete or communicate problems will result in a late start; it is the student's responsibility to intern extra days toward completing the 200 required internship hours each semester **if** the placement can and will accommodate this adjustment.

Failure to complete the required hours due to student negligence as specified above may result in failing the Practicum I seminar as this core requirement of hours is not met. These reasons are not grounds for requesting an Incomplete for the course. Please review Stockton's Incomplete Policy in the *Academic Bulletin* or *Student Handbook,* and as specified in the course syllabus.

The Senior Seminar in Social Work Practice and Senior Placement

In the Senior year students confront the complexity of their role as social workers in the delivery of social services. They are directly involved in the service delivery task during their two day per week supervised placement. Students must learn more than social work practice skills; they must have knowledge about the network of social services, the kinds of social agencies, issues connected with professionalism, and

the dilemmas of community involvement and participation in social work services. *Practicum I* will provide a forum for both interactive learning through shared experiences and problem solving at each stage of the internship. Each student's internship and experience will be different; in addition to *Senior Seminar* activities and readings, internship coordinators will visit the seminar classes at least 4 times during each semester to introduce supplemental topics attending to specific learning competencies.

The academic and practice content of the Senior year has a firm base in the student's previous course work in the Social Work Program. Thus, a part of the initial content in the *Senior Seminar in Social Work Practice* will summarize, integrate, and utilize the student's earlier studies and internship experiences to sharpen social work practice skills. Of course, it is essential to quickly introduce new skills, to test the student's capacity to use these skills with clients in a variety of patterns of service delivery, and to encourage proficiency in dealing with and changing those environmental forces that impinge upon or prevent the social worker-client system achievement of the service delivery task. From this process, and by the end of the academic year, the student should emerge as a generalist professional practitioner.

The major emphasis of the *Senior Seminar in Social Work Practice* is on social work practice, with particular attention focused on the development of skill in the delivery of social services. The primary purpose of the Seminar is to provide the theoretical framework for the professional practice of social work. Different conceptual models of intervention are explored. Skills and techniques are integral components of any intervention system. Knowledge about them will be acquired in the Seminar, but it is in the student's interaction with different client systems that they are tentatively applied, refined, and eventually mastered.

The Stockton Social Work Program supports an empowerment, strengths-based model of generalist social work practice which encompasses the two ends of a psycho-social event: people in interaction with their environment. In such a model the social worker's primary focus is upon providing direct service to people who possess strengths yet have issues requiring assistance in bringing about changes in the social environment and in social institutions.

Selection and Expectations of Field Work Agencies

Social work agencies, departments, and programs selected for internship placement must be committed to the importance and value of undergraduate social work education. They should be able to structure creatively a variety of learning experiences for our students. The agency utilized for field work placement should meet the following criteria:

1. The setting values undergraduate social work students and is interested in participating in their training and education.
2. The setting exhibits flexibility and variety in its uses of service delivery methods so that the student may develop an understanding and mastering of generalist social work practice.
3. The setting agrees to develop learning experiences for the student that are appropriate to the requirements of the Social Work Program in accordance with CSWE EPAS. These would include:
    a. An initial brief orientation to the agency and its services inclusive of social worker safety policies and procedures,
    b. Early and regular contact with client systems,
    c. Attendance at staff meetings and conferences, and an
    d. Opportunity to learn about the agency in the broader context of its funding sources and its

organizational structure.

4. The setting will provide regularly scheduled supervision for the student by a social worker with an MSW, or a BSW, and at least two years' professional experience. Other professionals/persons may be used as supervisors upon approval of the Coordinator of Internship Education on behalf of the Social Work Program, who assures that the prospective supervisor completes the *Seminar in Internship Instruction (*previously known as *SIFI)* training and/or individual instruction as to social work competencies and curriculum. In certain instances, we may choose to use an agency that cannot offer this kind of supervision, and where this occurs, the Program will carry the responsibility for the professional social work supervision of the student.

5. The on-site instructor must agree to provide students with a minimum of an hour of supervision a week in individual and/or group conferences. Process recording or regular review of the students' written work at the agency is an important topic for the supervisory conference. If the supervision is not provided by a social worker (with the MSW or BSW), 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 student at the start of the first semester in placement and then revised at the start of the second; this contract forms the basis for ongoing supervision and the written evaluation completed at the end of each semester.

6. Students are expected to spend 200 hours per semester in their senior placement. In most cases students will work two full agency days per week to meet this requirement. Students should expect that the internship be **completed during normal business hours during the week** as this is the usual time services are offered by professionals including the internship instructor and/or task supervisor. Flexible scheduling may occur, but is not guaranteed therefore should not be expected, as offered by the agency through an agreement between the student and supervisor, so long as it enhances the internship experience.

7. Additional or supplementary assignments: Students may request or be assigned to attend training, conferences, workshops, or projects outside the agency as part of their internship. These activities are meant to be supplemental to internship experience and not in lieu of agency learning nor as a solution for the student's difficulties in maintaining a consistent internship schedule, as required. The student **must request** in advance using this type of activity toward internship hours by emailing the supervisor and coordinator simultaneously. The student should include: the hours devoted to the activity; specific times, dates, and location, how the activity will further their learning, and what specific practice behaviors will be developed. The student should amend their Learning Contract adding this activity or training once approved. The request must be approved by both the coordinator and field instructor prior to the activity. The student **must then submit written verification of attendance** at the activity signed by the officiant with contact information. Failure to submit a request in writing or provide verification of attendance may result in denial of internship hours for this activity. If a project is completed outside of the agency and normal internship hours, verification will be in the form of a written report as assigned by the internship supervisor and meeting their expectations. No more than 40 hours total toward the required 200 internship hours for each semester will be approved for such activities.

8. Internship instructors should gradually increase responsibilities of students in placement during the year, but in no case should a student have client or administrative responsibilities inconsistent with their level

of training and competence. Placements are learning experiences, and gradually increasing responsibilities should occur under careful direction from the supervisor.

9. Students are not permitted to solicit placement opportunities on their own due to contractual arrangements (affiliation agreements) required by Stockton University for an agency to become an approved internship site. It is the Internship Coordinator's responsibility to arrange placements most closely aligned with both the student's needs and their internship preferences as stated in the application.

10. **The assignment of placements is an educational decision not dictated by student preferences, personal responsibilities, or employment schedules**. Changes in placements are therefore only made for the most compelling reasons submitted by the student in writing to the internship coordinator with subsequent documentation. Such requests will be reviewed by internship and program coordinators.

11. It is the policy of the social work program that every student in an internship should receive a full orientation to that agency's **Safety** policies and procedures. Safety in general is covered in the Practicum Prep course. Students are required to include agency orientation inclusive of safety policy and procedure as a learning activity for Competency 1 in the Learning Contract. Safety is emphasized in the Seminar in Internship Instruction class as a required component of the intern's orientation to the agency. This orientation should be provided by the agency itself since each agency may differ in terms of its needs and challenges regarding social worker safety. Students who do not receive safety orientations and training should take the initiative to inquire about this topic with their supervisor, while concurrently reporting this to their liaison and/or coordinator. In addition, the liaison will ensure that safety policies and procedures have been thoroughly reviewed with the intern during the first visit in the fall and this is noted on the *Visit Form (see appendix.)* The safety orientation and training may involve information about precautions related to fire and building safety, infection control, dealing with agitated or violent consumers/clients, and emergency procedures. If a student is involved in an incident during their internship experience that poses a risk to their safety or security, the student should immediately contact the supervisor and follow agency policy and procedures. The supervisor and student should also notify the internship coordinator following up that contact with the completion of an *Internship Incident Report* (see appendix.)

12. Stockton's social work program does not support interns transporting clients/consumers for any reason. It is at a student's discretion as to whether to drive agency vehicles if allowed and requested by the internship agency under the direction of the supervisor. Students must first verify that they are covered as an intern on the agency's automobile insurance and keep a copy of this verification for their records. Interns and instructors are advised to **only utilize student drivers if it is crucial to the student's learning as an intern**. If a student chooses to drive an agency vehicle and/or violates the rule against transporting clients in an agency or their own vehicle, the **Stockton University, Social Work Program, its Faculty and Internship Coordinator assume no liability** of responsibility for that action. Student interns are also required to sign an informed consent for release of information and assumption of risk documents that detail the Social Work Program's position on these matters inclusive of confidentiality parameters and other risk management issues.

13. Students need to familiarize themselves with the agency's **Social Media Policy** and any practices that ensure maintaining ethical standards for clients and staff, including, but not limited to, confidentiality, professional boundaries, and informed consent. Students are encouraged to review *Standards for*

Technology in Social Work Practice with particular attention to Section 4 on Social Work Education and Supervision.

Contact with BSSW Internship Coordinators

Once the student has been successfully placed within an agency and has begun the learning process, contact between internship instructors and BSSW Internship Coordinators can be extremely helpful. Instructors are encouraged to contact the Coordinator of Internship 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 practicum 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 Internship Education will visit the senior seminars as scheduled toward furthering integration of classroom theory with applied 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 internship instructors in addressing issues. The coordinator will also assist practice faculty where appropriate in assessing student ability to perform practice behaviors associated with required curriculum competencies.

Internship Evaluations

At the end of each term, a written evaluation, the *Senior Evaluation,* of the student's progress and performance is submitted to the Social Work Program by the Instructor. The Evaluation will be sent at least 2 weeks before the end of each semester, Fall and Spring, to the Instructor's email through EXXAT. The instructor is responsible for reviewing this with the student and it should be based on ongoing feedback and monitoring as to the student's 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 EXXAT. It is essential that both are returned by the due date so grades can be issued for Practicum *I or II*. 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 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 Internship Coordinator and become part of the evaluation. The instructor or the student should contact the Coordinator of Internship Education at any time during the semester, the earlier the better, if problems or concerns should arise.

Our program considers the completed evaluation forms (see appendix) as a blueprint for areas to be worked on during the next term. Careful attention to both the scale and the narrative items is appreciated: we do not expect our students to be "perfect" or even "above average" in all areas, as they are learners and are developing beginning generalist social work competencies. It is our expectation that 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.
3 =The intern **met the expectations** for interns in demonstrating a basic understanding and application of this behavior.
2 =The intern has **not yet met the expectations** in this area for understanding and/or application, but gives indication they will do so in the near future.
1 =The intern has not met the expectations in this area and **does not give any indication** they will do so in the near future.

*Please Note: We discourage instructors from using "n/a" or leaving unmarked any of the items being evaluated on the *Senior Evaluation* form. Each item is a practice behavior that we expect the student to demonstrate in each internship setting as well as written assignments and
in-class activities in *seminar* classes. If an instructor needs help in applying a behavior to their agency, they should refer to the Learning Contract and/or contact an internship coordinator for clarification.

Services for Students with Special Needs

Through compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Stockton's Learning Access Program provides assistance to students with disabilities. Every effort will be made to arrange appropriate accommodation for special needs students in their placement, based on a student's documented disability. In anticipation of the need for accommodations at an agency, students complete that section on the *Junior Internship Application*. Students in need of special accommodation should contact the Learning Access Program (609) 652-4988.

Equal Opportunity College

Stockton University is an equal opportunity university. It does not discriminate in admissions or access to its programs and activities or in treatment or employment of individuals on the basis of race, creed, religion, color, national origin/nationality, ancestry, age, sex/gender (including pregnancy), marital status, familial status, affectional or sexual orientation, gender identity or expression, domestic partnership status, atypical hereditary cellular or blood trait, genetic information, disability (including perceived disability, physical, mental, and/or intellectual disabilities), or liability for services in the Armed Forces of the United States.

Affirmative Action

Stockton University stands firmly committed to the principle of equal employment opportunity. The University employs a diverse population of individuals who represent various racial, ethnic, and economic backgrounds. The University strives to maintain and extend that diversity, not only to comply with state and federal statutes, but also to provide an educationally desirable environment. To that end, the university has developed an Affirmative Action Program to reaffirm and operationalize fully Stockton's commitment to equal opportunity for all job classifications. The sexual harassment of students or employees by faculty, administrators, other employees, or students is a form of sex discrimination prohibited by state and federal law. The University regards such behavior as a violation of the code of conduct required of all persons associated with the institution. In addition, the University complies with federal regulations which require

it to employ and to advance the disabled, Vietnam-era veterans, and disabled veterans.

Names and Identified Pronouns

If you are interested in using a name or preferred pronoun other than what is listed on the roster, please do not hesitate to let us know. It is our express wish to respect one's ability to self-define their identity and this will be supported in the course by both the professor and students. It is also expected that it will be respected in their internship.

Student Policy Prohibiting Discrimination in the Academic/Educational Environment

Policy
The University is committed to providing every student with an environment free from discrimination or harassment. Under this policy, discrimination/harassment based upon the following protected categories are prohibited and will not be tolerated: race, creed, color, national origin, nationality, ancestry, age, sex/gender (including pregnancy), marital status, civil union status, domestic partnership status, familial status, religion, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for service in the Armed Forces of the United States, or Disability.

Applicability
Prohibited discrimination/harassment undermines the integrity of the student relationship, compromises equal opportunity, debilitates morale, and interferes with educational productivity. This policy applies to all students at Stockton University. The University will not tolerate behavior and conduct that violates this policy by anyone in the community. This policy applies to conduct which occurs in the workplace/educational environment and extends to conduct which occurs at any location that can be reasonably regarded as an extension of the university, such as any field location, any off-site campus-related social function, or any facility where Stockton University business is being conducted and discussed.

This policy also applies to third party harassment. Third party harassment is unwelcome severe, pervasive, or persistent conduct involving any of the protected categories referred to in (a) above that is not directed at an individual but is a part of that individual's academic environment. Third party harassment based upon any of the aforementioned protected categories is prohibited by this policy.

Outside groups contracted by the University to perform on-campus services come under the purview of this statement.

If an agency, field instructor or any of its staff become aware of potential discrimination, harassment, or sexual misconduct involving a student-intern, please contact the Field Coordinator or assistant immediately. Also, you need to fill out an *Internship Incident Report* (see appendix.) The following resources are some most frequently utilized by our students:

CONFIDENTIAL RESOURCES:
Women's Gender & Sexuality Center Hotline: 609-849-8473
Counseling Center: 609-652-4722

Avanzar: 1-800-286-4184 (Avanzar: www.avanzarnow.org is the county domestic violence/ sexual assault program.)

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 "Certified Social Workers" (CSW's). 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.

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

Student:		**Semester**	Fall SOWK 4901 ☐ / Spring SOWK 4902 ☐ (Check One)
Agency-Program:		**Internship Instructor:**	
Instructor Email:		**Phone Number:**	

Instructions: The learning contract is a tool used to facilitate the student's learning process. It provides a foundation for the learning experience to achieve learning outcomes of the Social Work Program's Curriculum. Learning objectives and learning activities provided by the agency should be clearly stated and integrated in the process of developing this agreement. The intended result of developing this contract is mutual clarity and consensus among all educational partners (student, supervisor, social work program, and agency) regarding responsibilities, tasks, and processes to achieve specified learning outcomes. Consequently, the learning contract helps to set boundaries for the student and serves as the basis for evaluation of the student performance. It should be used to ensure that the Social Work Program's educational objectives for the internship experience are met.

The student and internship instructor should meet at the beginning of the semester to discuss agency expectations for student interns, outcomes expected by the Social Work Program, learning objectives, and agency-based learning assignments. All students are required to receive an orientation to their agency that includes topics of confidentiality and safety as well as a regular schedule for an hour of weekly supervision. These learning experiences should be incorporated in the learning contract. Over the course of the semester, it is suggested that the learning contract be continuously reviewed in supervision to assess the student's progress toward achieving the specified competencies. The learning contract completion date and signatures of the student, instructor, and internship coordinator are required to reflect a mutual process and agreement between all parties in developing this document. **Two (2) copies** of the signed completed learning contract should be turned in to the internship coordinator no later than the .5th week of the semester (exact date provided in the syllabus.) BCWEP students should submit the *BCWEP Learning Contract* reflecting the additional BCWEP specific competencies at the same time. Please access this template on EXXAT and complete it by typing in the Learning Activities. Contact your Coordinator and/or Liaison for any assistance needed in the development of learning activities.

Competencies and Behaviors (the student will be able to...)	**Learning Activities (the student will achieve this by….)** *Must be SMART* *Must have **at least 2** Activities for Each Competency*	**Target Date**
Competency 1: Demonstrate Ethical and Professional Behavior		
Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes. Behavior 5: Use supervision and consultation to guide professional judgment and behavior.		

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.		

Competency 4: Engage in Practice-informed research and Research-informed Practice		
Behavior 11: Use practice experience and theory to inform scientific inquiry and research. Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.		
Competency 5: Engage in Policy Practice		
Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services. Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Behavior 19: Collect and organize data and apply critical thinking to interpret information from clients and constituencies. Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

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

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

Student Signature: _____

Date: _____

Internship Supervisor Signature: _____

Date: _____

Coordinator of Internship Signature: _____

Date: _____

STOCKTON UNIVERSITY

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 student's senior internship. Please take a few minutes to evaluate the student'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: _____

Internship **Instructor/Interviewer:_____**

Date: _____

Please rate the student on a **1- 5** scale for each item:

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

1) **Student'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

2) Student's Respect for Difference and Diversity (EPAS 2.1.4).....**1 2 3 4 5**

3) Student's Appreciation of Ethical Practice (EPAS 2.1.2) **1 2 3 4 5**

4) Student's Demonstration of Engagement Skills (EPAS 2.1.10)..... **1 2 3 4 5**

Additional Comments or Feedback for Student:

_____

_____

_____

_____

_____

_____

5) How would you rate our current model for preparing junior social workers based on what has been explained thus far and what you experienced meeting the student today?

1 2 3 4 5

Unfavorable>----------Favorable

Thank you for your time. We will use your information as part of the student's overall evaluation, as well as for assessment of the new model's effectiveness.

Instructor/Interviewer Signature: _____

Please return to:
Douglas Deane
Stockton University
101 Vera King Farris Dr
SOBL H-201
Galloway, NJ 08205
Douglas.Deane@Stockton.edu

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

Name of Student:

Agency:

Field Instructor:

☐ Practicum I (SOWK 4901) ☐ Practicum II (SOWK 4902)

Total Hours Student Completed: (200 Hours Required for Each Semester)

This evaluation provides an opportunity for instructors to assess the student's knowledge, skills, and acquisition of competencies.at the internship. The learning contract completed in the beginning of the semester should be the guide for assessing student performance. The evaluation should be a mutual process, with the student actively involved and signing this form once completed. Internship instructors should write a brief narrative addressing Items I through V below and complete the ***Performance Outcome Grid*** on the following pages.

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

II. Identify the student's strengths as you observed his/her learning activities and assigned tasks.

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

IV. What is the student's potential for working in the profession of social work?

V. Other comments:

Rating Scale for Evaluation of Internship Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several behaviors that we ask you to rate according to the following criteria:

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.

3 =The intern met the expectations for interns in demonstrating a basic understanding and/or application of this behavior.

2 =The intern has not yet met the expectations in this area for understanding and applying this behavior, but it is expected they will with further experience and practice.

1 =The intern has not met the expectations in this area and does not give indication they will do so in the near future.

The Internship Coordinator has responsibility for assigning the grade for the Practicum Seminar. The grade that is assigned will be based on: overall evaluation of the student's performance at the internship considering both the instructor's evaluation and other submitted materials such as the learning contract, seminar assignments given by the coordinators when visiting senior seminars, and guided discussions that integrate internship experiences with classroom instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified. Instructors are encouraged to write 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:**
Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 5: Use supervision and consultation to guide professional	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	

judgment and behavior.		
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.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 8: 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	
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.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 10: Engage in practices that advance social, economic, and environmental justice.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Competency 4: Engage in Practice-informed research and Research-informed Practice		

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 13: 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		
Behavior 14: 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	
Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
Behavior 19: Collect and organize data and apply critical thinking to interpret information from clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		**Comments:**
Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 25 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities		
Behavior 28: Select and use appropriate methods for evaluation of outcomes.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcome.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	
Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	☐ ☐ ☐ ☐ ☐ 5 4 3 2 1	

Please check one of the following:

☐ This intern has excelled in the placement by performing above expectations for interns.

☐ This intern has met the expectations of the placement.

☐ This intern is not yet ready for beginning level social work practice.

☐ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

The internship grade will be determined jointly between the student, instructor and Coordinator of Internships based on the student's performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your internship grade. A student must pass both the Practicum Seminar and Senior Seminar classes in order to finish the sequence or graduate. If you fail either, you will need to repeat both coincidently.

Comments:

Signature of Internship Instructor: _____

Date:

THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE INTERN:
My internship supervisor and Coordinator of Internships 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.

Intern's Signature: _____

Date:

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

STOCKTON UNIVERSITY SOCIAL WORK PROGRAM

STUDENT REQUEST FOR INTERNSHIPAT CURRENT WORK SETTING GUIDELINES

INSTRUCTIONS: Students who wish to negotiate an arrangement for an internship at their current place of employment in accordance with the Council on Social Work Educational (CSWE) Policy and Accreditation Standards must prepare a proposal using the following guidelines and submit it for approval to the Coordinator of Internship Education. Where appropriate, your work site administrator who has authority to grant permission for release time for this internship, should be contacted before you submit the proposal to the Coordinator. Your proposal must be approved in writing by the Coordinator before you are permitted to earn hours. It is therefore important that students complete and submit their proposals for approval no later than the end of the spring semester.

CSWE Requirements:

- Students requesting permission to have a field placement with a current employer must be supervised by an approved field instructor who does not supervise them during their paid employment hours.
- Students must complete tasks and assignments as an intern that are totally different than those tasks, assignments, responsibilities, and duties they complete as paid employees.

This proposal should be typed and include the following information:

1. Name
2. Home Address (Street/City/State/Zip)
3. Telephone Number: (Home & Business)
4. Date
5. Year of Student in Social Work Program (e.g., BSW, 1st year MSW, 2nd year MSW, etc.)
6. Description and Function of the Agency (Name, Address, Telephone Number).
7. Student Employee Status (job title, function, job description, how long in position, name of immediate employment supervisor).
8. Proposed Internship Experience (placement function, address if different than above, clients to be served, supervisor for placement).
9. Proposed Learning Objectives: Assignment/Range of Tasks to Meet Learning Objectives; Proposed Internship Supervisor including frequency and times for supervision.
10. Weeks, days, times for proposed internship hours to be completed.
11. Describe how internship tasks and activities are substantially different from those the student completes as a paid employee.
12. Attach the current resume of the proposed internship supervisor and a letter from the agency director/administrator stating that they have reviewed the proposal and are in agreement.

*Note: Make sure that the tasks proposed for the internship meet the curriculum goals and objectives for the student's level of study.

Submit the completed proposal to:

Douglas Deane, Coordinator of BSSW Internship Education
Stockton University
Social Work Program
101 Vera King Farris Drive, H-223
Galloway, NJ 08205-9441
Douglas.Deane@Stockton.edu

Stockton University Social Work Program
INTERNSHIPAPPLICATION AND INFORMATION

Information:

In the spring semester, you will be introduced to internship education through a combination of coursework, virtual 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 Internship Education, Douglas Deane, and the two Assistant Coordinators, Hilda Rivera and Christine Lill. Your demographic information, geographic preferences, social work areas of interest and essay answers will allow the program to assess your learning needs and experience. 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** on EXXAT. **Please submit the typed application, typed essay answers, and informed consent as <u>one document</u>.**

Faculty will review your application and notify you of your assigned internship agency with whom you will interview at the third meeting of Practicum Prep in the spring. We are interested in what type of agency you prefer, what geographic area you prefer, and any additional information that you feel the Internship Coordinators should know in order to place you in an agency that meets program requirements and your preferences as closely as possible.

Most internship opportunities are available during weekday and daytime hours. Internships are learning experiences that support the integration of classroom knowledge with applied experience and are supervised by a professional instructor. Frequently this supervision is not available during evening or weekend hours in agencies. **It is therefore the responsibility of students to accommodate their schedules to internship availability.** Students are not allowed to arrange their own internships. Internships where students are employed must be pre-approved by the Coordinator and meet Council on Social Work Education requirements and additional documentation is required. Please read and review our Internship Manual on the social work website for all policies related to internship education.

Your completion and submission of this application is your first internship assignment. Therefore, it should be professionally presented, complete, thorough, and submitted on time. **Late applications will not be accepted, meaning that you cannot proceed with the junior sequence in the spring semester**. It provides internship coordinators with a first impression of your ability, as well as it demonstrates your readiness to enter an agency as a social work intern. Your essay answers should reflect your experience and self-awareness as to why you are pursuing a career in social work.

FIELD EDUCATION APPLICATION

Directions: Complete and submit this application on EXXAT as an ungraded assignment. 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: _____

Theory & Methods' Instructor: _____

Are you fluent in a language other than English? _____ Yes _____ No

If yes, specify: _____

Transportation Concerns (For example, no car, limited to public transportation, etc.):

_____

_____

Geographic Preferences (List first three counties of choice with a 1, 2 and 3):

Atlantic____ Burlington_____ Camden____ Cape May____ Cumberland_____
Gloucester____ Monmouth_____ Ocean_____ Salem _____ Other____

*YOU MUST HAVE THREE

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

Your signature verifies that you have read the Internship 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 placement? All accommodations must be outlined **specific to** an internship (as opposed to a course) and verified through official documentation provided by the Learning Access Center. Please advise of the accommodations requested in the space below:

_____

_____

_____

Are you a student with a criminal record and/or history of child abuse charges and wish to disclose in order to facilitate placement in an internship where these factors will not impose restrictions? You are under no obligation to disclose this information. However, such disclosure, if made during the application process, will help coordinators in making an appropriate internship arrangement on your behalf.

_____

_____

Self-Assessment (Be accurate as your answers will be compared with those of your current professors)

1) How often do you edit your assignments before submitting (including peers, advisors, writing center)?

0_____ 1-3 times_____ 4 or more_____

2) Do you ask for help when overwhelmed, uncertain or stressed? If yes, how often per week?

No_____ Yes, 1-3 times per week_____ Yes, 4 or more times per week_____

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, internship coordinators, 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 agency representatives and 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. This consent is in effect for the duration of my admission to the Social Work Program unless revoked in writing. I hereby hold harmless the coordinators, and faculty and Stockton University from and against any and all claims resulting from the release and/or exchange of information about me during or after the completion of my academic program.

Option #1. I consent to the release and/or exchange of personal information as noted above:

_____ _____
Student's Signature Date

_____ _____
Witness Date

Option #2. I do not consent to the release and/or exchange of personal information as noted above:

_____ _____
Student's Signature Date

_____ _____
Witness Date

This application should be completed and submitted on EXXAT

Stockton University
Social Work Program

Internship Application & Program Admission Essay

Instructions:

You are formally applying for acceptance in the Social Work Program by completing the Junior Internship Application. For the faculty to get to know you better and your interest in social work, we are requesting a self-assessment essay that describes your professional development and current interests. Hopefully this will enable you to thoughtfully examine your career choice in the profession of social work, your strengths and weaknesses, and the learning tasks you feel you should focus on during the upcoming semester. Please type your answers to the following questions in essay format:

1. What do you think is the purpose of social work in society? **How is this purpose expressed in what social workers do?**

2. What aspect of social work appeals to you? Why? What aspect of social work does not appeal to you? Why?

3. Describe any personal experiences that significantly influenced you to become a social worker (e.g., family, friends, significant adults, personal problems, political issues, religious convictions, job market).

4. Have you had any work, volunteer, or county college internship experience in social work? Describe its relevance to your learning and preparation for the field?

5. What personal qualities do you possess that will **aid you** in becoming a social worker? What personal qualities do you possess that might **hinder you** from becoming a social worker?

6. Are there any limitations or challenges (health, employment needs, financial circumstances, family problems) which may affect your involvement in full time studies and hinder your ability to complete an internship?

7. In what ways will an internship prepare you as a social worker and as a professional?

This application should be completed on EXXAT

Douglas Deane, Coordinator of BSSW Education
Office H-223
(609) 626-3562
Douglas.Deane@Stockton.edu

STOCKTON UNIVERSITY

School of Social and Behavioral Sciences

101 Vera King Farris Drive Galloway NJ 08205 9411 *SOCIAL WORK PROGRAM*

L052121-5

Social Work Internship Education
Affirmation and Acknowledgement of Risk

I, _____, affirm and acknowledge that I have read the Stockton University Social Work Student Handbook and Internship Manual and understand the nature of social work practicum involving regular engagement in on-site, in-person and virtual practicum activities in a social service setting.

(Please carefully read and then initial each of the following statements):

_____ I acknowledge that there are certain risks inherent in my participation in this internship, including, but not limited to risks arising from:

- Driving to and from the internship site, or while in the course of practicum activities; (Stockton's Social Work Program directs students not to transport clients/consumers of their internship at any time for any reason nor to drive agency vehicles. However, if a student of their own free will decides to drive their own vehicle or to drive an agency vehicle they have done so at their own risk. Stockton University assumes no liability.)
- Unpredictable or violent behavior of certain client populations served by the internship site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ I understand that it is my responsibility to follow safe practices as set by Stockton University and my internship site, as well as those required by our state and federal governments. Information specific to COVID-19 Control and Prevention can be found on the following website: https://www.osha.gov/SLTC/covid-19/controlprevention.html

_____ I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks with no liability being held by the internship site or University. I agree that it is my responsibility to understand and follow the internship site's policies and procedures designed to identify and control risks, including safety and security procedures and policies, and to obtain any immunizations and/or vaccines which the internship site and University may recommend and/or require.

_____I acknowledge that the University and or the placement/internship site may require a Covid 19 vaccination. I acknowledge that should I refuse or obtain a legal exemption; the field site has the right to terminate the internship. The University Internship Coordinators can seek an alternative placement which may cause an interruption in the internship hours which could affect my graduation date. I acknowledge that there is no guarantee that the University Coordinators will be able to find an alternative placement.

_____ I acknowledge that it is my responsibility to bring to the University's and/or Social Work Department's attention any information regarding the field placement/internship site being unsafe or otherwise improper.

_____ If I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that Stockton University does not provide health and accident insurance for internship site participants, and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I will notify my Agency Supervisor and Stockton's Internship Coordinator if I receive medical or emergency treatment related to my internship.

_____I acknowledge that the social work profession is not risk free and that by extension, practical training (internship) for the profession is not risk free either. I voluntarily participate in this field placement despite these risks, with the understanding that successful completion is a requirement to obtain a Bachelor of Science in Social Work (BSSW) degree and/or a Master of Social Work (MSW) degree.

_____I acknowledge that if I have health issues or am not comfortable participating in the field internship, I can elect to postpone my internship to a later date, knowing that it will affect my course schedule and projected graduation date.

_____I understand if I have any question as to whether a physical or medical condition would prevent my full participation in any of the abovementioned courses, I should approach the Stockton University Social Work Program Coordinator as well as the Social Work Internship Coordinator and the University Wellness Learning Access Program Center who will discuss possible accommodations.

_____ I acknowledge that engaging in an internship may require a degree of skill and knowledge different from other activities and that I have responsibilities as a participant. It has been explained to me, and I understand, that Stockton University Social Work Internship Coordinators are available to discuss any questions or concerns I have about the nature and physical demands of this placement activity and the inherent risks, hazards, and dangers associated with this activity. I represent that I am otherwise capable, with or without accommodation, to participate in the placement and Practicum courses.

_____ I understand that Stockton and its Social Work Program are not agents of, and have no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the internship. Stockton and the Social Work Program accept no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others while traveling or participating in designated activities. I further understand that Stockton and its Social Work Program are not responsible for matters that are beyond their control. I acknowledge that Stockton University and the Social Work Program reserve the right to cancel the internship without penalty or to make any modification to the internship and/or academic program they deem necessary.

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.

_____ _____

Student Signature Date

_____ _____

Social Work Internship Coordinator Date

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 Internship Education

Stockton University

101 Vera King Farris Drive

Galloway, NJ 08205-9441

Douglas.Deane@Stockton.edu.

(609) 626-3562

Visit Form

This form is to be completed by the liaison at the completion of any contact including telephone, e-mail, virtual, and/or site visit with a field agency or field instructor.

Date of Contact:		○ Virtual ○ In person ○ Phone ○ Email
Agency		
Person (s) Involved:	Student:	
	Instructor:	
	Liaison:	
Issues Discussed:	□	Orientation/Safety
	□	Learning Contract:
	□	Competency # 4: Engage in Practice-informed research and Research-informed Practice
	□	Competency # 5: Engage in Policy Practice
	□	Competency # 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities
	□	SIFI Yes □ No □ Interested? □
	□	Practicum experience-Classroom learning connection
	□	Diversity/inclusion
	□	Other
Comments/Activities:		
Assessment of Student's Performance in Practicum at the time of contact:		
Action to Be Taken:		
Student's Signature:		
Instructor's Signature:		
Coordinator's Signature:		