



STOCKTON UNIVERSITY

MSW PROGRAM PRACTICUM EDUCATION MANUAL

Fall 2025 – Spring 2026

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Introduction

Welcome to Stockton University's Master of Social Work (MSW) Practicum Education Program. As part of the social work curriculum, practicum education provides important learning experiences for students to integrate classroom learning with applied experiences within human service agencies. Practicum placements are therefore necessary to achieve MSW program curriculum learning outcomes. Through partnerships with students, human service agencies, and the Social Work Program, practicum placements are developed to enhance professional growth and competencies that better serve an increasingly diverse community of service providers and consumers.

This Practicum Education Manual has been developed to help students and practicum instructors understand practicum education policies and procedures. It should be read for a thorough understanding of the practicum education component and used as a reference throughout the student's experience. Forms used by those involved with practicum education are also included. These forms are resident in the new Exxat content management system which will be utilized by the MSW Practicum Program beginning with the Fall 2025 semester.

This manual includes information regarding expectations involved in acquiring practice competencies and completing practicum placement experiences. It includes updated practicum education information and links to other pertinent sites such as the National Association of Social Workers (NASW) *Code of Ethics* ([click to access the Code of Ethics](#)). All partners in the MSW Program work together to offer students a challenging and rewarding practicum experience that enhances professional development.

Nomenclature

MSW Practicum Education Program: The overall program that oversees practicum education for the MSW Program.

Coordinator of Social Work (MSW) Practicum Education: The full-time staff person responsible for developing and coordinating practicum placements, making practicum site visits, and managing issues that emerge among partners in the practicum education experience.

Assistant Coordinator of Social Work (MSW) Practicum Education: The staff person responsible for making practicum site visits and for assisting the Practicum Education Coordinator with placements and issues or concerns with the practicum education experience.

Practicum Instructor/Supervisor: The practicum agency-based instructor for the student on site; this person develops the learning contract with students, supervises, and evaluates student performance. MSW Practicum Instructors must possess an MSW degree from a CSWE-accredited program and have completed at least 2 years of relevant professional practice experience post-MSW degree.

Task Supervisor: A practicum agency-based instructor for the student on site who does not possess the required MSW degree and/or years of practice experience to assume the role of Practicum Instructor but is otherwise qualified to oversee a student's practicum tasks and assignments. Task supervisors may oversee the day-to-day work of the student at the practicum site/agency, while a separate, qualified professional assumes the role of Practicum Instructor to provide the required minimum 1-hour of weekly MSW practicum supervision.

Practicum Agency/Site: The human service agency or other appropriate site that has entered into a partnership with the MSW Program and has agreed to provide a learning experience and practicum site instruction services to the student on site that meet program standards.

Practicum Placement: The learning opportunity or internship that exists within a practicum agency environment.

Stockton University

Stockton University is a 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. Administratively, there are seven major academic units (Schools): Arts and Humanities (ARHU), Business (BUSN), Education (EDUC), Health Sciences (HLTH), Natural Sciences and Mathematics (NAMS), Social and Behavioral Sciences (SOBL), and General Studies (GENS).

Accreditation

Stockton University's Master of Social Work (MSW) Program is fully accredited by the Council on Social Work Education (CSWE). The Program was initially accredited in 2012, retroactive to 2009. Its accreditation was reaffirmed in 2024 through October 2032.

Faculty

- **Robert J. Barney, Associate Professor of Social Work**

Ph.D. (University of Louisville), MSW (University of Kentucky), B.A. (Asbury University). International social work, family and community development, cultural competence, HIV/AIDS, research practice, human rights, disasters.

- **Guia Calicdan-Apostle, Associate Professor of Social Work**

DSW (University of Pennsylvania), MSW (Asian Social Institute, Philippines), BSW (Philippine Women's University). Clinical social work practice, cultural competence, spirituality in mental health, public health intervention and advocacy (tobacco control), race, ethnicity, and diversity issues.

- **Zan Haggerty, Assistant Professor of Social Work**

DSW (Rutgers University), LCSW. Anti-oppressive clinical practice, identity affirming mental and medical health, group-based program development, emerging adult mental health, and chronic suicidality.

- **Robin Hernandez-Mekonnen, MSW Program Chair, Professor of Social Work**

Ph.D., MSW (University of Pennsylvania), B.A. (University of Wisconsin-Madison). Social work with children and families, impacting social and child welfare system reform via research and policy, immigration, trauma, abolition, childhood adversity, child well-being, and mixed-methods research.

- **Loretta Mooney, Associate Professor of Social Work**

Ph.D. (Widener University), MSW (University of Maryland at Baltimore), BSW (LaSalle University). Suicidology, mental health management and recovery, civil commitment and coercive practices, support for psychological pain.

- **Simone Snyder, Teaching Specialist**

DSW, MSW (Rutgers University), BA, (New York University). Power-Based Violence, Birth and

Reproductive Justice, Obstetric Violence, Maternal Health Disparities, Radical Social Work, Diversity, Oppression and Anti-Racism, Social Justice and Human Rights, Interpersonal Violence and Social Change, Birth and Reproductive Justice, Community Organizing.

- **Ian Zapeic, Assistant Professor of Social Work**

Ph.D. (The Ohio State University), MSW (Rutgers University), BA (Ramapo College). Internet technologies and social work, macro-level social work and policy practice, relationship and dating violence, online identity development.

Professor Emeritus

- **Diane S. Falk, Professor Emeritus of Social Work**

Ph.D. (Rutgers University), MSW (University of Pennsylvania), M.A., (University of Chicago), LCSW Social work practice, program development and administration, child welfare, mental health practice and policy, human rights, international social work.

Professional Staff

- **Jeffrey A. Feldman, Coordinator of Social Work (MSW) Practicum Education**

MSW (Rutgers University), B.S., (University of New Hampshire), LSW. Diverse populations, methods of practicum education, policy and legislation, advocacy, social work ethics.

- **Dawn M. Konrady-Fanslau Director, Child Welfare Education Institute**

EdD (Drexel University), MSW (Stockton University), MBA (Stockton University), MA (La Salle University), BS (Susquehanna University) Social work with children and families, impacting social and child welfare system reform via training, continuing education, professional development.

- **Lori Tomaro, Assistant Coordinator of Social Work (MSW) Practicum Education**

MSW (Monmouth University), BSW (Stockton University), LCSW. 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.

MSW Program Mission, Goals, Competencies, and Behaviors

Mission

The mission of Stockton's MSW program is to educate students who are prepared for specialized practice with marginalized populations using a social justice lens. The Program aims to produce graduates who understand the human condition and the commonalities that all people everywhere share, while respecting and honoring differences in personal and communal history, socioeconomic status, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. The curriculum focuses on developing practitioners who are prepared to work with marginalized, vulnerable, and oppressed individuals,

families, groups, organizations, and communities using diversity-focused, anti-racist and anti-oppression pedagogies. Students learn how systems of oppression and domination in society, racism, poverty, policy, and law create and exacerbate inequalities across the life course. The Program aims to underscore the importance of cultural variation and cultural humility in engaging, assessing, intervening and evaluating practice interventions. Students become advocates for change in the areas of social, economic, racial, and environmental justice.

The Program builds upon a strong foundation of generalist social work practice behaviors, values, knowledge, and skills. Students are expected to understand and be able to apply an ecological systems theory (person-in-environment), with a special focus on the theory of intersectionality of diverse factors (i.e., socioeconomic status, race, ethnicity, culture, sexual and gender identity, age, religion, and disability status). Other theories include, but are not limited to, critical race theory, queer theory, feminist theory, and trauma theory. They develop a thorough acquaintance with the negative effects of oppression, discrimination, marginalization, and other societal forces that block people's ability to meet their basic human needs. They develop familiarity with multiple theories, perspectives, and approaches that will strengthen their ability to work effectively with diverse and marginalized populations. They are expected to critically examine these theories, perspectives, and approaches as they become acquainted with research literature and as they develop experience in agency practice. Continuing the central focus of the undergraduate program, the MSW Program aims to produce graduates who have a lifetime commitment to upholding human rights, respecting human diversity, and working towards social justice in their professional and personal lives.

Goals

Goal 1: To prepare graduates for specialized practice with diverse client systems using a social justice lens and with an understanding of the historical/cultural/political contexts that lead to and exacerbate systems of oppression, discrimination, and domination.

Goal 2: To provide comprehensive content about generalist social work practice using diversity-focused, anti-racist and anti-oppression pedagogies.

Goal 3: To infuse throughout the curriculum the values and ethics that guide professional social workers in their practice, with particular attention to the culturally specific needs of individuals, families, groups, organizations, and communities.

Goal 4: To prepare graduates to be lifelong advocates for social change.

Goal 5: To prepare graduates who demonstrate the ability to think critically, write effectively, use quantitative and qualitative research methods, and be comfortable with the use of computer technology.

Goal 6: To prepare graduates to use self-reflection and self-awareness in their practice, paying particular attention to differences in bias, privilege, and power.

Goal 7: To provide service to the broader university community, to the surrounding southern New Jersey region, and in wider statewide, national, and international arenas. In this way, we deepen the Social Work Program's capacity to bring professional values and ethics to the broadest possible population, representing to students what it means to be engaged professional social workers; and we

demonstrate our commitment to ensure that Stockton University graduates are prepared to be citizens in a democratic, multicultural society.

Competencies and Behaviors

Note: GB = Generalist Practice Behavior; SB = Specialized Practice Behavior

Generalist Practice Competencies and Behaviors

Competency G1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values (**values/GB1**). Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior (**cognitive and behavioral processes/GB2**). Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective **practice (skills/GB4)**. Social workers understand digital technology and the ethical use of technology in social work practice (**knowledge/GB3**). Social workers:

- G1, B1 - Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- G1, B2 - Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- G1, B3 - Use technology ethically and appropriately to facilitate practice outcomes; and
- G1, B4 - Use supervision and consultation to guide professional judgment and behavior

Competency G2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights (**values/GB5**). Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response (**knowledge/GB5**). Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all (**cognitive and affective processes/GB6**). Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected (**skill/GB6**). Social workers:

- G2, B5 - Advocate for human rights at the individual, family, group, organizational, and community system levels; and

- G2, B6 - Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency G3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research (**knowledge/GB7**). Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion (**values/GB7**). The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power (**cognitive and affective processes/GB8**). Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression (**skill/GB8**).

Social workers:

- G3, B7 - Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- G3, B8 - Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency G4: Engage in Practice-Informed Research and Research-Informed Practice.

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge (**knowledge/GB9**). Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective (**cognitive and affective processes/GB10**). Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods (**skills/GB9**). Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources (**values/GB10**). Social workers:

- G4, B9 - Apply research findings to inform and improve practice, policy, and programs;
- G4, B10 - Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency G5: Engage in Policy Practice.

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services (**knowledge/GB11**). Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy (**cognitive and affective processes/GB11**). Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses (**values/GB12**). Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings (**skills/GB12**).

Social workers:

- G5, B11 - Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- G5, B12 - Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency G6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships (**values/GB14**). Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities (**knowledge/GB13**). Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and **constituencies (cognitive and affective processes/GB14)**. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate (**skills/GB14**).

Social workers:

- G6, B13 - Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- G6, B14 - Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency G7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice (**knowledge/GB15**). Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities (**skills/GB15**). Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan (**values/GB16**). Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making (**cognitive and affective processes/GB16**).

Social workers:

- G7, B15 - Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- G7, B16 - Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency G8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice (**knowledge/GB17**). Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities (**values/cognitive and affective processes/GB17**). Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings (**skills/GB18**).

Social workers:

- G8, B17 - Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- G8, B18 - Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency G9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities (**values/GB19**). Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness (**cognitive and affective processes/GB20**). Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes (**knowledge/GB19**). Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness (**skills/GB20**).

Social workers:

- G9, B19 - Select and use culturally responsive methods for evaluation of outcomes; and
- G9, B20 - Critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Specialized Practice Competencies and Behaviors

Competency S1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and apply its ethical standards, as well as a social justice lens, when considering relevant practices, policies, laws, and regulations that may impact marginalized individuals, families, groups, organizations, and communities (**knowledge/values/SB1**). Social workers understand frameworks of ethical decision making and apply principles of critical thinking and a social justice lens to those frameworks in practice, research, and policy arenas that may impact marginalized populations (**cognitive and affective processes/SB2**). Social workers understand the physical, mental, and emotional impact

of practice with marginalized populations and take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers recognize the importance of professional relationships, both with other professionals and in the form of inter-professional teams, acknowledge that not all professions regularly apply principles of social justice in their work, and actively strive to bring a social justice lens to interdisciplinary work with marginalized populations **(knowledge/values/skills/SB3)**. Social workers understand digital technology, the ethical use of technology in social work practice, and how issues of accessibility and availability of technology may impact marginalized populations **(skills/SB4)**. Social workers:

- S1, B1 - Use supervision and consultation to explore how issues of professional ethics, values, and social justice inform practice, research, and policy decisions when working with marginalized populations.
- S1, B2 - Apply ethical guidelines and a social justice lens to complex ethical dilemmas involving marginalized populations to arrive at ethically informed, socially just decisions.
- S1, B3 - Bring issues of social justice to the forefront when engaged in interdisciplinary work with marginalized populations.
- S1, B4 - Assess how the incorporation of technology can both create and remove barriers to the accessibility, availability, and outcomes of client services

Competency S2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers recognize that every individual, irrespective of their social standing in the development and promotion of a just society, is entitled to fundamental human rights **(knowledge/SB5)**. Social workers analyze the interconnected and enduring injustices throughout history that have contributed to colonization, oppression, and racism, including the role and response of the social work profession **(cognitive and affective processes/SB5)**. Social workers value and are committed to promoting and protecting the human rights of individuals, families, groups, organizations, and communities, advocating for policies and practices that advance social, racial, economic, and environmental justice **(values/SB6)**. Social workers strive to create a more equitable society by addressing systemic inequalities and supporting the power inherent within marginalized communities **(skills/SB6)**. Social workers:

- S2, B5 - Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic, and environmental justice
- S2, B6 - Apply principles of social, racial, economic and environmental justice within client systems to create or identify mechanisms for change that address systemic inequalities.

Competency S3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers use a social justice lens to understand how racism and oppression shape human experience and impact client systems, policy and research **(knowledge/SB7)**. Social workers are able to describe the profound influence of White supremacy, privilege, and oppression within the framework of an anti-racist pedagogy, as they actively develop their understanding, awareness, and competencies through the lens of social justice **(cognitive/affective processes/SB7)**. Social workers value and embrace diversity and how intersectionality influences human experiences and the formation of identity **(values/SB8)**. The dimensions of diversity encompass the intersectionality of various factors, including but not limited to social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. Social workers acknowledge that oppression, poverty, marginalization, and alienation, as well as privilege and power, impact a person's intersectionality and life experiences. Social workers assess the societal and historical origins of social and racial injustices, along with the various forms and mechanisms of oppression and discrimination. Social workers practice cultural humility and acknowledge how societal structures and values

can foster privilege and power that contribute to systemic oppression (**skills/SB8**). Social workers:

- S3, B7 - Identify, develop, and employ anti-racist and anti-oppressive practices when working with client systems
- S3, B8 - demonstrate cultural humility by incorporating positionality to improve client practice systems

Competency S4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use research to inform their practice decision making and use critical thinking to ensure that multiple knowledge sources inform research and evaluation decisions, with special consideration for vulnerable populations using a social justice lens (**cognitive and affective behaviors/SB9**). Social workers know how to develop appropriate research questions and hypotheses, and the importance of research in evaluating practice among marginalized clients (**knowledge/skills/SB9**). Social workers understand the value of social justice, the importance of evidence specific to marginalized populations, and the importance of conducting and sharing research with marginalized groups (**values/SB10**). Social workers:

- S4, B9 - Critically evaluate current research to inform decisions pertaining to practice, policy, and programs for marginalized groups.
- S4, B10 - Use qualitative and quantitative research design, methods, and analysis, and they interpret data derived from these methods, understanding how positionality can influence interpretations

Competency S5: Engage in Policy Practice

Social workers use a social justice lens and policy analysis framework, and empirical evidence to analyze social policies that impact or marginalize vulnerable populations by creating systematic disparities (**cognitive and affective processes/SB11**). Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, structural, systemic, and global influences that affect social policy, and work to critique and dismantle these influences with evidence-based policy making (**knowledge/values/SB11**). Social workers engage with policy advocacy through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities (**skills/SB12**). Social workers:

- S5, B11 - Dismantle the oppressive, historical, social, racial, cultural, economic, organizational, environmental, and global systems that marginalize clients, by actively engaging in and advocating for anti-racist and anti-oppressive policies to effect change in those settings.
- S5, B12 - Engage in evidence-based policy formulation and analysis and advocate to help implement policy change with marginalized client systems.

Competency S6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the value of language and communication across diverse client groups and use that to understand human behavior in the social environment (**value/SB13**). Social workers also recognize the relevance of theories of human behavior and the social environment, with a particular focus on the impact of racism, oppression and marginalization on client systems (**knowledge/SB13**). Social workers critically evaluate and apply language, communication, and theories of human behavior and the social environment with a social justice and anti-racist lens to facilitate engagement with marginalized client systems (**skill/SB14**). Social workers recognize how their own values, beliefs, and privilege may inhibit their ability to engage client systems, so they work to adopt a stance of “not knowing” to discover approaches to engagement that are appropriate to diverse client systems (**cognitive and affective processes/SB14**). Social workers:

- S6, B13 - Apply understanding of human behavior in the social environment using a social justice lens to engage with marginalized and oppressed client systems
- S6, B14 - Adopt a stance of “not knowing” with client systems in order to understand the impact of social injustice, racism, discrimination, and oppression on client systems and collaboratively develop culturally appropriate approaches to engage diverse client systems

Competency S7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand how culture and life experiences shape the experiences, strengths and challenges of marginalized and oppressed client systems (**knowledge/SB15**). Social workers value the role that culture and intersectionality play in shaping the development of goals and outcomes for marginalized client systems (**values/SB16**). Social workers understand the complex ways in which positionality should be accounted for during the assessment process, to include self-reflection of their own power, privilege, values and beliefs (**cognitive and affective processes/SB17**). Social workers also understand that part of the assessment process is understanding the historical/cultural/political contexts that lead to and exacerbate systems of oppression, discrimination, and domination. Social workers recognize these contexts and use critical thinking to ensure that theory, evidence-based practice and the client’s culture and intersectionality are incorporated and applied to a comprehensive assessment model (**skills/SB17**). Social workers:

- S7, B15 -. Use knowledge of assessment models and the clients’ culture and intersectionality to develop assessment models for use with marginalized and diverse populations.
- S7, B16 - Join client systems using a collaborative assessment process to develop self-determined goals and outcomes
- S7, B17 - Apply specialized theoretical perspectives which focus on the impact of social injustice, marginalization and oppression in assessing client systems

Competency S8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand the importance of evidence-informed interventions when working with marginalized, vulnerable, and oppressed client systems (**knowledge/SB18**). Social workers apply methods of identifying, analyzing and implementing evidence-informed interventions that take into consideration culture and intersectionality while working with marginalized populations (**cognitive and affective processes/SB18**). Social workers utilize their knowledge and understanding of human behavior and the social environment in conjunction with a social justice lens when intervening with marginalized client systems. (**skills/SB219**). Social Workers value the role that clients play in the selection and implementation of self-determined interventions (**values/SB19**). Additionally, Social Workers value interprofessional collaboration and participate in interdisciplinary teams as necessary to meet the goals of marginalized and oppressed client systems. Social Workers:

- S8, B18 - Apply theories and perspectives with a social justice lens to inform interventions with marginalized and oppressed populations.
- S8, B19 - Critically choose and implement evidence-informed interventions that account for positionality and reflect client self-determination when working with marginalized, vulnerable and oppressed client systems.

Competency S9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers understand the complexities involved in the evaluation of social work practice with marginalized, vulnerable, and oppressed client systems (**knowledge/SB20**). Social Workers recognize that due to the

intersectionality of social, political, and cultural identities among diverse client systems, and the marginalization they often face, it is important to evaluate evidence-based practice using an anti-racist and social justice lens to ensure anti-oppressive practice. (**values/SB20**). Social workers understand the multiple knowledge sources that contribute to the design of research and evaluation tools and use critical thinking skills to help apply this understanding to evaluate studies of social work interventions (**cognitive and affective processes/SB20**). Social workers use research methods that reflect anti-racist and anti-oppressive practices when evaluating work with marginalized populations (**skills/SB21**). Social Workers:

- S9, B20 - Use critical thinking and a social justice lens, apply anti-racist and anti-oppressive research methodologies and theories of human behavior in the social environment to evaluate practice interventions with marginalized client systems.
- S9, B21 - Generate or apply research findings to improve the effectiveness of anti-racist and anti-oppressive practices with marginalized client systems.

Practicum Education

Practicum education is an important component of the social work curriculum. It provides opportunities for students to develop and apply practice knowledge under the supervision of an experienced practicum instructor. Learning experiences are systematically designed and structured to foster the integration of empirical and practice-based knowledge that promotes the development of professional competencies. All practicum learning is grounded within the social work program's mission, goals and objectives. Student practicum education performance outcomes are assessed in relationship to the achievement of program competencies making the practicum experience the "signature pedagogy" of the MSW program. At this level, students must complete a minimum of 900 hours of supervised practicum experience, 400 hours during the Generalist Year and 500 hours during the Specialized Year.

Generalist Practice Year(s)

During the 1st year of the full-time Generalist study plan, (or during the 2nd year of the part-time Generalist study plan), practicum experience is integrated with generalist practice course content to provide practice experiences with marginalized individuals, families, groups, organizations, and communities. Students will develop beginning social work practice competencies through experience in problem identification, goal setting, data collection, contracting, implementation of plans, differential use of intervention roles, evaluation, termination, cultural competence, critical thinking, evidence-based practice, advocacy and empowerment. These experiences will be provided within the context of social work professional values and ethics with particular emphasis on social justice, human rights, and cultural competence.

Generalist year practicum placements require the completion of 400 hours (200 hours per semester) of practicum experience. Students will also attend three in-person practicum seminars per semester and complete related asynchronous readings, activities, and assignments assigned and due in the weeks between in-person seminar meetings to facilitate successful rehearsal and enactment of behaviors, professional values, ethics, and skills associated with expected generalist learning outcomes. Seminar attendance is mandatory and counts toward the required 400 generalist practicum education hours.

Generalist year practicum placement learning contracts, practicum performance evaluations, and

seminar course content are grounded within MSW Program Generalist Practice Competencies and Behaviors.

Generalist year practicum sites and practicum instructors are selected based on their knowledge of social work practice, ability to provide appropriate student learning experiences, capacity to assist students in connecting theoretical and conceptual knowledge with applied experience, and opportunities to apply evidence-based practice methods.

Specialized Practice Year(s)

In the 2nd year of the full-time Generalist study plan (or during the 3rd year of the part-time Generalist study plan), the practicum experience is designed to develop specialized practice competencies in work with marginalized individuals, families, communities, groups and organizations using a social justice lens. Students are required to complete an additional 500 hours (250 hours per semester) in a supervised practicum placement. Students will also attend three in-person practicum seminars per semester and complete related asynchronous readings, activities, and assignments assigned and due in the weeks between in-person seminar meetings to facilitate successful behaviors associated with expected specialized practice competencies. Seminar attendance is mandatory and counts toward the required 500 specialized practicum education hours.

Specialized year practicum placements are distinct from generalist year practicum placements in their support of student mastery of specialized practice year competencies and behaviors. These placements require deeper knowledge, greater skill, and student achievement of specialized competencies in applying a range of theories, concepts, differential assessments and interventions with client systems, advanced critical thinking, case analysis skill, demonstration of cultural competence and use of professional self in practice. Specialized placements are more demanding and involve more complex organizational contexts in which students function. In the specialist year(s) of the MSW program, the student learning contract, practicum performance evaluation, and advanced learning assignments are grounded within MSW Program Specialized Practice Competencies and Behaviors.

Participants in the MSW Program with Advanced Standing status are not required to complete the 400-hour Generalist practicum placement in the MSW Program, having met that learning requirement while obtaining a baccalaureate degree in social work. Advanced Standing status students completing a one-year full-time study plan enter directly into specialized practicum placements. Students with Advanced Standing status who are completing a two-year part-time plan of study will complete their specialized practicum education experience in their 2nd year of study.

Where Practicum Falls within the Curriculum

The tables below provide a visual summary of where practicum course work and placement falls within the MSW curriculum. When you will take practicum depends on whether you are enrolled in a full-time or part-time plan of study. Generally, if you are pursuing your education on a part-time basis, you will not have a practicum placement during your first year in the program.

For additional information on MSW curriculum and course sequencing, refer to the MSW Program Handbook. (add hyperlink if available)

Two-Year Full-Time Generalist Study Plan – Practicum Schedule
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Semester	Course	Required Practicum Hours
Year 1: Fall	SOWK 5901 Practicum I	200 hours
Year 1: Spring	SOWK 5902 Practicum II	200 hours
Year 2: Fall	SOWK 5903 Practicum III	250 hours
Year 2: Spring	SOWK 5904 Practicum IV	250 hours

Three-Year Part-Time Generalist Study Plan – Practicum Schedule		
Semester	Course	Required Practicum Hours
Year 1: Fall	No Practicum Requirement	No Practicum Requirement
Year 1: Spring	No Practicum Requirement	No Practicum Requirement
Year 1: Summer	No Practicum Requirement	No Practicum Requirement
Year 2: Fall	SOWK 5901 Practicum I	200 hours
Year 2: Spring	SOWK 5902 Practicum II	200 hours
Year 2: Summer	No Practicum Requirement	No Practicum Requirement
Year 3: Fall	SOWK 5903 Practicum III	250 hours
Year 3: Spring	SOWK 5904 Practicum IV	250 hours

One-Year Full-Time Advanced Standing Specialization Status Study Plan - Practicum Schedule		
Semester	Course	Required Practicum Hours
Year 1: Fall	SOWK 5903 Practicum III	250 hours
Year 1: Spring	SOWK 5904 Practicum IV	250 hours

Two-Year Part-Time Advanced Standing Specialization Status Study Plan - Practicum Schedule		
Semester	Course	Required Practicum Hours
Year 1: Fall	No Practicum Requirement	No Practicum Requirement

Year 1: Spring	No Practicum Requirement	No Practicum Requirement
Year 1: Summer	No Practicum Requirement	No Practicum Requirement
Year 2: Fall	SOWK 5903 Practicum III	250 hours
Year 2: Spring	SOWK 5904 Practicum IV	250 hours

Roles and Responsibilities of Practicum Partners

Students

To fulfill the demands of social work practice, students must be committed and prepared to take responsibility for their own learning outcomes. Good communication skills, effective interpersonal skills, self-awareness, and a schedule that allows sufficient time and flexibility to meet the demands of the practicum placement are fundamental requirements. Psychological well-being, behavioral, and emotional stability that allow students to withstand the rigors of the practicum education experience are all necessary. Questions or doubts about a student's readiness in these areas to successfully complete the requirements of practicum education should be addressed prior to placements being finalized by the Coordinators of Practicum Education.

Before beginning the practicum experience, students are also responsible for making themselves familiar with the NASW Code of Ethics and Stockton University Guidelines for Student Conduct. All activities in the practicum setting involving clients, consumers and staff must meet the standards detailed in the University Guidelines and NASW Code of Ethics (2021). This includes ethical responsibilities for social work professionals as stated in section 4.05, p. 25 of the Code as follows:

"Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility."

Student responsibilities as active participants in practicum education include, but are not limited to:

- Educating themselves about the practicum agency's policies and procedures, including those regarding safety, services, and responsibility to clients/consumers.
- Maintaining confidentiality requirements.
- Professional behavior, both as an agency representative and a representative of the University.
- Cultural competence.
- Completing all assignments and tasks in a timely manner.
- Attendance at all three in-person Practicum Seminars.

Additionally, students should participate in the development of their learning contracts each semester, routinely prepare for their supervision conferences with practicum instructors, and participate in their final evaluation at the end of each semester including signing the evaluation and maintaining a personal copy for their own records.

Students are encouraged to initiate contact with their practicum instructors, the Coordinator and

Assistant Coordinator of Practicum Education and MSW Faculty to share information and feedback regarding their practicum experience. Even if it is not a regularly scheduled day for the student to be at the practicum site, students must be present at the agency/site when the Coordinator or Assistant Coordinator of Practicum Education makes in-person site visits.

Finally, to comply with the NASW *Code of Ethics*, students at practicum education sites/agencies must identify themselves as students with the clients/consumers. They should never represent themselves as staff from their practicum agency.

Student Rights

Social Work students have all the rights enumerated in the *Stockton University Bulletin*.¹ Representatives from the MSW Program (MSW Alliance) are invited to participate in all Social Work Program meetings. By practice, officers or their designees are invited to attend such meetings. Faculty members and student representatives discuss issues related to policy and curriculum changes, course availability, practicum experiences, and alumni concerns. Students also participate in the selection of new faculty members. On-going opportunities to evaluate faculty performance are provided each semester through Stockton's student evaluation of teaching process. An MSW Program faculty member serves as adviser to the MSW Alliance. Other members of the Social Work Program faculty also visit MSW Alliance meetings on occasion. This encourages informal interaction among all those involved in the Social Work Program. Student feedback is a crucial component in the assessment of program effectiveness.

If a student has a grievance with faculty, peers or administration, the procedure is the following in accordance with the NASW Code of Ethics: 1. Address the grievance with the specific faculty member, peer or administration, if not resolved then, 2. Speak to the Chair, if not resolved then, 3. Speak to the Assistant Dean of SOBL. If additional support is needed, students can reach out to their preceptor.

Professional Behavior

Students are responsible for understanding the NASW *Code of Ethics* (available at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics>) and for conducting themselves in accordance with its core values and principles—in the classroom as well as at the practicum site/agency. Students are also responsible for understanding and abiding by Stockton's *Academic Honesty Policy*, which is fully explained in the *Stockton University Bulletin*.

Stockton's MSW program is focused on preparing students for work with diverse marginalized individuals, families, and communities. This preparation begins in the classroom, where students encounter other students and professors with diverse backgrounds, viewpoints, and perspectives on issues. It is expected that we will always treat each other with respect and that we strive to understand and value diversity.

Another aspect of professional behavior is preparation for class. As a professional social worker, you are expected to be prepared for each encounter with a client system and for every meeting you attend. As a student preparing for a professional career, you are expected to come to class prepared for active participation. This means completing required readings before classes, submitting assignments on time,

¹ The MSW Program made revisions according to the Council on Social Work Education 2022 Educational Policy and Accreditation Standards, and it is in the process of revising the Stockton Bulletin and other university publications.

and being attentive in class. It also means assuring that there will be no cell phone interruptions or other disruptions.

Classroom Conduct

Arrive on time. Be prepared. Cell phones or other electronic devices used for communication may only be in the classroom if on “vibrate” function. Computers or other electronic devices are only allowed in the classroom for notetaking as per instructor approval or for other instructor improved purposes. Students are encouraged to eat before or after class. Classroom eating is restricted to reasonable drink consumption without excessive noise, at the instructor’s discretion. Leaving the classroom at times other than specified by the instructor is restricted to emergencies. Students should not commit to an on-call or equivalent work obligation during class time.

Attendance and Participation

Students are expected to attend, be on time, and actively participate in all scheduled classes. Students who are unable to attend class due to an emergency are expected to email their instructor prior to class. Students who miss more than one practicum seminar put themselves at risk of substantial grade reduction.

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 aids students with disabilities. Every effort will be made to arrange appropriate accommodation based on a student’s documented disability. Students in need of special accommodation should contact the [Learning Access Program](#).

Student Health Services

The [Wellness Center](#) offers basic health services to students, access to a nutritionist and health educator, and individual and group counseling.

Please reference Stockton University’s MSW Student Handbook for additional policies and expectations of the Graduate Program of Social Work.

Practicum Instructors/Supervisors

Practicum instructors/supervisors who provide MSW supervision to students must have received an MSW from a CSWE accredited institution and have a minimum of 2 years of relevant professional practice experience post MSW degree. Prospective practicum instructors must complete an application for consideration and provide a copy of their cv/resume in order to be approved as instructors. The application and cv/resume will be reviewed by the Coordinator and/or Assistant Coordinator of Practicum Education. Practicum instructors are strongly encouraged to become certified through the Seminar in Practicum Instruction (SIPI) training. The purpose of SIPI certification is to enhance continuity and cohesion of practicum learning experiences as well as the skills of practicum instructors in their role as educational partners.

In an agency that otherwise would provide an excellent experience for a student but does not have a qualified practicum instructor available, the Practicum Education Coordinator, Assistant Practicum Education Coordinator, or an identified MSW faculty member who meets the criteria for practicum instruction will provide MSW practicum instruction to ensure that the student is provided with a social

work perspective on their work in the practicum agency; an agency representative will serve as the task supervisor who acclimates the student to the agency and provides day-to-day oversight. The Practicum Education Coordinator and/or Assistant Practicum Education Coordinator has contact with this task supervisor periodically throughout the semester.

Practicum instructors are responsible for planning the practicum education experience for the student and reflect those plans in a learning contract completed at the beginning of each semester, developed jointly with the student. They are responsible for assisting students' ability to make connections between classroom learning and the practicum experience. They are also responsible for providing direct supervision on a regular, consistent basis, for a minimum of one hour weekly. Individual and/or group supervision formats are equally acceptable for meeting student supervision needs. Additional practicum instructor responsibilities include the selection and timing of specific agency-based assignments and learning activities, conducting ongoing evaluation of student performance, maintaining notes on the practicum instruction process and student experiences that can be used in discussion with the Coordinator of Practicum Education or Assistant Coordinator of Practicum Education during site visits, and completing a formal evaluation of the student's performance in the practicum setting at the end of each semester.

Practicum instructors are also responsible for initiating contact with the Coordinators of Practicum Education, as soon as possible, should problems arise concerning a student's performance at the practicum agency, particularly if that performance is below acceptable standards.

In consultation with the Coordinators of Practicum Education, practicum instructors recommend a grade of pass or fail based on student performance assessed in reference to goals and objectives specified in each student's learning contract. The grade is submitted by the Coordinator or Assistant Coordinator of Practicum Education, who have final authority in assigning the grade.

Practicum Agencies/Sites

Agencies selected to provide practicum placement opportunities must be committed to the importance of graduate professional education. Specifically, these agencies must have the expertise and resources to provide experiential professional learning opportunities, as well as a commitment to becoming educational partners with the Stockton University Social Work Program. This commitment will be formalized by each selected agency entering into a formalized affiliation agreement with Stockton University's Social Work Program that stipulates education partnership responsibilities and parameters of liability in providing practicum placement opportunities for students. Generally, the practicum setting must exhibit flexibility and variety in its uses of service delivery methods, enhance student understanding of generalist and/or specialized social work practice, and develop learning experiences that are appropriate to the mission, program competencies and practice behaviors required to educate masters' level social work practitioners to work with marginalized individuals, groups, families, organizations, and communities.

Each agency/site must agree to provide students with an orientation to the agency and its services to include: safety information related to client contact and emergency policies and procedures; early and regular contact with client systems; attendance at staff meetings and conferences; the opportunity to learn about agency structure and systemic functioning to facilitate understanding of the agency's macro practice environment; consistent supervision of at least one hour weekly in individual and/or group formats from a professional who meets the CSWE qualifications to serve as a practicum instructor; structured learning experiences are also required. It is expected that practicum agencies will

provide practicum instructors and task supervisors with the time and support necessary to accomplish the educative, supportive, and administrative tasks necessary to facilitate quality practicum education experiences.

Community Advisory Committee

The MSW Community Advisory Committee assists the MSW Program in the assessment and implementation of practicum education. This Committee will meet a minimum of one time each semester to review practicum policies and procedures, recruit additional practicum agency partners, review the Social Work Program's Annual Report, and to offer suggestions and recommendations for program improvements. Committee members will be recruited based on the recommendation of the Coordinators of Practicum Education and/or Program Faculty. This Committee serves as an important link between practicum agency partners and the Social Work Program.

Coordinator/Assistant Coordinator of Social Work (MSW) Practicum Education

The Coordinators of MSW Practicum Education are responsible for serving as the intermediary between students, practicum instructors, and the MSW Program. The Coordinators make practicum site visits, assist practicum instructors in structuring learning experiences for students, monitor student performance, and in consultation with practicum instructors, evaluate student performance and assign a pass/fail grade for the practicum course. The Coordinators of Practicum Education also assist with problem solving and developing learning strategies to ensure that student performance in practicum education meets Program standards. The Coordinators of Practicum Education also assume responsibility for teaching practicum seminars that integrate theoretical curriculum content with applied experiences in student practicum placements. If the Coordinators of Practicum Education are unavailable to teach a particular section of a Practicum course, other qualified MSW Program faculty or staff or adjunct faculty may be recruited to fill these slots.

The Coordinators of Practicum Education are also responsible for developing, coordinating and managing the practicum placement process. The Coordinators also assist in managing issues that emerge among practicum education partners.

MSW Program Faculty

The MSW Program faculty work closely with the Practicum Coordinators. Faculty members may also advise students, offer feedback, and assist in resolving issues that emerge in reference to student difficulties in practicum education.

Practicum Policies and Procedures

Admission of Students

The following are the MSW Program's criteria and processes for enrollment in practicum education courses (5901, 5902, 5903, 5904):

- Students must be formally admitted into the MSW Program.

- Once enrolled in the MSW program, students must complete the following steps in order to prepare and secure their practicum placement:
 - Students who are newly admitted to a full-time plan of study go directly into the practicum placement during their first semester of study, whether they are completing the generalist or specialized curriculum. These students must complete an *MSW Student Practicum Placement Application* form and return it to the Practicum Education Coordinators immediately after being admitted to the MSW program. This application requests specification of student preferences regarding practicum, including practice setting and geographic location, in addition to general background information about the student.
 - Students admitted to a part-time plan of study begin their practicum work at the start of their second year in the MSW program, whether they are completing the generalist or specialized curriculum. These students must complete the *MSW Student Practicum Placement Application* form and return it to the Practicum Education Coordinators during the first year in the program during the spring semester.
 - Once their *MSW Student Practicum Placement Application* form has been reviewed and students have been notified of a potential practicum site/agency opportunity by the Practicum Education Coordinator or Assistant Coordinator, students must contact the assigned practicum agency/instructor to set up an interview. The format of the interview (in-person or virtual, single interview or multi-stage) is determined by the potential practicum agency.
 - After the interview process is completed, if both the student and the agency wish to move forward with the placement, students must sign an agreement to accept the practicum placement (the *MSW Practicum Placement Site Assignment Confirmation Form*) and return it to the Practicum Education Coordinators.
 - Students must comply with any additional screening requirements of their practicum agencies, (such as passing a criminal background check, providing proof of having an active driver's license and a clean driving record, immunizations/TB tests, drug screenings, etc). Failure to produce these records in a timely manner may impact a student's ability to secure their practicum placement.
 - Students must be concurrently enrolled in a Social Work Practice course (*Generalist Social Work Practice I, Generalist Social Work Practice II, Specialized Social Work Practice with Diverse Individuals, Families, and Communities I, or Specialized Social Work Practice with Diverse Individuals, Families, and Communities II*) and the related Practicum seminar course (*Practicum I, Practicum II, Practicum III, or Practicum IV*). Students completing the Generalist curriculum begin by enrolling in *Generalist Social Work Practice I* and *Practicum I* courses. Students completing the Specialized curriculum enroll in *Specialized Social Work Practice with Diverse Individuals, Families, and Communities I* and *Practicum III* courses.

Upon beginning the practicum education experience, all students must agree to abide by the National Association of Social Workers (NASW) *Code of Ethics* and the *MSW Program Expectations*, which are outlined in every course syllabus. Violations of policy, procedural and/or ethical standards by students engaged in practicum education may compromise students' ability to successfully complete degree requirements.

Practicum Placement Process and Monitoring

The Coordinator and Assistant Coordinator of MSW Practicum Education review practicum applications and make placement recommendations based on application materials. Students receive notification via email of a potential practicum agency opportunity with instructions to contact the assigned agency contact person (Human Resources, Executive Director, etc.) for a practicum placement interview within two weeks of notification. Final approval of the assigned practicum placement rests with the decision of the practicum agency, practicum instructor, MSW Practicum Coordinators, and student following the placement interview. Students are required to complete a *Practicum Acceptance Confirmation Form* indicating their acceptance of the assigned practicum placement. In cases where there are concerns on the part of the practicum agency and/or student regarding a placement assignment, these concerns should be reported to the Coordinator or Assistant Coordinator of Practicum Education and, if necessary, reassignment will occur if appropriate. The final assignment of a student to an agency setting for a practicum placement is an educational decision not dictated by students' personal responsibilities or employment schedules. Placement decisions are made by the Coordinators of Practicum Education in consultation with appropriate Faculty, if required. When a placement is agreed upon, it is highly unlikely that it will change unless there is some highly compelling reason submitted by the student to the Coordinators of Practicum Education in writing with subsequent documentation. Once assigned to a practicum agency, the student is expected to make arrangements for their practicum on-site days and hours in cooperation with the agency. Additionally, some practicum agencies require screenings of prospective students who will be placed there, such as medical examinations, criminal background checks, drug screening and child abuse history investigations.

Students should be aware that some criminal convictions and/or positive drug screening results may prohibit them from completing practicum placements with certain agencies according to their internal policies and procedures. Certain criminal convictions may also affect a student's qualification for licensure in some states, including New Jersey. Should a student be denied a practicum placement opportunity with an agency for any reason, it is their responsibility to notify the Coordinators of Practicum Education as soon as possible. Such notification is also required if a student's status changes during the course of their practicum placement.

If a student is not accepted upon interviewing with a potential practicum agency, or if the student provides a compelling reason not to accept a placement, the MSW Practicum Education Coordinators will find another suitable practicum placement and offer mentoring about successful interviewing, if needed. Students who are not able to successfully secure a practicum placement will not be permitted to enroll in the Practicum Seminar course and respective Social Work Practice classes for the upcoming academic year. The student's standing in the program may also be reviewed by the Program Chair and the Coordinators of MSW Practicum to determine if adjustments to the student's enrollment status are appropriate (e.g., shifting from a full-time plan of study to a part-time plan of study, deferring admission, etc.).

Learning Contracts and Process Recordings

Students, with their practicum instructor, must complete a learning contract each semester of their Generalist and Specialized practicum placements. The purpose of the learning contract is for joint planning in identifying goals and objectives that structure the learning experience in a manner consistent with MSW Program Competency-Based Learning Objectives. Due dates for the learning contract are stipulated in the respective Practicum course syllabi. Students who do not meet the due

date prescribed in their Practicum course syllabus will not be permitted to continue accruing practicum hours at their placement until the contract has been submitted to their Practicum course instructor.

Exceptions to this deadline will only be considered when a formal request with compelling reasons has been made to the Practicum Education Coordinator or Assistant Coordinator. The learning contract can be revised as needed throughout the semester and should be considered a living document. More information and sample learning contracts are available in the Appendix.

Process recordings have proven a valuable reflective instructional tool in social work education. Students' development of insight and self-awareness is key to professional growth and development. Reviewing process recordings with practicum instructors is one learning activity useful in promoting such growth. Students are required to complete two process recordings each semester they are engaged in practicum education. It is expected that practicum instructors will review and comment on the process recordings and discuss them with the student in supervision sessions to enhance student learning experiences.

Supervision

All students must receive one hour of supervision weekly with their assigned MSW Practicum Instructor. Both the student and practicum instructor should prepare for supervision sessions by contributing agenda items, reviewing progress in attaining behaviors designated in the learning contract, discussing process recordings designed to enhance student learning, and engaging in other discussions and activities designed to meet and enhance the student's learning needs.

Consent for Release and/or Exchange of Student Information

To maintain compliance with the Family Educational Rights and Privacy Act (FERPA), Stockton University's faculty and staff will protect students' confidentiality and honor their privileged communication. Neither practicum staff nor course faculty will discuss a student's concerns, personal issues, grades, or assignments in open forums or contexts. If there are concerns raised by a student, faculty member, or agency supervisor, they will be reviewed with only those persons with direct knowledge of the situation and/or the capacity to assist in its resolution. For instance, if a student reports to the Practicum Education Coordinator that they have not received a task at their internship toward completing a required class assignment, then the agency supervisor and course professor may be included in the conversation toward resolving that concern. Or, if a student is at risk of failing practicum as reported by the agency supervisor, the student's faculty preceptor may be notified.

All MSW students are also asked to sign a consent form permitting the Practicum Education Coordinator and Assistant Practicum Coordinator to initiate discussion with appropriate university agents, including faculty members and staff on issues related to the student's academic achievement and success. MSW students sign the consent as part of their application for practicum placement, completed prior to the start of the fall semester. Essential information is also shared in placing students in agencies as outlined in that consent form.

General Information

Students should plan on most or all of their required practicum education hours being completed during weekdays (Monday – Friday) during business hours (9 am to 5 pm or 8:30 am to 4:30 pm). Viable weekend and/or evening practicum education opportunities are very, very rare because of lack of supervision and other learning activity requirements stipulated by the Social Work Program and Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS).

Students who have an interest in a particular practicum placement and secure an agreement with that agency on their own must contact the Practicum Education Coordinator or Assistant Practicum Education Coordinator immediately to ensure the placement will satisfy the MSW educational requirements and that a current affiliation agreement is in place with the agency. Additionally, students must also be registered for the required concurrent practice course for the specific semester they are engaged in practicum education. If the student fails either the practicum seminar course or the concurrent practice course, both must be repeated. Any interruption in completing practicum education requirements must be explained in writing and submitted to the Coordinator of Practicum Education whose written approval is necessary for the student to go forward in the practicum education curriculum.

MSW students must complete 400 practicum education hours (200 hours per semester) during their Generalist practicum experience and 500 hours (250 hours per semester) during their Specialized practicum experience in order to meet graduation requirements. Accumulation of practicum hours is tracked through weekly submission of a time sheet submitted through the program's practicum content management system, Exxat. Time sheets should be submitted by the student and must be approved by the Practicum instructor (or Task Supervisor if the Practicum instructor is not agency-based). If a student wishes to complete both their Generalist practicum experience and their Specialized practicum experience at the same practicum agency/site, the student and/or the practicum agency/instructor must be able to explain how the specialized practicum experience will build upon and advance the practice knowledge, skills, values, and behaviors learned by the student in the Generalist practicum experience.

Practicum Agencies

An agency, a student, or the Social Work Program can initiate the process to identify an agency as a practicum internship setting. Practicum agencies accept the following requirements when they agree to provide student practicum placements: to provide students opportunities to practice social work in accordance with professional standards, including any applicable ethical codes and licensing laws; to provide orientation to the agency, including training in pertinent safety policies and procedures; to provide sufficient numbers and variety of assignments for learning; to provide space for office work, along with telephone and computer access; to provide and allow for release time for qualified staff to do practicum instruction and/or task supervision for each student; and, as appropriate, to allow time for practicum instructors to attend the Seminar in Practicum Instruction (SIPI) training and/or orientation for practicum instructors conducted by the Stockton University Social Work Program.

Students should be given appropriate orientation to the practicum agency, its services, and the community. They should also be able to attend staff meetings, training sessions, and other community activities relevant to their practicum assignments. Agencies are expected to carry responsibility for students' clients and assignments when the students are not there and provide alternate practicum instruction to the students in the absence of the assigned practicum instructor.

Safety Issues

Every student in a practicum agency should receive a full orientation to safety policies and procedures. This orientation should be provided by the practicum agency itself since each agency may differ in terms of its needs and challenges regarding social worker safety in their agencies. The Safety Orientation is a required activity in the fall semester learning contract for both Generalist and Specialized practicum experiences. Students who do not receive safety orientations and training should take the initiative to inquire about this topic with their practicum instructor. 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 generally. If a student at a practicum site/agency is involved in an incident which is a risk to their own safety or security, the student should immediately contact the practicum instructor and follow agency policy and procedures. The practicum instructor and/or the student should then notify the Coordinator or Assistant Coordinator of Practicum Education and follow that verbal contact with a written incident report (See Appendix. Incident report form is also available in Exxat). The incident report should include the date, time, and location of the incident; a detailed description of the events and of those involved, and how the situation was managed.

Change of Placement Requests

A practicum placement can only be changed with the approval of the Coordinator and/or Assistant Coordinator of MSW Practicum Education or the Program Chair. Preference for another setting or another location is not an adequate reason to change a placement. Students who desire a change must contact the Coordinator of Practicum Education to make a formal request with compelling reasons submitted in writing with subsequent documentation. If it is agreed that the educational environment at the practicum placement is not appropriate, the placement may be changed. If a practicum agency wishes to terminate a student, the practicum instructor must explain the reasons to the student and Coordinator of Practicum Education with notification in writing before the termination of the placement takes place. At least one problem-solving session between the student, Practicum instructor, and the Coordinators of Practicum Education will occur prior to any decision to terminate a student's placement, unless circumstances at the agency prohibit such discussion.

Practicum Placements Where Students Are Employed

Practicum placements where students are employed must be approved by the MSW Practicum Education Coordinator or Assistant Coordinator. To be considered for a practicum placement with an employer, the student must complete and submit to the Practicum Education Coordinator/Assistant Coordinator a written proposal signed by the practicum instructor. The student must also provide a letter on the practicum agency's letterhead and signed by an appropriate agency administrator acknowledging that the agency is committed to providing an MSW practicum education experience for the employee and allotting time for practicum-specific tasks and assignments from the onset of employment and as indicated in the approved learning contract. All practicum placement arrangements must be pre-approved by the Coordinator/Assistant Coordinator of Practicum Education to ensure they adhere to CSWE requirements and the MSW competencies and related behaviors. Students are required to make a request for a placement in a work setting in writing and

follow the specified guidelines outlined in the proposal. Placement in a work setting must specify the duties assigned and MSW supervision arrangements. The completed proposal must be submitted to the Practicum Education Coordinator or Assistant Coordinator for approval before the placement can be confirmed. If a student has an approved and confirmed placement with their employer, they are expected to complete their total internship hours for the academic year at that job site. Should the employer terminate the employment of a student completing their practicum experience with the employer, the Practicum Education staff will make every effort to obtain a suitable replacement practicum site/agency; however, there are no guarantees that the replacement practicum opportunity identified will offer a concurrent employment opportunity for the student or a paid/stipend-based practicum placement.

The practicum instructor and employment supervisor of a student may be the same person. In such cases, supervision time for practicum education learning must be separated from supervision time for employment. Please contact the Coordinator of Practicum Education if there are questions regarding the criteria for a worksite practicum placement.

Student practicum assignments and employment tasks may be the same and counted toward required practicum hours if the tasks have a clear link to the social work competencies, including any competencies added by the MSW Program and their related behaviors. Generally, if practicum assignments and employment tasks are the same, a full-time employee will be able to count no more than 50% of their work hours towards their practicum hours, without prior approval from the Practicum Coordinator or Assistant Practicum Coordinator. The remaining time is assumed to be administrative and other non-practicum eligible tasks. For example, an employee who works 40 hours per week will generally be permitted to count 20 hours per week towards the completion of required practicum hours. Practicum hours must be distributed evenly across semesters to accommodate course assignments and learning objectives across the curriculum. Therefore, a full-time employee may not complete all of their required practicum hours in one semester, even if they have completed additional work hours. Upon written request to the Coordinator/Assistant Coordinator of Practicum Education, students may be permitted to carry-over a maximum of 20 hours over the required number of hours from the fall semester to the spring semester. Practicum education hours accrued beyond the required 400 generalist practicum hours may not be carried over to the specialized practicum year, as these are two distinct and separate learning opportunities, even if completed at the same practicum agency.

Evaluation of Practicum Students

Students will be evaluated based on their attainment of the required MSW competencies and practice behaviors, as reflected through successful completion of the learning activities set forth in the Learning Contract, as assessed by the Coordinator of Practicum Education in consultation with the practicum instructor and/or task supervisor. A pass/fail grading system will be used to evaluate student performance. A formal evaluation of student progress and performance will be required from each practicum instructor signed by their assigned student. The evaluation serves as a basis for practicum instructors and students to jointly assess student performance of competency-based measures. It can also serve as a means to clarify the content and direction of student learning. Student performance evaluation forms are to be completed and submitted to the Coordinator/Assistant Coordinator of Practicum Education by the date indicated in the relevant Practicum course syllabus.

Students and practicum instructors will also be asked to complete surveys addressing their satisfaction

with the nature and quality of their practicum education experiences annually. Survey results will be used to develop policies, procedures, and practicum experiences that enhance the quality of the practicum education program.

The practicum placement evaluation accounts for 50% of the student's grade in the Practicum course. If a student does not receive a passing grade on their practicum placement evaluation, they will receive a failing grade for the practicum course. If a student's practicum education placement is terminated by the practicum agency due to issues concerning professionalism and ethical behavior (Competency 1), or an inability on the part of the student to complete required tasks or hours, the student may receive a failing grade for the practicum course and/or be referred to the Social Work Professional Standing Committee, based on the Practicum Termination Review Process (see below). However, the student will be permitted to take a placement at an alternate practicum agency during or between semesters, with the approval of the Practicum Education Coordinator.

Students who fail a practicum course will be required to repeat the course, as well as the co-requisite practice course. Any practicum education hours accrued during a failing semester will not be carried over when the student repeats the practicum course.

Practicum Termination Review Process

Identified student problems in the practicum setting that may result in the student's termination from the current practicum placement will be addressed in a three-step process:

1. A meeting between the student, Practicum instructor, and the Practicum Coordinator and/or Assistant Coordinator will be held to discuss the presenting issue(s). If a resolution can be reached that does not result in the student's termination from the practicum placement, no further action is necessary. Concerns with student practicum performance may be addressed using the Competency-Based Practicum Student Success Plan. The Student Success Plan may be initiated by Practicum staff, the Practicum Supervisor, or the student and is designed to move students towards practicum success and address student learning needs/difficulties through a competency-based lens. If the issue cannot be successfully resolved and results in the termination of the student's practicum placement, the process then proceeds to Step 2.
2. In the event that termination of a student's Practicum placement cannot be avoided through actions taken in Step 1, the Practicum Coordinator, Assistant Coordinator and the MSW Program Chair will meet to determine if a referral to the Professional Standing Committee (PSC) is warranted. A majority vote (2 of 3 participants) will determine whether or not an issue requires a student's referral to the PSC. The student's preceptor will be informed of the pending decision and related issues prior to any vote being taken so the preceptor may advocate on behalf of the student, as appropriate. If a referral to the PSC is not warranted, Practicum staff will work with the student to attain an alternate Practicum placement. This process will require the student to interview and complete any onboarding requirements of the agency, as is required of an initial practicum placement. Students who are not able to successfully secure a practicum placement will not be permitted to enroll in the Practicum Seminar course and respective Social Work Practice classes for the upcoming academic year. The student's standing in the program may also be reviewed by the Program Chair and the Coordinators of MSW Practicum to determine if adjustments to the student's enrollment status are appropriate (e.g., shifting from a full-time plan of study to a part-time plan of study, deferring admission, etc.).

3. Practicum staff and the student's faculty preceptor will provide appropriate supports, as needed, to help the student address any concerns that may impede the student's ability to succeed in a new practicum placement. If it is determined a referral to the PSC is required, the Practicum Coordinator will be responsible for making the referral.

Once the Practicum Coordinator, Assistant Coordinator, and MSW Program Chair determine a referral to the Professional Standing Committee is warranted, procedures for referral to the Professional Standing Committee will be followed as detailed in the MSW Program Handbook.

Services for Students with Special Needs

Through compliance with the Americans with Disabilities Act (ADA) 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 accommodations for special needs students in practicum based on a student's documented disability. Students in need of special accommodation should contact the Learning Access Program (609) 652-4988.

Stockton University Nondiscrimination Policies

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 on the basis of race, creed, color, national origin, ancestry, disability, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, or nationality.

Stockton University stands firmly committed to the principle of equal employment opportunity. The University employs a diverse population of men and women 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, practicum instructors, practicum agencies, 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.

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**THE STOCKTON UNIVERSITY
SOCIAL WORK PROGRAM
MSW STUDENT PRACTICUM PLACEMENT APPLICATION**

Please complete the following form and provide answers to the best of your knowledge. All information will be used in planning and confirming your practicum placement.

- In addition to completing this application, submit your current resume to MSWPracticum@stockton.edu
- Your application will be reviewed by the MSW Practicum staff and/or MSW Faculty. Placements in current student work settings require special review and approval in addition to this application. Please contact the MSW Practicum office for further information.
- **Once your application has been approved, you will receive an email message recommending you interview with a specific practicum agency and contact person. Therefore, please check your email frequently.**
- Most practicum placements require a criminal background check. You are responsible for having this completed. Please contact TAAB INC. at 908-879-4816 or log in on the web site; <https://www.backgroundinvestigationsbytabb.com/studentindex.aspx> Our school code is 1104.
- All practicum applications and agency placements must be approved by MSW Practicum staff. **It is not appropriate or permitted for students to negotiate their own practicum placements without discussion with MSW Practicum staff.**
- Once your interview with the recommended agency/contact person is complete, you are required to alert the MSW Practicum office to receive a “*Practicum Assignment Confirmation Form*” which will be emailed to you. Please complete and return this form as soon as possible.
- Traditional Program students in their Generalist Year (first year) are required to complete a total of 400 practicum hours across two semesters. Specialized Year (Advanced Standing/second year) students are required to complete a total of 500 practicum hours across two semesters. Please arrange your schedule accordingly in order to fulfill the required practicum placement hours.

Please return this form and all correspondence related to practicum education as soon as possible to: MSWPracticum@Stockton.edu

Thank you for your attention to this important task.

Jeff Feldman, MSW, LSW
MSW Practicum Coordinator
Stockton University
Masters in Social Work Program
101 Vera King Farris Drive
Galloway, NJ 08205
Phone: (609) 626-6065
Email: Jeffrey.Feldman@stockton.edu

Lori Tomaro, LCSW
Assistant MSW Practicum Coordinator
Stockton University
Masters in Social Work Program
101 Vera King Farris Drive
Galloway, NJ 08205
Phone: (609) 626-6817
Email: Lori.Tomaro@stockton.edu

MSW Practicum Application
(Please complete all information below)

Full Name: _____

Street Address: _____

City, State ZIP: _____

Cell Phone Number: _____ County of Residence: _____

Stockton E-mail: _____

Alternate E-mail: _____

Strengths (Briefly state the strengths, skills or experience you believe you possess)

Learning Needs (Briefly state any challenges or skills you want to acquire)

General Student Information

Information provided will not preclude a placement, but may place a limit on the specific types of placements available.

1. Do you speak a language other than English? Yes:____ No:____

If Yes, please specify: _____

2. Do you plan to drive to your practicum placement? Yes:____ No:____

If No, how do you plan to get to your placement? _____

3. Have you ever been convicted of a crime? Yes:____ No:____

4. Have you ever been investigated for child abuse or neglect? Yes:____ No:____

Students with a disability are encouraged to disclose that disability on this application form if accommodations will be requested. Such disclosure permits the practicum agency and the MSW

Practicum Office to make sure you are placed in an environment that enhances your learning opportunities.

5. Are you a student with a disability that has been reported to Stockton University's Learning Access Center and requires accommodation? Yes:____ No:____

If Yes, what type(s) of accommodation is requested? _____

6. Are there any agencies or client populations with which you **cannot** be placed (e.g., you were once a client who received services, you or a family member are currently receiving services from an agency, or you were fired from a job with an agency, etc.). Yes____ No____

If Yes, please indicate below and why this is so: _____

7. Practicum is to be conducted in person, during normal business days and hours, Monday-Friday, 8am to 5pm. Are you able to complete your practicum experience during these hours? Yes____ No____

If you are not available to complete your practicum experience during normal business hours, please specify below how you will arrange your schedule in order to complete the required hours.

PRACTICUM PREFERENCES

Geographic Preference

Please indicate the preferred geographic area (county) where you would like to complete your practicum placement: _____

Fields/Areas of Practice

Please rank your interest/preferences from 1 (first choice) through 5 (fifth choice).

Children and/or Families	Substance Abuse/Recovery	Aging/ Gerontology	Medical/ Hospital	Hospice Care	Mental Health	Macro Social Work	Other
____	____	____	____	____	____	____	____

If other, please specify: _____

If you already have a specific agency in mind, please list the name, address and phone number below. Please also provide a contact person's name and their email, if you have one.

Do you plan to complete your practicum experience at your place of employment? Yes ____ No ____

If yes, please email the MSW Practicum office (MSWPracticum@Stockton.edu) for the details/criteria required to complete your practicum at your workplace.

CONSENT FOR RELEASE AND/OR EXCHANGE OF STUDENT INFORMATION

I hereby authorize Stockton University, the Social Work Program, MSW Practicum Coordinator, Assistant MSW Practicum Coordinator, and faculty to share pertinent personal information, particularly criminal background, felony convictions, physical health, mental health, and/or disability status, with practicum agency representatives and instructors, as appropriate, for the purpose of securing and/or maintaining a practicum placement that meets Social Work Program standards.

I understand that this information will be used solely for the purpose noted above and to fulfill 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 MSW Practicum Coordinator, Assistant MSW Practicum Coordinator, faculty, the Social Work Program, 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.

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

Student Signature: _____

Date: _____

Stockton University
MSW Program
Practicum Site Assignment Confirmation

Instructions: Student is to complete this form and email it back.

Student Information

Date:

Name:

Address:

City:

State:

Zip:

Personal Email:

Stockton Email:

Cell Phone:

Agency Information

Agency Name:

Address:

City:

State:

Zip:

Telephone Number:

Person(s) with whom you interviewed:

Name of Person who will be your practicum supervisor and their credentials:

Supervisors Email

Phone Number:

Person who will be your secondary (task) supervisor (if applicable):

Task Supervisors email:

Phone Number:

Comments:

STOCKTON UNIVERSITY
SOCIAL WORK PRACTICUM PROGRAM

STUDENT PROPOSAL FOR PRACTICUM AT CURRENT WORK SETTING GUIDELINES

INSTRUCTIONS: Students who wish to negotiate an arrangement for practicum 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 MSW Coordinator of Practicum. Where appropriate, your work site administrator who has authority to grant permission for employment-based Practicum education should be contacted before you submit the proposal. Your proposal must be approved by the Stockton's MSW Practicum Coordinator prior to earning any Practicum hours. Therefore, it is important that students complete and submit the proposal for approval as soon as possible.

Please keep in mind that the student is expected to remain with the employer for the full academic year and is not permitted to switch employment to start another job/internship. If the student is terminated by their employer, this may be considered an automatic failure of Practicum. Please refer to the MSW Practicum Manual for more information. The student will be required to retake the Practicum course along with the concurrent practice course. In addition, any accumulated Practicum hours will be null and void.

The criteria below must be met in order to be considered for a work-based Practicum placement.

- The student must be past the employer probationary period (typically 3-months months).
- If the student will not be past the probationary period, the job duties cannot count toward internship hours. The internship tasks and hours must be separate from employment tasks and hours.
- Students requesting permission to have a Practicum placement with a current employer must be supervised by a person who has an MSW from an accredited institution and have at least two years professional experience. In addition, it is recommended that the Practicum instructor take part in a Seminar in Practicum Instruction training program offered at no cost through Stockton University and be available to supervise the student for a minimum of one hour, one time per week. The students Practicum instructor and employment supervisor may be the same person. In such cases, supervision time for Practicum education must be separate from supervision time for employment.
- Student Practicum assignments and employment tasks may be the same and counted toward required Practicum hours. The tasks must have a clear link to Stockton's MSW social work competencies ([click to view MSW Program Goals and Competencies](#))
- Students in their first year of the program must complete 200 internship hours each semester. Students in their second year or advanced standing program and must complete 250 internship hours each semester.

The proposal must include all the following information

1. Date:
2. Student Name:
3. Student Email and phone number:
4. Employer/Agency Name, address and phone number:
5. Employment Supervisor's Name, email and phone number:
6. Internship Supervisors Name, credentials email, and phone number (If different from employment supervisor):
7. Student Employee job title, job description and responsibilities:
8. Student internship job description, tasks and duties (If different from employment responsibilities):
9. Indicate that student job duties and tasks will fulfill the programs competencies and goals:
10. Student Employee scheduled hours:
11. Student internship hours (if different from employment hours):
12. Attach a letter from an administrator from the agency/institution stating the approval of this proposal.

Student Signature_____

Agency Supervisor Signature_____



101 Vera King Farris Drive | Galloway NJ 08205 9411

stockton.edu

SOCIAL WORK PROGRAM

L052121-5

Social Work Practicum Education Affirmation and Acknowledgement of Risk

I, _____, affirm and acknowledge that I have read the Stockton University Social Work Student Handbook and Practicum Education Manual and understand the nature of social work practicum education 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 practicum education placement, including, but not limited to risks arising from:

- Driving to and from the practicum site/agency, or while in the course of practicum education activities; (Stockton's Social Work Program directs students not to transport clients/consumers of their practicum agency 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 do so at their own risk. Stockton University assumes no liability.)
- Unpredictable or violent behavior of certain client populations served by the practicum site/agency;
- 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 practicum site/agency, 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 practicum site/agency or University. I agree that it is my responsibility to understand and follow the practicum site's/agency'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 practicum site/agency and University may recommend and/or require.

_____ I acknowledge that the University and or the practicum site/agency may require a Covid 19 vaccination. I acknowledge that should I refuse or obtain a legal exemption, the practicum site/agency has the right to terminate the internship. The Practicum Education Coordinator and/or Assistant Practicum Education Coordinator can seek an alternative placement that may cause an interruption in the practicum education hours which could affect my graduation date. I acknowledge that there is no guarantee that the Practicum 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 Program's attention any information regarding the practicum placement site/agency being unsafe or otherwise improper.

_____ If I require emergency medical treatment as a result of accident or illness arising while at the practicum site/agency, I consent to such treatment. I acknowledge that Stockton University does not provide health and accident insurance for practicum education 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 Practicum Instructor/Supervisor and Stockton's Practicum Education Coordinator if I receive medical or emergency treatment related to my practicum education placement.

_____ I acknowledge that the social work profession is not risk free and that by extension, practical training (practicum education) for the profession is not risk free either. I knowingly voluntarily participate in this practicum education placement in spite of 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 I am not comfortable participating in a practicum education experience, I can elect to postpone my practicum education to a later date, knowing that a delay 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 MSW Program Chair as well as the MSW Practicum Education Coordinator and the University Wellness Learning Access Program Center who will discuss possible accommodations.

_____ I acknowledge that engaging in practicum education 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 MSW Practicum Education Coordinators are available to discuss any questions or concerns I have about the nature and physical demands of this Practicum Education 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 Practicum Education placement and Practicum Education 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 practicum education placement. 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 practicum education placement at any time without penalty or to make any modification to the practicum education and/or academic curriculum they deem necessary.

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

Student Signature

Date

MSW Practicum Education Coordinator

Date

**Stockton University Social Work Program (MSW)
PRACTICUM INSTRUCTOR APPLICATION/UPDATE INFORMATION**

Please complete fill out the following information.

Personal Information: (please print or type)

Name:

Social Work Degree/Credential:

College/University Where Social Work Degree Obtained AND Year Graduated:

Present Job Title:

Agency:

Agency Address:

Agency Phone Number:

Your Direct Telephone Number:

Email Address:

Training/Experience:

Have you been a Practicum Instructor before? Yes _____ No _____

If yes, years of experience _____

Have you completed a Seminar in Practicum Instruction (SIPI) training?

Yes _____ No _____

If no, are you interested in taking our SIPI training course? Yes _____ No _____

Number of years as a social worker _____

Are you Licensed in New Jersey? Yes _____ No _____

If yes, indicate level: CSW _____ LSW _____ LCSW _____

Practicum Instruction Preference:

What type of student are you interested in supervising? Please check all that apply.

- Generalist year MSW student _____
- Specialized year MSW student _____
- Either/No Preference _____

Please return this completed application, along with the most recent copy of your cv/resume, to MSWpracticum@stockton.edu



AFFILIATION AGREEMENT FOR STUDENT INTERNSHIPS

THIS AFFILIATION AGREEMENT (this “Agreement”) is made as of the _____ day of _____, 20__ (“Effective Date”) by and between STOCKTON UNIVERSITY (the “University”) and _____ (the “Affiliate”).

RECITALS

WHEREAS, the University is a New Jersey public institution of higher education that offers a number of academic degree programs in the School of _____ (the “Academic Program”).

WHEREAS, the University is seeking opportunities for student in the Academic Program (“Students”) to obtain experience and training in paid and unpaid internship programs (the “Internship”).

WHEREAS, the Affiliate desires to make its facilities available to the University and Students for Internships in the Academic Program at locations identified and described on Exhibit A.

WHEREAS, the parties wish to define their respective expectations and responsibilities for Students participating in an Internship for the Academic Program.

NOW THEREFORE, in consideration of the mutual covenants and agreements contained herein, the parties, each intending to be legally bound hereby, agree as follows:

1. Educational Goals and Objectives. The parties shall mutually agree to establish educational goals and objectives of the Internship for the Academic Program. Such goals and objectives shall be consistent with those necessary for the University to maintain and any applicable accreditation by the appropriate governing body or council on accreditation for the Academic Program. The parties further agree that they will (a) collaborate in the development of schedules and assignments for the Students participating in the Internship; and (b) implement coordinated planning and evaluation of the educational affiliation described in this Agreement through ongoing communications between the parties.

2. Responsibilities of Affiliate.

2.1 Responsibilities.

(a) The Affiliate will provide Students with learning experiences during the Internship, including practice and/or observation, interdisciplinary collaboration, rounds, staff conferences, in-service, and such other learning experiences with respect to the Academic Program as identified in Exhibit A, which may be revised and updated from time to time.

(b) The Affiliate will allow Students and the University's faculty members and/or professional staff ("Faculty Members") access to the Affiliate's facilities, library, cafeteria, and parking (the "Facility"), in connection with the Internship, and as appropriate provide a safe and secure place for Students to store personal items.

(c) The Affiliate will provide Students an orientation on (i) their responsibilities under the Internship, (ii) if applicable, the Health Insurance Portability and Accountability Act of 1996, as amended ("HIPAA"), (iii) the Affiliate's policies and procedures, and (iv) any emergency procedures and contacts.

(d) The Affiliate will provide Students all necessary safety equipment required at the Facility including, but not limited to, masks, safety glasses and other Personal Protective Equipment ("PPE"), and any other special equipment that is required for the Internship and, if applicable, reasonable storage space for such equipment.

(e) The Affiliate will provide Students and Faculty Members a copy of the Affiliate's policies and procedures.

(f) The Affiliate will permit Faculty Members to supervise Students at the Affiliate during the Internship.

(g) The Affiliate will designate a representative of the Affiliate acceptable to the University as an internship supervisor ("Internship Supervisor") who will be responsible to coordinate and direct the Students' Internship, provide a planned and supervised internship program, and evaluate and report on each Student's performance at the end of the Internship on an evaluation form provided by the University.

(h) The Affiliate will provide instruction and supervision of Students by personnel who meet the standards of recognized professional accrediting agencies or regulatory agencies in the state where the Facility is located and in accordance with the stated objectives of the educational internship program.

(i) The Affiliate will notify the University immediately of any situation or problem which threatens a Student's successful completion of the educational internship program at the Facility.

2.2 Paid Internships. Students participating in a paid Internship shall be considered W2 employees of the Affiliate, entitled to all the protections of the Affiliate's other employees, and shall be covered under the Affiliate's Workers' Compensation and Liability Insurance, as set forth in Section 2.5 below. The Affiliate will compensate the Students for time spent performing work for the Affiliate at an hourly rate in compliance with applicable wage and hour laws. The Affiliate shall indemnify and hold the University harmless from any tax liabilities related to Affiliate's payment to paid Student interns.

2.3 Medical Treatment of Students. If a Student requires emergency medical treatment while on site at the Affiliate, then the Affiliate will provide such emergency care as is provided to its employees. If the Affiliate does not have the resources to provide emergency care, the Affiliate will refer the Student to the nearest emergency department. With the exception of emergency medical treatment, the Affiliate will assume no other responsibility for the medical treatment of Students while on site at the Affiliate. Students are responsible for their respective health care costs if medical care or treatment is necessary.

2.4 Patient Care. Students will be under the direction, supervision, and control of the Affiliate with respect to their relationship with Affiliate's patients and employees. Affiliate may set standards and establish reasonable rules and regulations that may govern the conduct of all Students participating in an Internship at Affiliate. Affiliate shall provide supervision of any patient care services and activities and will have sole responsibility and control over all aspects of any patient care.

2.5 Insurance.

(a) The Affiliate agrees to maintain individual policies of professional liability and general liability insurance for itself and its employees with minimum limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the annual aggregate. This insurance shall include Employers' Liability Protection with a limit of liability of not less than one million dollars (\$1,000,000) bodily injury, each occurrence, one million dollars (\$1,000,000) disease, each employee, and one million dollars (\$1,000,000) disease, aggregate limit.

(b) If a Student is participating in a paid training experience, the Student will be treated as an employee of the Affiliate and will be covered under the Affiliate's Workers' Compensation and Liability Insurance.

(c) Affiliate will provide certificates of insurance evidencing such coverage to the University upon request.

3. Responsibilities of the University.

3.1 Responsibilities.

(a) The University shall provide the basic academic preparation of the Students through classroom instruction and laboratory practice and will assign to the Affiliate only those Students who possess a satisfactory record of completing prerequisite portions of the

curriculum and who have met the minimum requirements established by the Affiliate for its educational internship program.

(b) The University will maintain general responsibility for educational instruction, academic evaluation and related academic matters concerning student participation in the Internship at the Affiliate, including evaluation and grading of Students.

(c) The University will review the qualifications of each Student prior to participation in the Internship to ensure the Student is fully qualified to assume and carry out the requirements of the Internship.

(d) The University will assure that each Student participating in an Internship with the Affiliate is either a United States citizen or has a valid visa.

(e) The University will establish the educational objectives of each Internship and communicate the same to the Internship Supervisor. The University shall provide Faculty Members who will plan and evaluate the Internship, in conjunction with the Internship Supervisor.

(f) The University will provide Faculty Members who are qualified for direct and/or indirect instruction and evaluation of the Students, and such Faculty Members shall be responsible for the overall supervision of the Students in the Internship.

(g) The University will advise Students and Faculty Members of their responsibility for complying with the Affiliate's applicable policies and procedures.

3.2 Immunizations and Background Checks.

(a) If the Affiliate requires proof of immunizations prior to commencement of a Student's participation in an Internship, the Affiliate will provide prior written notice to the University of the required immunizations. The University will provide, or will cause the Students to provide, to Affiliate evidence of such immunization prior to commencement of the Internship. The Affiliate agrees that immunization health records shall be governed by and maintained in accordance with HIPAA and any other applicable federal or state laws governing the protection of health information.

(b) If the Affiliate requires a criminal background check prior to commencement of a Student's participation in an Internship, the Affiliate will provide prior written notice to the University and any applicable screening form. The University will inform the Student that completion of the criminal background check is a condition to participation in the Internship, and the University will provide, or will cause the Student to provide, to Affiliate a copy of the Student's criminal background check. The Affiliate agrees to maintain the confidentiality of the information contained in the criminal background check.

3.3 Confidential Information. The University shall advise Students and Faculty Members that, during their participation in the Internship with the Affiliate, they may have access to information and documents, including data, educational materials, medical records, materials

relating to business, protocols, guidelines, pricing, strategies, compensation levels, financial information, trade secrets, and technology regarding or concerning Affiliate (collectively, the “Confidential Information”). The University agrees that it shall advise Students and Faculty Members of their obligation to maintain all Confidential Information in strict confidence at all times during the course of and after termination of this Agreement and to neither use nor disclose any Confidential Information to which they have access, other than as expressly permitted by Affiliate. At the expiration or termination of a Student’s Internship or of this Agreement, the University agrees that it will advise Students and Faculty Members to return or destroy all written or otherwise Confidential Information in accordance with Affiliate’s instructions.

3.4 Records. The University shall maintain all educational records and reports relating to Students participating in Internships, including records prepared by Affiliate. Affiliate will refer all requests for information respecting such records to the University.

3.5 Insurance. The University is an agency of the State of New Jersey. Any agreement signed on behalf of the State of New Jersey by a State official shall be subject to all of the provisions of the New Jersey Tort Claims Act (N.J.S.A. 59:1-1 *et seq.*), the New Jersey Contractual Liability Act (N.J.S.A. 59:13-1 *et seq.*), and the availability of appropriations. The State of New Jersey does not carry public liability insurance, but the liability of the State and the obligation of the State to be responsible for tort claims against its employees is covered under the terms and provisions of the New Jersey Tort Claims Act.

4. Mutual Responsibilities.

4.1 Responsibilities.

(a) The parties agree that they will: (a) collaborate in the development of schedules and assignments for the Students; and (b) implement coordinated planning and evaluation of the affiliation through ongoing communication between the parties. At least four (4) weeks prior to start of any session or semester, the University will notify the Affiliate of the number and names of the Students who will participate in an Internship. At least two (2) weeks from the date of the University notice, the Affiliate will provide notice to the University of the Affiliate’s approval to accept the Students for such session or semester.

(b) Each Party agrees that the Students will be participating in a learning situation and that the primary purpose of the Internship is for the Students’ learning. It is further understood that the Students shall perform duties as part of their training under the direct supervision of the Affiliate.

(c) The determination of the number of student interns, their schedules, the time commitment and the availability of space and/or rotations shall be made by mutual agreement between the University and the Affiliate.

(d) The University and the Affiliate shall assure the Internship is conducted, and Students are required to conduct themselves, in accordance with (i) applicable accreditation

standards and requirements; (ii) applicable policies, procedures, rules and regulations of Affiliate; and (iii) full observance of all appropriate and professional conduct.

(e) Both parties shall inform one another, in writing, of the following: changes in Academic Program, changes in the availability of learning opportunities, and staff changes affecting either academic preparation or the Internship.

(f) Forms required by applicable accrediting associations will be completed and exchanged between the parties as necessary, and such information as is reasonably requested by either party for such purpose will be supplied by the other in a timely manner.

4.2 Discrimination. Neither party will discriminate based upon race, creed, color, national origin, ancestry, age, sex, marital status, familial status, affectional or sexual orientation, atypical heredity, cellular, or blood trait, genetic information, liability for service in the Armed Forces of the United States, or disability.

4.3 Indemnification. To the extent permitted by law, each party shall indemnify and hold the other party, its officers, directors, employees, students and agents, harmless from and against any and all claims, demands, suits, liabilities, judgments, losses, damages, costs, and expenses of every kind and character (including but not limited to reasonable attorney's fees and defense costs) incurred by, or asserted or imposed against the party seeking indemnification resulting from, in connection with, or arising out of (a) any breach of this Agreement by the indemnifying party, or (b) any act, omission, or negligence of the indemnifying party, its officers, directors, employees, Students and agents.

4.4 Patient Confidentiality. If the Affiliate is a "covered entity" as defined in the privacy regulations promulgated pursuant to HIPAA, and Students and Faculty Members have access to protected health information ("PHI"), as such term is defined under HIPAA, due to their participation in the Internship at the Affiliate, it is agreed that for HIPAA compliance purposes only, such Students and Faculty Members are deemed to be part of the Affiliates "workforce" and involved in the Affiliate's "healthcare operations," as such terms are defined in HIPAA. The Students and Faculty Members shall be subject to the Affiliate's policies and procedures governing the use and disclosure of PHI. The parties further agree that the Affiliate's responsibilities related to the Internship contemplated by this Agreement do not constitute a business associate relationship under HIPAA.

4.5 Student Confidentiality. The Affiliate shall comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA") to the extent it maintains any student records.

4.6 Discipline; Removal. The University shall have sole responsibility for conducting any Student disciplinary proceedings in accordance with the University's policies and procedures. Notwithstanding the above, Students or Faculty Members who fail to comply with the Affiliate's policies, procedures, rules or regulations or in any way threaten or impair the delivery of Affiliate's services may be removed from participation in the Internship. If the Affiliate determines to remove a Student or Faculty Member from participation in an Internship, the Affiliate shall notify the

University in writing within twenty-four (24) hours. The parties will determine jointly if and when a Student or Faculty Member who has been removed may be permitted to return.

The University acknowledges that Students participating in paid internships are at will employees of the Affiliate, and that the Affiliate has the right, in compliance with applicable laws, to terminate the Students at any time, with or without cause.

4.7 Use of Name. No party shall use the other party's name, insignia, or symbols, or any variations or combination thereof, or the name of any trustee, employee or student for any purpose whatsoever, without the other party's prior written approval.

4.8 Representations and Warranties. Affiliate represents and warrants that it is in compliance with all federal, state and local laws, regulations, executive orders, protocols and guidance for operations during the COVID-19 pandemic and that, prior to commencement of the Internships, Affiliate will (a) provide to Students Affiliate's specific rules and regulations for operations during the COVID-19 pandemic, (b) instruct Students on the specific COVID-19 operating practices and the proper use of PPE associated with the risk level of the work to be performed by the Students, and (c) provide Students with all required PPE associated with the risk level of the work to be performed by the Students.

5. Term and Termination.

5.1 This Agreement shall commence as of the Effective Date and continue for a period of three (3) years. Thereafter, this Agreement shall automatically renew for additional one-year terms, unless terminated as provided in Section 5.2.

5.2 This Agreement may be terminated by either party, with or without cause, upon ninety (90) days' written notice to the other party. In the event of termination, the parties agree to take reasonable steps, as appropriate, to complete all Internships at the Affiliate in effect at the time of notice of termination. This Agreement also may be terminated at any time by mutual consent of the parties.

6. General Provisions.

6.1 Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to subject matter hereof, and all prior discussions, agreements or understandings, whether verbal or in writing, are hereby merged into this Agreement.

6.2 Amendment. This Agreement may be amended at any time by mutual consent of the parties, provided that any amendment shall be in writing and signed by representatives of both parties. Additional terms specific to each Academic Program or additional locations of the Affiliate shall be detailed in writing and included in Exhibit A to this Agreement.

6.3 Compliance with Laws. The parties agree to perform their respective obligations hereunder in compliance with all applicable federal, state, and local laws and standards.

6.4 Relationship Between Parties. This Agreement shall not be construed to create any joint venture, partnership, employment or other agency relationship between University and Affiliate. Nothing in this Agreement shall be construed to prohibit either party from entering into other affiliation arrangements for the conduct of their programs.

6.5 Notices. Any notice to be provided under the terms of this Agreement shall be sent by certified or registered mail or by national overnight delivery service to the following contacts for each party:

<u>If to Affiliate:</u> ATTN:	<u>If to STOCKTON UNIVERSITY:</u> Stockton University School of _____ 101 Vera King Farris Drive Galloway NJ 08205 ATTN:
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6.6 Choice of Law. This Agreement shall be interpreted and controlled by the laws of the State of New Jersey, without regard to its conflict of law provisions. Any and all claims or disputes between the Affiliate and the University arising out of or relating to the Agreement shall be commenced in the New Jersey courts located in Atlantic County, New Jersey, or the federal courts located in the State of New Jersey. Each party irrevocably submits to the exclusive jurisdiction of such courts in any such suit, action or proceeding. Each party will be responsible for their own attorney fees, regardless of who is the prevailing party.

6.7 Assignment. No assignment or transfer of this Agreement by either party, in whole or in part, whether by operation of law or otherwise, may be made without the prior written consent of the other party; provided, however, that either party shall have the right to assign to an entity that is controlled by, under common control with, or that controls that party.

6.8 Severability. If any provision of this Agreement shall be determined to be void, invalid, unenforceable or illegal for any reason, it shall be ineffective only to the extent of such prohibition and the validity and enforceability of all the remaining provisions shall not be affected thereby.

6.9 Counterparts. This Agreement may be executed in any number of counterparts, and by facsimile or electronic signature, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Affiliation Agreement to be executed by their duly authorized representatives as of the Effective Date.

AFFILIATE:

STOCKTON UNIVERSITY:

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

EXHIBIT A

ACADEMIC PROGRAM and LOCATIONS

Stockton University
Graduate Social Work Program (MSW)
INCIDENT REPORT

Date of Incident:

Name of Agency:

Name of Supervisor:

Name of Student:

Please write a full detailed description of the incident:

Who was the incident reported to:

Please write a full detailed description of actions taken:

Submitted by:

Date Submitted:

Practicum Student Success Plan (SSP)
Stockton University Master of Social Work Program

The purpose of this Student Success Plan, in support of the student's approved Learning Contract, is to provide an avenue for increased student acquisition, internalization, and demonstration of the CSWE competency-based learning standards and practice behaviors required for successful completion of Stockton's MSW program; to clarify student learning objectives and the expectations of Stockton's MSW Program and its approved practicum settings; and to allow a student who self-identifies as experiencing difficulty mastering any of the competency-based standards and behaviors, or a student who has been identified by their community-based Practicum Instructor or their Practicum Liaison as having difficulty mastering competency-based standards and behaviors, to have the opportunity to demonstrate improvement in the attainment of the CSWE competencies and practice behaviors and a commitment to their social work education at Stockton University, within a set timeframe during one specific semester.

Student Name:		Student ID (Z number):
Date SSP Prepared:	Practicum Year (circle one): <div style="display: flex; justify-content: space-around; margin-top: 10px;">GeneralistSpecialized</div>	Semester (circle one): <div style="display: flex; justify-content: space-around; margin-top: 10px;">FallSpring</div>
Practicum Agency Name:	Agency Practicum Instructor Name:	Practicum Liaison Name:

Summary of Identified Concerns and Areas in Need of Improvement

Competency and Practice Behavior Targeted for Improvement	Current Description of Student Performance	Expectations for Student's Performance	Timeline for Completion	Status (in progress; complete)	Date of Review

Supports Offered:

--

Additional Comments:

Student Comments:

By signing below, the student indicates they have participated in, reviewed, and agree with the conditions of this Student Success Plan. The student agrees to comply with the Student Success Plan and agrees to notify the Practicum Instructor or Practicum Liaison if at any time they can no longer do so.

Student Signature: _____ Date: _____

Practicum Instructor* or Liaison Signature: _____ Date: _____

**If the Practicum Instructor and Student are completing this Student Success Plan without the participation of the Practicum Liaison, a copy of the signed Plan must be provided to the student’s Practicum Liaison.*

☐ Check here to indicate a copy of the Plan has been provided to the Practicum Liaison.

**STOCKTON UNIVERSITY SOCIAL WORK PROGRAM
MSW GENERALIST YEAR LEARNING CONTRACT**

<Student's Name Auto Populate >

<Student's Email Address Auto Populate >

<Practicum Site/Agency Auto Populate >

<Practicum Agency Supervisor Auto Populate>

Semester:

☐ Fall

☐ Spring

Practicum Seminar (Classroom) Instructor:

<Text Entry Field - short>

Instructions: The generalist year learning contract consists of nine (9) areas of competency (Competencies) and their related practice behaviors (Behaviors) that generalist year MSW students must demonstrate in order to successfully complete the practicum experience. MSW Students are required to select or create one task to demonstrate each of the 20 generalist year practice behaviors. The Learning Contract template provides at least one (1) generic sample task that meets the requirements of the practice behavior. When completing the learning contract, students and their practicum supervisor are welcome to select from the list of sample tasks or to create their own agency-specific tasks in the space provided. Sample tasks should not be copied verbatim, but rather, rewritten in a way that accommodates the student's learning needs and the agency's professional needs. Tasks should be written in [SMART Goal](#) format.

Students and supervisors are encouraged to create unique agency-specific tasks that meet both the learning requirements of the student and the needs of the practicum agency and the populations it serves.

REQUIRED COMPETENCY 1 PRACTICUM TASKS FOR ALL STUDENTS

FALL SEMESTER - REQUIRED TASK 1: Student will receive an initial orientation to the practicum agency, provided by the practicum supervisor or other appropriate agency staff. The orientation topics must include information regarding 1) **practicum agency-specific safety**

procedures/protocols, 2) agency policies and procedures related to confidentiality, and 3) any additional information deemed appropriate by the practicum agency.

SPRING SEMESTER - REQUIRED TASK 1: Student will complete an **Ethics Observation (Video Log #1)** at their practicum agency, as detailed in the SOWK 5902 (Practicum II) Syllabus.

Target Date for Completion: First week of practicum

FALL & SPRING SEMESTERS - REQUIRED TASK 2: Student will participate in one (1) hour of **mandatory weekly supervision** with their assigned practicum supervisor. (This is in addition to any supervision that may be provided by a task supervisor, if a task supervisor is assigned). Individual and group supervision with the practicum supervisor are both appropriate formats

Target Date for Completion (list day and time supervision will occur):

<Calendar/Date Select Field>

For the generalist year practice behaviors below (GB1 – GB20), please refer to the sample task list for each practice behavior, then create a specific task, using SMART goals format, that the student will complete to meet each practice behavior during their practicum education experience.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values (**values/GB1**). Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior (**cognitive and behavioral processes/GB2**). Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective

practice (skills/GB4). Social workers understand digital technology and the ethical use of technology in social work practice (**knowledge/GB3**). Social workers:

GENERALIST PRACTICE BEHAVIOR 1 (C1, GB1) Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Sample Tasks

- Review the NASW Code of Ethics and discuss with supervisor how each of the 6 core values applies to your practicum agency and the clients they serve, and how the agency ensures ethical practice.
- Meet with 2-3 practicum agency staff (other than your supervisor) to discuss how each deals with ethical issues that arise in practice.
- Review the practicum agency's policies (client policies, personnel policies, practice policies, etc.) and discuss with supervisor how each policy adheres (or does not adhere) to the NASW Code of Ethics.
- Tolerate ambiguity in resolving ethical conflicts and explore in supervision the value of ethical decision-making models.

C1, GB1: Student's Practicum Task:

<Text Entry Field - long>

C1, GB1: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 2 (C1, GB2) Demonstrate professional behavior; appearance; and oral, written, and electronic communication.

Sample Tasks

- Student appearance, dress, and language are professional/aligned with practicum agency norms; student is punctual and is able to maintain the established practicum schedule; student responds to e-mail, phone messages in a timely manner. Discuss areas of non-compliance with supervisor as they occur.
- Discuss your practicum agency's work culture with your supervisor. What official and unofficial rules are there that guide employee professional; behavior and actions? How do staff generally interact with each other? Is the environment "professional/formal" or "casual/laid back?" How/why was the staff dress code

determined? Discuss with supervisor how student can best fit into agency culture. Address any issues with student-agency cultural fit with supervisor as they occur.

- Develop and provide a professional presentation to agency staff on a topic relevant to your agency, community group, or other identified audience. Supervisor will observe and provide feedback on professionalism and content.
- Student will discuss with supervisor what it means to have a “professional self,” including qualities you currently possess that contribute to your professional self and additional qualities/skills you need to develop to enhance your professional self.

C1, GB2: Student’s Practicum Task:

<Text Entry Field – long>

C1, GB2: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 3 (C1, GB3) Use technology ethically and appropriately to facilitate practice outcomes.

Sample Tasks

- Participate in practicum agency training(s) related to appropriate and ethical use of agency technology.
- Review practicum agency's technology policies (social media policies, technology usage, electronic notes and records, telehealth, etc.) and discuss with supervisor the reasoning behind and importance of each policy. Consider instances where the agency's technology policies may alleviate or create barriers to clients' access to services.
- Student will work with supervisor or other appropriate staff to create agency technology policies, if none exist (for social media, technology usage, electronic notes and records, telehealth, etc.), taking into account professional ethics and instances where agency technology policies may alleviate or create barriers to clients' access to services.

C1, GB3: Student’s Practicum Task:

<Text Entry Field - long>

C1, GB3: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 4 (C1, GB4) Use supervision and consultation to guide professional judgment and behavior.

Sample Tasks

- Discuss with supervisor potential conflicts of interest and/or boundary issues that may arise during work with clients (e.g., relationships with former clients, unanticipated encounters with clients, gift giving, etc.), relate to NASW Code of Ethics, and discuss how student should behave in instances where conflicts of interest and/or boundary issues occur.
- Have a discussion with supervisor regarding their process for providing feedback (positive feedback, constructive criticism) and establish agreed upon norms for the sharing and processing of supervisor feedback during the practicum experience.
- Engage in role play with supervisor to simulate difficult client interactions/situations, discuss student's handling of role play situations, and explore best ways/different ways to handle these interactions in practice.
- Maintain a journal to document practice situations that student found challenging, that student thinks they could have handled differently, or raise issues related to social work values and ethics. Discuss in supervision.

C1, GB4: Student's Practicum Task:

<Text Entry Field - long>

C1, GB4: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers understand that every person regardless of position in society has fundamental human rights (**values/GB5**). Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response (**knowledge/GB5**). Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all (**cognitive and affective processes/GB6**). Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed

equitably, and that civil, political, economic, social, and cultural human rights are protected **(skill/GB6)**. Social workers:

GENERALIST PRACTICE BEHAVIOR 5 (C2, GB5) Advocate for human rights at the individual, family, group, organizational, and community system levels.

Sample Tasks

- Research a human rights issues that impacts clients at the practicum agency. Discuss in supervision how you could apply this research to improve the well-being of clients and communities served by the agency.
- Student will identify and refer at least 2 clients to community resources that work to alleviate oppressive circumstances of individuals and support/enhance their human rights.
- Become aware of current social, economic, and environmental issues that directly impact the local community/clients served by the practicum agency. Discuss in supervision ways this knowledge can be applied at the micro (direct practice), meso (direct practice or policy/administrative), and macro (policy/administrative) levels to improve access to, experience of, and outcomes of services provided to client/communities.
- Participate in professional development to learn about a population in some way different from the student (e.g., racial, ethnic, ability, sexuality, gender expression, religion, socioeconomic status, immigration status, etc.) served by the practicum agency and write a summary of the training that explains how this information can be applied to student's work at the agency. Share summary with supervisor and/or present at an agency staff meeting.

C2, GB5: Student's Practicum Task

<Text Entry Field - long>

C2, GB5: Target Date for Completion

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 6 (C2, GB6) Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Sample Tasks

- Consider barriers to service faced by clients at the practicum agency and discuss with supervisor ways to implement change to reduce barriers for agency clients.
- Identify an outdated policy/policies at the practicum agency and advocate for change with supervisor and/or appropriate agency leadership to better serve the client population.
- Review the practicum agency's client bill of rights, or if one is not in place, work with appropriate agency staff/leadership/clients to develop a client bill of rights. Inform clients of their rights as consumers of the agency's services.

C2, GB6: Student's Practicum Task:

<Text Entry Field - long>

C2, GB6: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research (**knowledge/GB7**). Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion (**values/GB7**). The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power (**cognitive and affective processes/GB8**). Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression (**skill/GB8**). Social workers:

GENERALIST PRACTICE BEHAVIOR 7 (C3, GB7) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

Sample Tasks

- Sit quietly in an intake area or waiting room for 30 minutes and observe the atmosphere, conversations, and behaviors of persons arriving for services, as well as those at the agency who serve them. Consider how clients from various cultural backgrounds may respond to the agency environment. For instance: is the environment welcoming to all potential clients, or is it exclusionary in any way? How are clients treated when they arrive? Do you notice differences in how different types of clients are addressed/spoken to? Take notes and discuss what you have learned/observed with supervisor. Make suggestions for changes to agency environment/practice, if necessary.
- Interview a staff member who is different from the student in some way (other than the supervisor) and discuss their experiences of diversity, equity, and belonging at the practicum agency, including their personal thoughts/experiences, as well as their experiences with clients. How well does the staff member believe the agency handles

issues of race, diversity, and difference? Would they do anything differently? Discuss in supervision.

- Identify practices at the practicum agency that promote and support diversity, difference, and antiracism and those that create barriers to or undermine efforts to recognize diversity, difference, and antiracism. Discuss in supervision.

C3, GB7: Student's Practicum Task

<Text Entry Field - long>

C3, GB7: Target Date for Completion

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 8 (C3, GB8) Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Sample Tasks

- Student participates in practicum agency diversity activities, projects, committees, and/or initiatives and notes instances where personal biases, beliefs, or experiences arise. Discuss in supervision.
- Engage in at least 15 minutes of self-reflection each week regarding instances where student's personal biases, beliefs, values, or experiences may have influenced their social work practice and record in a journal. Discuss in weekly supervision.
- In supervision, discuss a situation where you had to practice cultural humility with a client or client group. How did you do so? What was your internal experience (thoughts/feelings) during this exchange? How did you represent yourself externally (behaviors, actions) to convey cultural respect, understanding, and openness to new or different lifestyles/beliefs/worldviews?

C3, GB8: Student's Practicum Task:

<Text Entry Field - long>

C3, GB8: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 4: ENGAGE IN PRACTICE INFORMED RESEARCH & RESEARCH INFORMED PRACTICE

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge (**knowledge/GB9**). Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective (**cognitive and affective processes/GB10**). Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods (**skills/GB9**). Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources (**values/GB10**). Social workers:

GENERALIST PRACTICE BEHAVIOR 9 (C4, GB9) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Sample Tasks

- Administer multiple assessments/pre- and post-tests to assess client progress over time. Discuss with supervisor ways the information from these assessments can be used by the agency at the micro, meso, and macro levels.
- Assist appropriate agency staff in the preparation of a proposal for grant-funding/contract OR the completion of a report(s) to grant funders/contractors. Consider the role research plays in the completion of these activities and discuss with supervisor or grant-writer.
- Review the findings of recent client satisfaction surveys and discuss with supervisor how these findings can be used to improve practicum agency processes, practices, and outcomes. If the practicum agency does not use a client satisfaction survey, work with appropriate agency/staff/clients to develop and implement one.
- Discuss with supervisor how the agency uses research to plan or enhance its provision of services, ensure cultural competence/humility, and better understand the needs of the communities served by the agency.
- Collect monthly caseload statistics and submit to supervisor or appropriate agency administrator.
- Design a pre/post test for a client education group, support group, or other group where it would be useful to assess client knowledge/awareness prior to group and after group.

C4, GB9: Student's Practicum Task:

<Text Entry Field - long>

C4, GB9: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 10 (C4, GB10) Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Sample Tasks

- Gather relevant real-life /lived experiences from clients/constituents for use in quantitative and qualitative research methods to advance social justice and anti-racist/anti-oppressive practice at your agency.
- Engage clients/constituents using best practice methods that are culturally sensitive and anti-oppressive and discuss with supervisor the skills you used and how you applied these skills in practice.
- Student will participate in an agency quality improvement/quality assurance team meeting or meet with agency quality improvement team lead to discuss methods, data and improvement plans used at the agency and how they support culturally informed, anti-racist and anti-oppressive practice.

C4, GB10: Student's Practicum Task:

<Text Entry Field - long>

C4, GB10: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services **(knowledge/GB11)**. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy **(cognitive and affective processes/GB11)**. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses **(values/GB12)**. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in

and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings (**skills/GB12**). Social workers:

GENERALIST PRACTICE BEHAVIOR 11 (C5, GB11) Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

Sample Tasks

- Read agency policies using a social justice, anti-racist, anti-oppressive lens and discuss with supervisor how these policies impact client well-being, service delivery, and access to social services.
- Identify commonly used referral agencies. Consider how/why these agencies are selected and whether referrals reflect anti-racist and anti-oppressive practice. Become familiar with services of these agencies and appropriate referral policies and procedures. Does your agency ever assess referral agencies to determine how well follow-up services for your clients are provided? Does your agency have a process for identifying agencies you prefer NOT to send clients to? If so, how are those determinations made and communicated to agency/program staff?
- If the agency does not have a resource directory/manual for clients and staff, create one. Or update an existing resource directory/manual that is out of date. Consider the types of agencies you refer to. Do they reflect a wide array of client needs, backgrounds, cultures, and experiences?
- Attend a local governmental meeting/hearing which allocate funds for the practicum agency and discuss relevant aspects of the meeting in supervision. How are decisions made at the meeting? Do discussions at the meeting and decisions made reflect the needs of clients/constituents/communities of diverse cultural backgrounds? Do the people running the meeting appear to have an interest in ensuring anti-racist and anti-oppressive practices at agencies that seek funds? If so, how?
- Student will attend board of directors meeting for practicum agency and demonstrate to supervisor an understanding of the organizational structure and administrative decision-making process of the agency. Consider also, the composition of the Board of Directors. Is it diverse and multicultural or is it monocultural? Does the composition of the board reflect the demographics of the clients/communities served? What dynamics do you observe among board members? How are issues of power and privilege addressed in the meeting if/when they occur?

C5, GB11: Student's Practicum Task:

<Text Entry Field - long>

C5, GB11: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 12 (C5, GB12) Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Sample Tasks

- Research a key policy issue impacting diverse clients/communities served by the practicum agency and discuss with supervisor ways policy makers could address this issue. Then write a letter to a county or state legislative office (snail mail or email) to raise awareness of the issue. If possible, meet with the legislator in person or virtually to discuss.
- Review the Voting is Social Work website (<https://votingissocialwork.org>) and discuss with supervisor how voting and civic engagement helps to empower clients and building strong, healthy communities. If permitted at the practicum agency, work with supervisor to develop a plan to implement non-partisan voter registration and civic engagement practices within the practicum agency.
- Attend a grassroots advocacy event in support of or in opposition to a law, policy, or piece of legislation that impacts the practicum agency and/or the clients they serve. This could include a rally, march, press conference, town hall or other venue where policy advocacy may occur.
- Analyze and track a piece of pending legislation (bill) related to the practicum agency or the clients/communities they serve. Consider the needs of diverse individuals, families, and communities in the construction of the bill—does it help or harm these constituencies? How? (<https://www.njleg.state.nj.us/> for NJ state legislation; <https://www.congress.gov/> for Federal legislation.)

C5, GB12: Student's Practicum Task:

<Text Entry Field - long>

C5, GB12: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups,

organizations, and communities. Social workers value the importance of human relationships **(values/GB14)**. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities **(knowledge/GB13)**. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies **(cognitive and affective processes/GB14)**. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate **(skills/GB14)**. Social workers:

What system level(s) will the student be able to engage with for Competency 6 (Engagement)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

GENERALIST PRACTICE BEHAVIOR 13 (C6, GB13) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.

Sample Tasks

- Complete an eco-map with at least 2 clients/client groups at the micro, meso, or macro level. Share with supervisor and use to inform assessment and intervention.
- Complete a genogram with at least 2 clients/client groups at the micro, meso, or macro level. Share with supervisor and use to inform assessment and intervention.
- Use the person-in-environment perspective to provide a framework for engaging clients and create an initial client interview guide if the agency does not have one.
- Shadows practicum supervisor/staff member engaging with a client(s). Discuss the skills observed and prepare for student to engage directly in client contact (with or without supervisor present).
- If your practicum is in an interdisciplinary setting, consider how engagement with clients/constituent may be different based on the professional background and role of

the professional who is engaging with the client. Identify tactics and practices that are unique to social work practice/different from how other professionals may approach clients/constituents.

C6, GB13: Student's Practicum Task:

<Text Entry Field - long>

C6, GB13: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 14 (C6, GB14) Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Sample Tasks

- Use Motivational Interviewing to engage at least one (1) treatment-resistant or mandated client. Discuss how the process went with supervisor.
- Use active listening skills (paraphrasing, checking for understanding, non-verbal cues, use of probing/open-ended questions, etc.) to engage with and better understand the life circumstances of at least 2 clients. If necessary, work with supervisor to create a list of open-ended questions in advance.
- Respond to at least 2 clients using empathy and compassion and provide examples of how you did so to supervisor.
- Identify and document for further reflection, areas or instances of discomfort experienced when working with clients and discuss in supervision.
- Review literature on rapport-building and interpersonal skills and apply these concepts in practice with clients. Discuss the effectiveness of your efforts in supervision.

C6, GB14: Student's Practicum Task:

<Text Entry Field - long>

C6, GB14: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice (**knowledge/GB15**). Social workers understand

theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities (**skills/GB15**). Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan (**values/GB16**). Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making (**cognitive and affective processes/GB16**). Social workers:

What system level(s) will the student be able to engage with for Competency 7 (Assessment)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

GENERALIST PRACTICE BEHAVIOR 15 (C7, GB15) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Sample Tasks

- Create a list of unmet needs that your client(s) have and identify what services need to be developed to meet them. Share your assessment with supervisor.
- Utilize conceptual frameworks (Maslow's Hierarchy, person-in-environment, systems theory, intersectionality, etc) to guide the processes of assessment, intervention and evaluation. Discuss application of frameworks in supervision.
- Become familiar with different assessment tools used at the practicum agency and identify the strengths and limitations of each tool. Discuss appropriate use of each tool in supervision.
- In conjunction with supervisor/staff person, interpret data gathered from assessment tools/activities to determine intervention plan.
- Attend/participate in an interdisciplinary meeting(s) and discuss with supervisor the roles various types of professionals play during these meetings in assessing and meeting client/constituent needs.

C7, GB15: Student's Practicum Task:

<Text Entry Field - long>

C7, GB15: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 16 (C7, GB16) Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Sample Tasks

- Work with clients to identify client needs, strengths, and challenges and develop mutually agreed-on treatment goals around these areas, as appropriate.
- Meets with clients during scheduled meeting times to review progress toward goals and objectives and update goals as appropriate. Share information from the client meeting with supervisor.
- Use active listening skills and interpersonal skills to ensure client's interests and desires are represented accurately in the creation of treatment goals and objectives. Discuss with supervisor how you did so.
- Using assessment information gathered from a client, role play with supervisor to practice working collaboratively with a client to select mutually agreed-on treatment goals.

C7, GB16: Student's Practicum Task:

<Text Entry Field - long>

C7, GB16: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice (**knowledge/GB17**). Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities (**values/cognitive and affective processes/GB17**). Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings (**skills/GB18**). Social workers:

What system level(s) will the student be able to engage with for Competency 8 (Intervention)?
Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

GENERALIST PRACTICE BEHAVIOR 17 (C8, GB17) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Sample Tasks

- Discuss with supervisor the various empirically based interventions used by the agency and select appropriate intervention(s) to be applied to specific client(s).
- Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures. Refer clients to other internal departments and/or external agencies, as appropriate.
- Attend a training(s) in the use of a particular intervention relevant to practicum agency's client base/community served. Share what you learned at a staff meeting/group supervision.
- Apply a strengths-based perspective to determine interventions that build upon and enhance client/constituency capacities. Discuss this experience with supervisor.

C8, GB17: Student's Practicum Task:

<Text Entry Field - long>

C8, GB17: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 18 (C8, GB18) Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Sample Tasks

- Attend/participate in organizational or community-based groups and coalitions designed to create meso or macro level change for clients/constituencies. Take notes and debrief with supervisor and/or other appropriate staff.
- Act as a "social broker" to locate and match appropriate community resources with client needs. Discuss your experience with supervisor. Discuss with supervisor how you attended to any culturally-based needs or requirements of the client.
- Meet with clients weekly to assess progress. Discuss with supervisor how you attended to any culturally-based needs or requirements of the client during these meetings.
- Accompany client to court hearings. Consider whether court proceedings reflect cultural competence/humility and respect for clients of various diverse backgrounds.
- Supervise parent/child visits. Observe any parenting behaviors that may be cultural in nature. Are these behaviors adaptive or maladaptive? How can you best support the needs of the parent and/or child taking into account cultural background and practices? Model appropriate parenting behaviors as appropriate. Discuss your experience with supervisor.

C8, GB18: Student's Practicum Task:

<Text Entry Field - long>

C8, GB18: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities (**values/GB19**). Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness (**cognitive and affective processes/GB20**). Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes (**knowledge/GB19**). Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness (**skills/GB20**).

Social workers:

What system level(s) will the student be able to engage with for Competency 9 (Evaluation)?
Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

GENERALIST PRACTICE BEHAVIOR 19 (C9, GB19) Select and use culturally responsive methods for evaluation of outcomes.

Sample Tasks

- Explore how the agency assesses outcomes for its clients and the agency overall and discuss with supervisor.
- Routinely identify, discuss with supervisor, and implement culturally responsive evaluation methods.
- Identify specific measurements for evaluating client progress for each activity/goal on treatment plan and discuss with supervisor.
- Implement agency approved assessment tools at regular intervals (pre/post, monthly, etc.) to assess client progress over time (e.g., depression rating scales, suicidality assessments, anxiety rating scales, etc.).

C9, GB19: Student's Practicum Task:

<Text Entry Field - long>

C9, GB19: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 20 (C9, GB20) Critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Sample Tasks

- Measure changes in client behavior (single subject design). Meet with clients to evaluate progress identifying areas of strengths utilized to achieve change or identify barriers that

have impeded progress. Update supervisor on client progress.

- Discuss discharge process with supervisor. Complete written discharge referrals on two clients per month, identifying progress towards goals and areas of unmet needs. Review the experience with supervisor.
- Participate in a quality assurance assessment/audit and discuss with supervisor/staff member how quality control measures work to ensure satisfactory client experiences and outcomes.
- Discuss client outcomes with supervisor and explore factors that may have contributed to client's success or lack of success in meeting treatment goals.
- Review the findings of recent client satisfaction surveys and discuss with supervisor how these findings can be used to improve practicum agency processes, practices, and outcomes. If the practicum agency does not use a client satisfaction survey, work with appropriate agency/staff/clients to develop and implement one.

C9, GB20: Student's Practicum Task:

<Text Entry Field - long>

C9, GB20: Target Date for Completion:

<Calendar/Date Select Field>

APPROVALS

Student's Signature

<Signature Field>

Date

<Calendar/Date Select Field>

Practicum Agency Supervisor's Signature

<Signature Field>

Date

<Calendar/Date Select Field>

**STOCKTON UNIVERSITY SOCIAL WORK PROGRAM
MSW SPECIALIZED YEAR LEARNING CONTRACT**

<Student's Name Auto Populate>

<Student's Email Address Auto Populate >

<Practicum Site/Agency Auto Populate >

<Practicum Agency Supervisor Auto Populate>

Semester:

☐ Fall

☐ Spring

Practicum Seminar (Classroom) Instructor:

<Text Entry Field - short>

Instructions: The specialized year learning contract consists of nine (9) areas of competency (Competencies) and their related practice behaviors (Behaviors) that specialized year MSW students must demonstrate in order to successfully complete the practicum experience. MSW Students are required to select or create one task to demonstrate each of the 21 specialized year practice behaviors. The Learning Contract template provides at least one (1) generic sample task that meets the requirements of the practice behavior. When completing the learning contract, students and their practicum supervisor are welcome to select from the list of sample tasks or to create their own agency-specific tasks in the space provided. Sample tasks should not be copied verbatim, but rather, rewritten in a way that accommodates the student's learning needs and the agency's professional needs. Tasks should be written in [SMART Goal](#) format.

Students and supervisors are encouraged to create unique agency-specific tasks that meet both the learning requirements of the student and the needs of the practicum agency and the populations it serves.

REQUIRED COMPETENCY 1 PRACTICUM TASKS FOR ALL STUDENTS

FALL SEMESTER - REQUIRED TASK 1: Student will receive an initial orientation to the practicum agency, provided by the practicum supervisor or other appropriate agency staff. The orientation topics must include information regarding 1) **practicum agency-specific safety procedures/protocols**, 2) **agency policies and procedures related to confidentiality**, and 3) any additional information deemed appropriate by the practicum agency.

Target Date for Completion: First week of practicum

FALL & SPRING SEMESTERS - REQUIRED TASK 2: Student will participate in one (1) hour of mandatory weekly supervision with their assigned practicum supervisor. (This is in addition to any supervision that may be provided by a task supervisor, if a task supervisor is assigned). Individual and group supervision with the practicum supervisor are both appropriate formats.

Target Date for Completion (list day and time supervision will occur):

<Calendar/Date Select Field>

For the specialized year practice behaviors below (SB1 – SB21), please refer to the sample task list for each practice behavior, then create a specific task, using SMART goals format, that the student will complete to meet each practice behavior during their practicum education experience.

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values (**values/GB1**). Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior (**cognitive and behavioral processes/GB2**). Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective **practice (skills/GB4)**. Social workers understand digital technology and the ethical use of technology in social work practice (**knowledge/GB3**).

SPECIALIZED PRACTICE BEHAVIOR 1 (C1, SB1) Use supervision and consultation to explore how issues of professional ethics, values, and social justice inform practice, research, and policy decisions when working with marginalized populations.

Sample Tasks

- Demonstrate a mastery of use of self in social work practice, discuss self-observation on use of self in supervision.
- Demonstrate the use of self-awareness to minimize or manage the influence of personal biases and values in working with diverse and marginalized groups by keeping a journal to record instances of personal bias/values.
- Recognize and discuss with supervisor instances of transference and countertransference in social work relationships and respond appropriately, according to the NASW Code of Ethics.

C1, SB1: Student's Practicum Task:

<Text Entry Field - long>

C1, SB1: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 2 (C1, SB2) Apply ethical guidelines and a social justice lens to complex ethical dilemmas involving marginalized populations to arrive at ethically informed, socially just decisions.

Sample Tasks

- Maintain a weekly journal about ethical dilemmas experienced or observed at the practicum placement, particularly with regard to marginalized populations, and apply a model of ethical decision making to analyze the dilemma and potential outcomes/resolutions.
- Select 1 of the 6 Ethical Standards set forth in the NASW Code of Ethics and discuss with supervisor how the practicum agency meets (or does not meet) the ethical standard. Develop a plan for how the agency can improve ethical practice based on your discussion. If appropriate, work with supervisor or appropriate staff to implement changes to improve ethical practice at the practicum agency.
- Student will actively incorporate the Ethical Principles and Standards set for in the NASW Code of Ethics into their social work practice and discuss in supervision how they are applied to student's work with marginalized individuals and communities served by the agency.

C1, SB2: Student's Practicum Task:

<Text Entry Field - long>

C1, SB2: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 3 (C1, SB3) Bring issues of social justice to the forefront when engaged in interdisciplinary work with marginalized populations.

Sample Tasks

- Review agency mission statement to locate if/where social justice is addressed to reduce marginalization of community members and discuss with supervisor.
- Student will meet with appropriate agency staff to learn where the agency procures funding to provide services to underserved and marginalized community members. Discuss in supervision.
- Student will participate in an interdisciplinary/multidisciplinary meeting and apply a social justice lens, considering if and how other professionals attend to issues of social justice when working with marginalized populations. Student will bring social justice related issues/questions to the fore if they have not already been raised in the meeting.

C1, SB3: Student's Practicum Task:

<Text Entry Field - long>

C1, SB3: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 4 (C1, SB4) Assess how the incorporation of technology can both create and remove barriers to the accessibility, availability, and outcomes of client services.

Sample Tasks

- Student will create an informative presentation for a staff meeting on agency technology policies, social media, Artificial Intelligence, technology usage, electronic notes and records, telehealth, etc., taking into account professional ethics and instances where agency technology policies may alleviate or create barriers to clients' access to services.
- Review the practicum agency's policies related to electronic health records, electronic communications, and social media and discuss with supervisor importance of respecting confidentiality and practices students should employ when accessing privileged information. If the agency does not have technology policies, create an outline of policy suggestions.

- Consider how the agency uses technology in various areas (admissions, clinical support, service delivery, outcomes tracking, reporting, etc.). Discuss with supervisor the ways use of technology may alleviate barriers and/or create additional barriers for marginalized clients served by the agency.
- Student will learn about HIPAA regulations and compliance and discuss with supervisor how agency ensures HIPAA compliance is maintained with regard to use of technology and electronic communications.

C1, SB4: Student's Practicum Task:

<Text Entry Field - long>

C1, SB4: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 2: ADVANCE HUMAN RIGHTS AND SOCIAL, RACIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers recognize that every individual, irrespective of their social standing in the development and promotion of a just society, is entitled to fundamental human rights **(knowledge/SB5)**. Social workers analyze the interconnected and enduring injustices throughout history that have contributed to colonization, oppression, and racism, including the role and response of the social work profession **(cognitive and affective processes/SB5)**. Social workers value and are committed to promoting and protecting the human rights of individuals, families, groups, organizations, and communities, advocating for policies and practices that advance social, racial, economic, and environmental justice **(values/SB6)**. Social workers strive to create a more equitable society by addressing systemic inequalities and supporting the power inherent within marginalized communities **(skills/SB6)**. Social workers:

SPECIALIZED PRACTICE BEHAVIOR 5 (C2, SB5) Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic, and environmental justice.

Sample Tasks

- Understand and adapt practice to the needs of population served by practicum agency, identifying dynamics within the community that create, foster and promote racism, sexism, ageism and homophobia. Discuss in supervision.
- Student and supervisor will discuss how power and privilege have impacted the student's lived experiences, both positively and negatively. Student and supervisor will discuss how the power differential impacts the social worker-client relationship and ways to minimize power differentials with clients in social work practice.
- Student will discuss with supervisor the dominant political belief system(s) in the county/state/geographic region where agency is located and who the political climate

impacts the agency's ability to provide services to clients. Consider such areas as funding streams, policies and regulations that impact service delivery, location(s) of agency, beliefs about social services/supports, etc.

C2, SB5: Student's Practicum Task:

<Text Entry Field - long>

C2, SB5: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 6 (C2, SB6) Apply principles of social, racial, economic and environmental justice within client systems to create or identify mechanisms for change to address systemic inequalities.

Sample Tasks

- Directly seek information from clients on their values, goals and views of optimal well-being/what success looks like to them, the barriers they have identified and discuss in supervision how you can advocate to achieve goals and reduce the client identified barriers.
- Student will identify environmental issues that may be impacting clients and communities served by the practicum agency and discuss in supervision. Consider also any efforts taken by the agency to address environmental justice concerns.
- Students will engage in discussion to understand the importance of differences in life experiences through working with diverse populations and exploring related issues in supervision.

C2, SB6: Student's Practicum Task:

<Text Entry Field - long>

C2, SB6: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 3: ENGAGE ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI) IN PRACTICE

Social workers use a social justice lens to understand how racism and oppression shape human experience and impact client systems, policy and research (**knowledge/SB7**). Social workers are able to describe the profound influence of White supremacy, privilege, and oppression

within the framework of an anti-racist pedagogy, as they actively develop their understanding, awareness, and competencies through the lens of social justice (**cognitive/affective processes/SB7**). Social workers value and embrace diversity and how intersectionality influences human experiences and the formation of identity (**values/SB8**). The dimensions of diversity encompass the intersectionality of various factors, including but not limited to social class, race, color, ethnicity, culture, language, immigration status, gender, sex, sexual orientation, marital status, age, political ideology, religion, and disability status. Social workers acknowledge that oppression, poverty, marginalization, and alienation, as well as privilege and power, impact a person's intersectionality and life experiences. Social workers assess the societal and historical origins of social and racial injustices, along with the various forms and mechanisms of oppression and discrimination. Social workers practice cultural humility and acknowledge how societal structures and values can foster privilege and power that contribute to systemic oppression (**skills/SB8**). Social workers:

SPECIALIZED PRACTICE BEHAVIOR 7 (C3, SB7) Identify, develop, and employ anti-racist and anti-oppressive practices when working with client systems.

Sample Tasks

- Actively participate in meetings/task force specifically aimed at addressing client, agency and/or community needs. Understand entitlement programs and apply knowledge gained to a case example and discuss during supervision.
- Student will prepare a case presentation on a client that details how social, economic, cultural, and/or environmental issues impact client's daily living and well-being. Present the case presentations at staff/meeting/group supervision.
- Student will identify and discuss with supervisor an understanding of community factors that promote racism, sexism, ageism, and homophobia, as related to clients served by the practicum agency.

C3, SB7: Student's Practicum Task:

<Text Entry Field – long>

C3, SB7: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 8 (C3, SB8) Demonstrate cultural humility by incorporating positionality to improve practice client systems.

Sample Tasks

- Student will reflect on their own cultural, religious, and political beliefs and experiences and discuss in supervision how student's beliefs and experiences differ from the client population served by the agency.
- Student will discuss in supervision a client interaction where they demonstrated the stance of curiosity when engaging with a client on their views, beliefs, and customs.
- Student will maintain a journal to reflect on interactions with client/client systems and identify instances where student's personal beliefs, experiences and biases arose during client interactions. Student will identify ways to minimize the influence of personal beliefs, experiences, and biases in practice and discuss in supervision.
- Student will discuss with supervisor how the agency currently approaches issues of cultural competency and consider how the agency and its staff could move from a practice of cultural competence to a practice of cultural humility.

C3, SB8: Student's Practicum Task:

<Text Entry Field - long>

C3, SB8: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 4: ENGAGE IN PRACTICE INFORMED RESEARCH & RESEARCH INFORMED PRACTICE

Social workers use research to inform their practice decision making and use critical thinking to ensure that multiple knowledge sources inform research and evaluation decisions, with special consideration for vulnerable populations using a social justice lens (**cognitive and affective processes/SB9**). Social workers know how to develop appropriate research questions and hypotheses, And the importance of research in evaluating practice among marginalized clients (**knowledge/SB9**). Social workers understand the value of social justice, the importance of evidence specific to marginalized populations, and the importance of conducting and sharing research with marginalized groups (**skills/values/SB10**). Social workers:

SPECIALIZED PRACTICE BEHAVIOR 9 (C4, SB9) Critically evaluate current research to inform decisions pertaining to practice, policy, and programs for marginalized groups.

Sample Tasks

- Student will identify topics that emerge from practice experiences at the agency that are relevant to diverse marginalized populations and will conduct a literature review to

identify existing research on the chosen topics. Based on the review, student will formulate clear and focused research questions that could be tested at the agency.

- Research and identify 2-3 peer-reviewed journal articles that relate to the populations/communities served by your agency, particularly marginalized populations and communities. Discuss what you learned from these articles with supervisor and/or present in a staff meeting.
- Research evaluation tools that could be used with the target population at practicum agency and discuss with supervisor.

C4, SB9: Student's Practicum Task:

<Text Entry Field - long>

C4, SB9: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 10 (C4, SB10) Use qualitative and quantitative research design, methods, and analysis, and they interpret data derived from these methods, understanding how positionality can influence interpretations.

Sample Tasks

- Share research-based assessment tools gathered from student's coursework and discuss with supervisor how these are similar to, or different from, current assessment tools used at the agency.
- Review and discuss student's research course assignments and explore how they can be completed using the practicum agency as the data source.
- Review 2-3 agency contracts/grant proposals to identify the differences of how research results are demonstrated using qualitative and/or quantitative methods. Discuss the differences during supervision.
- Demonstrate the ability to use empirically-based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness. Review decisions with supervisor.
- Create a needs assessment tool for a gap in services you have identified (for example, client transportation, access to social supports/services, child care, etc.) and implement the needs assessment with agency consumers. Discuss findings with supervisor.

C4, SB10: Student's Practicum Task:

<Text Entry Field - long>

C4, SB10: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers use a social justice lens and policy analysis framework, and empirical evidence to analyze social policies that impact or marginalize vulnerable populations by creating systematic disparities (**cognitive and affective processes/SB11**). Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, structural, systemic, and global influences that affect social policy, and work to critique and dismantle these influences with evidence-based policy making (**knowledge/values/SB11**). Social workers engage with policy advocacy through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities (**skills/SB12**). Social workers:

SPECIALIZED PRACTICE BEHAVIOR 11 (C5, SB11) Dismantle the oppressive, historical, social, racial, cultural, economic, organizational, environmental, and global systems that marginalize clients, by actively engaging in and advocating for anti-racist and anti-oppressive policies to effect change in those settings.

Sample Tasks

- Student will meet with practicum agency's public policy staff to learn about the agency's public policy priorities (state/federal legislative priorities, political action, policy initiatives, etc.) related to the clients and communities served by the agency.
- Student will meet with representatives from agency Human Resources/Personnel Committee/Diversity Committee to understand the agency's commitment to ADEI and how agency ensures hiring practices are inclusive of diverse and/or marginalized populations.
- Student will discuss with supervisor what agency policies protect clients and workers from oppression and discrimination and how the student will begin an effort to enhance agency policies and service delivery systems to protect human rights and advance social and economic justice for diverse individuals, families and communities.
- Analyze and track a piece of pending legislation (bill) related to the practicum agency or the clients/communities they serve (<https://www.njleg.state.nj.us/> for NJ state legislation; <https://www.congress.gov/> for Federal legislation).

C5, SB11: Student's Practicum Task:

<Text Entry Field - long>

C5, SB11: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 12 (C5, SB12) Engage in evidence-based policy formulation and analysis and advocate to help implement policy change with marginalized client systems.

Sample Tasks

- Student will participate in practicum agency's public policy committee/council (or a community-based council/committee) to address social issues that impact the clients and communities served by the agency.
- Student will participate in agency's efforts to update agency policies and procedures to account for the needs and circumstances of marginalized clients/communities served by the agency.
- Student will identify a state/local advocacy organization that addresses social issues related to the clients/communities served by the practicum agency and sign-up to receive newsletters/email/texts from the advocacy organization and opportunities to engage. (Potential advocacy organizations to consider include New Jersey Citizen Action, Garden State Equality, AARP, NAMI, Brady Campaign to Prevent Gun Violence, El Pueblo Unido, etc.).
- Review the Voting is Social Work website (<https://votingissocialwork.org>) and discuss with supervisor how voting and civic engagement helps to empower clients and building strong, healthy communities. If permitted at the practicum agency, work with supervisor to develop a plan to implement non-partisan voter registration and civic engagement practices within the practicum agency.

C5, SB12: Student's Practicum Task:

<Text Entry Field - long>

C5, SB12: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers recognize the value of language and communication across diverse client groups and use that to understand human behavior in the social environment (**value/SB13**). Social workers also recognize the relevance of theories of human behavior and the social environment, with a particular focus on the impact of racism, oppression and marginalization on client systems (**knowledge/SB13**). Social workers critically evaluate and apply language,

communication, and theories of human behavior and the social environment with a social justice and anti-racist lens to facilitate engagement with marginalized client systems (**skill/SB14**). Social workers recognize how their own values, beliefs, and privilege may inhibit their ability to engage client systems, so they work to adopt a stance of “not knowing” to discover approaches to engagement that are appropriate to diverse client systems (**cognitive and affective processes/SB14**). Social workers:

What system level(s) will the student be able to engage with for Competency 6 (Engagement)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

SPECIALIZED PRACTICE BEHAVIOR 13 (C6, SB13) Apply understanding of human behavior in the social environment using a social justice lens to engage with marginalized and oppressed client systems.

Sample Tasks

- Approach engagement by meeting clients “where they are at” using open-ended questions to gain an understanding of client’s circumstances, goals and needs. Share examples of this practice in supervision.
- Students will use their understanding of a particular model/theory of human behavior and development (think back to HBSE class) and discuss with supervisor how this model could be applied to inform student’s approach to working with agency clients.
- Student will prepare for meeting new clients by discussing client’s intake/initial screening information with supervisor and discuss/role play client engagement strategies that respect and honor the needs and circumstances of marginalized and oppressed clients.

C6, SB13: Student’s Practicum Task:

<Text Entry Field - long>

C6, SB13: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 14 (C6, SB14) Adopt a stance of “not knowing” with client systems in order to understand the impact of social injustice, racism, discrimination, and oppression on client systems and collaboratively develop culturally appropriate approaches to engage diverse client systems.

Sample Tasks

- Directly seek information from clients on their values, goals and views of optimal well-being/what success looks like to them, and adapt interventions accordingly.
- Student will inquire about client’s cultural/spiritual/religious beliefs and develop approaches to working with client that respect any cultural/spiritual/religious needs and concerns that are identified.
- From a stance of “not knowing” approach engagement with individuals using an integrated, whole person view of individuals and their strengths and challenges. Prepare to do so in supervision.

C6, SB14: Student’s Practicum Task:

<Text Entry Field - long>

C6, SB14: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social workers understand how culture and life experiences shape the experiences, strengths and challenges of marginalized and oppressed client systems (**knowledge/SB15**). Social workers value the role that culture and intersectionality play in shaping the development of goals and outcomes for marginalized client systems (**values/SB16**). Social workers understand the complex ways in which positionality should be accounted for during the assessment process, to include self-reflection of their own power, privilege, values and beliefs (**cognitive and affective processes/SB17**). Social workers also understand that part of the assessment process is understanding the historical/cultural/political contexts that lead to and exacerbate systems of oppression, discrimination, and domination. Social workers recognize these contexts and use critical thinking to ensure that theory, evidence-based practice and the client’s culture and intersectionality are incorporated and applied to a comprehensive assessment model (**skills/SB17**). Social workers:

What system level(s) will the student be able to engage with for Competency 7 (Assessment)?
Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

SPECIALIZED PRACTICE BEHAVIOR 15 (C7, SB15) Use knowledge of assessment models and the clients' culture and intersectionality to develop assessment models for use with marginalized and diverse populations.

Sample Tasks

- Implement the assessment tool(s) utilized at the practicum agency. Discuss with supervisor whether or not these tools meet the needs of marginalized and diverse client populations served by the agency.
- Review clients' intake paperwork prior to meeting with clients for the first time and select culturally and developmentally appropriate assessment tools and questions to gain understanding of clients' unique experiences.
- Complete 2-3 biopsychosocial assessments and discuss with supervisor the implications the assessment has on potential interventions to be considered for each client.
- Complete social needs assessment/eligibility assessment with clients to determine if there are other social supports, services, or referrals clients require. Consider services available within the practicum agency, as well as elsewhere in the community.
- Create a needs assessment tool for a gap in services you have identified (for example, client transportation, access to social supports/services, child care) and implement the needs assessment with agency consumers. Discuss findings with supervisor.

C7, SB15: Student's Practicum Task:

<Text Entry Field - long>

C7, SB15: Target Date for Completion:

<Calendar/Date Select Field>

GENERALIST PRACTICE BEHAVIOR 16 (C7, GB16) Join client systems using a collaborative assessment process to develop self-determined goals and outcomes.

Sample Tasks

- Directly seek information from clients on their values, goals and views of optimal functioning and well-being/what success looks like to them and adapt interventions accordingly.
- Engage clients in a discussion on their strengths and challenges and work with client to develop goals and treatment outcomes that are culturally appropriate and respect client's rights to self-determination.
- Student will create goals and outcomes with client that reflect the client's own words and voice, rather than writing goals in student's words/voice.

C7, SB16: Student's Practicum Task:

<Text Entry Field - long>

C7, SB16: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 17 (C7, SB17) Apply specialized theoretical perspectives which focus on the impact of social injustice, marginalization and oppression in assessing client systems.

Sample Tasks

- Apply the person-in-environment perspective to conceptualize how the client's environment contributes to their presenting problem and discuss appropriate interventions with supervisor.
- Apply the strengths perspective to empower clients to identify their existing strengths and supports that can be utilized to enhance client functioning and well-being.
- Create an ecomap with client to increase client awareness of available systems and resources. Discuss with client and/or supervisor where barriers may exist to client's ability to access these systems and resources (for example, language barriers). Create a plan to address one or more of these barriers at the client level or the system level.

C7, SB17: Student's Practicum Task:

<Text Entry Field - long>

C7, SB17: Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social Workers understand the importance of evidence-informed interventions when working with marginalized, vulnerable, and oppressed client systems (**knowledge/SB18**). Social workers apply methods of identifying, analyzing and implementing evidence-informed interventions that take into consideration culture and intersectionality while working with marginalized populations (**cognitive and affective processes/SB18**). Social workers utilize their knowledge and understanding of human behavior and the social environment in conjunction with a social justice lens when intervening with marginalized client systems. (**skills/SB19**). Social Workers value the role that clients play in the selection and implementation of self-determined interventions (**values/SB19**). Additionally, Social Workers value interprofessional collaboration and participate in interdisciplinary teams as necessary to meet the goals of marginalized and oppressed client systems. Social Workers:

What system level(s) will the student be able to engage with for Competency 8 (Intervention)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

SPECIALIZED PRACTICE BEHAVIOR 18 (C8, SB18) Apply theories and perspectives with a social justice lens to inform interventions with marginalized and oppressed populations.

Sample Tasks

- Student will make referrals for clients to appropriate resources based on a thorough assessment of needs and strengths.
- Engage in interventions with clients that center empowerment and the roles of negotiation, mediation and advocacy.
- Demonstrate the ability to use empirically-based knowledge and culturally sensitive methodologies in planning interventions and monitoring practice effectiveness with marginalized and oppressed populations. Review decisions with supervisor.

C8, SB18: Student's Practicum Task:

<Text Entry Field - long>

C8, SB18: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 19 (C8, SB19) Critically choose and implement evidence-informed interventions that account for positionality and reflect client self-determination when working with marginalized, vulnerable and oppressed client systems.

Sample Tasks

- Engage clients in discussion of how they have experienced endings and transitions throughout their lifetime (i.e. unexpected loss, moving to a new location, gaining closure, life milestones etc.). Use this information to begin discussions with client about terminating/transitioning from student's services at the end of contracted services or the semester.
- Discuss in supervision which evidence informed interventions the agency incorporates when serving marginalized, vulnerable and oppressed clients and how clients rights to self-determination are taken into consideration within the agency setting.
- Research an intervention that is not currently being used at your agency that has been found effective for application with marginalized and oppressed populations. Present this information to supervisor for review and discussion. Implement the intervention, if appropriate.
- Based on student caseload, work with supervisor to identify opportunities for micro, meso, and macro level interventions on behalf of marginalized clients/communities. Select specific interventions for the student to implement.

C8, SB19: Student's Practicum Task:

<Text Entry Field - long>

C8, SB19 Target Date for Completion:

<Calendar/Date Select Field>

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, & COMMUNITIES

Social Workers understand the complexities involved in the evaluation of social work practice with marginalized, vulnerable, and oppressed client systems (**knowledge/SB20**). Social Workers recognize that due to the intersectionality of social, political, and cultural identities among diverse client systems, and the marginalization they often face, it is important to evaluate evidence-based practice using an anti-racist and social justice lens to ensure anti-oppressive practice (**values/SB20**). Social workers understand the multiple knowledge sources that contribute to the design of research and evaluation tools and use critical thinking skills to help apply this understanding to evaluate studies of social work interventions (**cognitive and affective processes/SB20**). Social workers use research methods that reflect anti-racist and anti-oppressive practices when evaluating work with marginalized populations (**skills/SB21**). Social Workers:

What system level(s) will the student be able to engage with for Competency 9 (Evaluation)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

SPECIALIZED PRACTICE BEHAVIOR 20 (C9, SB20) Using critical thinking and a social justice lens, apply anti-racist and anti-oppressive research methodologies and theories of human behavior in the social environment to evaluate practice interventions with marginalized client systems.

Sample Tasks

- Student will identify an appropriate tool to collect data on the effectiveness of interventions strategies. Review results with supervisor.

- Identify and apply appropriate outcome indicators to measure the effects of service delivery (e.g. pre- and post-tests, assessments at regular intervals client satisfaction, etc.).
- Implement agency approved assessment tools at regular intervals (pre/post, monthly, etc.) to assess client progress over time (e.g., depression rating scales, suicidality assessments, anxiety rating scales, etc.). Discuss with supervisor whether these evaluation methods further anti-racist and anti-oppressive research practices or if they contribute to the marginalization of oppressed populations. (For example, if your agency uses the Beck Depression Inventory, discuss whether or not this tool has been assessed and approved for use with marginalized and oppressed populations. This may require research into the tool.)

C9, SB20: Student's Practicum Task:

<Text Entry Field - long>

C9, SB20: Target Date for Completion:

<Calendar/Date Select Field>

SPECIALIZED PRACTICE BEHAVIOR 21 (C9, SB21) Generate or apply research findings to improve the effectiveness of anti-racist and anti-oppressive practices with marginalized client systems.

Sample Tasks

- Discuss with supervisor how the agency evaluates practice/program effectiveness, considering the needs of marginalized client systems served by the agency. Review previous agency evaluations and discuss outcomes with supervisor.
- Create and implement a needs assessment and review findings with supervisor, or review the results of an existing needs assessment, to determine if there are additional service opportunities the practicum agency can explore, particularly regarding marginalized clients/communities.
- Discuss with supervisor or other appropriate staff how the agency ensures the agency's methods and practices meet the needs of diverse and marginalized clients and communities served by the agency.

C9, SB21: Student's Practicum Task:

<Text Entry Field - long>

C9, SB21: Target Date for Completion:

<Calendar/Date Select Field>

APPROVALS

Student's Signature

<Signature Field>

Date

<Calendar/Date Select Field>

Practicum Agency Supervisor's Signature

<Signature Field>

Date

<Calendar/Date Select Field>

**STOCKTON UNIVERSITY SOCIAL WORK PROGRAM
MSW GENERALIST YEAR STUDENT PRACTICUM EVALUATION**

<Student's Name Field>

<Student's Email Address Field>

<Practicum Site/Agency Field>

<Practicum Agency Supervisor Field>

Please Select One

☐ Practicum I (Fall)

☐ Practicum II (Spring)

Practicum Seminar (Classroom) Instructor:

Total student hours completed in practicum (200 hours required for each semester)

This evaluation provides an opportunity for practicum instructors to assess the student's knowledge, skills, and acquisition of competencies in your agency. 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. Practicum Instructors should complete all sections of the evaluation below.

Check all boxes that apply, describing the activities the student has been involved in during the semester.

- ☐ Intakes
- ☐ Professional Development
- ☐ Policy Review
- ☐ Professional Documentation
- ☐ Fundraising
- ☐ Assessments
- ☐ Program Evaluation
- ☐ Engage with Diverse Individuals/Families/Communities
- ☐ Research
- ☐ Community Outreach
- ☐ Group Work
- ☐ Literature Review
- ☐ Therapeutic Interventions
- ☐ Self-Reflection
- ☐ Staff Meetings
- ☐ Advocacy
- ☐ Culturally-competent Practice

- ☐ Analyze Diverse Client/Family/Community Systems
- ☐ Marketing
- ☐ Organizational Development
- ☐ Other (please list) _____

Identify the student's strengths as you observed in their practicum activities. Check all boxes that apply.

- ☐ Professional
- ☐ Responsible
- ☐ Insightful
- ☐ Critical Thinking
- ☐ Advocacy
- ☐ Confident
- ☐ Independent
- ☐ Compassionate
- ☐ Boundaries
- ☐ Leadership Skills
- ☐ Self-care
- ☐ Time Management
- ☐ Communication Skills
- ☐ Enthusiastic
- ☐ Ethical
- ☐ Use of Supervision
- ☐ Eager to Learn

- ☐ Accepts Redirection
- ☐ Flexible
- ☐ Empathetic
- ☐ Dependable/Reliable
- ☐ Self-reflection/Self-awareness
- ☐ Team Player
- ☐ Other (please list) _____

In what areas do you think the student needs to improve? Check all boxes that apply

- ☐ Professional
- ☐ Responsible
- ☐ Insightful
- ☐ Critical Thinking
- ☐ Advocacy
- ☐ Confident
- ☐ Independent
- ☐ Compassionate
- ☐ Boundaries
- ☐ Leadership Skills
- ☐ Self-care
- ☐ Time Management
- ☐ Communication Skills
- ☐ Enthusiastic
- ☐ Ethical
- ☐ Use of Supervision
- ☐ Eager to Learn
- ☐ Accepts Redirection

- ☐ Flexible
- ☐ Empathetic
- ☐ Dependable/Reliable
- ☐ Self-reflection/Self-awareness
- ☐ Team Player
- ☐ Other (please list) _____
- ☐ No Areas in Need of Improvement

Rating Scale for the Evaluation of Practicum Performance Instructions: The standard by which an intern is to be compared to 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 items that we ask you to rate according to the following criteria.

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

2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future.

3 = The intern has met the expectations for interns in this area.

4 = The intern is functioning above expectations in this area.

5 = The intern has excelled in this area.

The MSW Practicum Coordinator has ultimate responsibility for assigning the grade for Practicum Instruction. The grade assigned will be based on: overall evaluation of the student's performance in practicum in conjunction with the practicum instructor's evaluation and other submitted materials such as seminar participation and assignments that integrate practicum with classroom instruction.

Please select the number of the response that best represents your assessment of the student's performance in the competency area specified.

Competency 1: Demonstrate Ethical and Professional Behavior

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice Behavior 1:</u> Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice Behavior 2:</u> Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Generalist
Practice

Behavior 3:

Use technology ethically and appropriately to facilitate practice outcomes.



Generalist
Practice

Behavior 4:

Use supervision and consultation to guide professional judgment and behavior.



Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns)

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice</u> <u>Behavior 5:</u> Advocate for human rights at the individual, family, group, organizational, and community system levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice</u> <u>Behavior 6:</u> Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice Behavior 7:</u> Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice Behavior 8:</u> Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 4: Engage in Practice-informed Research and Research-Informed 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice Behavior 9:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice Behavior 10:</u> Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 5: Engage in Policy 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice</u> <u>Behavior 11:</u> Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice</u> <u>Behavior 12:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice</u> <u>Behavior 13:</u> Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice</u> <u>Behavior 14:</u> Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 6 (Engagement)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns)

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice</u> <u>Behavior 15:</u> Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice</u> <u>Behavior 16:</u> Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 7 (Assessment)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups

☐ Organizations

☐ Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns)

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice</u> <u>Behavior 17:</u> Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice</u> <u>Behavior 18:</u> Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 8 (Intervention)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups

☐ Organizations

☐ Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns)

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Generalist Practice Behavior</u> <u>19:</u> Select and use culturally responsive methods for evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Generalist Practice Behavior</u> <u>20:</u> Critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 9 (Evaluation)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Please check one of the following:

- ☐ This intern has excelled in practicum placement by performing above expectations.
- ☐ This intern has met the expectations of practicum placement.
- ☐ This intern is not ready for beginning level social work practice.
- ☐ This intern is not 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.

Recommended Grade

- ☐ Pass
- ☐ Fail

Grading: Pass/Fail. The practicum internship grade will be determined jointly between the student, Practicum Instructor and Coordinator of Practicum 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 practicum internship grade. In order to successfully pass the practicum course, you must receive a passing grade on the practicum evaluation. Likewise, if you fail the practicum classroom component, you will automatically fail the internship experience as well.

Additional Comments

Practicum Instructor: Please be sure to discuss this evaluation with your student.

Note: If the intern disagrees with the evaluation, they should state that disagreement in writing and submit a copy to the Practicum Instructor/Supervisor and Coordinator of MSW Practicum Education of the Stockton University MSW Program, within 3 days of receiving the evaluation. A

meeting between the student, Coordinator of MSW Practicum, and faculty members as appropriate, will then be held to discuss the disagreement.

Acceptance of Evaluation

Practicum Agency Supervisor's Signature

Date

Student's Signature

Date

**STOCKTON UNIVERSITY SOCIAL WORK PROGRAM
MSW SPECIALIZED YEAR STUDENT PRACTICUM EVALUATION**

<Student's Name Field>

<Student's Email Address Field>

<Practicum Site/Agency Field>

<Practicum Agency Supervisor Field>

Please Select One

☐ Practicum I (Fall)

☐ Practicum II (Spring)

Practicum Seminar (Classroom) Instructor:

Total student hours completed in practicum (250 hours required for each semester)

This evaluation provides an opportunity for practicum instructors to assess the student's knowledge, skills, and acquisition of competencies in your agency. 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. Practicum Instructors should complete all sections of the evaluation below.

Check all boxes that apply, describing the activities the student has been involved in during the semester.

- ☐ Intakes
- ☐ Professional Development
- ☐ Policy Review
- ☐ Professional Documentation
- ☐ Fundraising
- ☐ Assessments
- ☐ Program Evaluation
- ☐ Engage with Diverse Individuals/Families/Communities
- ☐ Research
- ☐ Community Outreach
- ☐ Group Work
- ☐ Literature Review
- ☐ Therapeutic Interventions
- ☐ Self-Reflection
- ☐ Staff Meetings
- ☐ Advocacy

- ☐ Culturally-competent Practice
- ☐ Analyze Diverse Client/Family/Community Systems
- ☐ Marketing
- ☐ Organizational Development
- ☐ Other (please list) _____

Identify the student's strengths as you observed in their practicum activities. Check all boxes that apply.

- ☐ Professional
- ☐ Responsible
- ☐ Insightful
- ☐ Critical Thinking
- ☐ Advocacy
- ☐ Confident
- ☐ Independent
- ☐ Compassionate
- ☐ Boundaries
- ☐ Leadership Skills
- ☐ Self-care
- ☐ Time Management
- ☐ Communication Skills
- ☐ Enthusiastic
- ☐ Ethical
- ☐ Use of Supervision

- ☐ Eager to Learn
- ☐ Accepts Redirection
- ☐ Flexible
- ☐ Empathetic
- ☐ Dependable/Reliable
- ☐ Self-reflection/Self-awareness
- ☐ Team Player
- ☐ Other (please list) _____

In what areas do you think the student needs to improve? Check all boxes that apply

- ☐ Professional
- ☐ Responsible
- ☐ Insightful
- ☐ Critical Thinking
- ☐ Advocacy
- ☐ Confident
- ☐ Independent
- ☐ Compassionate
- ☐ Boundaries
- ☐ Leadership Skills
- ☐ Self-care
- ☐ Time Management
- ☐ Communication Skills
- ☐ Enthusiastic
- ☐ Ethical
- ☐ Use of Supervision
- ☐ Eager to Learn

- ☐ Accepts Redirection
- ☐ Flexible
- ☐ Empathetic
- ☐ Dependable/Reliable
- ☐ Self-reflection/Self-awareness
- ☐ Team Player
- ☐ Other (please list) _____
- ☐ No Areas in Need of Improvement

Rating Scale for the Evaluation of Practicum Performance Instructions: The standard by which an intern is to be compared to 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 items that we ask you to rate according to the following criteria.

- 1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future.
- 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future.
- 3 = The intern has met the expectations for interns in this area.
- 4 = The intern is functioning above expectations in this area.
- 5 = The intern has excelled in this area.

The MSW Practicum Coordinator has ultimate responsibility for assigning the grade for Practicum Instruction. The grade assigned will be based on: overall evaluation of the student's performance in practicum in conjunction with the practicum instructor's evaluation and other

submitted materials such as seminar participation and assignments that integrate practicum with classroom instruction.

Please select the number of the response that best represents your assessment of the student's performance in the competency area specified.

Competency 1: Demonstrate Ethical and Professional Behavior

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice Behavior 1:</u> Use supervision and consultation to explore how issues of professional ethics, values, and social justice inform practice, research, and policy decisions when working with marginalized populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice Behavior 2:</u> Apply ethical guidelines and a social justice lens to complex ethical dilemmas involving marginalized populations to arrive at ethically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

informed,
socially just
decisions.

Specialized
Practice

Behavior 3:
Use technology
ethically and
appropriately to
facilitate
practice
outcomes.



Specialized
Practice

Behavior 4:
Assess how
the
incorporation of
technology can
both create and
remove
barriers to the
accessibility,
availability, and
outcomes of
client services.



Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 5:</u> Advocate for and work towards change in social policies, organizations, and service delivery systems when they fail adequately to protect human rights and advance social, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice</u> <u>Behavior 6:</u> Social workers apply principles of social, racial, economic and environmental justice within client systems to create or identify mechanisms for change to address systemic inequalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice Behavior 7:</u> Identify, develop, and employ anti-racist and anti-oppressive practices when working with client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice Behavior 8:</u> Demonstrate cultural humility by incorporating positionality to improve practice client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 4: Engage in Practice-informed Research and Research-Informed 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 9:</u> Critically evaluate current research to inform decisions pertaining to practice, policy, and programs for marginalized groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice</u> <u>Behavior 10:</u> Use qualitative and quantitative research design, methods, and analysis, and they interpret data derived from these methods, understanding how positionality can influence interpretations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 5: Engage in Policy 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; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 11:</u> Social workers work to dismantle the oppressive, historical, social, racial, cultural, economic, organizational, environmental, and global systems that marginalize clients, by actively engaging in and advocating for anti-racist and anti-oppressive policies to effect change in those settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice</u> <u>Behavior 12:</u> Social workers engage in evidence-based policy formulation and analysis and advocate to help implement policy change with marginalized client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns)

in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 13:</u> Apply understanding of human behavior in the social environment using a social justice lens to engage with marginalized and oppressed client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice</u> <u>Behavior 14:</u> Adopt a stance of “not knowing” with client systems in order to understand the impact of social injustice, racism, discrimination, and oppression on client systems and collaboratively develop culturally appropriate approaches to engage diverse client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 6 (Engagement)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

(1 = The intern has not met the expectations in this area, and does not give indication they will do so in the near future; 2 = The intern has not yet met the expectations in this area, but gives indications they will do so in the near future; 3 = The intern has met the expectations for interns in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 15:</u> Use knowledge of assessment models and the clients' culture and intersectionality to develop assessment models for use with marginalized and diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specialized
Practice Behavior

16: Join client systems using a collaborative assessment process to develop self-determined goals and outcomes.

☐☐☐☐☐

Specialized
Practice Behavior

17: Apply specialized theoretical perspectives which focus on the impact of social injustice, marginalization and oppression in assessing client systems.

☐☐☐☐☐

What system level(s) did the student engage with for Competency 7 (Assessment)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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in this area; 4 = The intern is functioning above expectations in this area; 5 = The intern has excelled in this area.)

	1	2	3	4	5
<u>Specialized Practice</u> <u>Behavior 18:</u> Apply theories and perspectives with a social justice lens to inform interventions with marginalized and oppressed populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Specialized Practice</u> <u>Behavior 19:</u> Critically choose and implement evidence-informed interventions that account for positionality and reflect client self-determination when working with marginalized, vulnerable and oppressed client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What system level(s) did the student engage with for Competency 8 (Intervention)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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	1	2	3	4	5
<u>Specialized Practice Behavior</u> <u>20:</u> Using critical thinking and a social justice lens, apply anti-racist and anti-oppressive research methodologies and theories of human behavior in the social environment to evaluate practice interventions with marginalized client systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specialized
Practice Behavior

21: Generate or apply research findings to improve the effectiveness of anti-racist and anti-oppressive practices with marginalized client systems.



What system level(s) did the student engage with for Competency 9 (Evaluation)? Check all that apply.

- ☐ Individuals
- ☐ Families
- ☐ Groups
- ☐ Organizations
- ☐ Communities

Please check one of the following:

- ☐ This intern has excelled in practicum placement by performing above expectations.
- ☐ This intern has met the expectations of practicum placement.
- ☐ This intern is not ready for beginning level social work practice.
- ☐ This intern is not 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.

Recommended Grade

☐ Pass

☐ Fail

Grading: Pass/Fail. The practicum internship grade will be determined jointly between the student, Practicum Instructor and Coordinator of Practicum 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 practicum internship grade. In order to successfully pass the practicum course, you must receive a passing grade on the practicum evaluation. Likewise, if you fail the practicum classroom component, you will automatically fail the internship experience as well.

Additional Comments

Practicum Instructor: Please be sure to discuss this evaluation with your student.

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

Acceptance of Evaluation

Practicum Agency Supervisor's Signature

Date

Student's Signature

Date
