SENIOR FIELD ORIENTATION
OVERVIEW: OUR WEBSITE

Field Education

#BCWEP Application
Proposal for Practicum at Place of Employment
Bi-Weekly Timesheet
Cumulative Time Record
Agency Application
Agency Confirmation Form

JUNIORS
Junior Application for Field
Junior End-of-Semester Fieldwork Performance Evaluation Form
Junior Learning Plan
Junior Field Manual
Everything You Want to Know About the Junior Field Practicum
Baccalaureate Child Welfare Education Program (BCWEP) Information
BCWEP: APPLICATION

SENIORS
Senior Application for Field
Senior End-of-Semester Fieldwork Performance Evaluation Form
Senior Learning Plan
Senior Field Manual
Senior Mid Semester Performance Evaluation Form
Basic Requirements for the Senior Field Practicum (PowerPoint)
Contract for Students in Senior Field
WHO IS WHO

• **Professor Lana Church** – Director of Field Education, teaches Monday 1 pm and Monday 6 pm classes; will visit some of you at the agency (973) 353-5867

• **Professor Marion Jackson** – Assistant Director of Field Education teaches Monday 1 pm class; will visit some of you at the agency (973) 353-5784

• **Professor Kim Quick** – BCWEP coordinator, teaches Wednesday 7:30 pm class; will visit BCWEP students at DCP&P agencies

• **Myles Varley** – Field Liaison who will visit some of you at the agency

• **Viktorija Spasova** – Student Assistant who volunteers as a Student Mentor for peer support
  viktorija.spasova@rutgers.edu
CHAIN OF COMMAND

Lana Church, LSW
Director of Field Education

Marion Jackson, MSW
Assist. Director of Field

AGENCY FIELD INSTRUCTORS

Myles Varley, MSW
Field Liaison

STUDENTS - INTERNS
Your Goal is to become part of the team, No matter if you like some of your co-workers or not

Code of Ethics about coworkers (2.01):

a) SW should treat colleagues with respect ...

b) SW should avoid unwarranted negative criticism of colleagues in communications with clients or other professionals...

c) SW should cooperate with SW colleagues & colleagues of other professions when such cooperation serves the well-being of clients.

• Never underestimate secretaries & housekeeping
You are a Learner
(not an Inspector)

Work ethics:

- SW is a small world; people talk
- How do you want to be remembered? (example: internship #1)
- Follow chain of command (don’t go over your supervisor’s head even if you don’t like the answer you were given)
- Be prepared for supervision (write down agenda / questions, paper, pen, chart)
Time and Attendance

• 420 hours from 9/12/16 and 5/5/17
• 210 hours per semester
• 14 - 16 hours per week (lunch time not included)
• Alternative time schedule can be negotiated with Agency Field Instructor
• Student cannot be absent from classes to fulfill agency obligations

• In case of Holidays student must make up the hours that they missed.

• Winter break for field to be negotiated with your Field Instructor

• Must not terminate fieldwork before middle of April
Required Assignments

• Bi-weekly Timesheets (TS)
• Learning Plan (LP)
• 4 Process Recordings (PR)
• Mid-Semester evaluation (Fall semester only)
• End-of-Semester evaluation

Everything must be uploaded to https://blackboard.rutgers.edu/ in time
Although 420 hours & all the assignments seem impossible, **YOU CAN DO IT**, just like 100,001 other social work student before you
Levels of functioning:
- Walking-wounded (WWII)
- Hierarchy of Needs:
  (Example: Brenda/ Brandon)

Self-actualization
Esteem
Love/belonging
Safety
Physiological

breathing, food, water, sex, sleep, homeostasis, excretion
security of: body, employment, resources, morality, the family, health, property
friendship, family, sexual intimacy
self-esteem, confidence, achievement, respect of others, respect by others
morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
Thinking about the future:

Rutgers Graduate School of Social Work
Presentation
What am I going to do at the agency?

• Ask you Field Instructor to give you an assignment
• If she’s not available, ask another worker
• Talk with (not to) clients
• Shadow your supervisor (observe)
• Read Rutgers Manual, read Policies & Procedures
• Read the “Resource” binder
• If there is no “Resource” binder, make one!
• Fill out a Food Stamps / Medicaid / Homes Health Aid application with / for the client
• Call another agency to see if they would accept your client
What am I going to do at the agency?

• Develop a PowerPoint presentation for clients with local resources available to them
• Make a list of the local pharmacies with phone numbers and fax numbers (or Home Health aid agencies) for your supervisor
• Read / translate a book / letter for your client who cannot see well or does not understand well
• Answer phones if needed
• Find transportation for your client to get help
• Escort client to the DVRS / SSA / Medicaid office
• Teach a client to use the bus / train (take the bus together)
What am I going to do at the agency?

- Help your client create his / her resume, focusing on the positive aspects
- Help clients with homework / writing letters
- Teach clients how to use Internet, Facebook, Skype to reconnect with long-lost friends / relatives
- When come across a new word, google the meaning instead of asking other staff
- Review agency’s forms. If they are old, offer & retype them to be more client-friendly.
- Attend groups / meetings / at least one workshop
- Visit other agencies that help your clients, inquire about issues they may be experiencing
What am I going to do at the agency?

• Organize a toy drive / garage sale
• Develop a handout of stages of human development & ordinary milestones expected for every human being
• Facilitate a “Quality of Life / Service” survey
• Facilitate “Best Smile” photo contest (if allowed by supervisor)
• Help with organizing special events
• Help improving agency’s website / Facebook page
• Develop a service plan, ensure the goal & objectives are SMART (specific, measurable, achievable, realistic, timely)
Required Assignments

• Bi-weekly Timesheets (TS)
• Learning Plan (LP)
• 4 Process Recordings (PR)
• Mid-Semester evaluation
• End-of-Semester evaluation

Everything must be uploaded to https://blackboard.rutgers.edu/ in time
End-of-Semester Evaluation

- Must be completed by the Field Instructor, and signed by the student, by the last day of class of each semester.
- It is the student’s responsibility to upload the signed & dated End-of-Semester Evaluation Form to BlackBoard by December 12 for the Fall semester and May 1 for the Spring semester.
- If this Evaluation is not submitted, the student will not pass the class.
- This Evaluations are important for your future and will be submitted to the Graduate Schools when you apply for admission.
- Students need to keep a copy of their own.
Learning Plan

- Purpose - to specify areas where professional and personal development need to take place. It establishes the assignments and learning tasks.
- Must be completed by 10/15/16 for the Fall semester and 2/15/2017 for Spring semester, by student, in consultation with the Field Instructor, based upon social work competencies and associated practice behaviors.
- Must be signed & dated by intern & Field Instructor & uploaded to BlackBoard (scanned or photographed).
- Because the Learning Plan provides direction and clarity of purpose for all student activities at the agency, failure to submit the learning plan on a timely basis will have a negative impact on the field placement experience.
Time Sheets

• Are the student’s responsibility. Bottom section includes summary of field tasks.
• Blank timesheets can be found on-line at http://www.ncas.rutgers.edu/department-social-work/field-education and on class web pages on Black Board.
• Due every 2 weeks for Field Instructor’s signature
• Then, signed and completed time sheet must be uploaded to BlackBoard.
• Keep cumulative timesheet for your Instructor and your own records
Process Recordings (PR)

• Minimum of 4 are required each semester (Field Instructor may assign additional process recordings as needed for learning purposes).
• If possible, use the same client for PRs
• Are strictly confidential (use pseudonyms instead of clients’ names).
• Upload each process (scanned or photographed) recording (with Field Instructor’s comments) to BlackBoard.
**PROCESS RECORDING**

Identifying Information: (Include your name, the date of the interview, presenting problem, etc.)

<table>
<thead>
<tr>
<th>CONTENT/DIALOGUE</th>
<th>GUT-LEVEL FEELINGS</th>
<th>ASSESSMENT / ANALYSIS OF THE SESSION / CLIENT</th>
<th>FIELD INSTRUCTOR'S COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a verbatim recording (“S/he said, I said,” etc.)</td>
<td>Refer to your <strong>own feelings here</strong>, not those of the client's, as the verbal exchange was taking place.</td>
<td>A paragraph or two in which you summarize your thinking about the interview you have just recorded:</td>
<td>The Field Instructor makes remarks opposite the interaction or gut-level feelings that have been recorded.</td>
</tr>
<tr>
<td>Record word-for-word what happened during the interview.</td>
<td>Look at your feelings and write things such as:</td>
<td></td>
<td>These include his/her observations and thoughts regarding what has occurred during the interview.</td>
</tr>
<tr>
<td>Include both verbal and non-verbal communications. Example:</td>
<td>• I’m sad / worried</td>
<td>• What social work skills and techniques did you use here?</td>
<td></td>
</tr>
<tr>
<td>• She shrugged her shoulders</td>
<td>• I’m bored / uneasy</td>
<td>• What is your client’s stage of development?</td>
<td></td>
</tr>
<tr>
<td>• He looked away</td>
<td>• I’m lost</td>
<td>• Identify the stage of work with client (engagement, assessment, planning, intervention, evaluation)</td>
<td></td>
</tr>
<tr>
<td>• She’s tapping her foot</td>
<td>• I don’t like this</td>
<td>• What do you think client is really feeling?</td>
<td></td>
</tr>
<tr>
<td>• He’s fidgeting</td>
<td>• I want to get out</td>
<td>• Why do you think client said what he said?</td>
<td></td>
</tr>
<tr>
<td>• He’s starring at her</td>
<td>• I don’t want this meeting to be over</td>
<td>• Do you think client’s words are matching his / her feelings?</td>
<td></td>
</tr>
<tr>
<td>Be sure to include interruptions and other occurrences that were not planned. Example:</td>
<td>• I feel a strong connection to this client, like he’s my father</td>
<td>• Have you achieved the purpose of the meeting?</td>
<td></td>
</tr>
<tr>
<td>• phone rang</td>
<td>• I like this client</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• door opened</td>
<td>Be as open and honest as you can.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Column 2:

- “Some type of way” is NOT a feeling!
- Look inside yourself
- Research names for feelings on the internet

List of Feelings:

Happy
- Calm
- Cheerful
- Confident
- Content
- Delighted
- Excited

Sad
- Ashamed
- Awful
- Disappointed
- Discouraged
- Gloomy
- Hurt

Angry
- Annoyed
- Bugged
- Destructive
- Disgusted
- Frustrated
- Fuming

Other feelings
- Afraid
- Anxious
- Ashamed
- Bored
- Confused
- Curious
Mid-Semester Evaluation

• Only for Fall Semester, due October 31
• Completed by the Field Instructor together with the student to better understand what skills student needs to improve and ensure there are no surprises at the end of semester
• Upload the signed and dated, scanned or photographed Mid-Semester Evaluation to BlackBoard
Time Management

• You may be considered “unreliable” if your attendance is poor, EVEN IF YOU GOOD EXCUSES (studying for test, papers, etc.)

• Be on time. Give advance notice if you cannot make it to the internship placement or to a meeting with your client

• CALL OUT, DO NOT TEXT OUT

• PRIORITIZE. Use Weekly Supervision Log

• Use a planner to schedule tasks. Keep an appointment book.

• Discuss make-up plan with Field Instructor as needed. Do not just “drop in” to agency to make-up hours without prior approval.
Your Responsibilities

• Know and observe the **NASW Code of Ethics**, including identification of yourself as student-intern, respect client & agency confidentiality as well as the clients and other agency staff. NASW Code of Ethics can be found at [http://www.naswdc.org/pubs/code/code.asp](http://www.naswdc.org/pubs/code/code.asp)

• Maintain a professional presence. You are not just a student. You are a representative of the agency, the Department, and the University.

• Act with maturity. Handle yourself with calm, poise, and common sense. Use good phone manners, with clients and persons from other agencies. Dress professionally, in keeping with the prevailing dress code of the agency.

• Be open and flexible in your expectations.

• **Supervisory sessions**: The student must arrange an appointment for these sessions each week. Due to agency needs, supervisory sessions may not always be held during the same time slot, so it is the student's responsibility to schedule a time each week that is convenient for both the student & the field instructor.
Student Responsibility Contract

Please sign, date & return to us immediately.

Copy of the contract can be located in Senior Field Manual and on the Department of Social Work website.
Safety Issues

• Student are not allowed to make home visits alone. Must be accompanied by staff.
• Do not drive clients in own car.
• Lock your car and leave all your valuables out of sight before you enter the client’s residence.
• Always let agency staff know where you are going and when you will return.
• Before you meet or visit the client, familiarize yourself with client’s record.
Critical Incident Reporting

To most effectively protect the safety needs of students in field placements, the following steps should be observed when your safety has been compromised:

- Immediately notify your agency supervisor of the incident, indicating what, when, who, and the how of injury sustained (if any).
- If medical attention or police involvement is needed, you should coordinate with your agency supervisor (or designee) to contact the appropriate parties to obtain the needed services.
- Next, the student will contact the Director of Field Education to report the incident.
- The student will complete any agency required incident reports and submit them to the appropriate authority. A copy of this report should be sent to the Director of Field Education within 2 days of the incident.
- If the agency does not have an incident report, within 2 days, the student will draft a memo for the Director of Field Education and his / her Field Instructor briefly detailing the particulars of the incident, indicating what, when, who, and the how of injury sustained (if any); and what were the outcomes.
Boundaries / relationships / sexual harassment

- All provisions of the University's sexual harassment policy apply to agency field placements. Students enjoy the protections provided by the University's policy within their field placements. Students are required to conduct themselves within the guidelines of the National Association of Social Workers Code of Ethics.

- The sexual harassment policy is explained in the Rutgers Department of Social Work Student Handbook.

- To prevent unwanted advances, please, dress modestly, do not give out your personal phone number and set clear boundaries.
RELATIONSHIPS
Did you ever hear this old saying?

The reason why we have two ears and only one mouth is that we may listen the more and talk the less.

—Zeno of Citium (c.335–c.263 BCE)
Student’s Stages of Intellectual & Ethical Development:

- **Dualism**: Seeing things as black & white
- **Relativism**: Abstract thinking; seeing “gray areas”; rejection of absolutes
- **Commitment**: taking personal responsibility for dealing with right / wrong

“**LEAVE YOUR AGENCY in a BETTER SHAPE than YOU FOUND IT**"
10/90 Rule

https://www.youtube.com/watch?v=iKvEYKoiJ48
Each of your personality traits, good or bad, enters the room with you when you go to work.

What do I bring to profession that will hurt me?

(write it down, you may want to share this with your supervisor)
Each of your personality traits, good or bad, enters the room with you when you go to work.

In supervision, some troublesome personality traits will be addressed:

- Lack of empathy
- Defensiveness
- Neediness
- Judgmental attitude
- Talking too much
- Shyness
- Demanding

NO NEED TO GET DEFENSIVE when it’s pointed out; you are here to learn
Agency is looking for the following skills in their interns:

- Self-starter
- Willingness to work
- Pleasant disposition
- Cooperation
- Sense of humor
- Sincere interest in learning
5 Rules of Successful Workplace:

1. Never take things personally
2. Focus on the situation, not the person
3. Act as if there is a solution
4. Volunteer to make things better
5. Maintain your self-esteem and esteem of others
COMMUNICATION
She’ll be the one to write your letter of recommendation for Graduate School/job, so you want her to like you.
HOW TO TALK TO YOUR BUSY SUPERVISOR

Ask your supervisor:
• What is expected of me?
• What will get me in trouble?
• What makes you mad / upset?
• What are your pet peeves?

Share your expectations
Types of Communication / Behavior

- Passive
- Aggressive
- Passive-Aggressive
- Assertive
**PASSIVE BEHAVIOR**

Violating your own rights by failing to express honest feelings, thoughts and beliefs, and consequently allowing others to violate your rights.

<table>
<thead>
<tr>
<th>Subconscious Thoughts: “Take care of me and understand my needs telepathically.” Will you still love/respect me if I am assertive?</th>
</tr>
</thead>
</table>

**Goal:** To appease others and to avoid conflict and unpleasantness at any cost.

**Signs:**
- Rambling
- Beating about the bush
- Apologizing inappropriately in a soft, unsteady voice
- Avoidant eye contact
- Posture: backing off from others, slouching shoulders
- Wringing hands
- Covering mouth with hand
- "I ... er ... urn ... would like ... urn ... you ... urn...to...."

**Payoffs:**
- You are praised for being selfless.
- If things go wrong, you are rarely blamed.
- You avoid or hide the conflict that you fear.

**Price:**
- Low self-esteem
- Repress or bottle anger
### AGGRESSIVE BEHAVIOR

| Superiority is maintained by putting others down | **Subconscious Thoughts:**  

“I'll get you before you have a chance of getting me. I don’t care about what you want because my needs are more important.” |
|---|---|

**Goal:** To win, to dominate, to punish.

<table>
<thead>
<tr>
<th><strong>Signs:</strong></th>
<th><strong>Payoffs:</strong></th>
</tr>
</thead>
</table>
| • Erect posture, leaning over  
• Staring eye contact  
• Loud, sarcastic or condescending voice  
• Finger pointing  
• Threats  
• Yelling  
• Put downs  
• Name calling  
• Sexist / racist remarks | • You get your way |

<table>
<thead>
<tr>
<th><strong>Price:</strong></th>
<th>---</th>
</tr>
</thead>
</table>
| • Loosing friends / family  
• Gaining enemies  
• Paranoia  
• Lots of negative emotions  
• Problems at work / with law |
PASSIVE-AGGRESSIVE

- Sarcasm
- Procrastination
- Eyes rolling
- Snarling
- Fine!
- Whatever!
- Yes, but...
- Cold shoulder
- Silence
- Avoiding eye contact...
- Mumbling

Fix yourself
### Assertive Behavior

**Standing up for your personal rights and expressing your thoughts, feelings and beliefs directly, honestly and openly while being respectful of the rights of others.**

**Subconscious Thoughts:**

“This is what I think / feel. How about you? If our needs conflict, I am prepared to compromise.”

**Goal:** To communicate clearly, adult to adult.

<table>
<thead>
<tr>
<th><strong>Signs:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Firm, relaxed voice</td>
</tr>
<tr>
<td>Direct eye contact</td>
</tr>
<tr>
<td>Balanced &amp; open body posture</td>
</tr>
<tr>
<td>Voice appropriately loud</td>
</tr>
<tr>
<td>&quot;I&quot; statements (&quot;I like&quot;, &quot;I want&quot;, &quot;I don't like&quot;)</td>
</tr>
<tr>
<td>Cooperative phrases (&quot;What are your thoughts on this?&quot;)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Payoffs:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher your self-esteem.</td>
</tr>
<tr>
<td>Your chances of getting what you want out of life improve greatly</td>
</tr>
<tr>
<td>Resentment is not allowed to build up.</td>
</tr>
<tr>
<td>Better relationships because you can see, hear and love others more easily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Price:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There may be pain involved in being assertive if in the past your friends / colleagues benefited from you being passive</td>
</tr>
</tbody>
</table>
If you want your super-busy supervisor to think you’re *smart*, this trick usually helps:

“**Think of 3 before you speak!**”

- Don’t just blur out your problem and add to your supervisor’s huge list of things to do
- Think of 3 possible solutions to your problem
- Open your mouth and say, “I have this problem... What do you think I should do: X, Y, or Z?”
Tricks of the trade

If you want your super-busy supervisor to think you’ve got *clinical skill*, this trick usually helps:

Sandwich Technique
Tricks of the trade

If you want your everyone to think you’re smart, got clinical skill, and positive and just a joy to be around, this trick usually helps:

Use positive language & get rid of:

- NO
- NOT
- DON’T
- BUT...

and all the negative words

• Substitute with healthier & happier words
<table>
<thead>
<tr>
<th>Negative Phrase</th>
<th>Positive Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It’s not ready.”</td>
<td>“It will be ready on ___.”</td>
</tr>
<tr>
<td>“You should have called sooner.”</td>
<td>“I understand why you called.”</td>
</tr>
<tr>
<td>“That’s not our fault.”</td>
<td>“Let’s see what we can do.”</td>
</tr>
<tr>
<td>“That’s against our policy.”</td>
<td>“Here’s the way we handle that.”</td>
</tr>
<tr>
<td>“I don’t know.”</td>
<td>“I’ll find out.”</td>
</tr>
<tr>
<td>“No.”</td>
<td>“Here’s what we can do.”</td>
</tr>
<tr>
<td>“That’s not my job.”</td>
<td>“____ can help you.”</td>
</tr>
<tr>
<td>“You need to talk to Shipping.”</td>
<td>“Fran in Shipping can help you.”</td>
</tr>
<tr>
<td>“Calm down.”</td>
<td>“I can tell you’re upset.”</td>
</tr>
<tr>
<td>“Call back tomorrow.”</td>
<td>“I’ll call you back tomorrow.”</td>
</tr>
<tr>
<td>“The only thing we can do is...”</td>
<td>“The best option for handling this is...”</td>
</tr>
<tr>
<td>“You’re wrong.”</td>
<td>“Let me give you the information you need.”</td>
</tr>
</tbody>
</table>
SUBSTITUTE

the word

“BUT” with an “AND”

& see the magic
WEAK PEOPLE REVENGE
STRONG PEOPLE FORGIVE
HAPPY PEOPLE FORGET.

The choice is yours.
Dress for Success
A guide for social work students entering the workplace
What is appropriate professional attire?
The Difference between Casual, Business Casual and Business Professional?
**Business Casual**

**DON’T**
- No jeans

**DO**
- Do not roll up sleeves

---

**Business Professional**

**DON’T**
- Need a tie

**DO**
- Suit should match

*Pictures from: Usamania, Mikmen, Zappos, Bachrach*
Which one would YOU hire?
Attire Do’s

- Business suits
- Skirts: above the knee or below
- Slacks: neatly pressed, nothing too tight
- Blouses: Dressy styles or button-down shirts paired with a cardigan
- Dresses: worn alone, or with a suit jacket or blazer
Attire Do Not’s

**Ladies:**
- Anything too short, too revealing, too tight or too sheer.
- Jeans, capris, shorts, cargos.
- Blouses that are sleeveless, low-cut or see-through.

**Gentlemen:**
- Do not mismatch socks
- Untucked shirts is an absolute NO
- Bright color ties are a big NO
- Avoid loose, too long or too short clothing
Proper hygiene and appearance is just as important as attire

Which includes the following…

• Nails
• Hair
• Tattoos
• Piercings
The 3 B’s

- No Boobs
- No Belly
- No Butt Crack
Nails

- Conservative and neutral colors
- File nails neatly
- Decent length
- Neat and clean
Shoes

• Closed-toe (no flip-flops)
• Polished
• Scuff-free
• No extremely high heels
• NO SNEAKERS
Appropriate work footwear
Piercings/Tattoos/Hairstyle

https://www.youtube.com/watch?v=mO3uorCdpM8
YOU NEVER
GET A 2nd CHANCE
TO MAKE A
1st IMPRESSION
Bring Your Smile
REMEMBER!

YOU ARE A GUEST

at the Field Agency