

SOCIAL WORK AT ROWAN UNIVERSITY



Dr. Mary K. Tuohy
Program Director
MSW Program

Staci Fattore, LCSW
Field Education Director
MSW Program



AGENDA

Faculty/Introductions

Why Rowan?

Field Instructor Role, Supervision, Process Recordings

Social Work Competencies

Paperwork/Learning Contract/Evaluations

Supervision/Field Meetings

Council on Social Work Education/accreditation update

Questions

SOCIAL WORK TEAM



Mary K. Tuohy, DSW
Program Director



Staci Fattore, LCSW
Field Education Director

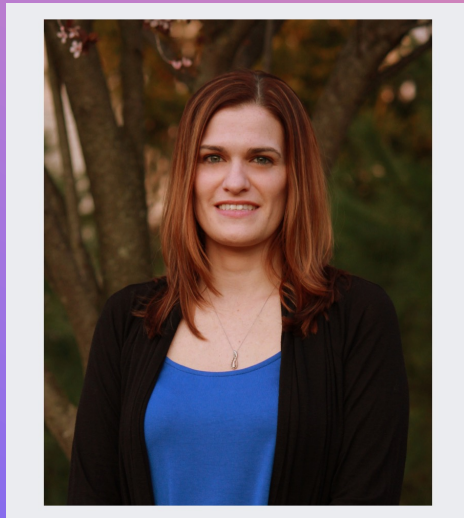


Yvette Onofre, MSW
3/4 Lecturer



TBA Administrative
Coordinator

MSW ADJUNCT TEAM



Kelly Redkoles, LCSW, ACS
Mental Health Assessment



Anjali Bushan, JD, MSW
SW Doctoral Cand.
Public Policy, Advocacy, and Practice

Where is the SW program?

Rowan University has 17 colleges/schools

The College of Humanities & Social Sciences (CHSS) - 8 depts

Department of Sociology and Anthropology- 8 programs

Undergrad programs: Sociology, Anthropology,
Disaster Preparedness & Emergency Management,
Human Services

Graduate programs: Center for Interdisciplinary studies
Diversity & Inclusion, Holocaust & Genocide Education,
Emergency and Threat Response Management, and

Social Work

Why Rowan?

- Prepares students for social work licensure and work in a variety of settings.
- Small class sizes (15:1)
- Specialized practice in mental health, equity and well-being.
- Vetted and individualized field education opportunities
- 1 Credit Weekend Classes in 2024
- 6 graduate certification options (COGS)
 - Diversity & Inclusion; Public Policy; Wellness Coaching; Emergency Preparedness; Holocaust & Genocide Education; Women's Studies
 - Coming soon: Medical SW, Substance use disorders; School SW, Trauma
- Advanced Standing (BSW/MSW in 5 years)



Graduation Requirements for MSW

A minimum of 59 credits

A total of 900 hours of clinical practicum with supervision by a field instructor (MSW with 2+ years experience)

450 hours each year

Setting the Learning Environment: Orientation, Assessment and Setting Expectations

Field Instructors have 3 Fundamental Roles

Supporter

Creates an environment that supports learning and growth

Helps students feel understood

Manages anxiety

Takes risks

Negotiates challenges

Builds professional confidence & identity

Teacher

- Identifies learning goals & directly explains

- Creates related observational opportunities

- Designs rehearsal opportunities for students

- Observes performance & provides constructive feedback about strengths and ways to improve

Administrator

- Plans & organizes

- Assigns Work

- Upholds quality standards

- Monitors & evaluates to standards

- Establishes due dates

- Addresses problems efficiently & directly

- Serves as a gatekeeper

BOGO'S CONCEPTUALIZATION HOLISTIC COMPETENCE

(BOGO ET AL, 2013)



Process Recordings-Individuals

Throughout the clinical practicum, students are being educated to work with systems of all types and sizes. The student will complete assignments called Process Recordings. A Process Recording is a highly detailed method of capturing a conversation, interview, meeting, etc., in writing. It should contain the major elements and process of a contact and help the student reflect and think about a piece of work. A Process Recording can be in the narrative for a meeting or "verbatim" with a client and should include:

- brief identifying data (e.g., 4th interview with Mrs. G. on October 3, 2022);
- a description in chronological order of what happened in the session/interview/meeting including actions, observations, interaction, and select dialogue.
- a section for the student's own reactions, impressions, assessment, questions, and/or follow-up. ns should be included. It also helps the student assess the interaction and allows them to obtain feedback from their site supervisor/field instructor during weekly supervision.

Students are encouraged to use Process Recording to evaluate their work in the different arenas in which they will practice. Other examples a student might consider:

- An interview family
- Group
- Case conference
- Community meeting
- Administrative meeting
- Contacts with system representatives/collateral contacts (e.g., teacher, nurse, landlord, team meetings)

Other things to consider when completing a Process Recording:

- The stage of work with client/client system (i.e., pre-engagement, engagement, assessment, intervention, evaluation).
- What did you learn from the session that adds to your understanding of the client
- And what were the results--what worked and what didn't, given the socio-cultural context of the client's presenting problem(s) and underlying issues?

Process Recording-Meetings

Clinical Department Meeting held on October 3, 2022, from 3pm-4pm

XYZ Behavioral Health

Attendance: Psychiatrist, Dr. A; Clinical Director, Samantha;
Social Workers: Jermaine, Todd, intern; Therapist: Deb, Maddy

A new procedure was introduced for client admissions. Deb discussed issues with therapy assignments using the new protocol. Samantha reviewed additional paperwork and talked about her expectations moving forward.

Dr. A talked about trends in mental health and why procedures needed to be changed. *Field Instructor (what did you agree with the changes?)*

Staff provided feedback and Samantha stated she would take it back to administration. *Field Instructor (what feedback would you have given?)*

Intern was an observer during this meeting.

Reflection: Staff seemed upset about the increase in their workload due to this new procedure. I did not understand the information about the trends in MH. I will discuss it with my supervisor during our next session.

Other things to consider when completing a Process Recording:

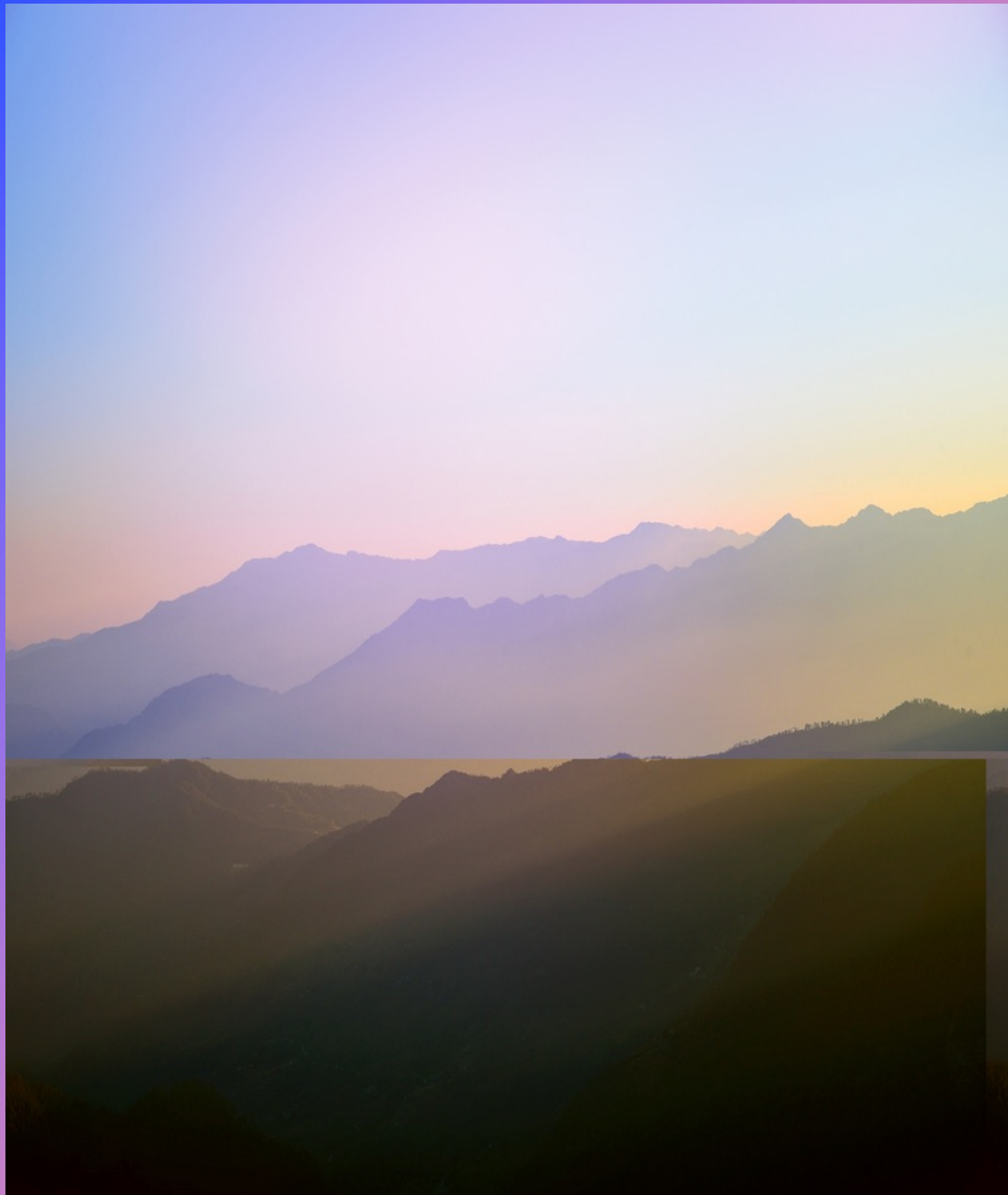
- What was accomplished?
- Was there a theme to this meeting?

Students will be required to submit three Process Recordings per semester, over the course of their internship.

Commit to Weekly Supervision

- Establish a regular, expected time
- Encourage student to have an agenda (along with your agenda)
- Pro-actively review procedures, policies, expectations and workload
- Consult about problems, challenges and successes
- Ask questions that invite self-reflection
- Share your practice wisdom as it applies
- Link to professional values, theories and knowledge
- Provide support, encouragement, and direct feedback
- Vary what you do as the student becomes more capable
- Evaluate how supervision went and how it can be enhanced





Social Work Competencies (EPAS, 2022)

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 3: Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

Learning Contract Goals

Students write learning activities as achievable goals

How you can help:

- brainstorm possible activities
- serve as connector to activities and other staff
- include opportunities for you to observe student and give feedback
- help student know what is attainable in your agency context

Learning Opportunities

Learning activities map to practice behaviors listed on learning contract

Student must complete at least one learning activity for each practice behavior

Learning activities should reflect the level of the practicum (generalist versus advanced)

Learning Contract



Importance

Purpose of the Learning Agreement: The learning agreement is designed to ensure students are mindful about the learning expectations in their field placement. It was developed to help students and site supervisors/field instructors plan a well-rounded experience that will help students meet the learning objectives.

Learning Objectives: The Council on Social Work Education (CSWE) requires students gain competency in nine areas of social work practice. These areas of practice are defined as *core competencies* of the profession. Each *core competency* requires practice behaviors students should be able to engage and gain competency in. Students and field instructors should provide examples of activities to help students meet the learning objectives. Some examples of activities are provided. This is not an exhaustive list, so others can be added. **Students must have an opportunity to complete tasks in all nine areas of competency, with individuals, families, groups, organizations, and communities.**

Connection to the Student Evaluation: Not only is the learning agreement a helpful tool to plan the learning goals for the term, but it connects directly to the evaluation points in the student evaluation. Field instructors/site supervisors will be asked to complete student evaluations. Each student is evaluated on the nine core competencies of social work. Having a solid learning agreement aligns the learning goals with the student's evaluation.

Instructions

Developing the Contract: The learning contract should be completed by **week 4** at the agency. This is a collaborative process, where the field instructor/site supervisor and student meet to establish goals for the term. The student will then submit the agreement to the field education office for feedback and comments. Once approved all parties sign the agreement. The student and field instructor/site supervisor should meet weekly to discuss progress and challenges and make needed adjustments to stay on track with learning contract goals.

Form Layout:

- Each page/grid is devoted to one of the nine *Social Work Core Competencies*. **Students must have experience in all nine competencies.**

Section Descriptions:

- Expected Behaviors – the expected behaviors are those that are identified by the Council on Social Work Education (CSWE). These behaviors should be demonstrated by students during the term of the field placement/internship.
- Agency Activities-These are examples of practice behaviors that students can do at the agency to demonstrate the expected behaviors. Most of these are general to all settings. However, if they don't quite match, feel free to **add/change these to fit with the context of your agency**. Check all activities that apply.
- Field Course Assignments-These are a few examples of field course assignments that help reinforce the *Social Work Core Competencies*. **Students will be required to complete all field course assignments. These will be graded by Rowan instructors.**

Learning Contract/Paperwork Timeline

(Fall) Meet with student each week for supervision in either group or individual setting. Ensure student knows what is expected, is assigned a task supervisor if applicable (Spring) make adjustments to contract

Week 1-2

(Fall) Student and field instructor to develop learning contract together—Submit completed contract by Oct 1st
(Spring) any changes to be submitted by Feb 5th

Week 3-4

(Fall/Spring) Field education director will meet with field instructor and student for required mid-semester meeting. Learning contract goals and practice behaviors will be reviewed, in-person or virtually

Week 7-8

Field Instructor to complete mid-semester evaluation of student's performance. Will be due by Dec 18th.
Final evaluation due May 1st

Week 15

CSWE Disclaimer

- The Master of Social Work is currently in Pre-Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.
- Pre-Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has submitted an application to be reviewed for Candidacy and had its Benchmark I approved in draft form to move forward with Candidacy review within one year. A program that has attained Pre-Candidacy has not yet been reviewed by the Commission on Accreditation or been verified to be in compliance with the Educational Policy and Accreditation Standards.
- Students who enter programs in Pre-Candidacy that attain Candidacy in the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. The Candidacy Process is typically a three-year process and there is no guarantee that a program in Pre-Candidacy will eventually attain Candidacy or Initial Accreditation.
- Candidacy by the Council on Social Work Education's Commission on Accreditation applies to all locations and delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

CSWE

- The Council on Social Work Education (CSWE) approved and released the 2022 Educational Policy and Accreditation Standards (EPAS).
- CSWE's [Commission on Accreditation](#) (COA) and [Commission on Educational Policy](#) (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022.

PRE-CANDIDACY

Pre-Candidacy/Determination of Program's Agenda Date

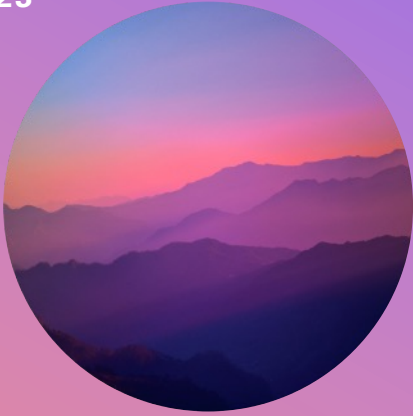
2022 EPAS Candidacy Timetables:

- Timetables for retroactive accreditation Fall 2023 **MSW**
 - [Timetable for February 2024-2026](#)
 - [Timetable for June 2024-2026](#)
- Timetables for retroactive accreditation Fall 2024 **BSW**
 - [Timetable for February 2025-2027](#)
 - [Timetable for June 2025-2027](#)

CANDIDACY

- **On/before December 31, 2022:** All programs that have submitted Draft Benchmark 1 documents on or before December 31, 2022, will operate under the 2015 EPAS for the duration of the candidacy process.
- **On/After January 1, 2023:** Programs submitting Draft Benchmark 1 documents on or after January 1, 2023, will use the 2022 EPAS for the duration of the candidacy process.
- **After July 1, 2024:** Programs granted initial accreditation (without a report issued) under the 2015 EPAS after July 1, 2024, will have 1 year from their initial accreditation date to transition to the 2022 EPAS.
- Programs issued a report under the 2015 EPAS must continue operating under the 2015 EPAS until the report is accepted, and will have 1 year from their report acceptance date to transition to the 2022 EPAS.

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THANK YOU

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