



# **STOCKTON UNIVERSITY**

## **MSW PROGRAM PRACTICUM EDUCATION MANUAL**

**Fall 2024 – Spring 2025**

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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. 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 part-time 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 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 has 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 Nev

and child welfare system reform via training, continuing education, professional development.

- **Loretta Mooney, Assistant 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.

- **Ian Zanic, 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.



## Competencies and Behaviors

*Note: C = Competency; GB = Generalist Practice Behavior; SB = Specialized Practice Behavior*

### **Generalist Practice Competencies and Behaviors**

#### ***Competency 1: Demonstrate Ethical and Professional Behavior***

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels (knowledge/GB1). Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas (cognitive and affective processes/GB1). Social workers recognize personal values and the distinction between personal and professional values (values/GB2). They also understand how their personal experiences and affective reactions influence their professional judgment and behavior (skills/GB3). Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective (skills/GB5). Social workers also understand emerging forms of technology and the ethical use of technology in social work practice (knowledge/GB4). Social workers:

- C1, GB1: make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- C1, GB2: use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- C1, GB3: demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- C1, GB4: use technology ethically and appropriately to facilitate practice outcomes; and
- C1, GB 5: use supervision and consultation to guide professional judgment and behavior.

#### ***Competency 2: Engage Diversity and Difference in Practice***

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (knowledge/skill/GB6). Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (values/GB7). Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or



create privilege and power (cognitive and affective processes/GB8). Social workers:

- C2, GB6: apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- C2, GB7: present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- C2, GB8: apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education (values/GB9). Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights (knowledge/cognitive and affective processes/GB9). Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected (skills/GB10). Social workers:

- C3, GB9: apply their understanding of social, economic, and 1.3 (oJw 1.82)-1f0 Tar 0 Td( )Tj-0.0



constituencies to advance practice effectiveness (skills/GB21/GB22). Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process (skills/GB21/GB22). Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (values/GB21). Social workers:

- C7, GB19: collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- C7, GB20: apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- C7, GB21: develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- C7, GB22: select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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different customs and worldviews require social workers to engage in critical thinking to ensure appropriate cross-cultural communication with diverse clients (cognitive and affective processes/SB6). Social workers not only understand how diversity and difference shape the human experience but utilize this understanding to help shape their approaches to practice with diverse clients (knowledge/skills/SB6). Social workers:

- C2, SB4: Demonstrate personal reflection, self-awareness, and self-correction about customs and worldviews in social work practice.
- C2, SB5: Identify specific personal biases and/or cultural structures and values that may oppress, marginalize, alienate, create, or enhance privilege and power.
- C2, SB6: Integrate an understanding of how difference shapes the life experiences and behaviors of individuals, families, and communities into practice approaches with diverse individuals, families, and communities

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

Social workers understand that although every person has fundamental human rights, based upon privilege and status many diverse client groups experience violations of these human rights (values/SB7). Social workers understand the specific social, economic and environmental injustices the diverse clients face (knowledge/SB7). Social workers engage in critical thinking and dialogue with diverse constituencies to identify strategies to address human rights violations and injustices against diverse client groups (cognitive and affective processes/SB8). Social workers work at the policy level, organizational level, and in service delivery systems to address injustices against diverse clients (skills/SB8). Social workers:

- C3, SB7: Articulate the social, economic, and environmental issues that affect diverse individuals, families, and communities.
- C3, SB8: 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 for diverse individuals, families, and communities.

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

Social workers understand the roles that quantitative and qualitative research can play in evaluating practice specifically with diverse client groups (knowledge/SB9). Social workers understand that multiple knowledge sources can and should be used to help build research to inform practice with diverse clients. Social workers use critical thinking to ensure that these multiple knowledge sources are applied to the process of conducting research about diverse client groups (cognitive and affective processes/SB9). Social workers recognize the importance of using evidence based and evidence informed practices among diverse clients, and how in some cases a lack of evidence exists justifying the use of practices among diverse populations (values/SB10). Social workers use research skills to identify and evaluate practices utilized among diverse client groups (skills/SB10). Social workers:

- C4, SB9: Use practice experiences to formulate research questions relevant to diverse marginalized populations and apply research skills to these questions.

- C4, SB10: Identify and evaluate current advances in evidence-based practice with diverse populations

***Competency 5: Engage in Policy Practice***

Social workers understand the impact that local, state and federal policy has on the well-being, human rights, and available services for diverse clients (knowledge/SB11). Social workers utilize policy analysis frameworks and principles of evidence-based policy to evaluate the impact that social policies have on diverse clients and agencies (cognitive and affective processes/SB11). Social workers understand the impact that policy has on social work practice, and that the shortcomings of social welfare policies can create barriers to ethical practice with diverse clients (values/SB13). Social workers also understand that social welfare policies need to be designed in ways that are culturally competent, respecting the values, norms and behaviors of diverse client groups (values/ABP12). Social workers use policy practice skills to advocate for policies that benefit diverse clients (skills/SB12). Social

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Social workers understand how culture shapes the experiences, strengths and challenges of diverse individuals, families, groups, organizations and communities (knowledge/SB16). Social workers value the role that cultural priorities play in shaping the development of goals and outcomes for diverse clients (values/SB17). Social workers understand the complex ways in which culture should be accounted for during the assessment process (knowledge/SB17). Social workers recognize that recogniom3 0.2 a0.24 0d.24 0nges plversztich (pi)-2 (ng(ni)-2







<b>GENERALIST PRACTICE COURSES (Year 1)</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
<b>Course</b>	<b>Credits</b>	<b>Course</b>	<b>Credits</b>
SOWK 5130: Social Welfare Policy	3	SOWK 5140: Social Work Research I	3
SOWK 5101: Human Behavior and the Social Environment I	3	SOWK 5101: Human Behavior and the Social Environment II	3
SOWK 5150: Race, Ethnicity and Diversity: Implications for Social Work	3	SOWK 5120: Social Organizations and Environments Practice	3
SOWK 5601: Generalist Social Work Practice I	3	SOWK 5602: Generalist Social Work Practice II	3
SOWK 5901: Practicum I (200 hours)	3	SOWK 5902: Practicum II (200 hours)	3

offered seats in the full-time two-year generalist study plan. Because of course sequencing and the limited number of available seats, students who are admitted under a part-time study plan are expected to complete the MSW program on a part-time basis.

<b>YEAR 1</b>		
<b>FALL</b>	<b>SPRING</b>	<b>SUMMER</b>
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	1 OR 2 ELECTIVES*

SOWK 5150 Race, Etc050 Race, Etc050 R(a)-1.6]k(a)-1.7 efEv8DC q3-1.1415.D (i)-4.6 (a)9.DC q(S)-6.1 ( O)265 (R).6



## One Year Full-Time Advanced Standing Status Study Plan

In the Advanced Standing status study plan, students complete just the specialization courses, including electives. Students admitted with Advanced Standing status must attend a Advanced Standing Orientation prior to beginning the MSW program. In order to graduate, students admitted with Advanced Standing status must have completed a minimum of 30 credits in the prescribed curriculum and maintained at least a 3.00 overall grade point average (GPA).

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 5250: Cultural Competence and Cultural Humility	3	SOWK 5230: Social Welfare Policy II	3
SOWK 5240: Social Work Research II	3	ELECTIVE	3
SOWK 5603: Specialized Social Work Practice with Diverse Individuals, Families, and Committees I	3	SOWK 5604: Specialized Social Work Practice with Diverse Individuals, Families, and Committees II	3



FALL	SPRING	SUMMER
SOWK 5101 Human Behavior and the Social Environment I	SOWK 5102 Human Behavior and the Social Environment II	SOWK 5571 Trauma Informed Child Welfare Practice
SOWK 5150 Race, Ethnicity, and Diversity: Implications for Social Work Practice	SOWK 5140 Social Work Research I	SOWK 5572 Child Welfare



Generalist Practice 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**



education should be addressed prior to placements being finalized with the Coordinator of Practicum Education.

Before beginning the practicum education 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:

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

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 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 site visits.

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

## **Student Rights**

Social Work students have all the rights enumerated in the

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 (IDEAS). 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 they should follow, in accordance with the NASW Code of Ethics, is as follows: 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 faculty 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

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 call the instructor and leave a voice mail message. Students who miss more than two classes 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

Practicum instructors are responsible for planning the educational experience for the student and reflect those plans in a learning contract completed at the beginning of each semester, and 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, a minimum of 1 hour weekly. Individual and/or group supervision formats are equally acceptable for meeting student needs. Additional practicum instructor responsibilities include the selection and timing of specific assignments, 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 providing a written formal evaluation of student performance at the end of each semester.

Practicum instructors are also responsible for initiating contact with the Coordinator 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 Coordinator 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 of Practicum Education who has 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 become 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 behaviors required to educate masters' level social work practitioners to work with diverse individuals, families, and communities.

Each agency/site must agree to provide students with an orientation to the agency and its

services

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 Community Advisory Committee assists the Social Work Program in the assessment and implementation of practicum education. This Committee will meet a minimum of 1 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 and approval of Program Faculty and the Coordinator of Practicum Education. 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 Social Work Program. The Coordinators make practicum site visits, assist practicum instructors in structuring learning experience for students, monitor student/mediated/mentored bet

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## Admission of Students

The following are the MSW Program's criteria for admission into practicum education:

- Students must be formally admitted into the MSW Program.
- Students enrolled in the MSW program must complete the following steps in order to prepare and secure their placement:
  1. Complete the MSW Practicum Application Form.
  2. Obtain a letter of recommendation from a faculty member.
  3. Obtain a letter of recommendation from a community agency.
  4. Obtain a letter of recommendation from a community agency.
  5. Obtain a letter of recommendation from a community agency.
  6. Obtain a letter of recommendation from a community agency.
  7. Obtain a letter of recommendation from a community agency.
  8. Obtain a letter of recommendation from a community agency.
  9. Obtain a letter of recommendation from a community agency.
  10. Obtain a letter of recommendation from a community agency.

*and a Practicum seminar course. Students completing the Generalist curriculum begin by enrolling in Generalist Social Work Practice I and Practicum I courses. Students completing the specialization curriculum enroll in Specialized Social Work Practice with Diverse Individuals, Families, and Communities I and Practicum III courses.*

Once 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 Practicum Education review practicum applications and make placement recommendations based on application materials. Students receive written notification via email of their potential practicum agency assignment with instructions to contact their assigned practicum instructor and/or agency contact person (Human Resources, Executive Director, et (nd)eqenndnd/lct actentactut asm ag 5 (c) 0 Td0.0020.002 Tc -0.d( )

notification is also required if a student's status changes during the course of their practicum



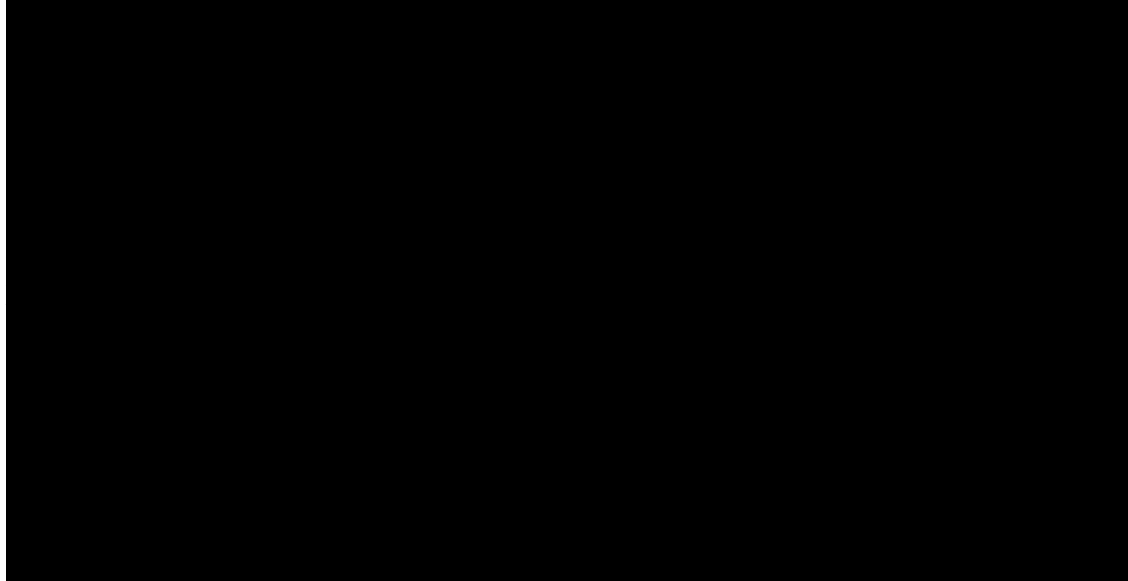
Stockton University's faculty and staff will protect students' confidentiality and honor their privileged communication. Neither practicum staff nor course faculty will discuss a student's concerns, personal issues, grades, or assignments in open forums or contexts. If there are concerns raised by a 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

behaviors learned by the student in the Generalist practicum experience.

### **Practicum Agencies**

Practicum agencies accept the following requirements when they agree to provide student practicum placements: to provide students opportunities to practice social work in accordance





be  
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into

ased

participation. Each Practicum course syllabus will provide the exact grading rubric for the respective course. This grade constitutes 50% of the final Practicum Education course grade (i.e., Practicums I, II, III, and IV).

a failing grade for the practicum course. 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. Students who fail the practicum course due to agency termination for lack of professionalism will be referred to the Academic and Professional Standing Committee for a Professional Performance Review. Any practicum education hours accrued during a failing semester will not be carried over when the student repeats the practicum course.

### **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 st

## **APPENDIX: Practicum Education Related Forms**

Student Application for Practicum Education Placement.....	36
Practicum Placement Acceptance Confirmation Form .....	41
Proposal to Complete Practicum Education	