



TEMPLE UNIVERSITY SCHOOL OF SOCIAL WORK FIELD EDUCATION MANUAL

BSW Program

2018-2019 Academic Year

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FOREWORD

One of the most important, and exciting, components of social work education is the field practicum. Human service and social change agencies provide settings in which students are challenged and supported in the integration of theories and practice skills. The School of Social Work partners with hundreds of public and nonprofit organizations in Pennsylvania, New Jersey, New York, Delaware, Maryland and beyond to provide BSW students high quality field education experiences. Field education programs are coordinated from the Philadelphia campus.

The Office of Field Education staff looks forward to working with you. Contact the Office of Field Education should you need assistance.

KEY TERMS

CSWE EPAS CORE COMPETENCIES - The Council on Social Work Education defines the core competencies as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.” This incorporates social work knowledge, skills, values, attitudes learned in the class and practiced in the field. CSWE has identified ten core competency areas.

CSWE PRACTICE BEHAVIORS – The Council on Social Work Education has further articulated a set of behaviors that integrate the nine competencies.

BSW PROGRAM OBJECTIVES – The primary goal of Temple University’s Bachelor’s in Social Work (BSW) program is to prepare generalist, social work practitioners committed to social work practice that ensures human rights and social, economic, and cultural rights for all. Temple University has established ten objectives for the BSW program overall.

BSW FIELD PRACTICUM COURSE OBJECTIVES –BSW Field Education objectives and outcomes apply to the BSW 4187/4287 courses.

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OVERVIEW: UNIVERSITY AND COLLEGE

Temple University was founded in 1884 by Dr. Russell Conwell as an outgrowth of his ministry at the Baptist Temple, a landmark still standing at Broad Street and Berks Mall, the heart of the University's Main Campus. Dr. Conwell wanted to make higher education available to all capable and motivated students regardless of their backgrounds and finances. His college, begun as informal classes for seven people, first was housed in the meeting rooms in his church. It soon expanded into nearby row houses, and within five years enrolled over 600 students. More than 100 years later, having emerged as a major educational enterprise, Temple University continues Conwell's mission.

A member of the Commonwealth System of Higher Education since 1965, the University has more than 1,700 full-time faculty and more than 190,000 living alumni. It offers bachelor's degrees in 107 areas, master's degrees in over 70 fields, and doctoral degrees in almost 50 areas through programs in its 17 schools and colleges. Campuses are located in Philadelphia (Main, Health Sciences, and Center City), Harrisburg, Ambler, Tokyo, London and Rome.

The College of Public Health (formerly the College of Health Professions) was founded in 1966 to meet the growing need for highly trained, skilled professionals, and continues to adapt today to increasingly sophisticated demands as it leads the design and delivery of effective health care and social service programs through education, training, research and service. The College excels as a regional and national leader in the education of health professionals and innovative health-related research and fosters interdisciplinary research and collaboration to better address programs provided through the College. College departments are Nursing, Rehabilitation Sciences, Kinesiology, Social & Behavioral Sciences, Epidemiology & Biostatistics, Health Services Administration & Policy, and Communication Sciences & Disorders; as well as the School of Social Work.

SCHOOL OF SOCIAL WORK: OVERVIEW

OVERVIEW: SCHOOL OF SOCIAL WORK

The School of Social Work (SSW) opened in 1969 as the School of Social Administration with the goal of developing and promoting leadership in the public sector. The school's first BSW class graduated in 1973. The school later opened its Harrisburg program and has continued to offer social work education to underserved areas throughout Pennsylvania. In 2009, the School was renamed as the School of Social Work and joined the college, which was renamed as the College of Public Health in 2015. SSW is fully accredited by the Council on Social Work Education.

SSW faculty engage in a range of research, teaching and practice initiatives including military family counseling, community capacity building, fatherhood initiatives, child welfare, work with LGBTQIA+ populations, organizational change, intimate partner violence, human sexuality, homelessness, HIV/AIDS prevention, substance abuse, trauma informed practice, ethics, and suicide prevention; many of these efforts are through partnerships with public and non-profit organizations.

Today, there are over 8,000 SSW alumni engaged in social work in local, state, national, and international arenas. They include agency founders and directors, legislators, fundraisers, organizers, clinicians, and policy advocates in the public, nonprofit and business sectors. The school is proud of its longstanding commitment to professional education, research and service. The Field Education program is a key component of this tradition.

MISSION AND GOALS

MISSION STATEMENT

The School of Social Work, which is part of the College of Public Health, is dedicated to societal transformations to eliminate social, political, and economic injustices for poor and oppressed populations, and advance the quality of life for all through the following:

- Education emphasizing the discovery of knowledge, use of critical inquiry, and professional ethics to guide solution-seeking and action-taking to effect social change among professional social workers in front-line, supervisory, managerial, and other leadership positions.

- Research and scholarship to advance applied knowledge and generate evidence-based strategies to resolve problems occurring between people and their social environments at local, state, national, and global levels.
- Public service that aids the dissemination of knowledge and evidence-based strategies through collaborations and partnerships with communities, agencies, and organizations.

GOALS

The goals of the School of Social Work are the following:

- preparation of ethical and competent social work practitioners and leaders who are committed to social and economic justice and to the eradication of barriers to the fullest development of human potential,
- provision of educational opportunities to a diverse population of students representative of the constituencies served,
- production of scholarship and research that contributes to the social work knowledge base, and
- engagement in service-related activities with relevant constituencies.

BSW PROGRAM

The Bachelor of Social Work (BSW) Program prepares students to become entry level social workers who function in a variety of settings and use diverse practice methods. The preparation of generalist practitioners requires the integration of content from the liberal arts and the socio-behavioral sciences with the professional foundation areas of Social Welfare Policy and Services, Social Work Practice, Human Behavior in the Social Environment, and Social Research. Students also learn content in the following CSWE areas: Social work values and ethics, diversity and populations at risk, and social and economic justice. In addition, Temple University has instituted a core curriculum, the requirements of which must be met by all students.

The primary goal of the BSW program is to prepare entry-level, generalist social work practitioners committed to social work practice that ensures human rights and social, economic, and cultural rights for all. Graduates will understand the effects of structural inequities based on race, class, gender, or sexual orientation, as well as other forms of oppression and discrimination that present barriers to individual and collective growth, well-being, and the development of full potential. Graduates of this program will practice social work using the strengths perspective and establish partnerships with people to increase access to resources and power.

CSWE EPAS CORE COMPETENCIES

Using Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE)¹ accredits social work programs. EPAS validates the academic excellence of programs, and establishes thresholds for professional competence among emerging social workers.

The CSWE defines the core competencies as performance-oriented measurable practice behaviors, which social workers must *learn* and *do*. This incorporates social work knowledge, skills, values, attitudes learned in the class and practiced in the field. The nine standardized Core CSWE Competencies which the BSW Program is built on are:

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. 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. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. 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. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the 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,

¹ A complete copy of Council on Social Work Education, Educational Policy and Accreditation Standards can be found under Appendix A

immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. 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. 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.

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. 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. 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.

Competency 4: Engage in Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the

micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. 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. Social workers understand how their

personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

BSW PROGRAM CURRICULUM

Driven by the CSWE EPAS core competencies, Temple University's BSW foundation curriculum is generalist, in that it familiarizes the student with the breadth of social work. Students take 30 credits worth of course and field work. Courses cover content in human behavior and the social environment, research, social welfare policy, and social work practice.

At the completion of the foundation curriculum, students will demonstrate the ability to:

1. Apply strategies of social change and advocacy that help advance social, political, and economic justice.
2. Use critical inquiry and scientific research methods, both qualitative and quantitative, to evaluate and advance one's own social work practice and that of the profession.
3. Understand and work to eliminate the forms and mechanisms of oppression and discrimination at all system levels.
4. Practice with knowledge, skills, and respect with regard to age, class, color, culture, ethnicity, family structure, gender, language, marital status, national origin, physical and/or mental disabilities, race, religion, sex, and sexual orientation.
5. Understand and adhere to the values, ethical standards, and principles of the social work profession.
6. Use knowledge of the social work profession's history, concerns, and societal contributions to inform contemporary issues in practice.
7. Practice with the skills and knowledge base of a culturally competent generalist social work practitioner at all system levels.
8. Demonstrate professional use of self in their practice with effective communication skills, self-awareness, inclusion of supervision and consultation, and the creation of positive change within organizations and service delivery systems.
9. Understand, analyze, influence, and formulate social policies.
10. Critically apply theoretical frameworks, supported by empirical evidence, that offer insight into the development and behavior of individuals over the life span and the interactions among individuals, families, groups, organizations, and communities.

BSW FIELD EDUCATION CURRICULUM

The curricular objectives of the field education program are determined by the mission and goals of the School of Social Work in general and by the program objectives in particular. Learning contracts identify the activities for each objective. Students are evaluated on levels of competency for each objective and attendant outcomes.

INTEGRATING CLASS AND FIELD LEARNING

The field internship is the arena in which students can apply or try out knowledge and skills from their coursework. Conversely, social work courses incorporate field placement experiences into discussions and assignments. Field instructors and students should expect and plan for course assignments as part of the field internship.

The primary way in which this integration occurs is through a concurrent model of practice courses and field practicum. Students in internships must register in the appropriate practice course (see below). Topics and assignments in the practice courses are linked with the field internship experience, and issues in the internship often are discussed and analyzed in the practice course.

BSW PROGRAM	<p>SW 4187/4287: Social Work Practicum I & II (Seniors)</p> <ul style="list-style-type: none"> • Must be taken concurrently with – SW 4001/4002: Seminar in Social Work Practicum I & II 	<ul style="list-style-type: none"> • Generalist: Overall scope of social work practice with increasing depth in knowledge and skills. • Development of communication, problem-solving and networking skills within various focal systems. • Demonstration of purposeful use of self within an empowerment model of practice.
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Students also are expected to integrate and apply what they have learned in their other courses to their field placement experiences. Many classes, particularly in the research sequence, have assignments that optimally are conducted at the placement agency. When composing the Learning Contract

(described later in this chapter) assignments from other courses should be incorporated into the learning activities.

BSW (FOUNDATION) FIELD PRACTICUM OBJECTIVES AND OUTCOMES

Foundation Field Education objectives and outcomes apply to the BSW Senior placement (SW 4187/4287). In the foundation field placement, the student works within a generalist social work framework that includes:

- A broad range of knowledge and skills, theories and models;
- Practice at the micro, mezzo, and macro levels;
- Performance in numerous social work roles;
- Understanding the various fields of practice.

By the completion of the foundation internship, students will be able to consistently fulfill the following objectives:

Learning Objective (Competency 1): Demonstrate and model ethical and professional behavior

Field Learning Outcomes (LO)/ Practice Behaviors:

LO1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical use of technology, ethical conduct of research, and additional codes of ethics as appropriate to context;

LO2. Use reflection and self-regulation to identify and address personal values and biases, and develop appropriate strategies for addressing their influence on one's practice;

LO3. Use technology ethically to facilitate and guide practice outcomes, and

LO4. Use supervision and consultation to guide professional judgment, behavior to meet agency standards.

Learning Objective (Competency 2): Engage Diversity and Difference in Practice

Field Learning Outcomes (LO)/ Practice Behaviors:

LO1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

LO2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

LO3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Learning Objective (Competency 3): Advance Human Rights and Social Economic and Environmental Justice

Field Learning Outcomes/ Practice Behaviors:

LO1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

LO2. Engage in practices that advance social, economic, and environmental justice.

Learning Objective (Competency 4): Engage In Practice-informed Research and Research-informed Practice

Field Learning Outcomes/ Practice Behaviors:

LO1. Use practice experience and theory to inform scientific inquiry and research;

LO2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

LO3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Learning Objective (Competency 5): Engage In Policy Practice

Field Learning Outcomes/ Practice Behaviors:

LO1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

LO2. Assess how social welfare and economic policies impact the delivery of and access to social services;

LO3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Learning Objective (Competency 6): Engage with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

LO2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Learning Objective (Competency 7): Assess Individuals, Families, Groups, Organizations, and Communities Field Learning Outcomes/ Practice Behaviors:

LO1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

LO2. 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;

LO3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

LO4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Learning Objective (Competency 8): Intervene with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

LO3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and

LO4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Learning Objective (Competency 9): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Select and use appropriate methods for evaluation of outcomes;

LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

LO3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

LO4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The field internship is the arena in which students can apply or try out knowledge and skills from their coursework. Conversely, social work courses incorporate field placement experiences into discussions and assignments. Field instructors and students should expect, and plan for, course assignments as part of the field internship.

FIELD EDUCATION REQUIREMENTS

In addition to the tasks and responsibilities assigned by the agency, BSW field practicum students must complete and submit written assignments to their liaisons. These assignments include but are not limited to:

- Learning Contract
- Midterm
- End of Semester Evaluation
- Timesheet
- Supervision Form
- Monthly Check-In

BSW field practicum students need to have micro and macro practice experiences in order to fulfill the generalist requirements of the practicum. Micro practice can include work with individuals or families

Students must complete all assignments each semester and submit them on or before the due date. A student who does not submit an assignment and/or is chronically late with assignments risks failing that semester of field. ALL FIELD ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED PRIOR TO A GRADE BEING CALCULATED FOR SEMESTER.

The semester grade is determined by the evaluation, assignment quality, and timeliness of assignment submission, absences and completion of internship hours. Professional conduct also is highly considered based on the NASW Code of Ethics. Review course rubric for more specific information.

Forms with directions for the Learning Contract, Monthly Check-In, Timesheet, Midterm and Evaluations may be found on the Blackboard and/ or TK20 course site related to the field practicum course. The Syllabus provides information on requirements and due dates.

LEARNING CONTRACT²

A good social work practicum is one that has been carefully planned. Students are required to develop a learning contract in collaboration with their field instructor and task instructor (if applicable) and in consultation with their field liaison, if needed. A well-conceived learning contract will result in a challenging, exciting and worthwhile learning experience.

The learning contract delineates the field education objectives and outcomes. The student and field instructor identify the learning activities that will allow for the acquisition and demonstration of competency in each objective and attendant outcome, as well as the time for completion of the activities. In addition to agency-based activities, the learning contract should also include field education and relevant assignments from other courses. Learning contracts serve as an understanding between the agency, school, and student as to the expectations for the semester, and provide the framework for evaluation.

² A copy of the Learning Contract can be found in Appendix B.

All students complete and submit a learning contract no later than the end of the first month of the Fall and Spring semesters for each year they are in field placement. (Check course syllabus for exact date.) Spring semester learning contracts should build on the previous semester's work with attention paid to outcomes either not addressed or not performed satisfactorily. Not all outcomes are necessarily met during the Fall semester, and field instructors may wish to postpone or continue an activity into the following semester. In addition, learning contracts should be periodically reviewed and revised as necessary.

The Learning Contract must be signed by both student, field instructor, and the task instructor (if applicable) and then submitted to the course site for confirmation.

MIDTERM EVALUATION

The Field Instructor is to assess the student's demonstrated competency for outlined practice behaviors, reviewing the evidence provided by the student, and using the evaluation rating scale to obtain a grade. The student will receive a midterm rating, however the midterm will not be used to calculate the student's overall course grade. Midterm ratings are intended to provide feedback and identify areas for growth. (The Learning Contract is utilized as the Midterm document.)

MONTHLY CHECK-IN

Students complete a minimum of 3 Monthly-Ins each semester directly to their field liaison. This form may be found on the Canvas course site. These reports provide an opportunity for both the student and field liaison to track progress that is being made in meeting field objectives and outcomes (as delineated in the learning contract). Students also indicate the frequency and topics of supervision meetings. Goals and plans for the coming month may be outlined. The student also can raise areas of concern and request assistance from the field liaison. (A copy of the Monthly Check-in can be found in Appendix C.)

EVALUATION³

Near the end of each semester, an evaluation of the student's performance is completed. This form may be found on the Blackboard and/ or the TK20 course site. This evaluation is based upon the learning outcomes delineated in the student's learning contract, specifically the degree of consistency that the student exhibits in achieving each outcome through the specified placement activities. This should be a constructive and collaborative process in which feedback is provided and new learning goals and activities are identified.

The evaluation process is intended to give the student and field instructor an opportunity to determine overall progress and the specific areas needing more work in the succeeding semester. The evaluation process should be seen as one involving the field instructor and task instructor (if applicable), and the student; although the final responsibility for assigning a grade rests with the field liaison,

The student indicates by her/his signature that s/he has read and discussed the content of the evaluation. If the student disagrees with the evaluation, then s/he may append a written statement that articulates those concerns and/or offers an explanation. Such a disagreement may warrant a meeting between the student, field instructor, field liaison and other appropriate individuals.

There is also the opportunity for the student to evaluate the placement agency. There is a separate tool for evaluating the field experience at the end of the placement year.

TIMESHEETS⁴

All students must submit a timesheet that reflects consistent attendance, and has been signed by the field instructor and task instructor (if applicable). The timesheet is submitted with each monthly report. In addition, the final time sheet is submitted with the end of semester evaluation. Time requirements are discussed in the next section; a sample timesheet is found on the Blackboard course site.

³ A copy of the Evaluation can be found in Appendix D.

⁴ A copy of the Timesheet can be found in Appendix E.

FIELD INSTRUCTION AND SUPERVISION

All students must have a social worker with a BSW or MSW degree, and 2 year post-degree practice experience, as their field instructor. The field instructor oversees the learning tasks of the student, assists the student with any concerns or dilemmas, evaluates the student, and provides supervision. Students must receive at a minimum of one hour a week of supervision. The supervision requirement can be met in two ways: (1) by meeting with the BSW or MSW field instructor or (2) meeting with the BSW or MSW field instructor and/or task instructor sharing this program requirement.

The supervision meeting is a time for the student to review his/her work, obtain constructive feedback, and identify areas that require additional support or attention. The student should assume increasing responsibility for the focus and content of the supervision meetings. Field instructor and task instructor (if applicable) should also use the supervisory meetings to raise concerns about the student's performance, and should keep written documentation to that effect.

SUPERVISION FORMS⁵

Students may use the Supervision Form to initiate the structure of the agenda and/or discuss the outcome from the meeting with their field instructor and task instructor (if applicable).

**BE SURE THAT ALL EDUCATIONAL REQUIREMENTS,
PARTICULARLY STUDENT AND FIELD INSTRUCTOR
RESPONSIBILITIES FOR THE ASSIGNMENTS, ARE
UNDERSTOOD**

⁵ A copy of the Supervision Form can be found in Appendix E.

FIELD EDUCATION PERSONNEL, POLICIES AND PROCEDURES

THE FIELD EDUCATION TEAM

The Field Education process is intended to be collaborative. There are several key people that can provide mentorship and advice, help insure that the learning objectives are met, and assist in addressing problems and concerns.

- **Director of Field Education:** This individual provides oversight for the Office of Field Education on all campuses and programs, onsite and online.
- **Assistant Director of Field Education:** This is a staff member of the Office of Field Education who provides day to day oversight and coordination of aspects of SSW's field education program, onsite and online.
- **Field Education Specialist:** This is a staff member of the Office of Field Education. Once a student applies for a field placement, a field education specialist works with that student to find an appropriate agency. This may entail approving new agencies and field instructors, assisting with the learning plan, working on self-presentation, and confirming a placement match.
- **Field Liaison:** This individual is either a full-time member of the Office of Field Education staff or adjunct member within the School of Social Work. The role of the liaison is to maintain the educational integrity of the field placement, once it has begun. The liaison reviews all learning plans, performance evaluations; etc., assigns the grade for the practicum. The liaison also serves as a mediator and resource person for the student and field instructor.
- **On-Site Field Instructor:** This individual oversees the onsite educational experience by providing field instruction, mentoring and ongoing evaluation. For BSW students, the Field Instructor must have a BSW or MSW from an accredited school of social work, and 2-year post-degree practice experience.

- **Off-Site Field Instructor (Agencies without an on-site BSW or MSW):**
The student in conjunction with the Office of Field Education will identify an off-site individual with an SW from an accredited school of social work, and 2-year post-degree practice experience to provide the field instruction, which is in addition to the supervision students receive from the on-site task supervisor.

The off-site field instructor assist in the management of the onsite educational experience of the student by providing field instruction, mentoring and ongoing evaluation, in partnership with the on-site task instructor. It is optimal for the off-site field instructor to be familiar with the agency's mission and work.

- **Task Instructor:** This is an on-site supervisor who is involved with the student's day-to-day tasks and provides supervision in addition to that provided by the BSW or MSW field instructor. Every intern with an off-site BSW or MSW field instructor also has an on-site task supervisor. A task supervisor must have experience in the field that allows for supervision of a masters level student.

THE PLACEMENT PROCESS

All students must submit a completed field application via the Office of Field Information and Application Portal, <https://sites.temple.edu/sswfielddeducation/> in order to be placed in an internship. The application consists of an information sheet, resume and brief essay on the student's educational and career goals. Students should be mindful of the application deadlines, as failure to submit materials on time may result in not being placed for the upcoming academic year.

Details on field application materials and information sessions are disseminated through student TUmial accounts, Office of Field Information and Application Portal and relevant blackboard sites. Students are responsible for monitoring these sources.

Field placement application materials are reviewed initially to make sure that the application is complete. These materials then are given to a field education staff person, who uses them as the basis for locating a placement. The field education staff person will contact an appropriate agency and refer the student for an agency interview. At times, the field education staff person may contact the student to discuss learning goals, identify any particular

concerns (i.e. transportation), and clarify curriculum objectives of the placement. During these discussions, students can also convey ideas for placement sites and any additional information that might assist the identification of an appropriate agency.

Based on program requirements and the educational needs of the student, a field education staff person will identify a placement site and field instructor. The field education staff person will then refer the student to the field instructor for an agency interview. At this interview, the particular educational opportunities and agency expectations will be outlined.

If the student submits a self-referral a field education staff person will then contact the designated agency to ensure fit with Council on Social Work Education field placement standards and SSW field curriculum.

If the student has applied for an Employment-Based placement, the field education staff will review these materials as well, and will schedule a meeting with the student and prospective field instructor. There is no guarantee that an Employment-Based placement will be approved.

Students should prepare for, and participate in, the interview in a professional manner. Prior to the interview, students may wish to talk with the field education staff person for a more complete sense of what the agency does, what kinds of experiences students have had in the past, what might be expected from the agency, and so forth. Students should bring copies of their resumes to the interview. Whenever possible, the student should review the agency's website for additional information.

Students may independently contact agencies and seek their own field placement, including making inquiries to determine if an agency is interested in a student intern. Students must indicate their preference for being placed, either on their own or by the field education staff on their field application.

If a student prefers to seek out their own placement they must submit a completed Student Self-Referral form in order for the Office of Field Education to complete the confirmation process for placement. The Office of Field Education must contact the agency as well to ensure the quality of placements and fairness of opportunity for students, as well as maintaining a clear relationship between SSW and the agency.

Students who only have evening and weekend hours available or complex schedules with limited hours, must complete a Student Self-Referral form or

seek an Employment-Based field option. The field office works closely with these to students to assist in locating an appropriate placement.

Students can indicate agencies of interest on their applications and to a Field Education Specialist. There is no guarantee that a student will be placed at an agency listed on a Student Self-Referral Form.

PLACEMENT OPTIONS

FIELD DEPARTMENT PLACEMENT OPTION

Student completes the field application, submits it to the Office of Field Education and a Field Education Specialist will be assigned to locate a placement for the upcoming year based on the information documented on the application. (Student must have one full day or 2 half days available during the weekday to be eligible for this option.)

STUDENT SELF-REFERRAL OPTION⁶

A student can independently contact an agency to solicit their own field placement, including making inquiries to determine if an agency is interested in a student intern. If a student prefers this option, a Student Self-Referral Form must be submitted. The Office of Field Education must contact the agency to ensure the quality of placement, learning opportunities for the student, as well as maintaining a clear relationship between SSW and the agency; in addition, the agency must complete necessary affiliation paperwork to host a SSW student.

Students who are weekend and evening only must complete a Self-Referral. Student, in this case, is the primary person responsible for their field placement. The field office will support students' efforts by offering ideas of agencies, inform students when sites become available and hold brainstorming sessions a few times throughout the placement process.

⁶ A copy of the Self-Referral Form can be found in Appendix

EMPLOYMENT-BASED OPTION

An Employment-Based Education Field option is available for those students who would like to have their field placement at the agency where they are employed. The curriculum and objectives of the Employment-Based Field Education program are identical to those in the regular program. The pattern of field education, however, provides the student with the opportunity to continue employment while completing their BSW (foundation year) field practicum with assignments that are educationally appropriate as well as separate and distinct from the employment experience.

A student who wants to pursue this option must submit a “Proposal for an Employment-Based Field Education Placement”⁷ to the Field Education Office, within 30 days of submitting the Field Placement Application. This written proposal identifies the unit (division or department) within the agency where the student is currently employed and his/her work assignments in that unit as well as a description of the learning activities for field and adjustments by the employer so that these activities can be accomplished.

In order for such a proposal to be approved, the following factors must be documented:

- proposed learning activities meet the appropriate field objectives and outcomes;
- student is beyond introductory or probationary employee status (or probation has been waived by the agency) and is an employee in good standing;
- availability of release time for course work and field education;
- sufficient time blocks are devoted to placement activities;
- fieldwork assignments differ from those associated with the student’s employment; and,
- the proposed field instructor is not the student’s job supervisor.

The plan for field education must be educationally focused, not centered solely on agency services, and must meet the criteria that have been established for all of the School’s field education placements.

The agency must be able to demonstrate that the student’s employment responsibilities and assignments are separate and distinct from the proposed

⁷ A copy of the “Proposal for an Employment-Based Field Education Placement” can be found in Appendix H.

field education assignments. This can be accomplished, in part, through reassignment of the student to another unit, division, or department for the days that s/he is in field. Some agencies may not be large enough to meet the criteria for an Employment-Based Field Education placement.

The student must have a field instructor who is different from the work supervisor, is a regular staff member in the organization that is requesting the Employment-Based Field Education placement for the student, and meets SSW field instructor criteria. These field instructors are expected to fulfill all field instruction responsibilities and attend all trainings and seminars offered by the Office of Field Education.

Field Instructors and the practicum learning activities must be approved by a Field Education Specialist prior to the student being referred to the agency for an Employment-Based Field Education placement. The transfer to the new unit, division, or department should begin on the first day of field education. Students cannot begin their internships, and bank hours, prior to the SSW designated start-time.

Students need to inform their field liaisons immediately if there is any change in their employment status at the agency or in agency personnel who were part of the internship plan. Appropriate supervision and activities must be maintained at employment-based placement sites.

Students should not assume that they can obtain a job and have an employment-based option immediately agreed to by the agency. Agencies are reluctant to waive probationary status (which can last up to 6 months) or provide schedule flexibility for new employees. Students interested in this option should plan ahead and attempt to have at least a year at their place of employment prior to the anticipated start of their internship.

Students who decide to terminate their jobs and start a new one may not be placed for the upcoming semester if they have already been confirmed for placement with their employer.

Late changes in available field hours and employment status could jeopardize a student's placement for the upcoming semester.

It is highly recommended that students with complex schedules and limited hours available for field utilize the Student Self-Referral or Employment-Based field option.

PLACEMENT REFERRAL AND CONFIRMATION

Based on program requirements and the educational needs of the student, a Field Education staff member will identify a placement site and field instructor. The field education staff will then refer the student to the field instructor for an agency interview. At this interview, the particular educational opportunities and agency expectations will be outlined.

If the student submits a Self-Referral the field education staff will then contact the designated agency to ensure fit with Council on Social Work Education field placement standards and SSW field curriculum. In addition, if the placement is to be Employment-Based, the field education specialist may wish to participate in this meeting in order to finalize details.

Students should prepare for, and participate in, the interview in a professional matter. Prior to the interview, students may wish to talk with the Field Education Staff for a more complete sense of what the agency does, what kinds of experiences students have had in the past, what might be expected from the agency, and so forth. Students should bring copies of their resumes to the interview. Whenever possible, student should review agency's website for additional agency information.

Whether a self-referral or Office of Field Education referral, **students should not expect to be sent on multiple interviews, and should not treat this process as if it were a job search in which options can be compared.** Only if it becomes apparent that educational requirements cannot be met, or if the field instructor raises concerns about the appropriateness of the student, should you or the Office of Field Education seek out another agency referral.

Inappropriateness can include, but not be limited to: arriving late for the interview or not showing up at all; unprofessional behavior, dress and/or language; or unsuitable affect or behavior during the interview.

If a student is sent on three referral interviews and is still unable to secure a placement, he/she may not be placed in field that semester. A meeting will be held with the student, field education staff, Assistant Director of Field, BSW advisor, and/or other appropriate persons to determine the student's suitability for the program and the profession.

Students confirm their placement assignment by contacting their field education staff assigned to him/her for placement. Assuming that the Field Instructor has agreed to accept the student, the Office of Field Education will

send to the student and Field Instructor a confirmation, usually via email. A placement is not considered confirmed until the student and field instructor receive written notification to that effect from the Office of Field Education.

The Office of Field Education makes every effort to have all students confirmed in their field placements prior to the start of the academic year. If a student begins the placement later than the official start date, that student must make up those hours in the internship. Students who do not submit materials on time, submit incomplete applications packets, delay in scheduling referral interviews, or otherwise fail to respond in timely ways, risk starting placement late, losing placement possibilities, or not being placed for the upcoming semester or year.

CONFIRMATION OF FIELD PLACEMENT

Once a student has been confirmed for placement for the upcoming semester a student **CANNOT** continue to seek out a new placement. This includes Employment- Based, Self-Referred, or Office of Field Education placements. If a student rejects a placement once it has been confirmed the Office of Field Education has the right to decline replacement of student for the upcoming semester or year.

EXTENDED OPTION

It is possible for BSW students to arrange a 15 hour a week placement rather than a 2 day placement. This option must be discussed with the field staff and the field instructor, and must be indicated in the Learning Contract. . This option must be discussed with the field staff and the field instructor, and must be indicated in the Learning Contract. (If further flexibility is necessary in your weekly practicum schedule, please speak with your field liaison.)

BLENDED OPTION

Blended field placements are considered when all of a student's learning needs cannot be met in one setting or program (i.e. the counseling agency does not do any groups and the student's educational goals include opportunities to learn about groups). In such a situation the student's learning, in effect, may be supplemented within another agency/program setting. When the blended placement option is selected, a site visit is made by the field education specialist to approve each site and field placement

agreements must be secured for both sites. Ideally, one field instructor is identified who has expertise in both agency/program settings. If this is not possible, then two field instructors may be necessary. It is anticipated that the student will have a Task Supervisor in each setting. Students identify in their learning contracts the activities that are specific to each setting. In certain situations, agencies or field instructors may request a supplemental learning contract specific to one or both settings.

The success of a blended field placement hinges on limitation of the blending to no more than two sites; clarity of roles and communication with the educational team – field liaison, field instructor(s), task supervisor(s), and student; and clear learning activities are defined for each venue.

WEEKEND AND/OR EVENING PLACEMENTS

There are very few placements opportunities that allow students to do their entire internship during evenings and/or weekends, though some agencies (a small minority) have such arrangements for part of the placement. This is because students must have appropriate supervision and client-contact hours available to them; conditions most often met during weekdays. Most agencies are reluctant to have interns in minimally supervised situations.

Students need to plan on most, if not all, of their placement being accomplished during regular business hours (M-F, 9-5).

When an evening and/or weekend option is possible, students often need to compromise on other requests, such as geography or area of focus. Students working full-time should work in an agency that would qualify for the employment-based option or seek to use the Self-Referral option offered to students.

All students **must** have at least one full day or two half days available for the Traditional Field Placement option. However, the Office of Field Education is available to meet with students who have limited hours and complex schedules to discuss and offer suggestions.

INAPPROPRIATE PLACEMENT SITES

Students may not complete a field placement in any agency in which the student is currently, or has in the past, received mental health or other social services. Students may not complete a field placement in an agency where any family member, significant other or close friend is currently receiving services, so as to not violate that persons' right to confidentiality. It is the responsibility of the student to decline and alert the field office to such an assignment. . If student violates this policy, student will be asked to leave or be removed from the practicum and may receive a failing grade for not adhering to the Office of Field Education policy.

AGENCY AND FIELD INSTRUCTOR CRITERIA

The Office of Field Education considers the following criteria when determining the suitability of an agency as a field placement site for social work students:

- Clearly defined agency practice, the goals of which are compatible with the values and objectives of the social work profession, the accreditation standards of the Council on Social Work Education, and the mission of the School of Social Work;
- Provision of appropriate learning experiences for students, including work assignments, participation in staff meetings and trainings, conferences, and other options that will enhance the students' education;
- Ability to support student coursework, including research assignments;
- Provision of opportunities for the student to contribute to the assessment, evaluation and improvement of the agency's processes, programs, services, and activities;
- Availability of a qualified field instructor with adequate time to carry out the educational responsibilities for the duration of the student's placement;
- Stability of program and staff that will insure continuity of the field experience for at least one full academic year, and preferably more;
- A staff of sufficient size to maintain the agency's practice, without reliance upon students as the major source of the workforce;
- Provision of adequate space, equipment, clerical services, and personnel policies that support a student placement.

ROLES AND RESPONSIBILITIES

FIELD INSTRUCTOR

The role of Field Instructor is significant in the development of professionally competent BSW graduate. Individuals who are field instructors for BSW students must have a BSW or MSW degree from an accredited school of social work and two years post-degree practice experience.

Field Instructors are asked to adhere to the following:

- Attend TU SSW Beginning Field Instructor Seminar conducted by the Office of Field Education or The Nuts and Bolts of SSW Field Curriculum;
- Gain familiarity with SSW mission, goals, program objectives and curriculum objectives;
- Have knowledge and skill in the practice areas in which they agree to supervise;
- Be ready and available to supervise a student's practice throughout the academic year, including the provision of on-going assessment and evaluation;
- Prepare for a student's entry into an agency, including orientation to the agency's policies and procedures, HIPAA requirements, student's responsibilities within the agency, and a beginning practice assignment for the student;
- Collaborate with student in fulfilling the field education requirements of SSW (e.g. assist in development of learning contracts, review process recordings/ practice reflections, provide weekly supervision and regular feedback, and complete evaluations);
- Provide a minimum of one hour a week of supervision which will engage student in applying, identifying and reviewing social work skills, theories and models;
- Acknowledge the student's status as an intern and identification of the student as such to agency personnel and clients;
- Collaborate with the Field Liaison to enhance the student's educational experience in the internship.

TASK INSTRUCTOR

Individuals who do not have a BSW or MSW, but do have expertise in an area that would benefit the student's learning goals, may be considered Task Instructors. However, due to accreditation regulations, they cannot be field instructors and cannot supervise or provide primary evaluation of students. Task Instructors are asked to adhere to the following:

- Gain familiarity with SSW field program objectives and curriculum outlined in this manual;
- Collaborate with the field instructor and student around student learning;
- Collaborate with the field instructor and liaison to address student concerns;
- Directly assist with student learning opportunities; and,
- Have knowledge and skill in the practice areas in which they agree to assist.

FIELD LIAISON

The role of the liaison is to maintain the educational integrity of the field placement, once it has begun. The liaison also serves as a mediator and resource person for the student and field instructor. Field Liaison responsibilities are as follows:

- Meet either on-site, web-conference and/or teleconference with the field instructor and the student once each semester during the placement to review student's progress in the practice arena (At times, videoconferencing and other communication tools may also be utilized);
- Be available as a professional advisor to the field instructor and student throughout the field placement, to deal with problems that may occur during the course of the placement;
- Review all field related assignments, including but not limited to: the student learning contract, semester evaluation, course assignments, and monthly check-in, adding input as needed;
- Assign students' grades based on field assignments, semester evaluation, time sheet and recommendations from the field educator and other field outcomes on grading rubric.
- Participate in field instructor seminars and student orientations;
- Meet independently with student, as needed, around field concerns and/or to answer questions; and,
- Submit final grade for course.

- Respond to student emails, within 36-48 hours. (E-mails sent after noon on Fridays will generally not be returned until Monday. Additionally, response will be delayed if university is closed.)

STUDENT

While in field placement, students are expected to conduct themselves professionally, responsibly and ethically in the agency and in the school (see also “Temple University Standards of Conduct”). Specific student responsibilities include the following:

- Work collaboratively with the field staff in securing an appropriate placement;
- Arrange life and work schedule to include a field placement schedule that is consistent from week to week, and that meets the requirement for minimum field hours per week according to BSW program option chosen;
- Adhere to the requirements set forth in the course syllabus, including the completion of all assignments and the establishment of a regular weekly field supervision session;
- Attend field supervision meetings with field instructor and/or task instructor prepared with an agenda;
- Notify field liaison if weekly supervision sessions are not occurring on a regular basis;
- Regularly review content on course site specific to field practicum course;
- Engage in appropriate processes to resolve any problems or concerns that arise in the field placement that interfere with scholastic and professional performance;
- Demonstrate ability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance;
- Handle stress effectively by using appropriate self-care and develop supportive relationships with colleagues, peers and others when stress impacts scholastic and professional performance.
- Keep copies of all materials submitted to the Field Education Program, and incorporating those materials into one’s Student Portfolio (as appropriate);
- Be familiar and follow the policies and procedures set forth in this field manual;
- Present as a professional in mannerisms, dress and behavior at the field agency;

- Familiarize self with and abide by agency policies and regulations, Temple University, College of Public Health, School of Social Work, HIPAA requirements, NASW Code of Ethics, and any other requirements specific to the university or practicum site;
- Take an active role in planning and implementing learning experiences in the field practicum using the opportunities at the field site to integrate theory and practice, increasing student level of knowledge and self-awareness;
- Share field course and other syllabi with the field instructor;
- Notify the field instructor of any necessary lateness and absences from field as is expected in professional employment, absences longer than two days should be brought to the attention of the field liaison utilizing email;
- Maintain a timesheet that documents attendance at field placement, with field instructor or task instructor (if applicable) signature affixed and submit with detailed monthly report;
- Actively participate in the evaluation process of the field experience with the field instructor or task instructor (if applicable) by reviewing, signing, and follow up on delivery of the learning contract, evaluation form, process recording and/or practice reflection and other field documents;
- Follow field application schedule and procedures, including the timely submission of all materials and referral steps;
- Utilize agency equipment and facility for business related placement activities assigned by field and/or task instructor;
- Utilize personal cell phones during placement time only when an emergency arises and do not use personal cell phones when contacting clients or to do agency business;
- Do not utilize personal car to transport clients;
- Do not complete classroom assignments during field hours, unless given special authorization from field and/or task instructor. (This does not apply to assignments for the field practicum course.);
- Notify field liaison if field site is not assigning student enough tasks or experiences; and,
- Be familiar and follow the policies and procedures set forth in this field manual.

- **NOTE: NEITHER THE STUDENT NOR THE AGENCY MAY UNILATERALLY END A FIELD PLACEMENT.**
- Any student who leaves his/her placement without following the appropriate procedure for addressing placement problems risks failing the field practicum for that semester.

NUTS AND BOLTS

REGISTRATION REQUIREMENTS

It is the student's responsibility to make sure they are registered for the correct courses. Consult with your advisor if needed.

ORIENTATION TO FIELD PRACTICUM COURSES

Prior to or during the first week of classes, BSW students must complete **mandatory** field orientation requirements in order to remain in the course. All students taking a field course must sign and submit a verification form acknowledging that they have read and understand the field manual. The field manual and form can be found on the course site

GRADES

The student's field experience (not work performance) is evaluated and graded in accordance with the criteria for grading established by Temple University. All interning BSW students are receive a letter grade. The grade is determined by the field liaison.

A grading rubric has been that delineates the criteria for the letter grade. That rubric is posted on the course blackboard course site.

A passing grade means that the student has consistently demonstrated competencies in the objectives and outcomes as delineated in the Learning Contract and as assessed in the Midterm and Semester Evaluation.

Because of SSW's concurrent field/practice course requirement, any student who fails either the field practicum or the accompanying practice course MUST have a specific program of study designed that addresses how the failed

course/internship will be repeated. BSW students must meet with the Director of the BSW Program. The plan should be submitted to the Coordinator of Field Education.

A student risks failing field if s/he:

- Has inconsistent and/or unsatisfactory performance on field objectives;
- Does not complete agency-assigned tasks and responsibilities;
- Is chronically late with and/or fails to submit required assignments to the field liaison;
- Submits poor quality assignments;
- Receives failing or below passing grades on field assignments and/or field evaluations;
- Has excessive absences and/or unreliable attendance;
- Exhibits unprofessional and/or unethical conduct in field related matters;
- Violates processes or procedures described in this manual;
- Violates the NASW code of ethics;
- Violates agency policy and procedures, formal and informal;
- Violates Temple University's Code of Conduct;
- Sexual harassment or sexual interaction with clients;
- Physical threats and actions directed at clients, students, faculty, or staff;
- Acceptance of gifts or money from clients that are not standard payment for services received;
- Demonstrates inability to deal with current life stress through the use of appropriate coping mechanisms when stress interferes with scholastic and professional performance;
- Plagiarism and other forms of academic dishonesty; and/ or
- Conduct that is potentially dangerous to current and future clients

INCOMPLETES

The Office of Field Education follows the Agreement for an Incomplete Grade Policy set forth by Temple University. Students who are in situations that may warrant an Incomplete should discuss this with their Field Liaison as soon as possible. Students should not assume that an Incomplete will be granted upon request.

The Temple University Policy* states:

* Effective Date: August 31, 2009; Issuing Authority: Office of the President

An instructor will file an "I" (Incomplete) only if the student has completed the majority of the work of the course at a passing level, and only for reasons beyond the student's control. An instructor may file an "I" when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one shall be given to the student, and one shall be filed with the department office or, in colleges or schools without departments, the Dean's office.

When reporting the grade of "I" (Incomplete) for a student, the instructor shall also file a report of the default grade. If the instructor does not change the grade of "I," pursuant to the agreement with the student, by the end of one year from the time the grade of "I" was awarded, the appropriate University official shall automatically change the grade of "I" to the reported default grade, and the default grade shall appear on the transcript and be used for all other grading purposes as the actual grade received in the course. Faculty advisers and staff advisers have the option of not permitting a student to register for an "overload" if the student is carrying one or more active incomplete courses, or for a "full load" if the student is carrying two or more active incompletes. Students should be aware that carrying incompletes for an extended period of time can affect their ability to receive federal financial aid in future semesters.

TIME REQUIREMENTS, HOLIDAYS & ABSENCES

All students must maintain a consistent field education schedule during both semesters. The BSW program, including field education, entails a considerable time commitment from students. In order to receive course credit, a student must complete the mandated hours for placement, as well as meet all other placement requirements in (minimally) a satisfactory manner. **All BSW students must keep a time sheet** that is signed by the field instructor and/or task instructor and submitted. Students cannot earn practicum hours from home.

BSW students complete a *minimum* of 200 placement hours per academic semester for a minimum total of 400 hours per year. **Students cannot end**

their field placements early just because they have fulfilled the minimum time requirement.

Dates for the beginning and ending of the field instruction period are established each year by the School. Students are to maintain a consistent weekly schedule. Variations are permissible only when they will not interfere with the agency's effectiveness of operation and the quality of the educational experience. Any variations must be discussed with the field instructor and field liaison, and set forth in the Learning Contract.

Students should not assume that agencies will accommodate their various family, work or personal obligations. Students who are working full-time should make every effort to secure employment at an agency that would allow for an Employment-Based placement (see above).

Students should observe all agency regulations with regard to hours of work that are pertinent to their situations. They are expected to be prompt in appearing for internships, and should be able to accomplish the assigned tasks during regular practicum time period. Problems or concerns, such as continued lateness or consistently missing appointments, should be called to the attention of the field liaison.

Regularly scheduled agency holidays are taken by students, though if these holidays mean that students will not meet their minimum hour's requirement per semester, the student then will need to make up that time. In addition, students are entitled to the holidays listed in the academic calendar, though the effect on practicum commitments should be discussed in advance with the field instructor.

Additionally, students can elect to complete practicum hours on days designated as holidays, "classes cancelled" or "university closed" in order to complete the hours required for the field practicum course but not required by the School of Social Work.

There are times when Temple University Main Campus will be closed or classes cancelled due to inclement weather. In this case, students are to follow their agency's policy and hours of operation around this issue. Please note students cannot earn practicum hours from home.

Students should be excused for the observance of religious holidays that fall on field practicum days. Observation of any religious or cultural holidays should be discussed with your field instructor in advance, as a professional courtesy. If the student is uncomfortable with the discussion or unsatisfied with the outcome, the student should consult the field liaison. If, absences

due to religious observance cause the student to fall short of the practicum requirement, the student must make up the time in accordance with the agency's schedule.

Understanding that some absences are unpredictable or unavoidable (such as an illness), a student is obligated to make up the lost time. It should be noted that a vacation does not constitute a legitimate reason for an absence. **For absences in excess of two days and /or that cause student to fall below the required field hours for the semester, will require the student to construct a written plan with the field instructor and liaison to make up the time lost.**

In all cases of absence, the student is expected to observe professional principles, notifying as quickly as possible any individuals who might be affected by their absence (i.e. client(s), agency personal, field instructor, etc.) and repairing any damage to service that their absence might entail. Excessive absences and/or inconsistent attendance, regardless of actual performance, can result in failing the placement.

BACKGROUND CHECKS & MEDICAL RECORDS

The Office of Field Education requires that all students proactively obtain the three clearances listed below, prior to the start of field placement.

Governor Wolf announces fee waivers for volunteers seeking background checks- Text of June 10, 2015 press release

*Harrisburg, PA -- Governor Tom Wolf announced today that **fees for child abuse clearances and criminal background checks required by the Child Protective Services Law will be waived for volunteers working with children.** Additionally, the Department of Human Services (DHS) and the Pennsylvania State Police (PSP) will be reducing the cost of both the child abuse and criminal history record checks from \$10 to \$8 for all other applicants. These changes will take effect July 25, 2015.*

(1) To order a Criminal Background Check, go to the Pennsylvania State police website – “Criminal History Record Form (SP 164)”
epatch.state.pa.us.

Select “Volunteers only” as the reason you need the background check.

(2) To order a Child Abuse History Clearance, go to the Pennsylvania Department of Human Services website – “Pennsylvania Child Abuse History Clearance Form”

<https://www.compass.state.pa.us/cwis/public/home>.

You will need the following information to complete your application on-line: - Addresses where you previously lived back to 1975. - Names of all individuals with whom you have lived with to include parents, guardians, sibling, spouses etc. back to 1975. - Any previous names you have used or have been known by.

Once you “CREATE A NEW ACCOUNT”, later when asked about your APPLICATION PURPOSE, please select “Volunteer.”

(Students should apply for this clearance no more than 90 days prior to start of the internship, unless otherwise requested by the agency. Additionally, if you obtained clearances using this method within the past 2 years you may not be able to obtain clearances for free.)

(3) To order a “FBI Federal Criminal History Record”, go to www.pa.cogentid.com/index.htm

Select “Department of Human Services, register, and fill in the yellow boxes. Select “Employment with a significant likelihood of contact with children.”

Students planning field placements in New Jersey should use the New Jersey State Police website at http://www.njsp.org/about/serv_chrc.html to learn more about that state’s fingerprinting and background checks but are advised to check with their agency at their interview about agency clearance requirements as these can vary.

Students planning field placements in other states should check with their field instructors about that state’s background check requirements.

If a student has a prior criminal record, or related concerns, s/he should disclose this to the Field Education Specialist for purposes of planning during the placement process.

Many placement sites, particularly those that are health-related, are requiring an updated immunization record and other medical verification including urine tests before beginning placement. Many practicum sites, particularly those

that are health-related, are requiring an updated immunization record and other medical verification including urine tests before beginning practicum. If necessary, students should contact Student Health Services to assist with appropriate documentation. Additional cost may be associated with this type of practicum which is the responsibility of the student.

The field office requires all students to obtain the basic clearances: Criminal Background, Child Abuse and FBI Clearance. Clearances should be obtained for the state in which a student will be completing their field practicum.

DRESS CODES

SSW expects all students to be neat, clean and appropriate in appearance while engaged in all placement-related activities. Students **must adhere** to the dress code of the agency (including policies on body piercing and tattoo coverage) at which they are placed. Students are to follow directives and feedback provided by agency personnel regarding their appearance.

EMAIL: TUMAIL

The Office of Field Education uses the Temple University email system as a primary means of communication with the SSW student body. All students must have an active Temple email account and check it regularly. Email communication will not be sent to other accounts (e.g. gmail). **Students are held responsible for all information sent through the Temple email system.**

STUDENT SAFETY IN THE FIELD

In case of an emergency at the practicum site, students are required to follow agency protocol. Students and agencies must work together to create a safe environment. Each agency is responsible for orienting interns to the safety policies and procedures of its setting, as well as supervision and compliance with all applicable local, state and federal laws regarding safety. Each student is responsible for discussing safety concerns with field supervisors. It is important to discuss guidelines for prevention, as well as crisis management plans and safety plans. Such discussions should also include, but not be limited to, safety issues in the community, during home visits, within the agency building and environs and with particular clients prone to violent behavior, and the security of personal belongings.

After an incident has been resolved at your practicum site, please alert your field liaison and the Office of Field Education, fieldedu@temple.edu, with a written summary of the incident and resolution.

Some numbers you should be aware of:

Police and Fire – 911

Main Campus – 215-204-1234 Temple Main Campus Security

LIABILITY INSURANCE

Temple University maintains comprehensive general liability and professional liability insurance for itself and its students participating in field education internships. However, the University does not maintain liability insurance for students using either their own cars or agency cars for any work related to the field practicum. Students are neither covered for transporting clients in a car nor for using a car for any other tasks that the student carries out for the agency (e.g., making a home visit, visiting another agency). Therefore, students may not transport clients or engage in other agency business in their own or in agency cars without appropriate liability coverage.

To request a certificate of liability insurance, send an email to fieldedu@temple.edu with the following information:

- Student name and program
- Agency name, address, and phone number
- Agency contact, title and email address

It usually takes 2-3 days to complete this request.

Students need to discuss the matter of using their cars or agency cars for agency-related tasks with their field instructor or other agency representative. There are a number of options available to students who will be using a car during the course of their fieldwork. The agency could choose to supply liability insurance for students who drive vehicles during agency time (many agencies already have arrangements to provide such insurance for their students and/or provide agency cars). Another option would be for the agency to reimburse the student for purchasing the additional liability coverage that would enable the student to use his/her own car for the field practicum.

The National Association of Social Workers (NASW) offers low cost, comprehensive Professional Liability Insurance to student members (www.socialworkers.org).

SOCIAL ACTIONS AND STRIKES

Students may become involved in those social action components of the agency's program that are appropriate to their learning. In the course of such activities, the student may expect to have the assistance of both the agency and the school. No agency, however, can require a student to participate in an illegal activity as part of his/her educational program. Furthermore, students may not become so engaged in their role *as students*. Instead, they may choose to do so as private citizens outside of their normal school and field work hours.

A strike bound agency does not provide an appropriate setting for learning, regardless of the merits of the conflict. In the event of a strike situation, the school reserves the right to withdraw students from the agency and provide substitute learning experiences. In a prolonged strike situation, new agency placements may be made.

STIPENDS AND ENHANCED PLACEMENTS

There are a limited number of field placements that offer stipends. Stipends are offered by agencies directly to the student. These stipends are awarded annually, at the discretion of the agency and are generally agreed upon prior to placement. The Office of Field Education is not involved in decisions about or disbursement of stipends.

SSW participates in the Pennsylvania Child Welfare Training Program, Child Welfare Education for Baccalaureates (CWEB) funded by Title IV-E and administered by the University of Pittsburgh are to consult with CWEB administrators regarding stipends. For further information, visit the website: www.pacwcbt.pitt.edu.

SSW partners with *Philadelphia Connections*, an organization that promotes education and training in the area of behavioral health. This organization offers "enhanced placements" that provide student with a small stipend and access to special seminars and other education offerings. Students apply directly to Philadelphia Connections. For more information review the Office of Field Education Information Board or visit *Philadelphia Connections* webpage at www.philaconnect.org.

Other enhanced placement opportunities may become available, depending on SSW partnership activities and faculty projects. Students are encouraged to check the field education website for information.

DISABILITY RESOURCES AND SERVICES

Temple University is committed to the full inclusion of students with a disability in all programs and services. The Office of Field Education maintains relationships with agencies that are accessible and works with agencies to arrange reasonable accommodations upon request.

Notify the Office of Field Education of access/accommodation on your field application.

Process for requesting accommodations:

1. Student meets with Disability Resources and Services (DRS) staff to discuss access needs and appropriate accommodations for field placement.
2. Student notifies field education staff of the need for access or accommodations via the field application and obtains an Access/Accommodations Request for Field Education Form⁸.
3. DRS staff member determines reasonable accommodations, consulting with the Office of Field Education as needed, and generates a Field Education Accommodation Letter.
4. DRS staff member sends the accommodation letter to the student and Field Education staff.
5. Field Liaison –communicates accommodations to field liaison, who works with placement agency to make arrangements for access/accommodations.

**Disability Resources and Services
100 Ritter Annex
1301 Cecil B. Moore Avenue
(215) 204-1280
drs@temple.edu
www.temple.edu/disability**

Any student (regardless of location) who needs accommodation based on the impact of a disability must contact Disability Resources and Services (DRS) at 215-204-1280 or www.temple.edu/studentaffairs/disability/. Accommodations are considered for class and field. Students need to be proactive and are encouraged to seek assistance from the DRS prior to the start of a semester. Instructors cannot provide accommodations for

⁸ A copy of the Access/ Accommodations Request for Field Education Form.

coursework, only DRS can determine this, and accommodations are not retroactive. After DRS makes a determination regarding accommodations, and provides a letter that specifies what accommodation should be made, it is the responsibility of the student to share this information with his/her course instructors and work with those instructors so that the accommodations can be met. Accommodations do not allow students to forgo course or program requirements.

STANDARDS OF CONDUCT

SOCIAL WORK CODE OF ETHICS

Students, field instructors and field education specialists are expected to adhere to the NASW Code of Ethics, www.socialworkers.org/About/Ethics/Code-of-Ethics. Violations in the Code of Ethics may result in the termination of the field practicum and a failing grade for the field practicum course.

The following is an excerpt from the NASW Code of Ethics as approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly on August 4, 2017:

Preamble: The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own

needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Standards of Student Conduct

The School of Social Work has an obligation to hold students accountable not only for the mastery of academic content but also for the development of professional behavior expected of those in the social work profession.

Specifically, the SSW holds students to the standards of honesty and integrity reflected in the National Association of Social Workers (NASW) Code of Ethics (<https://www.socialworkers.org/about/ethics/code-of-ethics>) and the Temple University Student Code of Conduct. This is available at:

<https://studentconduct.temple.edu/>) These standards will be evident in

responsible social interaction with faculty and peers on campus and in professional interaction with clients and staff in the fieldwork setting.

Professional interactions are based upon respect for the rights and needs of clients, and regard for the ethical standards of the social work profession. The Student Code of Conduct is distributed to all students. Students should familiarize themselves with this Code and particularly with the behaviors circumscribed as violations.

PLAGIARISM AND ACADEMIC CHEATING

Plagiarism and Academic Cheating are serious offenses that violate the Social Work Code of Ethics and the University's Code of Conduct. Such violations could result in failing a course, suspension, or expulsion from the university. It is important that students acknowledge the work of others both in their written and oral work through a process of documentation. Students should familiarize themselves with proper forms of documentation to meet the academic and professional standards of the university and to avoid plagiarism.

The following statement is taken directly from the *Student Handbook and Planner* (2010):

Plagiarism is the unacknowledged use of another person's labor, ideas, words, or assistance. Normally, all work done for courses—papers, examinations, homework assignments, and oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources, including suggestions for organization of ideas, ideas themselves, or actual language, must be cited. Failure to cite borrowed material constitutes plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person (BSW Handbook).

"The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college (BSW Handbook)."

SOCIAL MEDIA AND TECHNOLOGY

For use of social media and technology:

- Follow the guidelines of Temple University, College of Public Health, School of Social Work official policies as noted in the introductory section of your MSW Handbook and page 29.
- Follow the guidelines set forth by your field practicum site (written and verbal), NASW Code of Ethics, and CSWE Technology standards.
- Do not share agency information without written consent of your field instructor.
- Be clear when you are speaking as an individual, not for Temple, CPH, SSW or the field practicum site, as appropriate.
- Strive to remain a credible source in your personal and your professional social presences.
- Use caution when sharing personal information about an individual or group without their permission. Actively follow confidentiality guidelines as delineated in the NASW Code of Ethics, CSWE Technology and agency standards.
- Refrain from the use of profanity or derogatory language and/or sexually explicit language or material of any kind.
- Reflect the highest levels of academic integrity, honesty and ethics.
- Share copyrighted material only when permission is granted to do so (e.g., through a "Share" button by the originator of the material) and/or with an appropriate citation/reference.

STANDARDS OF FACULTY CONDUCT

Temple University is committed to providing a learning and teaching environment free from discriminatory, inappropriate, or disrespectful conduct and communication. Accordingly, University policies require fair and equal treatment of all students regardless of gender, age, ethnic background, religious preference, or sexual orientation.

Sexual harassment of students also threatens this environment and is expressly prohibited of all persons engaged in teaching at Temple University, including full-time and part-time faculty as well as teaching assistants. With

reference to behavior between an instructor and students of that instructor, no instructor may make a sexually suggestive or intimating remark, ask a student for a date or sexual favor, or in other ways make a sexual advance to the student. In situations where faculty members are not directly responsible for a student but in a position to influence that student's academic career, an instructor must desist from expressions of sexual or romantic interest if there is any indication that such interest is unwelcome by the student. No instructor may indicate, either explicitly or implicitly, that an academic reward or punishment could result from a student's reaction to an instructor's sexual or romantic advances.

Main, Harrisburg Campuses and On-line students who believe they have been the victims of sexual harassment should first bring this matter to the attention of the Director or Assistant Director of Field Education. There are designated sexual harassment ombudspersons in each area of the university, and the Sexual Assault Counseling Center (SACE) will handle any sexual harassment issues (215-204-7276). Complaints of this nature are treated in strict confidence. Threats or other forms of intimidation or retaliation against students initiating a complaint of sexual harassment in good faith are also strictly prohibited within the University and may, themselves, be cause for disciplinary action.

ACADEMIC GRIEVANCES

An academic grievance is defined as a complaint lodged by a student about an academic practice, policy, or decision. This could include, but is not limited to alleged wrongful assignment of a grade; alleged bias, capriciousness, discrimination, punitiveness, or incompetence of a professor; alleged inequity in course assignment(s) or treatment.

Students should consult BSW Handbook for current policies and procedures regarding academic grievances, and consult with their academic advisor.

STUDENT POLICIES AND PROCEDURES RESOLVING PROBLEMS IN THE FIELD

MAINTAINING STUDENT IN THE FIELD

Throughout this process it is important that open communication be maintained. The field instructor and student share responsibility for identifying and dealing with problems as soon as they become evident. Should a problem arise in placement, the student should follow the procedures outlined below.

- In attempting to resolve any student concerns around field, it is the obligation of the student first to make a serious effort to resolve the matter with the Field Instructor. The student meets with the Field Instructor to resolve the difficulty. Document the discussion, any concerns, means to alleviate the problem(s), and length of time by which the problem is expected to be resolved. The student should also inform the Field Liaison for support and feedback.
- If the problem is not resolved, the student should notify the Field Instructor, along with the Field Liaison and the Assistant Director or Director of Field Education. The Field Liaison will attempt to resolve the issue with the student and the Field Instructor during an agency meeting; and notify the Assistant Director or Director of Field Education of the problem and progress toward a resolution. The student will document the discussion and concerns, as it relates to field experiences, learning competencies and future learning opportunities. All documentation should be submitted in writing to the Field Liaison.
- If resolution efforts are not successful the student, Field Liaison and Assistant Director or Director of Field Education will meet to discuss field placement options. If the concerns include any issue that may jeopardize the student's safety, the student should contact the Field Liaison and Assistant Director or Director of Field Education immediately for a unilateral resolution.

REMOVAL OF STUDENT FROM FIELD

The field placement is a critical component of the student's development as a professional social worker, particularly as it reflects the student's ability to internalize academic course content and to combine professional knowledge and skill with professional demeanor appropriate for practice. The student must maintain a professional demeanor that separates personal problems/issues from practice in order to engage successfully in one's professional responsibilities to clients, the field site, and the community. Should a student's personal problems, psychological well-being, lack of maturity or lack of learning readiness in the student intern role impair the student's field performance and responsibilities to clients, the field site, and/or the community, the Field Instructor, Field Liaison and Assistant Director or Director of Field Education have the responsibility to intervene.

The Assistant Director or Director of Field Education has the responsibility to remove any student from field when the student's professional or ethical behavior jeopardizes the services provided by the agency or the clients served by the agency. The Assistant Director or Director of Field Education will consult with the Field Instructor, Field Liaison, when appropriate to assist in making the decision to remove a student from placement.

The Office of Field Education has the responsibility to remove a student from field for any of the following reasons:

1. Student's failure to abide by the NASW Code of Ethics, Standards of Practice, assigned agency policies or procedures, and/or TU policies or procedures;
2. Student's violation of any of the principles outlined in the NASW Code of Ethics or Standards of Practice;
3. Student's attempt to harm oneself, others, or clients;
4. Student's repeated tardiness and unexcused absences without notification to agency supervisor;
5. Student's lack of progress in correcting identified deficiencies and concerns, as outlined in supervisor documentation.
6. Student's impairment for any reason to the degree that it interferes with student's ability to satisfy field competencies and activities identified in learning plan.

Students being asked to leave an agency or removed by the Office of Field Education due to any of the above mentioned reasons may be required to forfeit completed hours in that internship, and may be assigned a grade of Fail (F) or an Incomplete (I). In such situations, the student may be denied

another field placement. Students will receive written documentation of reasons for removal and next steps.

NON-STUDENT ISSUES RESULTING IN REMOVAL OF STUDENT

If through no fault of the student, a field placement must be discontinued, every effort will be made to reassign the student to another field placement setting as expeditiously as possible. (This will depend on availability of appropriate placements sites). Every attempt will be made to minimize the loss of accumulated placement hours.

The Assistant Director or Director of Field Education with consultation with the Field Liaison and Field Instructor will determine what conditions must be in place before the field placement setting can host another field placement. This is not counted as an unsuccessful placement.

A student may be removed from field due to:

- Decision of the Office of Field Education and Field Liaison that the agency experience is not meeting the outlined Learning Competencies of the field practicum on the field liaison recommendation. The field office will make every effort to replace student within that semester. Students will not have to forfeit any hours earned.
- Request of the student with approval of Field Liaison.
- Agency closure, change in regulations governing agency's activity, change in supervisor, or agency restructuring, which does not support internship requirements. Students will not forfeit hours any hours earned.
- Agency failure to demonstrate commitment to the values and ethics of social work practice in dealings with students, clients, and/or community.
- Agency failure to demonstrate commitment to the School of Social Work mission and program goals as an approved field site.
- Failure of the Field Instructor in providing supervision over the student's learning experiences and activities.
- Student's personal safety is jeopardized by continuing placement.
- The Assistant Director or Director of Field Education reserves the right to replace a student without adherence to procedures outlined in the Policies and Procedures in the event that the student's rights have been violated, and/or it is felt that field education competencies cannot be met in that setting.

CHANGE OR REMOVAL FROM FIELD PRACTICUM: IMPLICATIONS FOR GRADES AND FIELD HOURS

There are circumstances that may necessitate a change in the student's field placement in addition to the reasons previously stated above. Such as, loss of employment due to layoff or termination, change in job responsibilities, change in agency, field or task instructor leaves agency, agency closes, etc. In the event of such situations, the student should contact their Field Liaison (during field practicum course), Field Education Specialist (prior to starting course) and the Office of Field Education in-person or via email, fieldedu@temple.edu to discuss alternatives.

Upon receipt and review of correspondence from student, the Director or Assistant Director of Field Education will notify the student to proceed with the development of a plan or outline a rationale why student should be replaced. A student changing placements prior to the mid-point of the field experience must have the field instructor evaluate their field practicum performance. If the performance was satisfactory, the field hours earned in the placement will carry over to the new field site. If the field practicum performance was marginal or unsatisfactory, the field hours will need to be repeated.

A student changing placements after the mid-term point of the field experience must have the former field instructor complete the evaluation based on the learning contract developed for that field period. An additional supplementary learning contract and evaluation or supplementary learning contract and summary will be completed by the field instructor at the new field site and both documents will be submitted and utilized by the field liaison to determine the grade for that field period.

STUDENTS EXPERIENCING DIFFICULTY MASTERING PRACTICE AND/OR PROFESSIONAL COMPETENCIES

PROFESSIONAL COMPETENCIES AND PRACTICE

When students are evaluated as not having met Practice Competencies assessed via the Midterm Field Practicum, a Performance Agreement will be instituted. The Performance Agreement is authored by the Field Liaison

with input from the Field Instructor and the Student. It is a written document that describes how the student's professional behavior violates one or more Core Professional Performance Competencies and identifies the corrective action to be taken and the time frame for its completion. The problematic behaviors must be behaviorally described, using examples. It is the responsibility of Director or Assistant Director of Field Education to ensure that all related documents are made a part of the student's file.

Procedures:

- The Performance Agreement is submitted to the Director of Field Education for review. An Assistant Director of Field Education returns the signed form to Field Liaison and ensures that a signed copy of the Performance Agreement is given to the student.
- It is the responsibility of the field liaison to closely monitor the student's performance and to evaluate the student's compliance at the end of the agreed-upon time frame.
- If the student improves satisfactorily, the plan is signed by all involved parties at the end of the specified period and forwarded to the Director of Field Education.
- Based on the student's progress in meeting competencies identified in the Performance Agreement, the Director of Field Education may arrange a consultation with the student, and the field liaison within 10 business days of the specified end of the Performance Agreement for final review.

REQUEST TO CHANGE FIELD PLACEMENT

Students are expected to complete both semesters of foundation placements at their assigned agency. If a student wishes to change their placement agency, the student should discuss the matter first with the Field Liaison, and then with the Assistant Director or Director of Field Education. Any change in placement within or between semesters must be supported by educational reasons, and must be recommended by the Field Liaison and the Office of Field Education.

Changes in placement during the semester are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in field of practice are not considered sound educational reasons for making a change during the semester of placement.

Request to Change Field Liaison

Students requesting a change in field liaison should make the request directly to the Director of the Field Education Department. A request for a change of advisement assignment is predicated on a serious problem or concern that can be remedied only by a change in the assignment.

WITHDRAW FROM FIELD INTERNSHIP/FIELD PRACTICUM COURSE

Students may withdraw with a "W" grade if done within the University deadlines. In all cases, a student who decides to withdraw with a "W" grade will forfeit credit for ALL placement hours completed in the agency prior to the drop date.

Students deciding to withdraw from their field internship course once they have been accepted and/or have begun working in the internship must notify the Assistant Director or Director of Field Education and their BSW Advisor of this decision before leaving the agency. Failure to notify the Coordinator of Field Education of this decision will result in a failing grade. Students withdrawing from their assigned field placement after receiving an unsatisfactory evaluation or documented problems meeting the course competencies will count as an unsuccessful placement. The Assistant Director or Director of Field Education will meet with the student, Field Liaison and/or Field Instructor to review all information regarding student's performance. This information will be used to determine if the student will be allowed to re-register for the appropriate field course.

REQUEST FOR INCOMPLETE IN FIELD

In extreme cases, including but not limited to, a family crisis, extended illness, or agency changes, students may be eligible to receive an Incomplete (I). Students who do not complete the required hours and assignments according to the Agreement for Issuing an Incomplete Grade by the required date will receive a failing grade.

EVALUATION OF FIELD LIAISON

At the end of each semester, students complete a written evaluation of their liaisons in order to assist the Office of Field Education in identifying the

strengths and limitations of the advisement system, to facilitate improvements, and to give recognition to this component of faculty performance.

EVALUATION OF AGENCY EFFECTIVENESS

The field liaison plays a vital role in monitoring the effectiveness of the agency and the field instructor. Each liaison reviews all of his or her assigned agencies yearly in an Agency Evaluation form that is submitted to the Office of Field Education. The advisor is expected to discuss any concerns about the effectiveness of the field instructor or any aspect of the agency's practice that might lead the school to question its affiliation with the agency. At times, it may be necessary for the field liaison and Director of Field Education or Assistant Director to meet with a field instructor, educational coordinator, or agency director to address concerns and to suggest ways in which the agency or field instructor can become more effective.

Council on Social Work Education (CSWE)
Educational Policy and Accreditation Standards
Social Work Competencies

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. 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. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. 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. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

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

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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. 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. 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.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. 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. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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

Social workers understand that intervention 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication

in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix B
Learning Contract



Temple University
 College of Public Health
 School of Social Work
 OFFICE OF FIELD EDUCATION

MAIN CAMPUS:
 1301 Cecil B. Moore Avenue
 Ritter Annex, 5th
 Philadelphia, PA 19122-6091

phone 215-204- 8623
 mail fieldedu@temple.edu
 web: cph.temple.edu/ssa

Learning Contract- BSW Practicum (SSWG 4187/4287)⁹

Student First Name:	<input type="text"/>	Student Last Name:	<input type="text"/>
Primary Phone:	<input type="text"/>	Temple Email:	<input type="text"/>
Practicum Site:	<input type="text"/>		
Division/Unit:	<input type="text"/>		
Phone No.	<input type="text"/>	Fax No.	<input type="text"/>
Field Instructor Name:	<input type="text"/>		
Field Instructor Phone No.	<input type="text"/>	Field Instructor Email:	<input type="text"/>
Task Instructor Name:	<input type="text"/>		
Task Instructor Phone No.	<input type="text"/>	Task Instructor Email:	<input type="text"/>
Field Liaison	<input type="text"/>	SW Advisor:	<input type="text"/>

Brief Description of Agency Setting:

Student's Practicum Schedule (include days & hours)

Supervision (include with whom, days and times)

⁹ Adapted from "Learning Plans", The University of Tennessee Knoxville, College of Social Work, Field Education Office and "Quarterly Field Evaluation", University of Denver, Graduate School of Social Work, Field Education Office.

Other staff with whom student will work to complete assignments (name and title)

How would you prefer your liaison visit (circle preference)?

On-site (In-person students only)

Teleconference

Web-conference

Student Signature:

Date:

Field Instructor Signature:

Date:

Task Instructor Signature:

Date:

INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract (First Submission)

Foundation Field Practicum I-SW 4187:

The Learning Contract should be developed based on the collaborative process between the student, field instructor and task instructor (if applicable) outlining activities/ tasks to be completed during the semester to meet the learning outcomes, with the field liaison available for assistance and feedback.

Foundation Field Practicum II- SW 4287:

The student will collaborate with the field instructor and task instructor (if applicable) to create a new Learning Contract, which builds off of the Learning Contract in Field I. This learning contract should be developed based on the enhancement of continued tasks which will assist with further skill development, tasks that will focus on learning outcomes that were not accomplished in Field I and new activities for additional skill development.

Driven by Council on Social Work Education (CSWE) core competencies (see Attachment A), foundation field education objectives and outcomes have been delineated. The field instructor and student will identify learning Activities/Tasks available at the practicum that will support the student accomplishing the stated Learning Outcomes/Practice Behaviors. A learning Activities/Tasks can address more than one learning objective and learning outcome. **“Date” indicates when the Activities/Tasks was initiated and/ or accomplished. At least two Activities/Tasks MUST be outlined for each competency by mid-semester. Due dates are located on the course syllabus.** Student will submit this assignment per date on syllabus.

In designing the Learning Contract, these factors need to be incorporated and recorded:

- Working with clients
- Engaging in a macro project and/or tasks
- Supervision and supervision forms
- Class assignments (all course syllabi should be reviewed by the student and field instructor to determine what can be incorporated)
- Completion of activities/tasks (Examples- process recordings, DAP note, agenda, supervision form, practice reflection/summary of team meeting, etc.).
- Other activities in the agency

The Learning Contract should be reviewed continuously, and progress should be noted directly on the form. The Learning Contract is a dynamic document that can be changed and developed as the practicum proceeds

Evidence of Assignment Initiation or Completion- Completed by the Student

- Student must enter evidence of progress toward the completion of assignments by midterm in order for Field Instructor to assign midterm ratings. Student must initiate at least two Learning Outcome (LO) for each Learning Objective/Competency. The Office of Field Education has assigned your first Learning Outcome (LO) on the Learning Contract.
- Students should utilize supervision meetings to check-in with their Field and Task Instructor regarding “Evidence of Assignment

Midterm Review (Second Submission)

The Field Instructor and Task Instructor (if applicable) is to assess the student’s demonstrated competency for each practice behavior, reviewing the evidence provided by the student on the Second Submission of the Learning Contract, and using the evaluation rating scale. The midterm ratings are not used to calculate the student’s grade. Midterm ratings are intended to provide feedback and identify areas for growth. Once completed the Midterm is submitted via Canvas.

RATING SCALE

4 = Proficient or Advanced Competence - Student consistently demonstrates effective integration of knowledge, values, and skills at a more advanced level than would be expected for a student at this point in the MSW program. Student consistently exceeds performance expectations. Student goes “above and beyond” on assignments and consistently seeks and integrates feedback to enhance competency.

3 = Satisfactory Competence – Student demonstrates consistent integration of knowledge, values, and skills at the expected level of performance for a student at this point in the MSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

2 = Emerging Competence – Student demonstrates beginning capacity to integrate knowledge, values, and skills. Student is using feedback to build competency, but performance is not yet at the expected level for where the student is in the MSW program. In the first semester of practicum, a student often receives a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill.

1= Insufficient Competence – Student does not demonstrate essential knowledge, values, and/or skills. Student is not completing assignments adequately and is not responding appropriately to feedback. This student may receive a grade of No Credit for field.

NI= Not Initiated – This rating signifies that student has not yet had the opportunity to complete specific assignments and to demonstrate the relevant knowledge, values and skills.

Things to Keep in Mind When Evaluating the Student:

Field I (SW 4187):

The Learning Contract is only submitted twice during the semester (Initial and Midterm), however the document can be used by the student and field instructor throughout the practicum to gauge the student’s skill development and assist with the End of Semester Evaluation. Emerging competence (2) is an acceptable rating at midterm. Field Instructor should expect student to reach satisfactory competence (3) on most learning outcomes by the end of Field I Not initiated (NI) should be used if student did not have opportunity to experience a particular learning outcome. Insufficient competence (1) should be used if student is not demonstrating competence or responding to the field or task instructor’s feedback. (In the case of insufficient competence student, Field and/or Task instructor should seek additional assistance from the student’s Field Liaison before or immediately after the midterm.)

Field II (SW 4287):

The Learning Contract is only submitted twice during the semester (Initial and Midterm), however the document can be used by the student and field instructor throughout the practicum to gauge the student’s skill development and assist with the End of Semester Evaluation. Emerging competence (2) is an acceptable rating at midterm and at the end of the semester for some of the new learning outcomes, not experienced in Field I. Field Instructor should expect Student should receive satisfactory competent (3) on most learning outcomes by the end of Field II. Not initiated (NI) should not be used by the end of the semester. Though the use of critical thinking skills students should be able to effectively challenge themselves and carve out an opportunity with the help of the Field and Task Instructor to accomplish learning outcomes that received an NI during the first semester. Insufficient competence (1) should be used if student is not demonstrating competence or responding to the field or task instructor’s feedback. (In the case of insufficient competence student, Field and/or Task instructor should seek additional assistance from the student’s Field Liaison before or immediately after the midterm.)

Please remember: There should be 2 learning outcomes/practice behaviors identified for each competency.

BSW Practicum- Learning Objectives and Learning Outcomes

Learning Objective (Competency 1): Demonstrate and model ethical and professional behavior

Field Learning Outcomes (LO)/ Practice Behaviors:

LO1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical use of technology, ethical conduct of research, and additional codes of ethics as appropriate to context;

LO2. Use reflection and self-regulation to identify and address personal values and biases, and develop appropriate strategies for addressing their influence on one’s practice;

LO3. Use technology ethically to facilitate and guide practice outcomes, and

LO4. Use supervision and consultation to guide professional judgment, behavior to meet agency standards.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				
LO2				
LO3.				
LO4.				

Learning Objective (Competency 2): Engage Diversity and Difference in Practice

Field Learning Outcomes (LO)/ Practice Behaviors:

LO1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

LO2. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

LO3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1				
LO2.				
LO3.				

Learning Objective (Competency 3): Advance Human Rights and Social Economic and Environmental Justice

Field Learning Outcomes/ Practice Behaviors:

LO1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

LO2. Engage in practices that advance social, economic, and environmental justice.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				
LO2.				

Learning Objective (Competency 4): Engage In Practice-informed Research and Research-informed Practice

Field Learning Outcomes/ Practice Behaviors:

LO1. Use practice experience and theory to inform scientific inquiry and research;

LO2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

LO3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				
LO2.				
LO3.				

Learning Objective (Competency 5): Engage In Policy Practice

Field Learning Outcomes/ Practice Behaviors:

LO1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

LO2. Assess how social welfare and economic policies impact the delivery of and access to social services;

LO3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1				
LO2.				
LO3.				

Learning Objective (Competency 6): Engage with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

LO2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				
LO2.				

Learning Objective (Competency 7): Assess Individuals, Families, Groups, Organizations, and Communities Field Learning Outcomes/ Practice Behaviors:

LO1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

LO2. 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;

LO3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

LO4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				

LO2.				
LO3.				
LO4.				

Learning Objective (Competency 8): Intervene with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

LO3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and

LO4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				

LO2.				
LO3.				
LO4.				

Learning Objective (Competency 9): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes/ Practice Behaviors:

LO1. Select and use appropriate methods for evaluation of outcomes;

LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

LO3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

LO4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Activities/Tasks s: List the activities and tasks the student will undertake to achieve the additional educational outcomes.	Evidence of Assignment/ Task Completion (What did you do?)	Date (Initiated or Completed)	FI/ TI Initials	Midterm Review (1-4)
LO1.				
LO2.				

LO3.				
LO4.				

Attachment A
Council on Social Work Education (CSWE)
Educational Policy and Accreditation Standards
Social Work Competencies

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. 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. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. 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. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

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

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 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. 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. 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.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. 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. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 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

Social workers understand that intervention 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

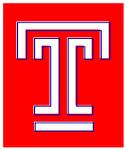
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix C
Monthly Report



School of Social Work

OFFICE OF FIELD EDUCATION
TEMPLE UNIVERSITY

MAIN CAMPUS:
1301 Cecil B. Moore Avenue

Ritter Annex, 5th Floor
Philadelphia, PA 19122-6091

email fieldedu@temple.edu
web www.temple.edu

MONTHLY CHECK-IN REPORT

The Monthly Check-in Report is intended to be a regular means of communication with your Field Liaison. In this report, the student indicates if there are any problems or concerns with supervision and/or learning opportunities. Three Monthly Check-in Reports are due each semester.

Student :		Date:	
Field Liaison:			
Agency:			
Field Instructor:			
Do you have regular weekly supervision meetings with your field/task instructor? <input type="checkbox"/> yes <input type="checkbox"/> no			
Are there any issues or concerns that you would like to discuss with your Field Liaison? <input type="checkbox"/> yes <input type="checkbox"/> no			
Overall, do you believe that you are being given the opportunities necessary to achieve the learning objectives and outcomes delineated in your Learning Contract? <input type="checkbox"/> yes <input type="checkbox"/> no			
Additional Comments:			

Student signature: _____ **Date:** _____

Appendix D
Evaluations



Temple University
 College of Public Health
 School of Social Work
 OFFICE OF FIELD EDUCATION

MAIN CAMPUS:

1301 Cecil B. Moore Avenue
 Ritter Annex, 5th
 Philadelphia, PA 19122-6091

phone 215-204- 8623
 mail fieldedu@temple.edu
 web: cph.temple.edu/ssa

End of Semester Evaluation: BSW Practicum (4187/4287)¹⁰

Date completed:		Semester (x):		Field 1		Field 2
Student:						
Agency:						
Field Instructor:						
FI email:			FI phone:			
Task Supervisor:						
TS email:			TS phone:			
Field Liaison:						

This evaluation should be a collaborative effort between the field instructor and the student, usually through review and discussion of the work done over the semester. (If Field Instructor/Task Instructor model was utilized then the Task Instructor should be an active participant in the student’s evaluation.) The Field Instructor should rate the student’s performance in relation to expectations for a Foundation level student at this point in her/his education program. For each item, circle the rating on the continuum that corresponds to the assessment of the student’s demonstrated performance. Provide an overall rating for the student’s performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback.

The performance rating scale is:

4 = Advanced Competence - Student consistently demonstrates effective integration of knowledge, values, and skills at a more advanced level than would be expected for a student at this point in the MSW program. Student consistently exceeds performance expectations. Student goes “above and beyond” on assignments and consistently seeks and integrates feedback to enhance competency.

3 = Satisfactory Competence – Student demonstrates consistent integration of knowledge, values, and skills at the expected level of performance for a student at this point in the MSW program. Student is meeting expectations on all assignments and integrates feedback to enhance competency.

¹⁰ Adapted from “Learning Plans”, The University of Tennessee Knoxville, College of Social Work, Field Education Office and “Quarterly Field Evaluation”, University of Denver, Graduate School of Social Work, Field Education Office.

2 = Emerging Competence – Student demonstrates beginning capacity to integrate knowledge, values, and skills. Student is using feedback to build competency, but performance is not yet at the expected level for where the student is in the MSW program. In the first semester of placement, a student often receives a rating of 2 on one or more practice behaviors due to insufficient opportunity to practice the skill.

I = Insufficient Competence – Student does not demonstrate essential knowledge, values, and/or skills. Student is not completing assignments adequately and is not responding appropriately to feedback.

NI= Not Initiated – This rating signifies that student has not yet had the opportunity to complete specific assignments and to demonstrate the relevant knowledge, values and skills.

Things to Keep in Mind When Evaluating the Student:

Field I (SW 4187):

Emerging competence (2) is an acceptable rating at midterm. Field Instructor should expect student to reach satisfactory competence (3) on most learning outcomes by the end of Field I. Not initiated (NI) should be used if student did not have opportunity to experience a particular learning outcome. Insufficient competence (1) should be used if student is not demonstrating competence or responding to the field or task instructor’s feedback. (In the case of insufficient competence student, Field and/or Task instructor should seek additional assistance from the student’s Field Liaison.)

Field II (SW 4287):

Emerging competence (2) is an acceptable rating at midterm and at the end of the semester for some of the new learning outcomes, not experienced in Field I. Field Instructor should expect Student should receive satisfactory competent (3) on most learning outcomes by the end of Field II. Not initiated (NI) should not be used by the end of the semester. Though the use of critical thinking skills students should be able to effectively challenge themselves and carve out an opportunity with the help of the Field and Task Instructor to accomplish learning outcomes that received an NI during the first semester. Insufficient competence (1) should be used if student is not demonstrating competence or responding to the field or task instructor’s feedback. (In the case of insufficient competence student, Field and/or Task instructor should seek additional assistance from the student’s Field Liaison.)

EVALUATION DIRECTIONS

Final (End of Semester) Ratings-Completed by Field Instructor (in conjunction with the Task Instructor, if applicable) is to assess the student’s demonstrated competency for each practice behavior, reviewing the evidence provided by the student and using the evaluation rating scale. For each item, circle the rating on the continuum that corresponds to the assessment of the student’s demonstrated performance. Provide an overall rating for the student’s performance for each objective, and then a final overall rating taking into account the evaluation of the objectives. It is critical to provide honest and constructive assessment and feedback. The Field Instructor (in conjunction with the Task Instructor, if applicable) is to discuss the evaluation with the student to provide feedback targeted at student growth and development. Students will submit the completed End of Semester Evaluation via Canvas.

Please remember: There should be at least 2 learning outcomes/practice behaviors identified and graded for each competency.

BSW Foundation Practicum- Learning Objectives and Learning Outcomes

Learning Objective (Competency 1): Demonstrate and model ethical and professional behavior

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical use of technology, ethical conduct of research, and additional codes of ethics as appropriate to context.	
LO2. Use reflection and self-regulation to identify and address personal values and biases, and develop appropriate strategies for addressing their influence on one's practice.	
LO3. Use technology ethically to facilitate and guide practice outcomes.	
LO4. Use supervision and consultation to guide professional judgment and behavior to meet agency standards.	

Additional Comments: _____

Learning Objective (Competency 2): Engage Diversity and Difference in Practice

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	
LO2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	
LO3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Additional Comments: _____

Learning Objective (Competency 3): Advance Human Rights and Social Economic and Environmental Justice

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	
LO2. Engage in practices that advance social, economic, and environmental justice.	

Additional Comments: _____

Learning Objective (Competency 4): Engage In Practice-informed Research and Research-informed Practice

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Use practice experience and theory to inform scientific inquiry and research	
LO2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	
LO3. Use and translate research evidence to inform and improve practice, policy, and service delivery.	

Additional Comments: _____

Learning Objective (Competency 5): Engage In Policy Practice

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
LO2. Assess how social welfare and economic policies impact the delivery of and access to social services.	
LO3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Additional Comments: _____

Learning Objective (Competency 6): Engage with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
LO2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	

Additional Comments: _____

Learning Objective (Competency 7): Assess Individuals, Families, Groups, Organizations, and Communities

Learning Outcomes	End of Semester Rating (1-4)
LO1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	
LO2. 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.	
LO3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	
LO4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	

Additional Comments: _____

Learning Objective (Competency 8): Intervene with Individuals, Families, Groups, Organizations, and Communities

Field Learning Outcomes (LO)/ Practice Behaviors	End of Semester Rating (1-4)
LO1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
LO3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
LO4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	

Additional Comments: _____

Learning Objective (Competency 9): Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Learning Outcomes	End of Semester Rating (1-4)
LO1. Select and use appropriate methods for evaluation of outcomes.	
LO2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	

LO3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	
LO4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

Additional Comments: _____

Field Instructor Signature: _____ **Date:** _____

Task Instructor Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Appendix E
Timesheet

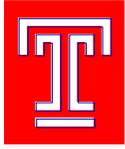
14.								
15.								
16.								
17.								
18.								
19.								

Add total number of hours prior to submitting your timesheet.

Notes/Comments:

This timesheet should be kept current and reflect a consistent schedule throughout the semester. It should be submitted as per your syllabus.

Appendix F
Supervision Form



School of Social Work

OFFICE OF FIELD EDUCATION
TEMPLE UNIVERSITY

Supervision Form

Supervision is an important part of professional social work practice. It is also an important part of a student's professional growth. Supervision affords students the opportunity to practice reflection, and to build skills related to professional use-of- self. In supervision, students can learn to communicate issues or concerns in ways that are direct, open, and honest. (For example, how does one engage in self-care in this setting?)

Student Name:	Date:
Field Liaison Name:	
Supervision Discussion for this Week: (Update Supervisor on assigned tasks related to Learning Contract.)	
Discuss with Supervisor- What student learned this week? (For example, values, biases, etc.)	
Discuss with Supervisor any challenges to completion of tasks. <ul style="list-style-type: none">○ Discuss how Supervisor may help resolve challenge(s)○ What resources do you need from Supervisor to complete tasks?	

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Create plan with supervisor on tasks for upcoming week.

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Discuss with Supervisor self-care activities to engage in.

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Field Instructor Signature:	Date:
Task Instructor Signature:	Date:
Student Signature:	Date: